

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, August 20, 2024 — 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*.

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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
Short-Essay Question Set 1 (Question 29)
August 2024

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

DEAR EDITOR:

Like all true Americans, my greatest desire at this time, this crucial point of our history, is a desire for a complete victory over the forces of evil, which threaten our existence today. Behind that desire is also a desire to serve, this, my country, in the most advantageous way. Most of our leaders are suggesting that we sacrifice every other ambition to the paramount one, victory. With this I agree; but I also wonder if another victory could not be achieved at the same time. . . .

Being an American of dark complexion and some 26 years, these questions flash through my mind: “Should I sacrifice my life to live half American?” “Will things be better for the next generation in the peace to follow?” “Would it be demanding too much to demand full citizenship rights in exchange for the sacrificing of my life?” “Is the kind of America I know worth defending?” “Will America be a true and pure democracy after this war?” “Will colored Americans suffer still the indignities that have been heaped upon them in the past?” . . .

I suggest that while we keep defense and victory in the forefront that we don’t lose sight of our fight for true democracy at home.

The “V for Victory” sign is being displayed prominently in all so-called democratic countries which are fighting for victory over aggression, slavery and tyranny. If this V sign means that to those now engaged in this great conflict then let colored Americans adopt the double VV for a double victory: The first V for victory over our enemies from without, the second V for victory over our enemies within. For surely those who perpetrate these ugly prejudices here are seeking to destroy our democratic form of government just as surely as the Axis forces. . . .

In conclusion let me say that though these questions often permeate my mind, I love America and am willing to die for the America I know will someday become a reality.

JAMES G. THOMPSON.

Source: James G. Thompson, letter to the editor, *Pittsburgh Courier*, originally printed January 31, 1942; reprinted April 11, 1942 (adapted)

Document 2

. . . This Nation was founded by men and women who sought these shores that they might enjoy greater freedom and greater opportunity than they had known before. The founders of the United States proclaimed to the world the American belief that all men are created equal, and that governments are instituted to secure the inalienable rights with which all men are endowed. In the Declaration of Independence and the Constitution of the United States, they eloquently expressed the aspirations of all mankind for equality and freedom. . . .

Today, the American people enjoy more freedom and opportunity than ever before. Never in our history has there been better reason to hope for the complete realization of the ideals of liberty and equality. . . .

Unfortunately, there still are examples—flagrant examples—of discrimination which are utterly contrary to our ideals. Not all groups of our population are free from the fear of violence. Not all groups are free to live and work where they please or to improve their conditions of life by their own efforts. Not all groups enjoy the full privileges of citizenship and participation in the government under which they live.

We cannot be satisfied until all our people have equal opportunities for jobs, for homes, for education, for health, and for political expression, and until all our people have equal protection under the law. . . .

I recommend, therefore, that the Congress enact legislation at this session directed toward the following specific objectives: . . .

2. Strengthening existing civil rights statutes.
3. Providing Federal protection against lynching.
4. Protecting more adequately the right to vote.
5. Establishing a Fair Employment Practice Commission to prevent unfair discrimination in employment. . . .

Source: President Harry Truman, "Special message to the Congress on Civil Rights," February 2, 1948

United States History and Government
Content-Specific Rubric
Short-Essay Question Set 1 (Question 29)
August 2024

Scoring Notes:

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

Score of 5:

- Thoroughly develops *both* aspects of the task in depth by discussing the historical context surrounding these documents and explaining the relationship between the events and/or ideas found in these documents
- Is more analytical than descriptive (analyzes and/or evaluates information)
Historical Context: discusses the irony of African American soldiers fighting and dying in the battle against Axis fascism while facing second-class citizenship and inequality in the United States
Cause and Effect: connects letters from patriotic African Americans demanding the same democracy at home that they were fighting for overseas to President Truman’s proposal of a sweeping civil rights program guaranteeing all Americans full privileges of citizenship
Turning Point: connects how the World War II experience of African American soldiers led them to demand not only victory over the Axis powers but also victory over ongoing racism, which became a catalyst for major civil rights reforms proposed by Truman and enacted in the ensuing decades
- 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)
Historical Context: discusses how during World War II, African American servicemen fought for democracy against the Axis powers while they were denied equality at home
Cause and Effect: discusses how African American soldiers fighting for democracy abroad asked for equality at home, leading President Truman to call for a major civil rights bill
Turning Point: discusses how the sacrifices and experiences of African American soldiers during WWII led to dissatisfaction and the search for more equality after the 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 the Documents

(This list is not all-inclusive.)

<p>Document 1—African American soldiers serve willingly African Americans question whether they should sacrifice everything to live as half American/whether things will be better for next generation/whether demanding full citizenship is fair exchange for their sacrifice/whether the America they knew was worth defending/whether America could be true democracy/whether minorities would still suffer past indignities Double V for double victory over the Axis powers and the ugly prejudices that seek to destroy democracy</p>	<p>Document 2—Founders promoted belief that all men created equal and governments are instituted to secure peoples’ inalienable rights Most American people enjoy more freedom and opportunity than ever before Flagrant examples of discrimination Some groups of population never free from fear of violence/not free to live and work where they please/do not enjoy full privileges of citizenship and participation in government Recommended legislation to strengthen existing civil rights laws/provide protection against lynching/ protect right to vote/establish Fair Employment Practice Commission</p>
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Relevant Outside Information

(This list is not all-inclusive.)

<p>Reconstruction amendments Jim Crow laws Ku Klux Klan Literacy tests Poll taxes Grandfather clause <i>Plessy v. Ferguson</i> (1896) Segregated armed forces (Civil War/Spanish-American War/World War I) European and Pacific theaters of war Segregation not only African American issue Jackie Robinson (1947) President Truman’s executive order to desegregate military Congress’s refusal to act on President Truman’s civil rights proposal 1948 presidential and congressional elections Inspired civil rights movement (Southern Christian Leadership Conference, Martin Luther King Jr.) A. Philip Randolph Growing strength of National Association for the Advancement of Colored People (NAACP) <i>Brown v. Board of Education</i> (1954) President Lyndon B. Johnson’s civil rights legacy 1960s civil rights acts Black Lives Matter movement</p>

Relationship between the Documents

(This list is not all-inclusive.)

<p>Cause and Effect: Letters from patriotic African Americans demanding the same democracy at home that they were fighting for overseas helped lead to President Truman’s proposal of a sweeping civil rights program, guaranteeing all Americans full privileges of citizenship.</p>	<p>Turning Point: The World War II experience of African American soldiers led them to demand not only victory over the Axis powers but victory over ongoing racism, which became a catalyst for major civil rights reforms proposed by President Truman.</p>	<p>Similarity: Both Thompson and President Truman recognized the injustices African Americans faced and the moral dilemma of World War II soldiers, which led Truman to order de-segregation of the military.</p>
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After the Civil War, three amendments were passed to incorporate African-Americans into society and grant them the rights previously restricted to white Americans. The Thirteenth Amendment outlawed slavery; the Fourteenth Amendment granted citizenship and equal protection under the law; the Fifteenth Amendment gave the right to vote to African Americans. While African-Americans did enjoy new rights, it was for a very brief moment during Reconstruction — up until 1877. Without Republicans enforcing the law, Southern Democrat “Redeemers” stripped away African-Americans’ rights, through the use of literacy tests, grand father clauses, and poll taxes to stop African Americans from voting. Supreme Court cases like the Slaughter House cases and Plessy v. Ferguson weakened the 14th Amendment. Plessy v. Ferguson in particular set the doctrine of “separate but equal”, legalizing Jim Crow segregation. The Progressive Era saw little change for African Americans, even though it was a period of great political and social reform. During WWII, the Double V emerged among black soldiers. The goal was to fight for victory against the Axis powers and for victory at home by getting equal rights for African Americans.

The relationship between the documents is cause and effect. The first document discusses the Double V campaign; more specifically encouraging African Americans to fight for both victory abroad—against the Axis—and victory at home—securing African American rights and protections. African Americans patriotically fought for the U.S. and did their part of the war effort but wondered if they should sacrifice their lives to live half American when they returned home. The Double V campaign began to come into fruition—when Harry Truman,

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

president since the end of WWII, called for a Civil Rights bill to, among other things, set an anti-lynching law, protect African Americans rights to vote, and a law prohibiting discrimination in the workplace. Truman met stiff resistance from Dixiecrats in his own party, so he used his executive power to order the desegregation of the military—a great accomplishment, however, there was still a lot to be done. African Americans would have to wait for *Brown v. Board of Education* declaring segregation illegal in schools under the Warren Court and the sweeping Civil Rights laws under President Johnson.

Set 1, Anchor Level 5

The response:

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

Historical Context: Southern Democrat “Redeemers” stripped away African Americans’ rights through the use of literacy tests, grandfather clauses, and poll taxes to stop African Americans from voting; *Plessy v. Ferguson* in particular set the doctrine of “separate but equal”, legalizing Jim Crow segregation

Cause and Effect: the Double V campaign began to come into fruition when Harry Truman, president since the end of World War II, called for a civil rights bill; Truman met stiff resistance from “Dixiecrats” in his own party, so he used his executive power to order the desegregation of the military—a great accomplishment

- Integrates relevant outside information
13th amendment outlawed slavery, the 14th amendment granted citizenship and equal protection under the law, the 15th amendment gave the right to vote to African Americans; Reconstruction up until 1877; Southern Democrat “Redeemers” stripped away African Americans’ rights; literacy tests; grandfather clauses; poll taxes; Supreme Court cases like the slaughterhouse cases and *Plessy v. Ferguson* weakened the 14th amendment; “separate but equal”; Jim Crow segregation; Progressive Era saw little change for African Americans; Axis powers; Dixiecrats; executive power; desegregation of the military; *Brown v. Board of Education*; Warren court; sweeping civil rights laws under President Johnson
- Supports the theme with many relevant facts and/or examples from the documents
Document 1: World War II; Double V campaign; encouraging African Americans to fight for both victory abroad—against the Axis—and victory at home—securing African Americans’ rights and protections; wondered if they should sacrifice their lives to live half American when they returned home
Document 2: Truman called for a civil rights bill to set anti-lynching law, protect African Americans’ right to vote, and prohibit discrimination in the workplace

Conclusion: Overall, the response fits the criteria for Level 5. The historical context is both well integrated and insightful. The response clearly describes Thompson’s frustration as an African American GI during World War II while fighting for the freedoms that they lacked at home and of President Truman’s notable efforts at home to achieve racial equality after the war. It provides ample relevant information to support the discussion.

Throughout American history, the debate over what truly qualifies as abiding by the American belief that “all men are created equal” and who truly is entitled to the privileges of American citizenship has persisted across centuries. Since the nation was founded, many actions have been taken against the well being of minority groups, most notably the enslavement of African-Americans until the end of the Civil War in the 1860’s. However, harsh racial discrimination against black Americans continued to dominate society decades after Reconstruction. The letter written by James G. Thompson to the Pittsburgh Courier in 1942, in the midst of World War II, describes his frustration about sacrificing his life for a country that denies him full citizenship. Yet this letter shows Thompson’s willingness to fight for America, both in terms of the nation’s military victory in the war and to reform American society to achieve freedom and liberty for all of its citizens. The issue addressed in Thompson’s letter was later addressed in 1948 by President Harry Truman in his “special message to the Congress on Civil Rights.” In this message, Truman reflects on the nation’s foundation of being formed to provide freedom and opportunity for all, but calls on American society to end acts of “discrimination which are utterly contrary to our ideals.” To resolve these issues, Truman proposes that Congress pass a law to protect the freedoms of all citizens. Truman’s address to Congress relates to Thompson’s letter in the sense that it marks a turning point in the fight against the issue of discrimination addressed by Thompson. Thompson wrote his letter following America’s entry into World War II in order to protect freedom and democracy worldwide, asking “colored Americans to adopt the double V for a double victory,”

against both the Axis powers and racial discrimination. Truman's call for a Civil Rights Act is therefore a turning point as it attempts to make Thompson's long-endured wish a reality. Letters from African American soldiers like Thompson who risked their lives for the country inspired Truman to stand up to Congress, even those from his own party. Even though Truman was not successful in passing this law, in the decades that followed, both Thompson's and Truman's ideas promoted discussions on Civil Rights.

Set 1, Anchor Level 4

The response:

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

Historical Context: since the nation was founded, many actions have been taken against the well-being of minority groups, most notably the enslavement of African Americans until the end of the Civil War in the 1860s; harsh racial discrimination against African Americans continued to dominate society decades after Reconstruction

Turning Point: Truman's call for a civil rights act against racial discrimination attempts to make Thompson's long-endured wish a reality; even though Truman was not successful in passing this legislation, in the decades that followed, both Thompson's and Truman's ideas promoted discussions on civil rights

- Includes relevant outside information
enslavement of African Americans until the end of the Civil War in the 1860s; racial discrimination under Reconstruction; Thompson wrote letter following America's entry into WWII; Axis powers; not successful in passing this legislation; inspired Truman to stand up to Congress, even those from his own party
- Supports the theme with relevant facts and/or examples from the documents
Document 1: Thompson's willingness to fight for America; military victory in the war and to reform American society; adopt the Double V campaign for a double victory; risked their lives for the country
Document 2: President Harry Truman; "Special Message to Congress on Civil Rights"; Truman reflects on the nation's foundation of being formed to provide freedom and opportunity for all; calls on American society to end acts of discrimination; Truman proposes that Congress pass a law to protect the freedom of all citizens

Conclusion: Overall, the response meets the criteria for Level 4. The response connects the documents to illustrate how World War II became a catalyst that fueled the growing civil rights movement in America. However, the description of the historical context lacks the depth of a Level 5 response.

Racial Discrimination has always been an issue in our society, stemming as far back as the triangular slave trade. This issue has effected us for so long, so it should be no surprise that people have tried to solve this issue or spoken out about it, this cause leading to of course eventual change. African Americans were encouraged to join the war effort in World War II in the wake of the Japanese attacking Pearl Harbor. However, from this a question arose: Why should African Americans fight for a country that consistently ignored/oppressed them. Why fight for a country that passes laws such as Jim Crow laws to hurt you? Why should you fight for your rights if you don't have any? When literacy tests or poll taxes keep you from voting? And the KKK lynches African Americans for just their color?

James G. Thompson spoke on this, saying that; "Should I sacrifice my life to live Half American?" Demonstrating personal unrest among African Americans due to the government's treatment. This, would then lead President Harry Truman to advocate for civil rights, including but not limited to equality in employment and voting because African American men sacrificed themselves for a country that at the time did not care for them. This clearly shows a cause and effect relationship because President Truman even integrated the army.

Set 1, Anchor Level 3

The response:

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

Historical Context: racial discrimination has always been an issue in our society, stemming as far back as the triangular slave trade; why fight for a country that passes laws such as Jim Crow laws to hurt you?

Cause and Effect: this would lead President Harry Truman to advocate for civil rights, including but not limited to equality in employment and voting because African American men sacrificed themselves for a country that at the time did not care for them; this clearly shows a cause and effect relationship because President Truman even integrated the army

- Includes some relevant outside information
triangular slave trade, Japanese attacking Pearl Harbor; Jim Crow laws; literacy tests; poll taxes; KKK lynches African Americans; Truman even integrated the army
- Includes some relevant facts and/or examples from the documents

Document 1: African Americans were encouraged to join in the war effort in World War II; why should African Americans fight for a country that consistently ignored/oppressed them; “Should I sacrifice my life to live half American?”

Document 2: President Truman advocated for civil rights; equality in employment and voting

Conclusion: Overall, the response meets the criteria for Level 3. The response demonstrates understanding of the documents and the task, and states a clear cause and effect relationship between the documents, but lacks the depth and analysis of a higher level paper.

Around the time of World War II African American citizens were dealing with the discrimination and hardships that came with racism and segregation in America at the time. Black Americans were being expected to fight for a country that wouldn't even treat them fairly and with the rights that they deserved to have as human beings.

The two messages shown in the two documents show a relationship of similarity/difference. The similarities between the two documents is very clearly the way both speakers are asking the American government to open their eyes to the way Black Americans are being treated and to do more to put a stop to it. In document 1 James G. Thompson give the example of Black Americans being expected to fight for their country but they aren't even being allowed to have basic human rights. In document 2 President Harry Truman writes to congress explaining to them how in accordance with the U.S Constitution it is their right to give African Americans the right they deserve as American citizens.

Although not many differences are shown in these two documents, as the two speakers are largely asking for the same thing, there is the fact that in document 1 James G. Thompson, a dark skinned man, even if not having many given rights still loves his country and is willing to fight for it. Harry Truman, though as the president of the United States goes straight to the U.S Congress to ask for laws to end unfair treatment as quickly as possible as the people it is concerning deserves at the very least the sense of urgency it is coming with.

Set 1, Anchor Level 2

The response:

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

Historical Context: around the time of World War II African American citizens were dealing with the discrimination and hardships that came with racism and segregation in America; black Americans were being expected to fight for a country that wouldn't even treat them fairly

Similarity: both speakers are asking the American government to open their eyes to the way black Americans are being treated and to do more to put a stop to it

Difference: James G. Thompson, a dark-skinned man not having many given rights; Harry Truman, as the president of the United States goes straight to the U.S. Congress to ask for laws to end unfair treatment

- Includes little relevant outside information
World War II; racism; segregation; sense of urgency
- Includes a few relevant facts and/or examples from the documents

Document 1: African American citizens were dealing with discrimination; expected to fight for a country that wouldn't even treat them fairly; even though Thompson does not have many rights he still loves his country and is willing to fight for it; both speakers are asking the government to open their eyes to the way black Americans are being treated

Document 2: in accordance with the U.S. Constitution, Congress should give African Americans their rights as American citizens; the two speakers are largely asking for the same thing; President Truman asks Congress for laws to end unfair treatment as quickly as possible

Conclusion: Overall, the response meets the criteria for Level 2. General statements show both an understanding of the task and the major points of the documents. However, the response is repetitive and lacks analysis.

The historical context surrounding these documents is the fight for civil rights. Document One is a letter to a newspaper editor talking about this person's fight for civil rights. James Thompson argues that he shouldn't have to sacrifice his life just to be discriminated racially and have his future generations be discriminated against too. Document two is President Truman giving a special message to congress about civil rights. He argues that in the Declaration of Independence, all men are equal but there are still examples of discrimination. Truman gives recommendations to congress to give people, all people, equal opportunities.

The relationship between the events is a turning point relationship. The letter written by James Thompson argues that he shouldn't be forced to fight for his country that treats him as someone less than a white man. He is willing to fight and work hard for this country as long as he and future generations are treated equally. Truman's message about civil rights to congress talks about how there should be equality among everyone because it says so in the Declaration of Independence.

Set 1, Anchor Level 1

The response:

- Minimally addresses the task
- Is descriptive

Historical Context: the fight for civil rights; in the Declaration of Independence all men are created equal but there are still examples of discrimination

Turning Point: he is willing to fight and work hard for this country as long as he and future generations are treated equally; Truman's message about civil rights to Congress talks about how there should be equality among everyone

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

Document 1: fight for civil rights, letter to a newspaper editor; he shouldn't have to sacrifice his life just to be discriminated racially

Document 2: President Truman giving a special message to Congress; in the Declaration of Independence all men are equal but there are still examples of discrimination

Conclusion: Overall, the response meets the criteria for Level 1. The response shows some understanding of the documents but the description of the historical context and the explanation of the turning point relationship are very weak.

Civil Rights are always a big topic when it comes to victory and freedom in the United States. Both documents one and two expressed wide concern about these issues in the 1940s.

In James G. Thompson's letter to the editor he expresses his own bitterness about life as an African American man in America. "Would it be demanding too much to demand full citizen rights in exchange for the sacrificing of my life." (Document 1) He talks about the V for victory sign and suggests people of color adopt the double V sign, one for victory from enemies outside of the U.S. and one for victory from enemies from inside.

In President Harry Truman's "Special Message to Congress on Civil Rights" President Truman acknowledges America's freedom and new opportunities as well as the unfair discrimination against different groups, such as African Americans. Truman's points are similar to those of Thompson. He notices the many examples of discrimination which are contrary to our ideals. Truman understands that Thompson's complaints about inequality must be taken seriously. He strives to improve life for minorities and to forward the Civil Rights Movement. He lists objectives like "Strengthening existing civil rights statues, Providing Federal protection against lynching, Protecting more adequately the right to vote, and Establishing a Fair Employment Practice Commission to prevent unfair discrimination in employment." If all of Truman's proposals were put into place they would align perfectly with Thompson's beliefs. Both Truman and Thompson believe in fighting for fair treatment and equality for African Americans.

Throughout American history, African Americans have struggled for equality in regards to their Civil Rights. Although constitutionally granted to them under the 14th and 15th amendments. However, African Americans rights as citizens have been repeatedly denied through Jim Crow laws and other discrimination. However, African Americans were often asked to give their lives, as expected of any able-bodied male citizen, for their country during times of war. Document 1 highlights the moral dilemma this presented to many African Americans. Why should they give their lives for a country that won't treat them as equals? This question is what prompts Thompson's letter. Thompson asks should African Americans give their lives for their country if the country gives them no rights in return.

Truman's speech highlights a similarity to Thompson's letter because, like Thompson, Truman is asking congress to pass legislation that strengthens Civil Rights. He recognizes the inequality faced by African Americans as well as the goal of the VV campaign and is attempting to meet their demands now that the war is over. He proposes legislation to end work and voting discrimination as well as outlawing lynching. While his proposals did not get passed for another couple of decades, Truman set the precedent for the next several presidents. Truman and Thompson clearly favored equality for all American citizens.

Slavery was an issue in America for many year. People fought to end it, and they did. It wasn't all said and done though after slavery was abolished african americans still weren't getting treated equally. They were discriminated against.

There is a lot of similarity between docs one and two. They both discuss the treatment of African Americans in the U.S., civil rights and what changes should/could be made.

Document one the man talks about fighting for his country (America) and how there is a "v" for victory. He says, that African Americans should receive a "vv" for a double victory. "The first "v" for victory over our enemies from without, the second "v" for victory over our enemies from within." What he means by this is that A.A are still fighting for civil rights and equality.

In Document two Harry Truman discusses, "flagrant examples of discrimination." He brings up the fears that A.A. have to deal with everyday. He talks about the changes he thinks should be made. Everyone was aware of these injustices that people lived with everyday.

Now people started to speak up. They realized change needed to happen. Even though A.A. were not considered property anymore, they still were not people. They did not have the rights they deserved.

America has always been unequal. Unequal by class, race, and religion. One specific inequality that especially lingers in America is racism. Black Americans dealt with overt racism and unequal ideologies from slavery through Jim Crow “separate but equal” facilities. The push for black Civil Rights after the Civil War failed due to southern redeemers finding easy ways to get around federal legislation and not enough people caring about the plight of former slaves at the time. Fast-forward to the 1940s and inequality was still very present for the African Americans. During World War II, many patriotic African Americans supported the Double V campaign because they fought the battle for victory abroad and at home. Many minorities were involved in the war and expected to earn respect for their service. They demanded change and this led to a much needed Civil Rights movement.

These documents clearly represent a turning point in the battle for Civil Rights. WWII’s double V campaign described in the first document showed to the American public that race didn’t matter in determining how patriotic someone was. The belief that it was morally correct to be fair and just to all colors in America was just starting to be seen. For how could we be fighting Facism abroad and not be fighting anti-democratic practices at home? This led to the second document where Truman advocates the first steps to stop inequality for Blacks and minorities in the U.S. He called for the advocacy of Fair Employment, federal protection against lynching, and support for full voting rights. Truman’s legislative agenda was not immediately passed, but Truman signed an executive order to desegregate the military, showing his determination to support African American

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

GIs like Thompson. All of these political ideas were monumental in starting a new thought process on Civil Rights. Interestingly, federal lynching protection was just strengthened in 2022 when the Biden administration made lynching a hate crime. This all goes to show the appreciation for African Americans won in the double V campaign turned the tide for the push for Civil Rights right through our present age. All in all, the documents clearly represent a turning point in the fight for Civil Rights from the double V campaign and Truman's efforts to the ongoing struggle today.

Both before and during World War II, there was an anti-fascist sentiment in the United States. When the United States eventually joined WWII on the side of the allies, many claimed that they were fighting for freedom against tyranny. This sentiment led many African Americans to question how the United States could fight for freedom abroad when it had not been achieved at home. This led to a push by African Americans to gain and protect equal rights with whites in America.

Documents 1 and 2 are similar in that both address racial inequalities in the United States, and both are trying to fight against discrimination. The first document petitions for the “double V” campaign, to defeat enemies from without and within. At the time that this document was written, African Americans faced many inequalities, including segregation. States in the South had also passed laws which effectively kept African Americans from being able to vote, and organizations like the KKK intimidated and even lynched African Americans. Document 2 is written by President Truman after WWII, when the fight for civil rights was becoming more focused and organized. In this document, Truman proposes that congress enact legislation to address inequalities. Truman advocates for greater protection for the right to vote, providing federal protection against lynching, and he even proposes a Fair Employment Practice Commission to put an end to employers discriminating against African Americans. Truman’s push for establishing equal rights (through this document) was in 1948. A short time later his suggestions would become the law of the land. All in all, both documents 1 and 2 were similar in that they both essentially were the beginning of the modern Civil Rights Movement.

Set 1, Practice Paper A—Score Level 2

The response:

- Develops *one* aspect of the task in some depth
- Is primarily descriptive

Similarity: Truman understands that Thompson’s complaints about inequality must be taken seriously; if all of Truman’s proposals were put into place they would align perfectly with Thompson’s beliefs

- Includes little relevant outside information
civil rights movement
- Includes a few relevant facts and/or examples from the documents

Document 1: Thompson’s letter to the editor expresses hardships of an African American man in America; is it too much to demand full citizenship rights in exchange for sacrificing his life; suggests people of color adopt the double V sign

Document 2: Harry Truman’s “Special message to Congress on Civil Rights” acknowledges America’s freedom and new opportunities as well as unfair discrimination against different groups; lists objectives such as protection against lynching, protecting the right to vote, and establishing a Fair Employment Practice Commission

Conclusion: Overall, the response meets the criteria for Level 2. The response uses many ideas from the documents to demonstrate the similarity between Thompson’s letter and Truman’s message. However, it lacks a description of the historical context, making this a level 2 response.

Set 1, Practice Paper B—Score Level 3

The response:

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

Historical Context: although constitutionally granted to them under the 14th and 15th amendments during Reconstruction, African Americans’ rights as citizens have been repeatedly denied through Jim Crow laws and other discrimination

Similarity: African Americans were often asked to give their lives, as expected of any able-bodied male citizen, for their country during times of war; highlights the moral dilemma this presented to many African Americans, why should they give their lives for a country that won’t treat them equals?; Truman recognizes the inequality faced by African Americans as well as the goal of the VV campaign and is attempting to meet their demands now that the war is over

- Includes some relevant outside information
14th and 15th amendments; Jim Crow laws; voting discrimination; Truman’s proposals did not get passed for another couple of decades
- Includes some relevant facts and/or examples from the documents

Document 1: moral dilemma of African Americans; should they give their lives for a country that won’t treat them as equals

Document 2: Truman is asking Congress to pass legislation that strengthens civil rights; legislation to end work and voting discrimination, outlaw lynching

Conclusion: Overall, the response meets the criteria for Level 3. The response shows understanding of the task and the documents. It recognizes the similar goals shared by President Truman and Thompson but it lacks the detail, depth, and analysis of a higher level paper.

Set 1, Practice Paper C—Score Level 1

The response:

- Minimally addresses the task
- Is descriptive

Historical Context: slavery was an issue in America for many years; after slavery was abolished, African Americans still weren’t getting treated equally

Similarity: they both discuss the treatment of African Americans in the U.S.

- Includes minimal or no relevant outside information
slavery; not considered property anymore
- Includes a few relevant facts and/or examples from the documents

Document 1: the treatment of African Americans; the man talks about fighting for his country and how there is a “V” for victory

Document 2: Harry Truman discusses flagrant examples of discrimination”; he talks about changes he thinks should be made

Conclusion: Overall, the response meets the criteria for Level 1. The discussion of similarity between the documents is limited to general statements showing minimal knowledge.

Set 1, Practice Paper D—Score Level 5

The response:

- Thoroughly develops *both* aspects of the task in depth

- Is more analytical than descriptive

Historical Context: the push for black civil rights after the Civil War failed due to Southern Redeemers finding easy ways to get around federal legislation and not enough people caring about the plight of former slaves at the time; during World War II, many patriotic African Americans supported the Double V campaign because they fought the battle for victory at home and abroad

Turning Point: Truman’s legislative agenda was not immediately passed, but Truman signed an executive order to desegregate the military, showing his determination to support African American GIs like Thompson; all of these political ideas were monumental in starting a new thought process on civil rights

- Integrates relevant outside information

America has always been unequal; class, race and religion; racism; slavery; Jim Crow; “separate but equal” facilities; Civil War; Southern Redeemers; World War II; fascism abroad; Truman’s legislative agenda was not immediately passed; signed an executive order to desegregate the military; federal lynching protection was just strengthened in 2022; Biden administration made lynching a hate crime

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

Document 1: many patriotic African Americans supported the Double V campaign; fought the battle for victory abroad and at home

Document 2: Truman advocates the first steps to stop inequality; Fair Employment; federal protection against lynching; full voting rights; we should be fighting anti-democratic practices at home

Conclusion: Overall, the response fits the criteria for Level 5. The response includes a great deal of analysis, especially by connecting the historical context of the documents to a turning point in the ongoing struggle for civil rights.

Set 1, Practice Paper E—Score Level 4

The response:

- Develops *both* aspects of the task in depth but does so somewhat unevenly
- Is both descriptive and analytical
 - Historical Context:* African Americans faced many inequalities, including segregation; states in the South had also passed laws which effectively kept African Americans from being able to vote; organizations like the KKK intimidated and even lynched African Americans
 - Similarity:* documents 1 and 2 both address inequalities in the United States, and both are trying to fight against discrimination; the first document petitions for the “Double V” campaign to defend enemies from without and within; Truman proposes that Congress enact legislation to address inequalities
- Includes relevant outside information
 - anti-fascist sentiment; segregation; laws which effectively kept African Americans from being able to vote; KKK; lynched African Americans; a short time later, Truman’s suggestions become the law of the land; beginning of the modern civil rights movement
- Supports the theme with relevant facts and/or examples from the documents
 - African Americans questioned how the United States could fight for freedom abroad when it had not been achieved at home
 - Document 1:* “Double V” campaign to defeat enemies from without and within
 - Document 2:* written by President Truman after WWII; Truman proposes that Congress enact legislation to address inequalities; greater protection for the right to vote; federal protection against lynching; a fair Employment Practice Commission

Conclusion: Overall, the response meets the criteria for Level 4. The response demonstrates an understanding of the task and the relationship between the documents. However, additional facts and analysis would be needed to raise the paper to a Level 5.

United States History and Government
Short-Essay Question Set 2 (Question 30)
August 2024

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

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

Document 1

The following excerpt was written by Hinton Rowan Helper, the son of a North Carolina farmer.

... In our opinion, an opinion which has been formed from data obtained by assiduous [careful] researches, and comparisons, from laborious investigation, logical reasoning, and earnest reflection, the causes which have impeded [slowed] the progress and prosperity of the South, which have dwindled our commerce, and other similar pursuits, into the most contemptible insignificance; sunk a large majority of our people in galling [distressing] poverty and ignorance, rendered a small minority conceited and tyrannical, and driven the rest away from their homes; entailed [imposed] upon us a humiliating dependence on the Free States; disgraced us in the recesses of our own souls, and brought us under reproach in the eyes of all civilized and enlightened nations—may all be traced to one common source, and there find solution in the hateful and horrible word, that was ever incorporated into the vocabulary of human economy—Slavery! . . .

Source: Hinton Helper, *The Impending Crisis of the South: How To Meet It*, 1857

Document 2

Selected Resources of the North and South, 1861

Resources	North		South	
	Number (approximate)	Percent of National Total	Number (approximate)	Percent of National Total
Farmland	105,817,694 acres	65%	56,832,154 acres	35%
Railroad Track	21,847 miles	71%	8,947 miles	29%
Value of Manufactured Goods	\$1,794,417,000	92%	\$155,531,281	8%
Factories	119,500	85%	20,631	15%
Workers in Industry	1,198,000	92%	110,721	8%
Population	22,340,000 (includes 432,720 enslaved persons)	63%	9,103,000 (includes 3,521,043 enslaved persons)	37%

Source: James West Davidson et al., *The American Nation*, Prentice Hall, 2000; 1860 Census, U.S. Census Bureau (adapted)

United States History and Government
Content-Specific Rubric
Short-Essay Question Set 2 (Question 30)
August 2024

Scoring Notes:

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

Score of 5:

- Thoroughly develops *both* aspects of the task in depth by discussing the historical context surrounding these documents and explaining how *audience, or purpose, or bias, or point of view* affects the use of **Document 1** as a reliable source of evidence
- Is more analytical than descriptive (analyzes and/or evaluates information)
Historical Context: discusses how during the antebellum era slaveholding plantation owners controlled the economic and political power in the South by basing it on cash crops, which slowed industrial growth and made the South economically subordinate to the North
Purpose: Hinton Helper’s stern warning about the negative economic and political impacts of slavery is reliable as shown by the overwhelming superiority of the North in every economic category
Point of View: as the son of a North Carolina farmer, Helper contends that slavery has not helped the majority of white Southerners, but his point of view is not reliable because a few years later the majority of white non-slaveholders fought for the Confederacy to preserve Southern culture
- 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)
Historical Context: describes how before the Civil War the South suffered from a lack of industrial development because its government and economy were controlled by slaveholders who were a minority of the population
Purpose: Hinton Helper’s book was a reliable description of the economic problems of the South as shown by the comparison of selected resources of the North and South in 1861
Audience: Hinton Helper’s belief that slavery was harmful for the majority of Southerners is unreliable because a few years later white Southerners fought and died to defend the Southern way of life, including slavery
- Includes relevant outside information
- Supports the theme with relevant facts and/or examples from the documents

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

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

Key Ideas from the Documents

(This list is not all-inclusive.)

<p>Document 1—Helper is son of North Carolina farmer Slavery has impeded progress of South/dwindled commerce into insignificance/sunk majority of people into poverty and ignorance/made small minority conceited and tyrannical/imposed humiliating dependence on free states/disgraced our souls/brought us under reproach from civilized and enlightened nations South faces “impending crisis”</p>	<p>Document 2—North dominates South in farmland/railroad track/value of manufactured goods/factories/workers in industry/population South has less than one-third of all railroad tracks North produces more than 90 percent of manufactured goods</p>
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Relevant Outside Information

(This list is not all-inclusive.)

<p>Hinton Helper was a Southern abolitionist who supported colonization Growth in number of enslaved Africans and growth in cotton production (1800–1860) Cash crops (cotton, tobacco, indigo, rice) Cotton is king/important United States export Contrast to John C. Calhoun’s claim of slavery as positive good Most white Southerners did not own slaves Missouri Compromise of 1820 Fewer than 1 percent of Southerners owned more than 50 slaves Helper applauded by abolitionists but unpopular in South Northern textile industry dependent on Southern cotton grown by enslaved people Geographic differences contributed to disparity between Northern and Southern economic development Established strong Union government versus weak Confederacy</p>
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Reliability of Document 1

(This list is not all-inclusive.)

<p>Reliable—<i>Point of view:</i> As the son of a farmer, Hinton Helper had first-hand experience of the conditions faced by the majority of white Southerners. <i>Purpose:</i> Hinton Helper’s position that the Southern economy is negatively impacted by slavery is supported by economic figures in the chart.</p>	<p>Unreliable—<i>Purpose:</i> Hinton Helper’s position about slavery is overstated and thus unreliable because he is trying to convince Southerners that they face an “impending crisis.” <i>Audience:</i> The vast majority of Southerners fought against the North to defend their way of life, which included slavery, showing that they did not agree with Hinton Helper’s views.</p>
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During the time between 1857 and 1861, tensions between the North and South grew in regards to a slave based economy. The North's increasing industrial power majorly conflicted with the south's perpetual reliance on slave-run agriculture to export cash crops. While those tensions along with the election of Abraham Lincoln ultimately culminated in the Civil War (1861). During the period from 1857 to 1861 the North's growing economic dominance of the south is evident as reflected in the document 2 chart which shows that the resources of the North greatly overpower the South's share of the "National Totals." In document 1, Hinton Helper, the son of a farmer expresses his hatred towards "slavery" and how the Southerner's "need" to hold onto slavery has created "a humiliating dependence on the Free States," for the South's economy is failing.

However, the bias of document 1 impedes its reliability of said excerpt. Hinton Helper, the son of a North Carolina farmer is outright with his obvious opinions of the southern economy, using strong words such as "humiliating," "galling," "conceited" and "contemptable" to get his point across. Thus, his bias against slavery and its effects on the southern economy are apparent, making this document an unreliable source.

It certainly does not show the prevailing view of white southerners in 1857, considering how many of them rushed to fight to support slavery and the southern way of life. However, it is a fine source to examine the economic disadvantages facing the South at the onset of the Civil War. Notably, Hinton Helper expressed no concern for the African American slaves, only the overall economy of the South.

Set 2, Anchor Level 5

The response:

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

Historical Context: the North's increasing industrial power majorly conflicted with the South's perpetual reliance on slave-run agriculture to export cash crops; during the period from 1857 to 1861 the North's growing economic dominance of the South is evident as reflected in the Document 2 chart, which shows that the resources of the North greatly overpower the South's share in the "National Total"

Bias: Helper's bias against slavery and its effects on the Southern economy are apparent, making it an unreliable source; does not show the prevailing view of white Southerners in 1857 considering how many of them rushed to fight to support slavery and the Southern way of life

- Integrates relevant outside information
tensions between the North and South grew; export cash crops; election of Abraham Lincoln; Civil War; 1861; white Southerners in 1857 rushed to fight to support slavery and the Southern way of life

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

Document 1: son of a North Carolina farmer expresses his hatred toward slavery; "a humiliating dependence on the "free states"; Hinton Helper expressed no concern for the African American slaves

Document 2: North's growing economic dominance; resources of the North greatly overpower the South's share of the "National Total"

Conclusion: Overall, the response fits the criteria for Level 5. The response integrates the documents well, using Document 2 as historical context and recognizing that Helper's harsh criticism of slavery did not include sympathy for conditions of enslaved people.

The historical context for documents one and two is the economic development of varying regions. The southern British colonies of what would become the United States were well suited geographically for agricultural production. Agriculture dominated the economy of the South and particularly flourished with the increased use of forcing enslaved persons to perform involuntary labor. The use of involuntary labor was crucial to Southern States' economic strength and therefore was supported by most southerners despite protests.

The point of view of document 1 is it is mostly a reliable source of evidence. The author mainly uses an economic source of evidence. The author expresses an economic opposition to the practice of slavery within the south. He as an individual of that time period is qualified to speak on an issue relevant to that time and place. The author argues against slavery, claiming that slavery has reduced our commerce and sunk a majority of our people into poverty and ignorance. The chart of selected resources supports Hinton Helper's position, showing the South lagging in every economic category especially manufacturing. Being the son of a farmer, the author's point of view may be impacted by personal hardship experienced as a farming family having to compete financially with large southern plantations that took advantages of involuntary labor made possible through slavery. Hinton Helper saw firsthand that the average southerner in 1857 did not benefit from slavery.

Set 2, Anchor Level 4

The response:

- Develops *both* aspects of the task in depth but does so somewhat unevenly
- Is both descriptive and analytical

Historical Context: agriculture dominated the economy of the South and particularly flourished with the increased use of forcing enslaved persons to perform involuntary labor

Point of View: the chart of selected resources supports Hinton Helper's position, showing the South lagging in every economic category, especially manufacturing; being the son of a farmer, the author's point of view may be impacted by personal hardship experienced as a farming family to compete financially with large Southern plantations that took advantage of involuntary labor made possible through slavery

- Includes relevant outside information
two geographic regions; agricultural production; farming families must compete with large Southern plantations

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

Document 1: son of a farmer; slavery reduced Southern commerce, sunk a majority of Southerners into poverty and ignorance

Document 2: the South lagged behind North in every economic category, especially manufacturing

Conclusion: Overall, the response meets the criteria for Level 4. The discussion of the reliability of Document 1 is good, including references to both documents and to Helper's position as a son of a farmer. However, the historical context lacks development.

Documents 1 and 2 surround the issue of slavery when it remained in the southern states while the northern states had few slaves and increasingly supported abolishing slavery all together. Both documents discuss or depict the economic superiority the North had over the south. For example, document 2 shows that the north had 95% of the U.S.'s workers in industry and 71% of the nation's railroad tracks in 1861. The information in this table shows that the north was far more industrialized and technologically advanced than the south, largely in relation to the prominence of slavery in the south.

In Document 1, the speaker expresses his discontent towards the current slavery crisis in the south and how it is severely harming their commerce and economy. He stresses the urgent need to reform this issue and abolish slavery in the south. Hinton Helper, the speaker, holds a biased opinion due to his background as a southern farmer's son. He experienced firsthand the negative circumstances of commerce and the economy in the south and blames it on what he expresses as "the hateful and horrible word that was ever incorporated into the vocabulary of human economy—slavery." Hinton Helper clearly holds an anti-slavery bias. Most Southern farmers worked without the help of slave labor. Thus, this source cannot be used reliably on its own as it depicts a biased point of view.

Set 2, Anchor Level 3

The response:

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

Historical Context: the Northern states had few slaves and increasingly supported abolishing slavery all together; the information in this table shows that the North was far more industrialized and technologically advanced than the South

Bias: Hinton Helper, the speaker, holds a biased opinion due to his background as a Southern farmer's son; most Southern farmers worked without the help of slave labor, and so they overlooked the economic benefits of slavery in producing cash crops for export

- Includes some relevant outside information
The Northern states increasingly supported abolishing slavery; most Southern farmers worked without the support of slave labor
- Includes some relevant facts and/or examples from the documents

Document 1: Southern farmer's son; the most hateful and horrible word that was ever incorporated into the vocabulary of human economy—Slavery!

Document 2: economic superiority of the North; North had 95% of the workers in industry, 71% of the nation's railroad tracks; slavery is severely harming their commerce and economy

Conclusion: Overall, the response meets the criteria for Level 3. Information from Document 2 is correctly used as historical context. The response demonstrates understanding of the documents, but would benefit from more outside information, analysis, and contextual development.

Both documents highlight the south during the 1850's to the 1860's In document one many events took place in this time. The industrialization of the north being a large one. During this time the south were behind in advancements because they relied on slave labor. In document two it is quite evidente that the north was in the lead. This is due to the Industrial revolution which causes the north to have five times the amount of factories then the South. In document one the point of view is a Southerner who is against Slavery because they see how they are behind in industrialization. This gives the document more credibility because the auther is from the South and tells us about the poverty and ignorance of their people.

Set 2, Anchor Level 2

The response:

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

Historical Context: during this time the South was behind in advancements because they relied on slave labor; this is due to the industrial revolution which causes the North to have five times the amount of factories than the South

Point of View: a Southerner who is against slavery because they see how they are behind in industrialization; this gives the document more credibility because the author is from the South and tells us about the poverty and ignorance of their people

- Includes little relevant outside information
industrialization of the North; relied on slave labor; industrial revolution
- Includes a few relevant facts and/or examples from the documents

Document 1: the South was behind in advancement because they relied on slave labor; a Southerner who is against slavery; they see how they are behind in industrialization; the poverty and ignorance of their people

Document 2: the North was in the lead; the North had five times the amount of factories

Conclusion: Overall, the response meets the criteria for Level 2. General statements address the task but are not well delineated or explained.

The historical content of documents one and two is the time period of Antebellum America before the civil war. The northern states were dominating the economy with greater amounts of railroads, factories, and human population. The southern states provided most of America's produce through slavery. The large amount of enslaved people in the south created tension between the north and south until the civil war broke out in 1865.

The purpose of document 1 is to gain support from citizens of the U.S. to end slavery. The purpose and time period of document 1 makes it a reliable source.

Set 2, Anchor Level 1

The response:

- Minimally addresses the task
- Is descriptive; may lack understanding or application
Historical Context: the Northern states were dominating the economy with greater amounts of railroads, factories, and human population; the large amount of enslaved people in the South created tension between the North and South
Purpose: the purpose of Document 1 is to gain support from citizens of the U.S. to end slavery; includes inaccuracies (the Southern states provided most of America's produce through slavery; the Civil War broke out in 1865)
- Includes minimal or no relevant outside information
antebellum America; Civil War
- Includes a few relevant facts and/or examples from Document 2
Northern states were dominating the economy with greater amounts of railroads, factories, and human population; the purpose of Document 1 is to end slavery

Conclusion: Overall, the response meets the criteria for Level 1. The response fails to accurately support the claim of reliability for Document 1 and overall, lacks detail and development.

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

During the civil war, the north and south were fighting for several reasons, including the desire for a separate economy and the rights to own slaves. Document 1 states how a majority of southerners believed they were in a poor economic state during the war, a lack of slave workers. Document 2 provides us with information about the amount of land, population, and economic situations of the north and south, with the north having an advantage that later won the war.

Document 1 puts its reliability into question because of the author's bias. This document states how a lack of slaves were believed to be the downfall of the south. While it is true that Lincoln's decision to ban slavery in the south weakened them slightly, there are other reasons for the decline of the south. Document 2 provides several examples of disadvantages the south had, such as a smaller population and less railroads & manufactured goods. While document 1 covers one reason for the south's loss, it does not provide all of the information, proving itself unreliable.

Slavery had been a growing institution in the Southern states before the time of the 2 documents. After the war of 1812, the northern economy became more diverse and manufacturing grew. The demand for cotton increased and this led to the expansion of slavery. Tensions surrounding slavery arose and this led up to the Civil War between the Union and Confederacy. The Civil War turned into a war against slavery for the Union, and the Union eventually won in 1865. Post-Civil War, the Reconstruction Era took place to re-integrate the South into the Union.

Document 1 shows the opinion of Hinton Helper. Helper's point of view is that slavery is the cause of all turmoil in the South, which leads to his purpose of spreading hatred for slavery. This renders Document 1 as an unreliable source with regards to historical accuracy surrounding the reasons for Southern poverty and failure. Helper claims the entirety of the South's pains and grievances can be attributed to slavery, but this may not entirely be true. Clearly his claims hold bias due to his opinion. However, the document is not an accurate reflection on how most southern people felt about slavery as shown by the fact that southern soldiers fought and died to defend slavery.

As the United States developed, a forced and oppressive labor system helped its agrarian prospects flourish and support the trade of cash crops like cotton, rice, indigo and tobacco. However, with political tension between free Northern states and slave-owning southern states, the discussion became centered on the future of slavery as the country realized that “a nation divided” would not work out. Due to the stress slavery and plantations put on soil, plantation owners were perpetually in need of more land in order to continue or else risk losing profit. As, such with the contest of which side will gain the new state to be a slave or free state became one of, will slavery survive?

In Document 1, the author is the son of a North Carolina farmer which automatically would pinpoint him as pro-slavery, however, as one continues reading they will soon discover that Hinton Helper actually describes slavery with an unpleasant point of view. Helper blames slavery for sinking many of the south’s population into “distressing poverty and ignorance” as well as the “humiliating dependence” they have on the North because of slavery. He continues to list his negatives, along with logical evidence to compliment the emotional appeal mentioned before. As such, Helper is more reliable because he has seen the negative effects of slavery on the livelihood of small Southern farmers firsthand, and Document 2 clearly shows how weak the overall economy of the South was in comparison to the North when the Civil War began.

In the early 1800's the United States was slowly growing divided over issues the founding fathers wished to not address. Increasing sectionalism over the issue of slavery was becoming a major issue in the chambers of congress and among citizens. Slowly the division between the North and the South became increasingly more apparent. Document 2 is analytical data collected by the 1860 Census Bureau. As the Civil War came closer and closer, there were questions of how successful the South could really be with little man power and little infrastructure. How long could the South last with a population of "9,103,000" people to the North's "22,340,000." Earlier in the century, compromises like the compromise of 1820 were made with the consequence that the South would have difficulty expanding their influence, land, and resources. Document 1 is an excerpt from Hinton Helper who was the son of a North Carolina Farmer in 1857, just before the start of the Civil War. He believes that the cause of why the south is so behind is because of the institution of slavery. He talks about the south in the view of "enlightened nations," how slavery blemishes the South.

Point of view is important to understand the reliability of Document 1. The point of view comes from a citizen of North Carolina, a southern state. He witnesses the life and society in the south. Hinton Helper is the son of a farmer so he knows the institution of farming and the hard work of farming. He also refers to "data obtained by assiduous researchers" and "enlightened nations" which gives the allusion that he is an educated individual. This demonstrates how reliable the source is from the stand point of a well educated Southerner who knows and has seen how the institution of slavery only benefits

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

large plantation owners at the expense of small farmers in his state. Helper titles his argument "The Impending Crisis" as he refuses to accept "slavery as a positive good" like John C Calhoun and so many other Southern leaders.

Documents 1 and 2 detail a time in which the South was still primarily dependent on enslaved labor. However, due to the documents being within that period of 1858 to 1860, the use of them was also altered due to the context surrounding them. This alteration namely affects Document 1, the excerpt by Hinton Helper, as both the audience and bias of the author changed the reliability of the source during this time. The audience was intended to be the slaveowners of the South, a group who were very clearly against the idea that slavery was a practice that disgraced the South (Doc 1). In fact, the wealthy and powerful plantation owners often described slavery as a “positive good” and made huge fortunes from it. As a result, Helper’s source would be seen as unreliable due to how exaggerated and emotional his arguments would have to be in order to convince these slaveowners.

Bias would also play a role in affecting the ability to use document 1 as a source, as it is extremely visible that the author sees slavery as a “hateful and horrible world” (Doc 1). Rather than approach the situation with a neutral standpoint, Helper clashes directly with the South’s proslavery ideas, making his evidence more likely to be biased, and turned against the South’s practices. Helper’s reliability decreases because of the possibility that he may have skewed or manipulated the data to support his claims.

Set 2, Practice Paper A—Score Level 1

The response:

- Minimally addresses the task
- Is descriptive

Historical Context: Document 2 provides us with information about the amount of land, population, and economic situations of the North and South with the North having an advantage

Bias: Document 1 puts its reliability into question because of the author's bias

Lacks understanding: Document 1 states how a majority of Southerners believed they were in a poor economic state during the war; a lack of slave workers; how a lack of slaves were believed to be the downfall of the South

- Includes minimal outside information
Lincoln's decision to ban slavery in the South; Civil War
- Includes a few relevant facts and/or examples from the documents

Document 2: disadvantages the South had, such as a smaller population and less railroads and manufactured goods

Conclusion: Overall, the response meets the criteria for Level 1 by using information from Document 2 for historical context. It shows no understanding of Document 1.

Set 2, Practice Paper B—Score Level 3

The response:

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

Historical Context: After the War of 1812, the Northern economy became more diverse and more labor was required; the demand for cotton increased and then led to the expansion of slavery

Point of View: Helper's point of view is that slavery is the cause of all turmoil in the South, which leads to his purpose of spreading hatred for slavery; this renders Document 1 as an unreliable source with regards to historical accuracy surrounding the reasons for Southern poverty and failure; the document is not an accurate reflection on how most Southern people felt about slavery, as shown by the fact that Southern soldiers fought and died to defend slavery

- Includes some relevant outside information
War of 1812; Northern economy became more diverse, demand for cotton increased; Civil War; Reconstruction Era; Union and Confederacy; Southern soldiers fought and died to defend slavery

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

Document 1: slavery is the cause of all turmoil in the South; hatred for slavery; the reasons for Southern poverty and failure

Document 2: Northern economy became more diverse and manufacturing grew

Conclusion: Overall, the response meets the criteria for Level 3. The response conveys how Helper's intense hatred of slavery affects his reliability, but it lacks the depth and analysis of a higher level paper.

Set 2, Practice Paper C—Score Level 4

The response:

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

Historical Context: as the United States developed, a forced and oppressive labor system helped its agrarian prospects flourish and support the trade of cash crops like cotton, rice, indigo, and tobacco

Point of View: the author is the son of a North Carolina farmer, which automatically would pinpoint him as pro-slavery, however, as one continues reading they will soon discover that Hinton Helper actually describes slavery with an unpleasant point of view; Helper is more reliable because he has seen the negative effects of slavery on the livelihood of small farmers first hand

- Includes relevant outside information
cash crops like cotton, rice, indigo, and tobacco; “a nation divided” would not work out; plantation; slave or free state; Civil War
- Supports the theme with relevant facts and/or examples from the documents

Document 1: son of a North Carolina farmer; Hinton Helper actually describes slavery with an unpleasant point of view; Helper blames slavery for sinking many of the South’s population into “distressing poverty and influence”; South’s “humiliating dependence”

Document 2: clearly shows how weak the overall economy of the South was in comparison to the North

Conclusion: Overall, the response meets the criteria for Level 4. The response includes a solid discussion of how Hinton Helper’s point of view makes the document reliable, but the description of the historical context is less thorough.

Set 2, Practice Paper D—Score Level 5

The response:

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

Historical Context: in the early 1800s the United States was slowly growing divided over issues the founding fathers wished not to address; increasing sectionalism over the issue of slavery was becoming a major issue in the chambers of Congress and among citizens

Point of View: this demonstrates how reliable the source is from the standpoint of a well educated Southerner who knows and has seen how the institution of slavery only benefits large plantation owners at the expense of small farmers in his state; Helper titles his argument “The Impending Crisis” as he refuses to accept “slavery as a positive good” like John C. Calhoun and so many other Southern leaders

- Integrates relevant outside information
issue the Founding Fathers wished not to address; increasing sectionalism over the issue of slavery; Compromise of 1820; South would have difficulty expanding their influence; Civil War; “slavery as a positive good”; John C. Calhoun

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

Document 1: son of a North Carolina farmer in 1857; South is so behind because of the institution of slavery; view of enlightened nations; slavery blemishes the South; data obtained by assiduous individuals

Document 2: little manpower and little infrastructure; South with a population of 9,103,000 people to the North’s 22,340,000

Conclusion: Overall, the response fits the criteria for Level 5. The response includes strong analysis and a high level of knowledge to address both aspects of the task.

Set 2, Practice Paper E—Score Level 2

The response:

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

Historical Context: the South was still primarily dependent on enslaved labor

Audience: the audience was intended to be the slaveowners of the South, a group who were very clearly against the idea that slavery was a practice that disgraced the South; in fact, the wealthy and powerful plantation owners often described slavery as a “positive good” and made huge fortunes from it

Bias: bias would also play a role in affecting the ability to use Document 1 as a source, as it is extremely visible that the author sees slavery as a “hateful and horrible word,” rather than approaching the situation with a neutral standpoint; Helper clashes directly with the South’s pro-slavery ideas, making his evidence more likely to be biased and turned against the South’s practices

- Includes minimal outside information
wealthy and powerful plantation owners; slavery as a “positive good”; made huge fortunes from it
- Includes a few relevant facts and/or examples from the documents

Document 1: slavery was a practice that disgraced the South; exaggerated and emotional requirements; slavery as a hateful and horrible word; Helper clashes directly with the South’s pro-slavery ideas

Conclusion: Overall, the response meets the criteria for Level 2. It briefly explains how both audience and bias made Document 1 unreliable, but it fails to adequately describe the historical context surrounding the documents.

August 2024 Regents Examination in United States History and Government
Test Questions by Key Idea

Question Number	Key Idea
1	11.1
2	11.1
3	11.2
4	11.2
5	11.2
6	11.2
7	11.2
8	11.2
9	11.2
10	11.2
11	11.3
12	11.3
13	11.5
14	11.5
15	11.5
16	11.5
17	11.6
18	11.6
19	11.7
20	11.7
21	11.9
22	11.9
23	11.9
24	11.9
25	11.10
26	11.10
27	11.11
28	11.11
29- SEQ-1	CT
30- SEQ-2	CT
31- SCF- 1a/1b	CT
32- SCF- 2a/2b	11.6
33- SCF- 3	11.6
34- SCF- 4	CT
35- SCF- 5	CT
36- SCF- 6	CT
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 2024 Regents Examination in United States History and Government will be posted on the Department’s web site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students’ final scores for this administration.

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.