

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Tuesday, June 23, 2026 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

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

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

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

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

Part III is based on several documents:

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

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

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

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

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

Part I

Answer all questions in this part.

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

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

“You have your Laws and Customs, so have we.”

—Gachradodow
Pennsylvania, 1744

. . . Gachradodow in a strong voice, and with a proper action, spoke as follows:

“*Great Assaragoa*, The World at the first was made on the other Side of the Great Water, different from what it is on this Side, as may be known from the different Colors of our Skin and of our Flesh, and that which you call Justice may not be so amongst us. You have your Laws and Customs, and so have we. The Great King might send you over to conquer the *Indians* [Native Americans], but it looks to us that God did not approve of it. If he had, he would not have placed the Sea where it is, as the Limits between us and you. . . .

Brother Assaragoa . . . You know very well when the white people came first here, they were poor; but now they have got lands and are by them become rich, and we are now poor: what little we have had for the land goes soon away, but the land lasts forever.” . . .

Source: The Lancaster Treaty of 1744

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| <p>1 Which conclusion can best be drawn from this excerpt?</p> <ul style="list-style-type: none">(1) Europeans understood and respected Native American cultural traditions.(2) Religious freedom was guaranteed in Pennsylvania.(3) Native Americans had great respect for the king of England.(4) Treaty making was a way to discuss differences between Native Americans and colonists. | <p>2 What was a result of the concerns expressed in this excerpt?</p> <ul style="list-style-type: none">(1) Native Americans were allowed to maintain control of their ancestral lands.(2) American expansion continued to push Native Americans west.(3) Native Americans remained neutral during the American Revolution.(4) Cooperation with colonists led to significant Native American population growth. |
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Base your answers to questions 3 and 4 on the excerpt below and on your knowledge of social studies.

. . . That all power is vested in, and consequently derived from, the people; that magistrates are their trustees and servants and at all times amenable to them. . . .

Source: Virginia Declaration of Rights, June 12, 1776

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| 3 This excerpt is an example of which historical development in United States history? | 4 Which principle of the Declaration of Independence is reflected in this excerpt? |
| (1) the growth of colonial support for the British Parliament | (1) separation of powers |
| (2) support for the inclusion of women in colonial public life | (2) federalism |
| (3) the evolution of colonial self-government | (3) consent of the governed |
| (4) emphasis on the election of educated men to colonial offices | (4) universal suffrage |
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Base your answers to questions 5 and 6 on the passage below and on your knowledge of social studies.

. . . On Friday, December 10, 1819, Jefferson took note of a debate in Congress with vast implications: the conditions under which Missouri would be added to the Union. The House voted for admission only if antislavery provisions were part of the agreement; the Senate, where slave states held more sway, refused to go along.

From the Constitutional Convention through the Louisiana Purchase, the Northeast had feared that an expanding slaveholding South and West would give the slave interests permanent control over the country. At the same time, the South and West feared for the future of slavery.

To Jefferson it was the worst of hours. He knew slavery was a moral wrong and believed it would ultimately be abolished. He could not, however, bring himself to work for emancipation. As a politician he understood that sectional tensions represented the greatest threat to the union. In his own public career, they already had threatened it in the secessionist movements in the Northeast over the Louisiana Purchase and, later, over the embargo. . . .

Source: Jon Meacham, *Thomas Jefferson: The Art of Power*, Random House, 2013

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| <p>5 Based on this passage, what was former President Thomas Jefferson's point of view concerning the congressional debate over Missouri's admission to the Union?</p> <ul style="list-style-type: none">(1) He feared that disagreement over slavery would threaten the Union.(2) He believed that Missouri should be admitted as a free state.(3) He thought an amendment should be passed to protect slavery.(4) He supported the right of states to secede from the Union. | <p>6 What was an important effect of the compromise reached by Congress in 1820?</p> <ul style="list-style-type: none">(1) Foreign debts became the greatest challenge to national unity.(2) Sectional tensions were no longer a threat to the nation.(3) Slavery ended west of the Mississippi River.(4) It preserved the Union for more than 30 years. |
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Base your answers to questions 7 and 8 on the address below and on your knowledge of social studies.

. . . Apprehension seems to exist among the people of the Southern States, that by the accession [attainment] of a Republican Administration their property and their peace and personal security are to be endangered. There has never been any reasonable cause for such apprehension. Indeed, the most ample evidence to the contrary has all the while existed and been open to their inspection. It is found in nearly all the published speeches of him who now addresses you. I do but quote from one of those speeches when I declare that "I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so." . . .

Source: President Abraham Lincoln, First Inaugural Address, March 4, 1861

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| <p>7 What was the primary purpose of President Abraham Lincoln adding this paragraph to his first inaugural address?</p> <ul style="list-style-type: none">(1) to introduce industry to the rural South(2) to gain passage of the 13th, 14th, and 15th Amendments(3) to reassure the South and avoid civil war(4) to overturn the <i>Dred Scott</i> decision | <p>8 Several years after this address, President Lincoln expressed a different view of slavery when he</p> <ul style="list-style-type: none">(1) stated support for John Brown's raid at Harper's Ferry(2) issued the Emancipation Proclamation(3) enforced the Kansas-Nebraska Act(4) suspended habeas corpus in the states in rebellion |
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Base your answers to questions 9 and 10 on the passage below and on your knowledge of social studies.

. . . Nearer home the newspapers again tell us that twenty-five thousand men, to say nothing of women, are asking for work in Chicago; each of the great cities of the Mississippi region is reported to be increasing in population at a wonderful rate; gold and wheat are fast falling in their markets, but rents keep up, and it is complained that builders do not supply the demand for dwellings suited to the requirements of new-comers, who are chiefly men of small capital and young families, anxious to make a lodgment in the city on almost any conditions which will leave them a chance of earning a right to remain. . . .

Source: Frederick Law Olmsted, Address to the American Social Science Association, February 25, 1870

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| <p>9 What change in the late-19th-century United States is described in this passage?</p> <ul style="list-style-type: none">(1) the growth in private home ownership(2) an increase in urbanization(3) a decrease in employment for factory workers(4) a reduction in agricultural technology | <p>10 The situation described in this passage resulted in</p> <ul style="list-style-type: none">(1) increased demands on local governments to provide services(2) women's groups seeking the right to vote(3) pressure to limit freedom of the press(4) attempts by temperance groups to ban the sale of alcohol |
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Base your answers to questions 11 and 12 on the photograph below and on your knowledge of social studies.



Source: Bruce Roberts, 1965

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| <p>11 Conditions such as the one shown in this photograph were a result of</p> <ul style="list-style-type: none">(1) actions of the Freedmen's Bureau(2) the passage of Jim Crow laws(3) citizenship guarantees in the Dawes Act(4) the enactment of affirmative action programs | <p>12 Which United States Supreme Court decision provided legal support for the situation shown in this photograph?</p> <ul style="list-style-type: none">(1) <i>Gibbons v. Ogden</i>(2) <i>Worcester v. Georgia</i>(3) <i>Dred Scott v. Sanford</i>(4) <i>Plessy v. Ferguson</i> |
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Base your answers to questions 13 and 14 on the cartoon below and on your knowledge of social studies.



Source: Clifford Berryman, *Washington Evening Star*, August 15, 1914

13 Which statement best describes this cartoonist's point of view?

- (1) Imperialism only benefits nations outside the United States.
- (2) Building the Panama Canal would improve the American economy.
- (3) Most Latin American nations could now send their navies through the canal.
- (4) The canal would end conflicts in the Caribbean and Latin America.

14 Which group was most opposed to the event illustrated in this cartoon?

- (1) progressive reformers
- (2) industrialists
- (3) labor unions
- (4) anti-imperialists

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

New York City Deputy Police Commissioner John A. Leach, right, watches agents pour liquor into a sewer, following a raid during Prohibition in the 1920s.



Source: Library of Congress

15 Which action led to the situation shown in this photograph?

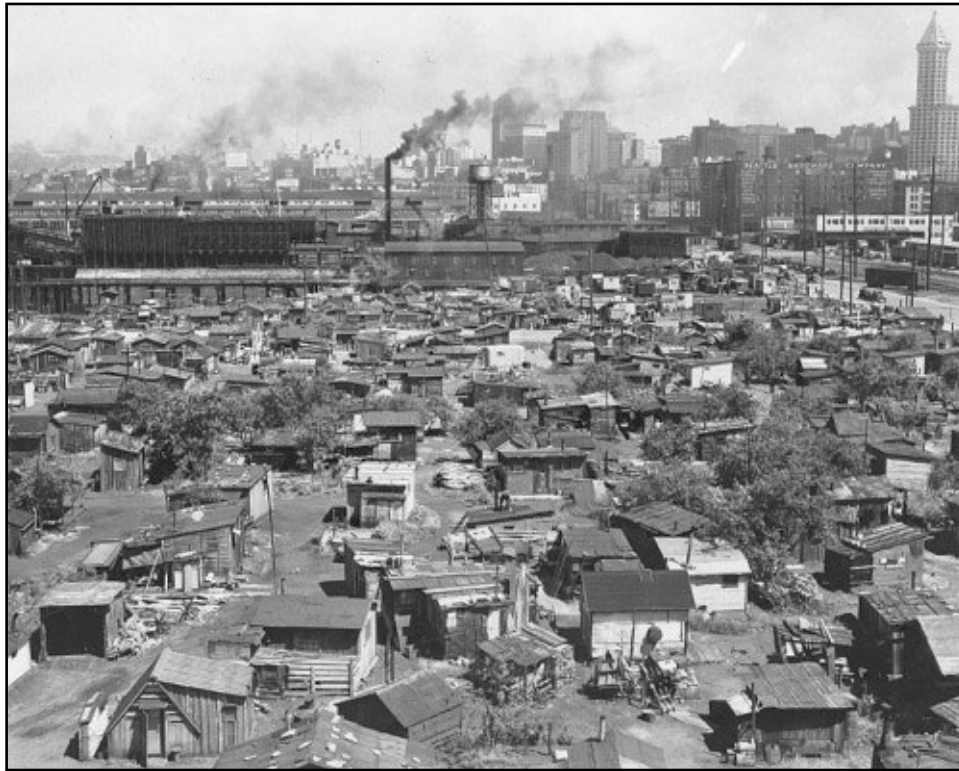
- (1) passage of the Sherman Antitrust Act
- (2) implementation of a job training program
- (3) ratification of the 18th Amendment
- (4) establishment of the Tenement Reform Commission

16 Why did public support for activities such as those shown in this photograph decrease?

- (1) Personal behavior was difficult to regulate.
- (2) The federal budget could not be balanced.
- (3) Public travel was inconvenienced.
- (4) Concerns were raised by environmentalists.

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

**Hooverville
Seattle, Washington**



Source: James P. Lee, June 10, 1937 (adapted)

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| <p>17 What was the main reason for the emergence of “Hoovervilles” such as the one shown in this photograph?</p> <ul style="list-style-type: none">(1) Millions of Americans were unemployed during the Great Depression.(2) Highway construction destroyed urban neighborhoods.(3) Housing construction could not keep up with the demand for suburban homes.(4) United States entry into World War II created shortages in building materials. | <p>18 President Franklin D. Roosevelt’s New Deal attempted to address the problem shown in this photograph by</p> <ul style="list-style-type: none">(1) referring the problem to the Supreme Court(2) using local police to evict “Hooverville” residents(3) delivering food, water, and medical supplies to residents(4) providing jobs and low-interest home mortgages |
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Base your answers to questions 19 and 20 on the resolution below and on your knowledge of social studies.

. . . Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That upon the outbreak or during the progress of war between, or among, two or more foreign states, the President shall proclaim such fact, and it shall thereafter be unlawful to export arms, ammunition, or implements of war from any place in the United States, or possessions of the United States, to any port of such belligerent states, or to any neutral port for transshipment to, or for the use of, a belligerent country.

The President, by proclamation, shall definitely enumerate [name] the arms, ammunition, or implements of war, the export of which is prohibited by this Act.

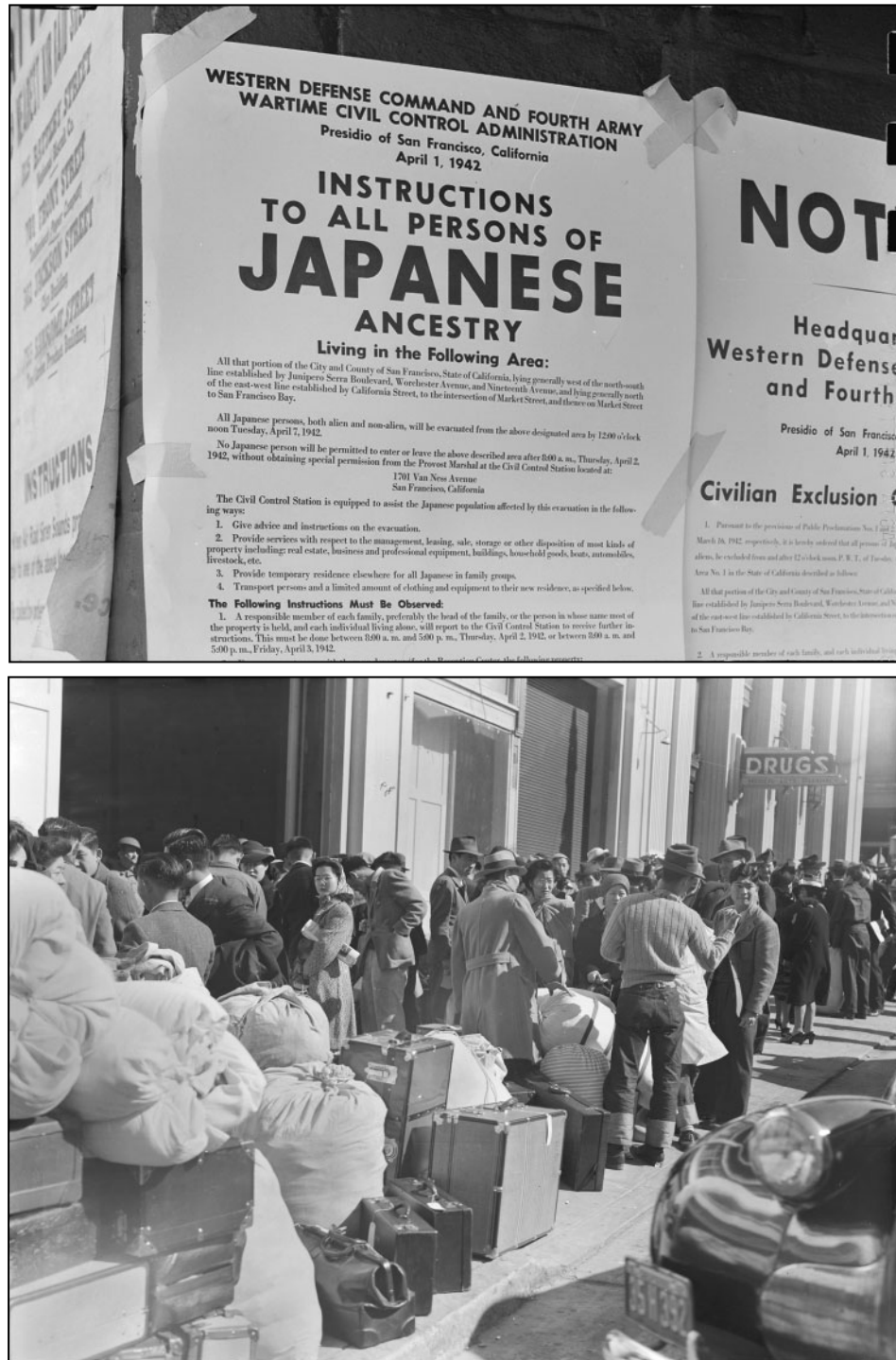
The President may, from time to time, by proclamation, extend such embargo upon the export of arms, ammunition, or implements of war to other states as and when they may become involved in such war. . . .

Source: Joint Resolution of Congress, August 31, 1935

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| 19 Congress passed this resolution in order to | 20 Which later congressional legislative action |
| (1) support United States involvement in the League of Nations | reflected a change from this resolution? |
| (2) support industrial development in the United States | (1) Wagner Act |
| (3) prevent involvement in foreign conflicts | (2) Social Security Act |
| (4) prevent the German invasion of Poland | (3) Fair Labor Standards Act |
| | (4) Lend-Lease Act |
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Base your answers to questions 21 and 22 on the photographs below and on your knowledge of social studies.



Source: National Archives, April 1942 (adapted)

21 Which event led to the situation shown in these photographs?

- (1) The Japanese surrendered to the United States.
- (2) The United States was attacked at Pearl Harbor.
- (3) The Supreme Court ruled in the *Korematsu v. United States* case.
- (4) The United States dropped an atomic bomb on Hiroshima and Nagasaki.

22 Which action taken by the United States government during World War II is illustrated by these photographs?

- (1) racial segregation of the military
 - (2) internment of Japanese Americans
 - (3) hiring more women to work in the defense industry
 - (4) deporting citizens who opposed the draft
-

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

. . . The economic plight in which Europe now finds itself has intensified a political struggle between those who wish to remain free men living under the rule of law and those who would use economic distress as a pretext for the establishment of a totalitarian state.

The next few years can determine whether the free countries of Europe will be able to preserve their heritage of freedom. If Europe fails to recover, the peoples of these countries might be driven to the philosophy of despair—the philosophy which contends that their basic wants can be met only by the surrender of their basic rights to totalitarian control.

Such a turn of events would constitute a shattering blow to peace and stability in the world. It might well compel us to modify our own economic system and to forego, for the sake of our own security, the enjoyment of many of our freedoms and privileges.

It is for these reasons that the United States has so vital an interest in strengthening the belief of the people of Europe that freedom from fear and want will be achieved under free and democratic governments. . . .

Source: President Harry Truman, Special Message to Congress, December 19, 1947

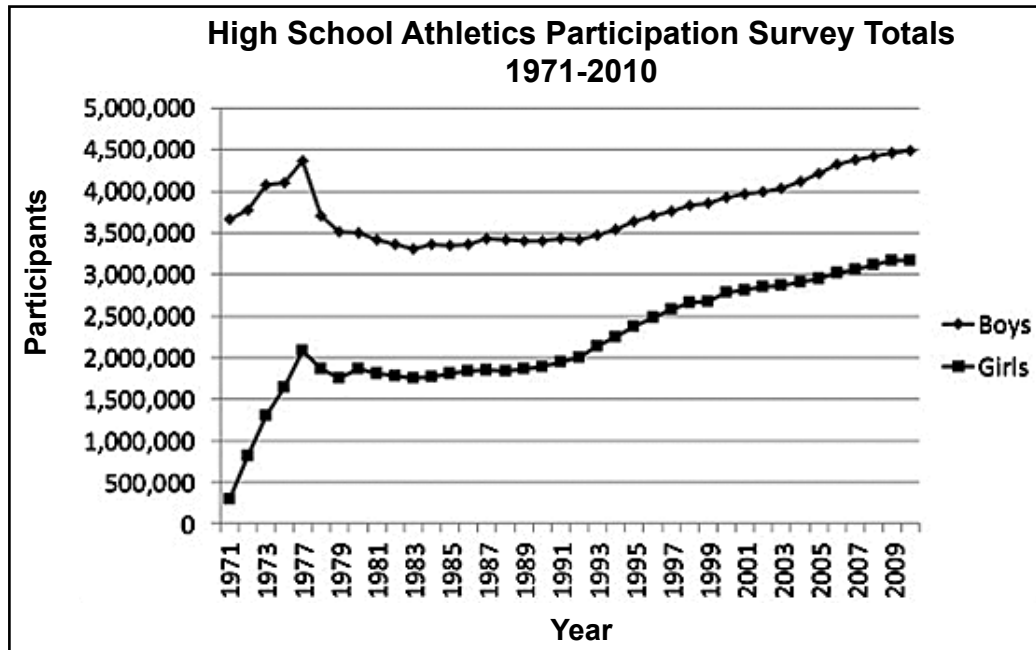
23 What was President Harry Truman seeking support for in this speech?

- (1) atomic weapons to bring an end to World War II
- (2) Nuremberg trials to prosecute war criminals
- (3) economic assistance through the Marshall Plan
- (4) desegregation of the armed forces

24 President Truman gave this speech because he was committed to

- (1) returning to pre-World War II isolationism
- (2) preventing Axis powers from taking over Europe
- (3) containing the spread of communism
- (4) dismantling the North Atlantic Treaty Organization (NATO)

Base your answers to questions 25 and 26 on the graph below and on your knowledge of social studies.



Source: Women's Sports Foundation (adapted)

25 Which government action was directly responsible for the changes in girls' participation shown in this graph?

- (1) enactment of Title IX
- (2) passage of the Americans with Disabilities Act
- (3) an executive order by President Ronald Reagan
- (4) the Supreme Court ruling in *Mapp v. Ohio*

26 One result of the change indicated in this graph was

- (1) an increase in the pay of high school athletic coaches
- (2) a decrease in the total number of students participating in high school sports
- (3) a decrease in the overall number of women earning college degrees
- (4) an increase in the number of women earning college athletic scholarships

Base your answers to questions 27 and 28 on the following photographs and on your knowledge of social studies.

A WPA Worker Receives a Paycheck, January 1939



Source: National Archives

**A Bridge-Expansion Project Funded by the
American Recovery and Reinvestment Act, July 2009**



Source: Encyclopedia Britannica

27 Which factor led to the conditions shown in these photographs?

- (1) increased rates of unemployment
- (2) damage from severe weather outbreaks
- (3) population changes due to baby booms
- (4) the growth of multinational corporations

28 These photographs suggest a federal government supportive of

- (1) assuming ownership of failed corporations
- (2) returning to laissez-faire capitalistic principles
- (3) investing in public works and infrastructure projects
- (4) helping the owners of big businesses and not labor

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

Part II

SHORT-ESSAY QUESTIONS (SEQs)

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

SEQ Set 1 (Question 29)

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

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

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

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

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

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

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

Types of Relationships:

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

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

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

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

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

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

Document 1

. . . Just as other civil rights legislation has made previously sanctioned discrimination illegal, so too will the passage of the Americans with Disabilities Act of 1988 outlaw protectivist, paternalistic, ignorant discrimination against all persons with disabilities.

We, as disabled persons, are here today to ensure for the class of disabled Americans the ordinary daily life that non-disabled Americans too often take for granted: the right to ride a bus or a train; the right to any job for which we are qualified; the right to enter any theater, restaurant or public accommodation; the right to purchase a home or rent an apartment; the right to appropriate communication.

Whether you have HIV infection, cancer, heart disease, back problems, epilepsy, diabetes, polio, muscular dystrophy, cerebral palsy, multiple sclerosis, are deaf or blind, discrimination affects all of us the same. Simply put, we are here today to say that people in our society have been raised with prejudicial attitudes that have resulted in extreme discrimination against the 42 million persons with disabilities in the United States. . . .

Source: Judith Heumann, Joint House-Senate Hearing on Discrimination on the Basis of Disability, September 27, 1988

Document 2

. . . Our success with this act proves that we are keeping faith with the spirit of our courageous forefathers who wrote in the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights." These words have been our guide for more than two centuries as we've labored to form our more perfect union. But tragically, for too many Americans, the blessings of liberty have been limited or even denied. The Civil Rights Act of '64 took a bold step towards righting that wrong. But the stark fact remained that people with disabilities were still victims of segregation and discrimination, and this was intolerable. Today's legislation brings us closer to that day when no Americans will ever again be deprived of their basic guarantee of life, liberty, and the pursuit of happiness.

This act is powerful in its simplicity. It will ensure that people with disabilities are given the basic guarantees for which they have worked so long and so hard: independence, freedom of choice, control of their lives, the opportunity to blend fully and equally into the rich mosaic of the American mainstream. Legally, it will provide our disabled community with a powerful expansion of protections and then basic civil rights. It will guarantee fair and just access to the fruits of American life which we all must be able to enjoy. . . .

Source: President George H. W. Bush, Remarks at the Signing of the Americans with Disabilities Act, July 26, 1990

SEQ Set 1 (Question 29)

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

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

Guidelines:

In your short essay, be sure to

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

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

SEQ Set 2 (Question 30)

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

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

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

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

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

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

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

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

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

Document 1

... I believe our ground forces in South Vietnam should be kept to a minimum, consistent with the protection of our installations and property in that country. My concern is that a substantial buildup of U.S. ground troops would be construed by the Communists, and by the world, as a determination on our part to win the war on the ground.

This could be a quagmire. It could turn into an open end commitment on our part that would take more and more ground troops, without a realistic hope of ultimate victory.

I do not think the situation is comparable to Korea. The political posture of the parties involved, and the physical conditions, including terrain, are entirely different. ...

Source: Clark M. Clifford, Chairman of the President's Intelligence Advisory Board, Letter to President Lyndon Johnson, May 17, 1965

Document 2

. . . Why must young Americans, born into a land exultant with hope and with golden promise, toil and suffer and sometimes die in such a remote and distant place?

The answer, like the war itself, is not an easy one, but it echoes clearly from the painful lessons of half a century. Three times in my lifetime, in two World Wars and in Korea, Americans have gone to far lands to fight for freedom. We have learned at a terrible and a brutal cost that retreat does not bring safety and weakness does not bring peace. . . .

What are our goals in that war-strained land?

First, we intend to convince the Communists that we cannot be defeated by force of arms or by superior power. They are not easily convinced. In recent months they have greatly increased their fighting forces and their attacks and the number of incidents. . . .

I have today ordered to Viet-Nam the Air Mobile Division and certain other forces which will raise our fighting strength from 75,000 to 125,000 men almost immediately. Additional forces will be needed later, and they will be sent as requested.

This will make it necessary to increase our active fighting forces by raising the monthly draft call from 17,000 over a period of time to 35,000 per month, and for us to step up our campaign for voluntary enlistments. . . .

These steps, like our actions in the past, are carefully measured to do what must be done to bring an end to aggression and a peaceful settlement. . . .

For behind our American pledge lies the determination and resources, I believe, of all of the American Nation. . . .

Source: President Lyndon B. Johnson, Press Conference, July 28, 1965

SEQ Set 2 (Question 30)

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

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

Guidelines:

In your short essay, be sure to

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

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

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

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

Historical Context: Creation of a Stronger National Government

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

Task: Read and analyze the documents in Part A. Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

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

In developing your answers to Part III, be sure to keep these general definitions in mind:

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (c) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Civic Literacy Essay

Part A

Short-Answer Questions (31–36)

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1

... Almost immediately after the Confederation was created, many Americans, including [James] Madison, came to see that it was much too weak to do what they wanted. By the 1780s the problems were severe and conspicuous [obvious]. The Congress could not tax and pay its bills. It could not feed, clothe, or supply the army. It could not levy tariffs to regulate trade or to retaliate against the mercantilist European empires. It was even having trouble gathering a quorum to conduct business. Attempts to revise the Articles and grant the Congress the power to levy a 5 percent impost [tax] on imported European goods were thwarted by the need to get the unanimous consent of all thirteen states. Internationally the United States were being humiliated. In the Mediterranean the Barbary pirates were seizing American ships and selling their sailors into slavery, and the Confederation was powerless to do anything. It was unable even to guarantee the territorial integrity of the new nation. Great Britain continued to hold posts in the northwestern parts of United States territory in defiance of the peace treaty of 1783. In the southwest Spain was claiming territory that included much of present-day Alabama and Mississippi and plotting with American dissidents to break away from the Union. ...

Source: Gordon Wood, *Revolutionary Characters: What Made the Founders Different*, Penguin Press, 2006

- 31 According to Gordon Wood, what was **one** historical circumstance that led to the creation of a stronger national government? [1]

Score

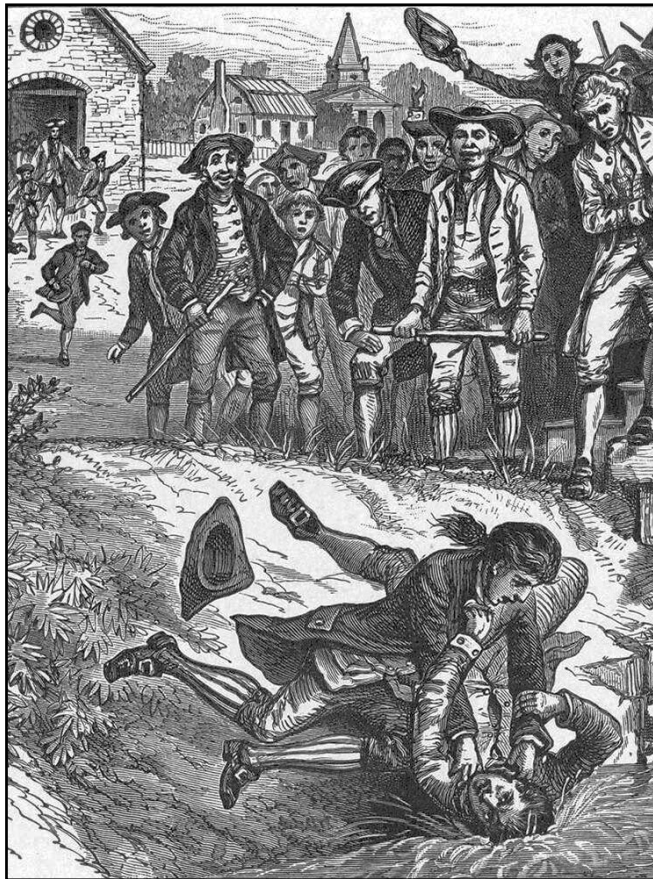
Document 2a

. . . In Massachusetts, during the winter of 1786, deeply indebted farmers whose land was being foreclosed refused to pay their state taxes, shut down the local courts, and seized a government arsenal. Troops from Massachusetts put down the farmers' revolt—known as Shays's Rebellion after its leader, Daniel Shays—while the Confederation Congress stood helpless in the crisis. "From the high ground we stood upon," General Washington despaired in a May 18, 1786, letter to John Jay, "to be so fallen! So lost! It is really mortifying." To national leaders, including Washington, the need for a stronger central government grew increasingly evident. Yet Americans had only recently rebelled against a tyrannical government, and remained suspicious of a concentration of government power. . . .

Source: Donald Ritchie, *Our Constitution*, Oxford University Press, 2006

Document 2b

An engraved illustration of fighting during Shays' Rebellion of 1786.



Source: New York Public Library Digital Collections (adapted)

- 32 Based on these documents, what was **one** historical circumstance that led to the creation of a stronger national government? [1]

Score

Document 3

. . . Shays' Rebellion brought attention to possible defects in the national government which . . . were becoming increasingly apparent. In fact some two months before the riots in Massachusetts broke out, Congress had debated a motion to reorganize the government. Later that year (1786), a proposal was put forth calling for a convention to meet at Annapolis, Maryland. This convention was to deal exclusively with the many problems which had arisen concerning trade between the various states. Reaction to the Annapolis Convention was mild at best. Indeed, only five states were represented when the meetings opened. However, it was during these meetings that Shays' Rebellion took place. On the fourteenth of September, Alexander Hamilton, delegate from New York and, as we have seen, one of the strongest supporters of the need for a strong national government, made an important proposal. He moved that all of the states should send delegates to a new convention at Philadelphia on the second Monday in May of 1787. This convention, said Hamilton, should deal with not only commercial problems but should discuss all matters necessary "to make the Constitution of the Federal Government adequate to the [problems] of the Union."

Once again, reaction was mild, but on February 21, 1787, Congress agreed that a convention whose purpose was "to revise the Articles of Confederation" should be held. Little did most of the delegates realize that what they would be doing at Philadelphia would not simply be revising the Articles of Confederation but creating a new form of government for the United States. . . .

Source: Martin W. Sandler et al., *The People Make A Nation*, Allyn and Bacon, 1971

33 Based on this document, what was **one** effort to address the creation of a stronger national government? [1]

Score

Document 4

. . . What the newspapers would print for the benefit of the sovereign people during the ratification process was itself the subject of debate. Printing the Constitution was fine; publishing commentaries that found fault with it was something else again. Essays on behalf of ratification had no trouble getting printed: Already during the summer of 1787, while the federal Convention labored away in secrecy, newspapers carried articles advocating the adoption of whatever strong national government would be proposed. Once the Convention adjourned, more essays appeared describing the Constitution and singing its praises. A debate, however, requires two sides. To get criticisms of the Constitution into circulation took a few more weeks and a sturdy dose of stubborn courage.

Once they got going, the newspaper debates were more than a mere prelude to the more decisive debates in the state ratifying conventions, which were about to begin. They influenced electors who chose delegates to the conventions and provided those delegates with an array of arguments that they could adopt, perhaps modify, and repeat. . . .

Source: Pauline Maier, *Ratification: The People Debate the Constitution, 1787-1788*, Simon & Schuster, 2010

- 34 According to Pauline Maier, what was **one** effort to address the creation of a stronger national government? [1]

Score

Document 5

. . . The weak national government under the Articles of Confederation created many problems. In 1787, these problems finally led to a convention to draft a new charter for the national government, the Constitution of the United States. But the Constitution's lack of a bill of rights became the main reason many people opposed it. Many states refused to ratify the Constitution until they were assured a bill of rights would be added. Even after three-fourths of the states ratified the Constitution in 1788, some states threatened to call a second convention to weaken its powers. The struggle did not end until a bill of rights was finally added to the Constitution. . . .

Source: Linda R. Monk, *The Bill of Rights: A User's Guide*, Hachette Books, 2018

35 According to Linda Monk, what was **one** impact of the efforts to create a stronger national government? [1]

Score

Document 6

Tasked with the awesome responsibility of building a Government to endure for generations to come, a band of dedicated patriots gathered in Philadelphia in 1787, seeking to build a more stable and permanent framework for a nascent [emerging] democracy. Passionate debates and intense negotiation gave way to lasting compromise, and a document emerged that became the bedrock of America. Signed on September 17, the Constitution of the United States has steered our country through ever-changing times. It guides us as leaders on the world stage and safeguards the fundamental rights of our citizens. And it guarantees that the greatness of our Nation never depends on any one person—it requires the full and active participation of an engaged and vibrant citizenry. . . .

Source: President Barack Obama, Presidential Proclamation—Constitution Day and Citizenship Day,
September 16, 2016

- 36 According to President Barack Obama, what was **one** impact of the efforts to create a stronger national government? [1]

Score

Part B

Civic Literacy Essay Question (37)

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least four* documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context: Creation of a Stronger National Government

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

Task: Using information from the documents and your knowledge of United States history, write an essay in which you

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

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Explain *at least two* efforts to address the issue
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion, that are beyond a restatement of the theme

The State Education Department / The University of the State of New York
June 2026 Regents Examination in United States History and Government

Scoring Key: Part I (Multiple-Choice Questions)

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

MC = Multiple-choice question

June 2026 Regents Examination in United States History and Government

Scoring Key: Parts II, IIIA, and IIIB

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
United States History & Government	June '26	Part II: SEQ I - 29	-	ES	5	1
United States History & Government	June '26	Part II: SEQ II - 30	-	ES	5	1
United States History & Government	June '26	Part IIIA - 31	-	SCF	1	1
United States History & Government	June '26	Part IIIA - 32	-	SCF	1	1
United States History & Government	June '26	Part IIIA - 33	-	SCF	1	1
United States History & Government	June '26	Part IIIA - 34	-	SCF	1	1
United States History & Government	June '26	Part IIIA - 35	-	SCF	1	1
United States History & Government	June '26	Part IIIA - 36	-	SCF	1	1
United States History & Government	June '26	Part IIIB: CLE - 37 Essay	-	ES	5	3

SCF = Scaffold Question

ES = Essay

The chart for determining students' final examination scores for the **June 2026 Regents Examination in United States History and Government** will be posted on the Department's website at <https://www.nysedregents.org/us-history-govt/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 23, 2026 — 9:15 a.m. to 12:15 p.m., only

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

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

Contents of the Rating Guide

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

- A content-specific rubric for each SEQ
- Prescored answer papers. Each score level has one paper. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper

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

- A question-specific rubric

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

- A content-specific rubric
- Prescored answer papers. Each score level has one paper. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

General:

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

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Mechanics of Rating

The following procedures are to be used in rating essay papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Directions for Scoring Regents Examinations*.

Rating the Essay Questions – Part II and Part III B

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually where applicable—

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

- (2) The Part II Short Essays (Set 1 and Set 2) must each be scored by only **one** qualified teacher. The scoring is based on a 5-point rubric specific to each set, and the resulting scores for Set 1 and Set 2 are added together, but not weighted.
- (3) Raters must be trained on scoring Set 1 and score all of the Set 1 papers, prior to being trained on scoring Set 2. This allows the rater to focus on one short-essay question and response at a time.
- (4) For the Civic Literacy Essay portion of the exam (Part III B), each essay must be rated by at least **two** raters; a third rater will be necessary to resolve scores that differ by more than one point.
- (5) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, **not** directly on the student's essay or answer sheet. The rater should **not** correct the student's work by making insertions or changes of any kind.

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

- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions are to be scored by one rater.
- (3) The scores for each scaffold question must be recorded in the student's examination booklet and on the student's answer sheet. The letter identifying the rater must also be recorded on the answer sheet.
- (4) Record the total Part III A score if the space is provided on the student's Part I answer sheet.

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

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

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

United States History and Government
Short-Essay Question Set 1 (Question 29)
June 2026

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

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

Document 1

. . . Just as other civil rights legislation has made previously sanctioned discrimination illegal, so too will the passage of the Americans with Disabilities Act of 1988 outlaw protectivist, paternalistic, ignorant discrimination against all persons with disabilities.

We, as disabled persons, are here today to ensure for the class of disabled Americans the ordinary daily life that non-disabled Americans too often take for granted: the right to ride a bus or a train; the right to any job for which we are qualified; the right to enter any theater, restaurant or public accommodation; the right to purchase a home or rent an apartment; the right to appropriate communication.

Whether you have HIV infection, cancer, heart disease, back problems, epilepsy, diabetes, polio, muscular dystrophy, cerebral palsy, multiple sclerosis, are deaf or blind, discrimination affects all of us the same. Simply put, we are here today to say that people in our society have been raised with prejudicial attitudes that have resulted in extreme discrimination against the 42 million persons with disabilities in the United States. . . .

Source: Judith Heumann, Joint House-Senate Hearing on Discrimination on the Basis of Disability, September 27, 1988

Document 2

. . . Our success with this act proves that we are keeping faith with the spirit of our courageous forefathers who wrote in the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights." These words have been our guide for more than two centuries as we've labored to form our more perfect union. But tragically, for too many Americans, the blessings of liberty have been limited or even denied. The Civil Rights Act of '64 took a bold step towards righting that wrong. But the stark fact remained that people with disabilities were still victims of segregation and discrimination, and this was intolerable. Today's legislation brings us closer to that day when no Americans will ever again be deprived of their basic guarantee of life, liberty, and the pursuit of happiness.

This act is powerful in its simplicity. It will ensure that people with disabilities are given the basic guarantees for which they have worked so long and so hard: independence, freedom of choice, control of their lives, the opportunity to blend fully and equally into the rich mosaic of the American mainstream. Legally, it will provide our disabled community with a powerful expansion of protections and then basic civil rights. It will guarantee fair and just access to the fruits of American life which we all must be able to enjoy. . . .

Source: President George H. W. Bush, Remarks at the Signing of the Americans with Disabilities Act, July 26, 1990

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

Scoring Notes:

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

Score of 5:

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

Score of 4:

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

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

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

Key Ideas from the Documents

(This list is not all-inclusive.)

Document 1—The Americans with Disabilities Act (ADA) would make previously sanctioned discrimination illegal Ordinary life that nondisabled Americans take for granted should be ensured for disabled (the right to ride a bus or train; be hired for any job; enter any theater, restaurant, or public accommodation; purchase a home or rent an apartment; utilize appropriate communication) Forty-two million disabled people suffer from ingrained prejudicial attitudes and extreme discrimination	Document 2—The ADA reflects ideals in Declaration of Independence People with disabilities are victims of segregation despite 1964 Civil Rights Act Independence, freedom of choice, control of their lives, opportunity to fully blend into mainstream life ensured to people with disabilities through the ADA The ADA will expand legal protections and basic civil rights for disabled
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Relevant Outside Information

(This list is not all-inclusive.)

Disabled were often forced into asylums and institutions in 1800s Difficulty finding work (inaccessible workplaces, faced employer discrimination) Public buildings not accessible to people with physical disabilities Shift of public attitude toward disabled with returning World War I, World War II, Korean, and Vietnam veterans Election of Franklin D. Roosevelt as first president with physical disability (advocate for rehabilitation of disabled despite concealing his disability; controversy over FDR memorial) Inspiration of strategies and progress made by African Americans during civil rights movement (peaceful protests, civil disobedience, sit-ins, use of legislation, petitions, lobbying, mailings) No protection of rights of disabled in Civil Rights Act of 1964 Details about discrimination against people with disabilities (housing, transportation, restrictive educational environments, voting accessibility) Details about social isolation (cultural and sporting events, using recreation areas and public restrooms) Details about the effects of negative stereotyping Goal of Americans with Disabilities Act was full participation and inclusion of disabled in society (employers cannot discriminate against qualified disabled individuals; access to public accommodations ensured; expansion of access to transportation and communications)

Examples of the Relationship Between the Documents

(This list is not all-inclusive.)

Cause and Effect: Success of the civil rights movement and political pressure from disabled American groups prompted Congress to pass the ADA.	Turning Point: Passage of the ADA led to greater equality and inclusion for millions of Americans in their communities, and increased awareness of the needs of the disabled by mainstream America.	Similarity: Both documents describe the difficulties faced by disabled Americans and the need for passage of the ADA.
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The ADA resulted from progressive thinking which focused on destigmatizing, and providing rights to all communities. The 60s had brought the civil rights movement which came with great success as the 1964 Civil Rights Act advanced the rights of black Americans. The shackles of segregation would be removed, as would Jim Crow laws that actively discriminated against African Americans. This belief that no one should be subjected to prejudice and discrimination carried over to other communities. The Stonewall Riots are an example of the LGBTQ community rising up. Americans with disabilities and disease had been ignored since the start of the nation. Only once, after the second great awakening, did reform of mental asylums, jails, and orphanages try to provide a better quality of life. The same reform spirit to create a better society increased following the 1960s Civil Rights movement. A grassroots effort by disabled Americans gained momentum in the 1980s as they spoke up in town halls, school board meetings and even congressional sessions.

The cause and effect relationship between the rise of the Americans with Disabilities Act of 1990 and the appeal to the House and Senate for its approval from a disabled speaker is clear. The passing of this act is and was dependent on the disabled population gaining a voice. The inability to enter many modes of public transportation, the lack of accessible buildings, and the refusal to hire disabled people hindered the quality of life for all 42 million living in the U.S. Without providing the basic needs and rights for this population, they suffer. No laws or regulations existed to provide accessibilities to the disabled. These people faced a social segregation, as no jobs accommodated them and employers would rather hire "able bodied" individuals. After

Judy Heuman's fight and speech to the House-Senate supporting an act designed to protect disabled individuals, President Bush enthusiastically signed it. This effect removed any discrimination in the workforce, provided rights and civil liberties to them and lets them into normal society without the handicap of a label stating their disability. Examples of the ADA's impact are seen everywhere today such as handicapped parking, access ramps and wheelchair accommodations.

Set 1, Anchor Level 5

The response:

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

Historical Context: Americans with disabilities and disease had been ignored since the start of the nation; A grassroots effort by disabled Americans gained momentum in the 1980s as they spoke up in town halls, school board meetings, and even congressional sessions

Cause and Effect: The cause-and-effect relationship between the rise of the Americans with Disabilities Act of 1990 and the appeal to the House and Senate for its approval from a disabled speaker is clear; Examples of the ADA's impact are seen everywhere today, such as handicapped parking, access ramps, and wheelchair accommodations

- Integrates relevant outside information
segregation; Jim Crow laws; Stonewall riots; LGBTQ+ community; second Great Awakening; reform of mental asylums, jails, and orphanages; grassroots effort; town halls; social segregation; handicapped parking; wheelchair accommodations
- Supports the theme with many relevant facts and/or examples from the documents
Document 1: the 1964 Civil Rights Act; the Americans with Disabilities Act; the appeal to the House and Senate from a disabled speaker; the inability to enter many modes of public transportation; the lack of accessible buildings; the refusal to hire disabled people; 42 million; Judy Heumann's speech
Document 2: the 1964 Civil Rights Act; no one should be subjected to prejudice and discrimination; Americans with Disabilities Act of 1990; President Bush enthusiastically signed it

Conclusion: Overall, the response fits the criteria for Level 5. The response establishes a clear cause-and-effect relationship between Heumann's testimony before Congress and President Bush's signing of the ADA. Additionally, a connection to earlier reform initiatives is presented.

During the 1960's, countless reform movements were created. These reform movements included womens rights, African American rights, & LGBTQ+ rights stemming from a long history of abuses. (Before the 1900's Jim Crow laws made racial segregation "legal" & women lacked suffrage.) Thanks to Americas dramatic shift to liberalism in the economic policies of FDR's New Deal and the Civil Rights acts of Johnson's Great Society, historically under represented and disadvantaged groups in America began to gain more rights than ever before. This trend continued into the 1980's when members of America's disabled community spoke out to obtain equality. Thus, as a result of such demands by the disabled community, an effect of them were the creation of the Americans with disabilities act in 1990.

During the 1980's, many disabled Americans demanded equal treatment. An example of this was the joint house-senate hearing on discrimination based on disabilities in 1988. In this meeting, disabled Americans demanded the "Americans with disabilities Act" to have equality in society. Disabled Americans desired the right to use public transit, the right to purchase or rent a home, & an end to job discrimination. This led to president George H.W. Bush caving in to the demands, signing the bill into effect to ensure those with disabilities have basic guarantees of life (equality), liberty, & the pursuit of happiness. Thus, because of the demands for equality at the joint house-senate hearing, the president signed the landmark Americans with disabilities act of 1990.

Set 1, Anchor Level 4

The response:

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

Historical Context: These reform movements included women's rights, African American rights, and LGBTQ+ rights stemming from a long history of abuses; Thanks to America's dramatic shift to liberalism in the economic policies of FDR's New Deal and the civil rights acts of Johnson's Great Society, historically underrepresented and disadvantaged groups in America began to gain more rights than ever before

Cause and Effect: In this meeting, disabled Americans demanded the Americans with Disabilities Act to have equality in society; Thus, because of the demands for equality at the joint House-Senate hearing, the president signed the landmark Americans with Disabilities Act of 1990; includes faulty analysis (This led to President George H. W. Bush caving in to the demands, signing the bill into effect)

- Includes relevant outside information
reform movements during the 1960s; LGBTQ+ rights; Jim Crow laws; women lacked suffrage; FDR's New Deal; Johnson's Great Society
- Supports the theme with relevant facts and/or examples from the documents

Document 1: members of America's disabled community spoke out; joint House-Senate hearings on discrimination based on disabilities; 1988; right to use public transit; right to purchase or rent a home; end to job discrimination

Document 2: civil rights acts; Americans with Disabilities Act in 1990; George H. W. Bush; guarantees of life, liberty, and the pursuit of happiness; the president signed the landmark Americans with Disabilities Act

Conclusion: Overall, the response meets the criteria for Level 4. It includes a strong description of the historical context. The response recognizes issues addressed by the ADA but minimizes President Bush's support for the law.

The creation of the Americans with Disabilities Act took place following the Great Society and civil rights movements within it. The civil rights act of 1964 was a push for equality for Black people and other Americans who definitely faced segregation and discrimination. All of the movements and reforms for all men to be treated equal led to a push for a change in how disabled people were treated as well. These two documents have a cause and effect relationship.

Document 1, which discusses the importance of the Americans with disabilities act in the House-senate, led to the signing and passage of the Act, document 2. Document 1 has a purpose of persuading the audience, the joint House-senate, that this act is necessary and important for the success of the country and the words they stand by, "with liberty and justice for all." The effect of this hearing, was the passage of this act. This act was signed two years after the hearing and held the same purpose, to protect the rights of all Americans. While having a cause and effect relationship, these two documents are also similar in that they are advocating for the Americans with Disabilities Act, and trying to persuade people it is extremely beneficial and necessary, by informing the audience of what it is and what it offers Americans. For example, it allowed more opportunities for Americans with disabilities to find work, fair pay, and greater equality.

Set 1, Anchor Level 3

The response:

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

Historical Context: The Civil Rights Act of 1964 was a push for equality for Black people and other Americans who definitely faced segregation and discrimination; All of the movements and reforms for all men to be treated equal led to a push for a change in how disabled people were treated as well

Cause and Effect: Document 1 has a purpose of persuading the audience, the joint House-Senate, that this act is necessary and important for the success of the country and the words they stand by, “with liberty and justice for all”; This act was signed two years after the hearing and held the same purpose

- Integrates minimal outside information
Great Society
- Includes relevant facts and/or examples from the documents

Document 1: discrimination; joint House-Senate; to find work

Document 2: Americans with Disabilities Act; Civil Rights Act of 1964; segregation; all men to be treated equal; signed two years after the hearing

Conclusion: Overall, the response meets the criteria for Level 3. The response uses the documents to establish a solid cause-and-effect relationship. However, it provides a limited historical context and lacks historical detail.

The historical context surrounding document 1 and document 2 is, the way disabled humans in the united states had been neglected from normal American activities as had African Americans before the Civil Rights Legislation. In document 1 it states that non disabled humans take life for granted and the people in their society have been raised with prejudicial attitudes which led to discrimination against the millions of people with disabilities in the united states: Document 2 points out the unequal treatment of disabled people that document 1 also informed us about. In document 2 it states that people with disabilities were still put through segregation and were still discriminated.

The 2 documents both speak on how having a disability in the united states was difficult but, document 2 speaks how americans with disability's gained the guarantees that they had worked for but in document 1 it speaks more on how they had no rights to take certain public transportation or attend certain public places. Discrimination is now illegal. Now disabled humans can live not discriminated.

Set 1, Anchor Level 2

The response:

- Minimally addresses **both** aspects of the task
- Is descriptive

Historical Context: disabled humans in the United States had been neglected from normal American activities as had African Americans before the civil rights legislation; the people in their society have been raised with prejudicial attitudes, which led to discrimination against the millions of people with disabilities in the United States

Similarity: Document 2 points out the unequal treatment of disabled people that Document 1 also informed us about; The two documents both speak on how having a disability in the United States was difficult

Difference: Document 2 speaks how Americans with disabilities gained the guarantees that they had worked for, but in Document 1 it speaks more on how they had no rights to take certain public transportation or attend certain public places

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

Document 1: civil rights legislation; non-disabled humans take life for granted; people have been raised with prejudicial attitudes; had no rights to take public transportation or attend certain public places

Document 2: people with disabilities were still put through segregation; Americans with disabilities gained the guarantees that they had worked for; discrimination is now illegal

Conclusion: Overall, the response meets the criteria for Level 2. The description of historical context shows some understanding of the task but is weak. The explanation of the documents' similarity and difference fails to point out the roles of the speakers.

The similarity and difference between both documents is that they both support a step forward for people with disabilities in the U.S. and how they are treated and looked upon. But, document 1 is saying more the day to day life of disabled people and how they are treated and document 2 focuses more on the rights and the injustice for people with disabilities.

For example, in document one it says “We, as disabled persons, are here today to insure for the class of disabled Americans the ordinary daily life that nondisabled Americans too often take for granted.” Shows that the speech was focused more towards the daily life of a disabled American rather than focusing more on their rights.

For example, in document two it says “Legally, it will provide our disabled community with a powerful expansion of protections and then basic civil rights.” Again this quote tells us as readers that document two was aimed more towards the civil rights of disabled Americans and not more on their day to day life as it did in document one did.

Set 1, Anchor Level 1

The response:

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

Similarity: they both support a step forward for people with disabilities in the U.S.

Difference: Document 2 was aimed more toward the civil rights of disabled Americans and not more on their day-to-day life as it did in Document 1 did

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

Document 1: day-to-day life of disabled people; “We, as disabled persons, are here today to insure for the class of disabled Americans the ordinary daily life that nondisabled Americans too often take for granted”

Document 2: focusing more on their rights; “Legally, it will provide our disabled community with a powerful expansion of protections and then basic civil rights”

Conclusion: Overall, the response meets the criteria for Level 1. The response is repetitive and shows a minimal understanding of the relationship between the documents. In addition, a description of historical context is omitted.

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

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

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

Document 1

... I believe our ground forces in South Vietnam should be kept to a minimum, consistent with the protection of our installations and property in that country. My concern is that a substantial buildup of U.S. ground troops would be construed by the Communists, and by the world, as a determination on our part to win the war on the ground.

This could be a quagmire. It could turn into an open end commitment on our part that would take more and more ground troops, without a realistic hope of ultimate victory.

I do not think the situation is comparable to Korea. The political posture of the parties involved, and the physical conditions, including terrain, are entirely different. . . .

Source: Clark M. Clifford, Chairman of the President's Intelligence Advisory Board,
Letter to President Lyndon Johnson, May 17, 1965

Document 2

... Why must young Americans, born into a land exultant with hope and with golden promise, toil and suffer and sometimes die in such a remote and distant place?

The answer, like the war itself, is not an easy one, but it echoes clearly from the painful lessons of half a century. Three times in my lifetime, in two World Wars and in Korea, Americans have gone to far lands to fight for freedom. We have learned at a terrible and a brutal cost that retreat does not bring safety and weakness does not bring peace. . . .

What are our goals in that war-strained land?

First, we intend to convince the Communists that we cannot be defeated by force of arms or by superior power. They are not easily convinced. In recent months they have greatly increased their fighting forces and their attacks and the number of incidents. . . .

I have today ordered to Viet-Nam the Air Mobile Division and certain other forces which will raise our fighting strength from 75,000 to 125,000 men almost immediately. Additional forces will be needed later, and they will be sent as requested.

This will make it necessary to increase our active fighting forces by raising the monthly draft call from 17,000 over a period of time to 35,000 per month, and for us to step up our campaign for voluntary enlistments. . . .

These steps, like our actions in the past, are carefully measured to do what must be done to bring an end to aggression and a peaceful settlement. . . .

For behind our American pledge lies the determination and resources, I believe, of all of the American Nation. . . .

Source: President Lyndon B. Johnson, Press Conference, July 28, 1965

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

Scoring Notes:

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

Score of 5:

- Thoroughly develops **both** aspects of the task in depth by discussing the historical context surrounding these documents and explaining how **audience, or purpose, or bias, or point of view** affects the use of **Document 1** as a reliable source of evidence
- Is more analytical than descriptive (analyzes and/or evaluates information)
- Integrates relevant outside information (see Relevant Outside Information chart)
- Supports the theme with many relevant facts and/or examples from the documents (see Key Ideas chart)

Score of 4:

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

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

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

Key Ideas from the Documents

(This list is not all-inclusive.)

Document 1— Clark M. Clifford, Chairman of President’s Intelligence Advisory Board, Letter to President Johnson, May 1965 Ground forces should be kept to a minimum consistent with protection of United States installations and property in South Vietnam Concern that buildup of U.S. ground troops would be seen as a determined U.S. effort to win war on the ground Possible quagmire that would take more and more ground troops without realistic hope of victory Situation is not comparable to Korea Political posture of parties involved and physical conditions, including terrain, entirely different in Vietnam than in previous Korean conflict	Document 2— President Lyndon B. Johnson, Press Conference, July 1965 Question as to why young Americans toil and suffer and sometimes die in such a remote and distant place Lessons of two World Wars and Korea that retreat does not bring safety and weakness does not bring peace Intention to convince communists we cannot be defeated by force of arms or by superior power Increase of communist fighting forces, attacks and number of incidents in recent months Increase of United States fighting strength in Vietnam from 75,000 to 125,000 men, with order to Air Mobile Division and certain other forces Additional forces will be sent if needed and requested Necessity of raising the monthly draft call from 17,000 over a period of time to 35,000 per month and stepping up campaign for voluntary enlistments to bring end to aggression and a peaceful settlement
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Relevant Outside Information

(This list is not all-inclusive.)

Post-World War II Cold War (United States v. Soviet Union)
Policy of containment formalized by Truman Doctrine
Application of Truman Doctrine to Korea as result of North Korean invasion of South Korea
United Nations police action mainly supported by United States troops with objective of limited war
restore 38th parallel
Challenge of fighting war on rugged, mountainous terrain in extreme weather conditions
Public opinion shifts from high support to disillusionment because of increasing casualties, setbacks, and
length of war
Containment of communism at 38th parallel after long stalemate
Debates over the costs of global containment/presidential power
Goal of Ho Chi Minh is self-determination for Vietnam
Application of domino theory to Southeast Asia (Eisenhower, Kennedy, and Johnson)
Division of Vietnam at 17th parallel (North, communist; South, anti-communist)
Despite millions of dollars of United States aid and advisors, South Vietnamese cannot prevail against
communist forces
Challenge of fighting war on jungle terrain, oppressive heat, enemy use of guerilla tactics, etc.
Escalation in troop levels/Americanization of war with Gulf of Tonkin Resolution
Public opinion shifts from high support to disillusionment (hawks v. doves, length of war, increasing
casualties, resentment over military draft/draft lottery, credibility gap, deficit spending, presidential
powers, mounting student protests (Kent State, Jackson State), decline in troop morale)
Longest war in United States history by 1970 and 1973 cease-fire
Communists gained control of South Vietnam with United States defeat
“Vietnam syndrome” result of war experience; global containment questioned
Societal treatment of returning veterans
General and mental health issues faced by returning veterans (post-traumatic stress; effect of Agent
Orange)

Reliability of Document 1

(This list is not all-inclusive.)

Reliable— *Audience*: As chairman of the President’s Intelligence Advisory Board, Clifford has studied the Korean War and has done a comparison with the situation in Vietnam. He must honestly communicate his concerns about winning a ground war to President Johnson, who, as commander in chief, has the ultimate power to determine the fate of many young Americans.

Purpose: Clark Clifford’s service on the President’s Intelligence Advisory Board requires him to offer an objective opinion about the situation in Vietnam so that President Johnson can carefully consider his options as he attempts to achieve victory and avoid a quagmire.

Unreliable— *Point of View*: Clifford’s personal point of view may be that winning the war on the ground would not bring victory in Vietnam. His perspective could be an unreliable source of evidence, given the reader does not know enough about why he believes that situation is not comparable to Korea.

Following the end of the second World War, the United States and the Soviet Union were the two major superpowers of the world. Opposing ideologies and economic systems, Capitalist USA and Communist USSR, created what would be called the Cold War. The threat of nuclear arms were too great for a full-fledged war between the two, as they possessed powers with which the world could be destroyed. Thus, they fought proxy wars, giving aid to countries in order to fight for communism or its containment, like in the case of Korea and Vietnam. Document 1 and 2 discuss the conflict in Vietnam and U.S. involvement to defend South Vietnam from Ho Chi Minh's North.

Document 1 was a letter from the Chairman of the President's Intelligence Advisory Board, addressed directly to President Johnson himself. There is little reason to believe, thusly, that Clifford would incorporate any sort of information that might be unreliable. This document was not intended for the public, and Clifford gives advice but does so in a candid and modest fashion. He says "I believe..." and "This could..." and "I do not think..." to suggest uncertainty in the mission, but not outright dismissing it. In any case, his concerns seemed to be quite valid, as the situation in Vietnam is "entirely different" from Korea. The operation certainly did turn out to be a quagmire, and as the chairman of the President's Intelligence Advisory Board, his advice was reliable, proven by the profound lack of success in the war later on.

Set 2, Anchor Level 5

The response:

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

Historical Context: The threat of nuclear arms was too great for a full-fledged war between the two, as they possessed powers with which the world could be destroyed; Document 1 and 2 discuss the conflict in Vietnam and U.S. involvement to defend South Vietnam from Ho Chi Minh's North

Audience: There is little reason to believe, thusly, that Clifford would incorporate any sort of information that might be unreliable; The operation certainly did turn out to be a quagmire, and, as the chairman of the President's Intelligence Advisory Board, his advice was reliable, proven by the profound lack of success in the war later on

- Integrates relevant outside information
Soviet Union; two major superpowers; opposing ideologies and economic systems; capitalist USA; Cold War; nuclear arms; proxy wars; containment; Ho Chi Minh's North; lack of success in the war later on
- Supports the theme with many relevant facts and/or examples from the documents
Document 1: communists; South Vietnam, letter from the chairman of the President's Intelligence Advisory Board; addressed directly to President Johnson himself; Clifford; he says, "I believe...", "this could ...," "I do not think..."; situation is "entirely different" from Korea; quagmire

Document 2: World War; Korea; communists

Conclusion: Overall, the response meets the criteria for Level 5. The response provides insightful analysis regarding Vietnam as a proxy war and the reliability of Clark Clifford's advice to President Johnson.

Both documents are written during the Civil War in Vietnam. The Vietnamese Civil War occurred during the Cold War, a massive global conflict between the United States and their capitalist allies, and the Soviet Union and their communist allies. During this era, the United States would interfere with other countries to contain communism and protect capitalism. One such example of this is the Vietnam War, where Vietnam was divided at the 17th parallel between different political ideologies and the United States was debating if they should interfere to stop the communists. Document 2 was said by President Johnson of the United States arguing in favor of interference in the conflict while Document 1 was written by a member of the executive branch arguing against getting involved.

Document 1 was a letter written to the president by someone who worked under him. The purpose of the letter was to explain the risks and dangers involved in interfering with Vietnam. Being someone who directly works for the federal government, the author would have the knowledge of what was occurring at the time in other countries. This position would also give the writer the experience needed to develop a stance on this topic. And given that the person works under the government, this letter would be considered by the president before making statements. The position in which this was written makes the document very reliable for analyzing opinions on the Vietnam War.

Set 2, Anchor Level 4

The response:

- Develops *both* aspects of the task, but does so unevenly by discussing the historical context more thoroughly than the reliability of Document 1
- Is more descriptive than analytical

Historical Context: The Vietnamese Civil War occurred during the Cold War, a massive global conflict between the United States and their capitalist allies, and the Soviet Union and their communist allies; Vietnam was divided at the 17th parallel between different political ideologies and the United States was debating if it should interfere to stop the communists

Purpose: The purpose of the letter was to explain the risks and dangers involved in interfering with Vietnam; Being someone who directly works for the federal government, the author would have the knowledge of what was occurring at the time in other countries

- Integrates relevant outside information
Vietnamese civil war; Cold War; massive global conflict; capitalist; Soviet Union; contain communism; Vietnam was divided at the 17th parallel
- Supports the theme with relevant facts and/or examples from the documents
Document 1: communist; written by a member of the executive branch; arguing against getting involved; written to the president by someone who worked under him; risks and dangers involved
Document 2: communists; said by President Johnson; arguing in favor of interference in the conflict

Conclusion: Overall, the response fits the criteria for Level 4. The description of the historical context includes several important points about the Vietnam conflict. However, the explanation of Document 1's reliability is not as strong.

The Cold War was a time period in which the US and the Soviet Union fought to spread their opposing ideals. While Americans believed in democracy, the Soviets utilized communism within their government. The Soviets tried spreading their belief in communism, and the Americans did their best to prevent this spread in a policy known as containment. This policy was not completely effective, and communism still managed to spread in Vietnam. Because of this, the US government continuously sent supplies and troops to Vietnam in an attempt to prevent communism from spreading there. However, this failed multiple times, and a lot of soldiers were killed.

In Document 1, Clark M. Clifford's point of view makes this a reliable document. Clifford is the Chairman of the President's Intelligence, meaning he likely received information before anyone else, and used it in order to make suggestions that would benefit the American people. Clifford has taken a very realistic stance on the issues regarding the war in Vietnam, and states that extensive involvement in the war could be threatening to the Soviets, which would have been true, given the high tensions between the Soviets and Americans. Given the truthful and realistic nature of Clifford's statement, the document is a reliable source.

Set 2, Anchor Level 3

The response:

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

Historical Context: The Cold War was a time period in which the U.S. and the Soviet Union fought to spread their opposing ideals; The Soviets tried spreading their belief in communism and the Americans did their best to prevent this spread in a policy known as containment

Point of View: Clifford is the chairman of the President's Intelligence, meaning he likely received information before anyone else; Clifford has taken a very realistic stance on the issues regarding the war in Vietnam

- Includes some relevant outside information
Cold War; Soviet Union; containment; a lot of soldiers were killed
- Includes some relevant facts and/or examples from the documents

Document 1: communism; Clark M. Clifford; chairman of the President's Intelligence; threatening to the Soviets

Document 2: sent troops

Conclusion: Overall, the response meets the criteria for Level 3. While addressing both aspects of the task, the response lacks the analysis and detail of a higher-level paper.

During the 1960's America was in the middle of it's cold war against the Soviet Union and other communist countries. America and the Soviet Union were both considered world superpowers containing nuclear weapons that had the power to wipe out the globe. After WWII tensions began to rise between the two largely because of different political ideologies. The Soviet Union wanted to spread communism and America wanted to prevent them from doing so. This lead to many proxy wars such as Korea and Vietnam where the Communists would support the North while the U.S. would support the democratic forces in the South. This was also known as the effort of containment. Vietnam was a major battle ground in these proxy wars and it escelated so much to the point of us sending in thousands of our own troops as shown in document 2.

Document 1 is a reliable sorce of information.

Set 2, Anchor Level 2

The response:

- Develops *one* aspect of the task in some depth
- Is more descriptive than analytical

Historical Context: America and the Soviet Union were both considered world superpowers containing nuclear weapons that had the power to wipe out the globe; This led to many proxy wars, such as Korea and Vietnam, where the communists would support the North while the U.S. would support the democratic forces in the South

- Includes some relevant outside information
Cold War; Soviet Union; superpowers; nuclear weapons; proxy wars; democratic forces in the South; containment; escalated
- Includes a few relevant facts and/or examples from the documents
Document 1: 1960s; Korea; Vietnam
Document 2: WWII; Korea; Vietnam; sending in thousands of our own troops

Conclusion: Overall, the response fits the criteria for Level 2. The response includes a very solid description of the historical context surrounding the documents, but only labels Document 1 as reliable without explanation.

The years of the 1960s came after World War two. World War two was an extreme war and took tolls on everyone. With high death counts, every last resource used, and many people making sacrifices in order to support their soldiers. Several countries were rebuilding and focusing to restore balance within their borders. However, for the United States that differed. While focusing on rebuilding, America also sent aid to war stricken countries, like Germany. Germany was the center of World War two, therefore the most affected and destroyed. Following World War two, America also stayed loyal to its policy of containing communism. Hence why the U.S. got involved during the Korean War. Then later in Vietnam to support south Vietnam who was fighting against North Vietnam in order to not become communist.

In document one, President Johnson is writing in a letter about keeping American troops to the lowest possible amount in Vietnam. The purpose of this document was to showcase the escalation of the war. The Vietnam War lasted for at least three presidencies. Over 50,000 soldiers were either killed, injured or died later on from injuries. At the beginning of the war President Johnson explains that "It could turn into an open end commitment on our part that would take more and more ground troops, without a realistic hope of ultimate victory." This proves that by sending more soldiers means escalating the war to an unnecessary means. This war, The Vietnam War lasted over 10 years.

Set 2, Anchor Level 1

The response:

- Minimally addresses the task
- Is primarily descriptive

Historical Context: Following World War II, America also stayed loyal to the policy of containing communism; later in Vietnam to support South Vietnam who was fighting against North Vietnam in order to not become communist

- Includes relevant outside information
after World War II; containing communism; against North Vietnam; over 50,000 soldiers were killed; war lasted over 10 years
- Includes few relevant facts and/or examples from the documents

Document 1: communism; South Vietnam; Korean War; President Johnson; misidentifies President Johnson as the author of Document 1

Conclusion: Overall, the response fits the criteria for Level 1. The description of the historical context focuses on World War II, and the discussion of reliability centers more on the ideas in Document 2 than those in Document 1.

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

Go on to the next page ➡

Document 1

... Almost immediately after the Confederation was created, many Americans, including [James] Madison, came to see that it was much too weak to do what they wanted. By the 1780s the problems were severe and conspicuous [obvious]. The Congress could not tax and pay its bills. It could not feed, clothe, or supply the army. It could not levy tariffs to regulate trade or to retaliate against the mercantilist European empires. It was even having trouble gathering a quorum to conduct business. Attempts to revise the Articles and grant the Congress the power to levy a 5 percent impost [tax] on imported European goods were thwarted by the need to get the unanimous consent of all thirteen states. Internationally the United States were being humiliated. In the Mediterranean the Barbary pirates were seizing American ships and selling their sailors into slavery, and the Confederation was powerless to do anything. It was unable even to guarantee the territorial integrity of the new nation. Great Britain continued to hold posts in the northwestern parts of United States territory in defiance of the peace treaty of 1783. In the southwest Spain was claiming territory that included much of present-day Alabama and Mississippi and plotting with American dissidents to break away from the Union. ...

Source: Gordon Wood, *Revolutionary Characters: What Made the Founders Different*, Penguin Press, 2006

31 According to Gordon Wood, what was *one* historical circumstance that led to the creation of a stronger national government?

Score of 1:

- States a historical circumstance that led to the creation of a stronger national government, according to Gordon Wood

Examples: almost immediately after Confederation created, many Americans, including James Madison, came to see it was much too weak to do what they wanted; by 1780s problems with Articles of Confederation severe/obvious/conspicuous; Congress could not tax/pay its bills; Congress could not feed/clothe/supply the army; Congress could not levy tariffs to regulate trade/retaliate against mercantilist European empires; attempts to revise Articles/grant Congress power to levy 5 percent tax on imported European goods thwarted by need to get unanimous consent of all 13 states; Congress having trouble gathering a quorum to conduct business; United States humiliated internationally; Confederation powerless to do anything about Barbary pirates in Mediterranean seizing American ships/selling sailors into slavery; Confederation unable to guarantee territorial integrity of new nation; Great Britain continued to defy peace treaty of 1783 by holding posts in northwestern parts of United States territory; in southwest, Spain claiming territory that included much of present-day Alabama and Mississippi/plotting with American dissidents to break away from the Union

Score of 0:

- Incorrect response
Examples: Congress could pass taxes; Confederation defeated the Barbary pirates in the Mediterranean; Great Britain upheld peace treaty of 1783; it was easy for Congress to reach a quorum; Congress levied a 5 percent tax on imports
- Vague response
Examples: territory claimed; business conducted; mercantilist European empires; unanimous consent
- No response

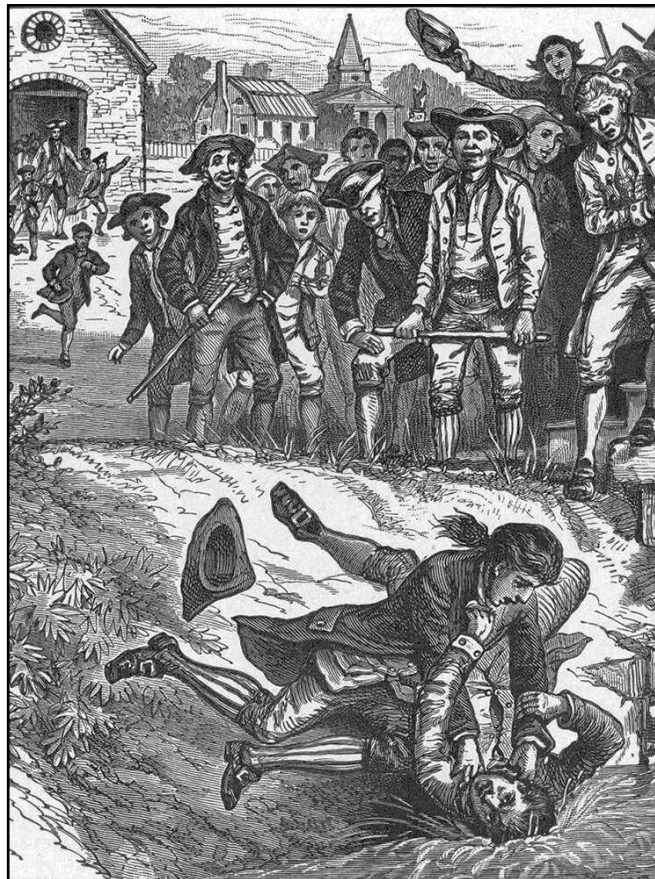
Document 2a

. . . In Massachusetts, during the winter of 1786, deeply indebted farmers whose land was being foreclosed refused to pay their state taxes, shut down the local courts, and seized a government arsenal. Troops from Massachusetts put down the farmers' revolt—known as Shays's Rebellion after its leader, Daniel Shays—while the Confederation Congress stood helpless in the crisis. "From the high ground we stood upon," General Washington despaired in a May 18, 1786, letter to John Jay, "to be so fallen! So lost! It is really mortifying." To national leaders, including Washington, the need for a stronger central government grew increasingly evident. Yet Americans had only recently rebelled against a tyrannical government, and remained suspicious of a concentration of government power. . . .

Source: Donald Ritchie, *Our Constitution*, Oxford University Press, 2006

Document 2b

An engraved illustration of fighting during Shays' Rebellion of 1786.



Source: New York Public Library Digital Collections (adapted)

32 Based on these documents, what was *one* historical circumstance that led to the creation of a stronger national government?

Score of 1:

- States a historical circumstance that led to the creation of a stronger national government, based on these documents
Examples: economic hardship experienced by deeply indebted farmers in Massachusetts; land of deeply indebted farmers in Massachusetts being foreclosed; indebted farmers refused to pay state taxes/shut down local courts/seized a government arsenal; revolt put down by troops from Massachusetts; Shays' Rebellion; violence during Shays' Rebellion; Confederation Congress helpless; increasingly evident to national leaders such as Washington that stronger central government needed

Score of 0:

- Incorrect response
Examples: foreclosures not allowed in Massachusetts; Congress ended Shays' Rebellion; local courts remained open; General Washington opposed a stronger central government
- Vague response
Examples: letter; suspicions remained; winter of 1786; high ground stood upon; increasingly evident; too many farms
- No response

Document 3

. . . Shays' Rebellion brought attention to possible defects in the national government which . . . were becoming increasingly apparent. In fact some two months before the riots in Massachusetts broke out, Congress had debated a motion to reorganize the government. Later that year (1786), a proposal was put forth calling for a convention to meet at Annapolis, Maryland. This convention was to deal exclusively with the many problems which had arisen concerning trade between the various states. Reaction to the Annapolis Convention was mild at best. Indeed, only five states were represented when the meetings opened. However, it was during these meetings that Shays' Rebellion took place. On the fourteenth of September, Alexander Hamilton, delegate from New York and, as we have seen, one of the strongest supporters of the need for a strong national government, made an important proposal. He moved that all of the states should send delegates to a new convention at Philadelphia on the second Monday in May of 1787. This convention, said Hamilton, should deal with not only commercial problems but should discuss all matters necessary "to make the Constitution of the Federal Government adequate to the [problems] of the Union."

Once again, reaction was mild, but on February 21, 1787, Congress agreed that a convention whose purpose was "to revise the Articles of Confederation" should be held. Little did most of the delegates realize that what they would be doing at Philadelphia would not simply be revising the Articles of Confederation but creating a new form of government for the United States. . . .

Source: Martin W. Sandler et al., *The People Make A Nation*, Allyn and Bacon, 1971

33 Based on this document, what was *one* effort to address the creation of a stronger national government?

Score of 1:

- States an effort to address the creation of a stronger national government, based on this document
Examples: attention brought to possible defects in national government by Shays' Rebellion; Congress debated motion to reorganize government some two months before Shays' Rebellion broke out; in late 1786 proposal put forth calling for convention to meet at Annapolis, Maryland; five states sent representatives to Annapolis; Alexander Hamilton/delegate from New York made proposal supporting need for stronger national government; Hamilton proposed all states should send delegates to new convention in Philadelphia in May of 1787; Hamilton said convention should deal with not only commercial problems but should discuss all matters necessary; discussion at convention should be about making Constitution adequate to problems of Union; Congress agreed revising Articles should be discussed

Score of 0:

- Incorrect response
Examples: thirteen states sent representatives to Annapolis; Philadelphia convention to deal only with commercial problems; Alexander Hamilton supported continuation of Articles of Confederation
- Vague response
Examples: riots lasted two months; proposal put forth; mild reaction; most delegates realized; things needed to get better
- No response

Document 4

. . . What the newspapers would print for the benefit of the sovereign people during the ratification process was itself the subject of debate. Printing the Constitution was fine; publishing commentaries that found fault with it was something else again. Essays on behalf of ratification had no trouble getting printed: Already during the summer of 1787, while the federal Convention labored away in secrecy, newspapers carried articles advocating the adoption of whatever strong national government would be proposed. Once the Convention adjourned, more essays appeared describing the Constitution and singing its praises. A debate, however, requires two sides. To get criticisms of the Constitution into circulation took a few more weeks and a sturdy dose of stubborn courage.

Once they got going, the newspaper debates were more than a mere prelude to the more decisive debates in the state ratifying conventions, which were about to begin. They influenced electors who chose delegates to the conventions and provided those delegates with an array of arguments that they could adopt, perhaps modify, and repeat. . . .

Source: Pauline Maier, *Ratification: The People Debate the Constitution, 1787-1788*, Simon & Schuster, 2010

34 According to Pauline Maier, what was *one* effort to address the creation of a stronger national government?

Score of 1:

- States an effort to address the creation of a stronger national government, according to Pauline Maier
Examples: newspapers printed the Constitution/published commentaries that found fault with Constitution; essays on behalf of ratification printed; newspapers debated ratification process; federal convention labored away in secrecy; newspaper articles advocated adoption of whatever strong national government would be proposed; after adjournment of convention, more essays appeared describing Constitution/singing its praises; a few weeks after adjournment, criticisms of Constitution began appearing; decisive debates in state ratifying conventions; debates influenced electors who chose delegates to conventions/provided delegates with array of arguments that they could adopt/modify/repeat

Score of 0:

- Incorrect response
Examples: no newspapers printed Constitution; newspapers printed only criticisms of Constitution; no commentaries published; no essays supporting ratification printed; no criticisms of Constitution put into circulation
- Vague response
Examples: benefit of sovereign people; debate requires two sides; a sturdy dose of stubborn courage; few weeks needed; delegates could not decide
- No response

Document 5

. . . The weak national government under the Articles of Confederation created many problems. In 1787, these problems finally led to a convention to draft a new charter for the national government, the Constitution of the United States. But the Constitution's lack of a bill of rights became the main reason many people opposed it. Many states refused to ratify the Constitution until they were assured a bill of rights would be added. Even after three-fourths of the states ratified the Constitution in 1788, some states threatened to call a second convention to weaken its powers. The struggle did not end until a bill of rights was finally added to the Constitution. . . .

Source: Linda R. Monk, *The Bill of Rights: A User's Guide*, Hachette Books, 2018

35 According to Linda Monk, what was *one* impact of the efforts to create a stronger national government?

Score of 1:

- States an impact of efforts to create a stronger national government, according to Linda Monk
Examples: new charter for the national government drafted; many people opposed Constitution because it lacked a bill of rights; many states refused to ratify Constitution until assured a bill of rights would be added; even after three-fourths of states ratified Constitution, some states threatened to call second convention to weaken its powers; struggle did not end until Bill of Rights added to Constitution

Score of 0:

- Incorrect response
Examples: only two-thirds of states ratified Constitution; second convention called to weaken powers of Constitution; weaker national government created
- Vague response
Examples: struggle did not end; new charter; states refused; many problems created; states improved
- No response

Document 6

Tasked with the awesome responsibility of building a Government to endure for generations to come, a band of dedicated patriots gathered in Philadelphia in 1787, seeking to build a more stable and permanent framework for a nascent [emerging] democracy. Passionate debates and intense negotiation gave way to lasting compromise, and a document emerged that became the bedrock of America. Signed on September 17, the Constitution of the United States has steered our country through ever-changing times. It guides us as leaders on the world stage and safeguards the fundamental rights of our citizens. And it guarantees that the greatness of our Nation never depends on any one person—it requires the full and active participation of an engaged and vibrant citizenry. . . .

Source: President Barack Obama, Presidential Proclamation—Constitution Day and Citizenship Day, September 16, 2016

36 According to President Barack Obama, what was *one* impact of efforts to create a stronger national government?

Score of 1:

- States an impact of efforts to create a stronger national government, according to President Barack Obama
Examples: dedicated patriots built government that endured for generations/built stable/permanent framework for emerging democracy; passionate debates/intense negotiations gave way to lasting compromise; document became bedrock of America; Constitution has steered country through ever-changing times; guides us as leaders on world stage; safeguards fundamental rights of citizens; guarantees that greatness of nation never depends on any one person; requires full and active participation of engaged/vibrant citizenry

Score of 0:

- Incorrect response
Examples: ended compromises; forces citizens to participate; guarantees greatness of nation depends on one person
- Vague response
Examples: awesome responsibility; band of dedicated patriots; passionate debates; document emerged; signed on September 17; everything was stronger
- No response

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

Historical Context: Creation of a Stronger National Government

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

Task:

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

Scoring Notes:

1. This civic literacy essay has a minimum of **four** components (describing the historical circumstances surrounding the issue of the creation of a stronger national government, explaining *at least two* efforts to address this issue by individuals, groups, and/or governments, and discussing the impact of the efforts on the United States and/or on American society).
2. The description of historical circumstances may focus on immediate or long-term circumstances.
3. The efforts to address the creation of a stronger national government may focus on efforts by individuals, groups, governments, or any combination of these.
4. Individuals, groups, and/or governments do not need to be specifically identified as long as they are implied in the discussion.
5. The efforts to address the creation of a stronger national government may be positive, negative, or a combination of both.
6. The discussion of the impact of the efforts to address the creation of a stronger national government may be on the United States, on American society, or on both the United States and American society.
7. The discussion of the impact of the efforts to address the creation of a stronger national government may focus on immediate or long-term results.
8. The same or similar information may be used to address more than one aspect of the task as long as the information is relevant to the aspect of the task being addressed.
9. The explanation of efforts to address the creation of a stronger national government may be included in the discussion of the impact of the efforts on the United States and/or on American society.
10. In the response, the use of language that appears in a document should not be penalized.
11. The response may discuss efforts to address the creation of a stronger national government and the impact of the efforts on the United States and/or on American society from different perspectives as long as the position taken is supported by accurate historical facts and examples.
12. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 2a and 2b may be considered separate documents **if** the response uses specific information from each selected document.
13. The rubric should not be used as a checklist, and no one bullet should prevent a paper from receiving a higher score; e.g., if a response lacks a conclusion, it could still receive a score of 5 if it meets the other criteria for that score point.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the historical circumstances surrounding the issue of creation of a stronger national government, explaining at least two efforts to address this issue by individuals, groups, and/or governments, and discussing the impact of the efforts on the United States and/or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information)
- Incorporates relevant information from *at least four* documents (see Key Ideas chart)
- Incorporates relevant outside information (see Relevant Outside Information chart)
- Richly supports the theme with many relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information)
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops **all** aspects of the task with little depth *or* develops *at least three* aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization, includes an introduction and a conclusion that may be a restatement of the theme

Score of 2:

- Minimally develops **all** aspects of the task *or* develops *at least two* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents or consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the theme, task, or suggestions as copied from the test booklet; *OR* is illegible; *OR* is a blank paper

*The term *create* as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom's *Taxonomy of Educational Objectives* refers to the highest level of the cognitive domain. This usage of create is similar to Bloom's use of the term *synthesis*. Creating implies an insightful reorganization of information into a new pattern or whole. While a Level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.

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

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

Creation of a Stronger National Government

Key Ideas from the Documents

(This list is not all-inclusive.)

Historical Circumstances

Doc 1—Confederation seen as weak by many Americans almost immediately after created

Confederation seen by Madison as too weak

Problems of Congress (not able to tax; not able to pay bills; not able to feed, clothe, or supply army; not able to levy tariffs to regulate trade; not able to retaliate against mercantilist European empires; having trouble gathering quorum to conduct business)

Power of Congress thwarted by need to get unanimous consent of all thirteen states (attempts to revise articles; attempts to grant Congress power to levy a 5 percent tax on imported European goods)

United States humiliated internationally as Confederation unable to do anything (Barbary pirates seizing American ships in Mediterranean and selling their sailors into slavery; unable to guarantee territorial integrity of new nation as Great Britain continued to hold posts in northwestern parts of United States; territory in defiance of peace treaty of 1783; Spain claiming territory in much of present-day Alabama and Mississippi; Spain plotting with American dissidents to break away from Union)

Doc 2—Following American Revolution, widespread frustration with state governments from deeply indebted farmers in Western Massachusetts whose land being foreclosed (farmers refused to pay state taxes; shut down local courts; seized government arsenal)

Confederation Congress helpless against farmers' revolt (Shays' Rebellion)

Increasingly evident to Washington and national leaders that stronger central government needed

Many Americans suspicious of a concentration of government power (recent rebellion of Americans against tyrannical government)

Doc 3—Attention to possible defects in national government becoming increasingly apparent (Shays' Rebellion)

Doc 5—Many problems created by weak national government under Articles

Efforts to Address

Doc 3—Motion to reorganize government debated by Congress some two months before Shays' Rebellion

Proposal put forth calling for convention to meet at Annapolis, Maryland, in late 1786 (Convention to deal exclusively with many problems concerning trade between various states)

Reaction to Annapolis Convention (only five states represented when meetings opened; Shays' Rebellion happening during meetings; proposal from New York delegate that all states should send delegates to new convention in Philadelphia in May 1787; new convention to deal with all matters necessary to make Constitution of federal government adequate to problems of Union)

Hamilton one of strongest supporters of need for strong national government

Agreement by Congress on February 21, 1787, that convention to revise Articles of Confederation should be held

New form of government created by delegates in Philadelphia

Creation of a Stronger National Government

Key Ideas from the Documents (continued)

(This list is not all-inclusive.)

Efforts to Address

Doc 4—Printing by newspapers during ratification process (Constitution printed; essays on behalf of/finding fault with ratification; articles advocating adoption of whatever strong national government proposed; articles printed while Convention was working in secrecy; after Congress adjourned appearance of essays describing Constitution and singing its praises/criticizing Constitution)

Debates in state ratifying conventions

Electors who chose delegates to state conventions influenced by newspaper debates

Delegates influenced by array of arguments in newspapers which could be adopted, perhaps modified, and/or repeated

Impact of Efforts

Doc 5—Lack of Bill of Rights main reason for opposition to Constitution

Refusal of many states to ratify Constitution until assured Bill of Rights would be added

Ratification of Constitution by three-fourths of states in 1788

Threats by some states to call second convention to weaken powers under Constitution

End of struggle when Bill of Rights added to Constitution

Doc 6—Constitution more stable and permanent framework for emerging democracy

Constitution lasting compromise that became bedrock of America

Country steered through ever-changing times with Constitution (guides United States as leader on world stage; safeguards fundamental rights of citizens)

Guaranteed by Constitution that greatness of United States never depends on one person but requires full active participation of engaged and vibrant citizenry

Creation of a Stronger National Government

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances

Establishment of ideals of self-government during colonial development (House of Burgesses; Mayflower Compact; New England town meetings)
Declaration of Independence (result of British attempts to gain more control over colonists; end of salutary neglect; no taxation without representation; Proclamation of 1763; Stamp Act; Townshend Acts; Boston Tea Party; Coercive Acts)
Establishment of Articles of Confederation with weak central government (primary loyalty to states; fear of strong central government because of British experience)
Challenges of governing nation under Articles of Confederation after Revolutionary War (economic dislocation; lack of national unity)
Achievements of governance under Articles of Confederation (Land Ordinance of 1785; Northwest Ordinance of 1787; logical stepping stone to a stronger national government)
Chaos of Shays' Rebellion a threat to property rights (stability and security of nation questioned)
Support for Articles of Confederation despite weaknesses (small farmers; frontiersmen; supporters of state sovereignty)
Agreement among delegates to Constitutional Convention that more than a revision of the Articles was necessary

Efforts to Address

Decision of delegates not to revise Articles but rather to frame new government
Use of compromise to resolve delegate disagreements (Great Compromise; Three-fifths Compromise; commerce; slave trade)
Establishment of a system of federalism with well-defined distribution of power (delegated powers given to Congress to address weaknesses of Articles; powers denied to states)
Possible expansion of Congressional delegated powers (elastic clause)
Establishment of separation of powers between three branches (checks and balances)
Requirement of nine, not all thirteen, states for ratification
Contentious debate over ratification (essays written in support of ratification—Hamilton, Jay, Madison, “Federalist Papers”; essays written opposing ratification—Anti-Federalists)
Pamphlets written and public meetings held to discuss Constitution

Impact of Efforts

Eventual ratification of Constitution by all thirteen states
Stronger central government ensured by success of Federalists in ratification debate
Addition of first ten amendments to Constitution result of Anti-Federalist opposition
Changing needs of nation addressed by built-in flexibility of Constitution (elastic clause; amendment process; judicial interpretation)
Endurance of constitutional system despite national crises (Civil War; World War I; Great Depression; World War II; 9/11 attacks)
Foundation established for strong national economy/world power status
Model for other countries

Patriotic men spent many days creating what is now a world respected constitution of the United States of America. Many civic issues have been debated throughout history, including the civic issue of creating a stronger national government for America which led to that Constitution.

The historical context surrounding the creation of a stronger national government starts with the American Revolution. Before the United States was an independent nation they were a colony of Britain. Although each colony had their own legislature Britain had a large amount of power over the American colonists, especially when they ended salutary neglect after the French and Indian War. British taxation methods left colonists scrambling into new political territory. The American people got sick and tired of King George interfering with their lives, so they rebelled. They protested against the Stamp and Townshend Acts and the British sale of tea at the Boston Tea Party, where colonists dumped crates of tea into the water. Once America gained its independence in 1776, they had to figure out how to govern and create a nation after a long war and without support from the mother country. America, and the political leaders that rose to power after the war, knew one thing for sure: they didn't want to be like Britain. So, they created the Articles of the Confederation, which gave the new federal government extremely limited power; perhaps too limited. Document 1 states, "If [the government] could not feed, clothe, or supply the army" because they had no tax money. Additionally, Daniel Shays led "indebted farmers whose land was being foreclosed and who refused to pay their state taxes," in a rebellion that the federal government could not stop. America was also threatened by actions of Great Britain, Spain, and the Barbary pirates without a strong

military to protect the country (Document 2a). Therefore, the issue arose—America needed a stronger national government.

Many efforts were made by Madison, Hamilton, and Washington to address this civic issue. They knew they needed to make changes in the Articles of Confederation, but they weren't exactly sure how far they should go. A convention met in Maryland but, "Reaction to the Annapolis Convention was mild at best" (document 3). After that meeting, where only 5 state delegations showed up, Hamilton argued for another convention in Philadelphia, and Congress agreed to consider revising the Articles. This constitutional convention debated for days on end, with delegates from 12 states deciding to write an entirely new constitution. Their debates resulted in compromises including the Great Compromise and the 3/5ths Compromise. Finally a constitution was written that created a Congress that could collect taxes, support a military, and control interstate and foreign trade. Debates continued after the convention when newspapers published commentaries such as The Federalist Papers and Anti-Federalist criticisms of the Constitution for the benefit of the Sovereign people" (Document 4). The goal was to recreate the U.S. government to be strong enough to support a great democratic nation without becoming tyrannical. The successful ratification of the Constitution shows that goal was achieved.

Whether or not the U.S. government was created strong enough or too strong has continued to be debated across history. Even though in 1788 there was a struggle to ratify the Constitution the promise of a Bill of Rights made the difference to those who opposed it. The Constitution (Document 5), would eventually inspire President Obama to say "It [the Constitution] guides us as leaders on the world stage

and safeguards the fundamental rights of our citizens" (Document 6). Most citizens of the United States of America believe that strengthening the national government was addressed successfully.

Since a process for amending the Constitution was included in a document written in 1787 it could adapt to "everchanging times" (Document 6). After the Civil War amendments were added to end slavery and give freedmen citizenship and the right to vote. Women were also given the right to vote in the 19th Amendment. The Constitution also gave enough power to the President which helped the United States successfully through the Great Depression and two world wars. The Constitution gave Congress the elastic clause to be able to solve problems facing the nation which also helped the government "endure for generations" (Document 6). The Constitution helped America as a young nation become stable and eventually become a world superpower. It established a democracy that has often inspired the world. Strengthening the national governments had been deemed necessary, Shays' Rebellion and the efforts made by the leaders of revolutionary America were successful in creating a stronger national government that was acceptable to the people and ratified by the states, therefore addressing this civic issue.

In conclusion, the civic issue of creating a stronger national government was successfully addressed by the founding fathers in 1787 with the U.S. Constitution. This issue has been debated throughout U.S. history, partially due to our history of being colonies under a tyrannical Great Britain. Also because since the Constitution was ratified the national government has increased its power over the states.

Anchor Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the creation of a stronger national government
- Is more analytical than descriptive (patriotic men spent many days creating what is now a world-respected Constitution of United States of America; after a long war and without any support from mother country, America and political leaders who rose to power after the war knew one thing for certain: they did not want to be like Britain; without a strong military to protect country, America threatened by actions of Great Britain, Spain, and Barbary pirates; fear that limited power given to government in Articles perhaps too limited; Madison, Hamilton, and Washington did not know how far they should go in making changes to Articles; whether or not U.S. government created strong enough or too strong continued to be debated; most citizens of United States believe strengthening national government addressed successfully; since process for amending Constitution was drafted in 1787, it could adapt to “ever-changing times”)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (although each colony had own legislature, Britain large amount of power over colonists, especially when salutary neglect ended after French and Indian War; colonists protested against Stamp and Townshend Acts and British sale of tea at Boston Tea Party; debates resulted in compromises including Great and Three-fifths; finally Constitution written creating a Congress that could collect taxes, support a military, and control interstate and foreign trade; newspapers published commentaries such as Federalist Papers and Anti-Federalist criticisms of Constitution; struggle to ratify Constitution but promise of Bill of Rights made a difference to opposition; goal of Convention to create a government to be strong enough to support a democratic nation without becoming tyrannical; Constitution helped America become a world superpower; after Civil War amendments added to end slavery and give freedmen citizenship and right to vote; women given right to vote in 19th Amendment; Constitution gave power to president which helped United States successfully through Great Depression and two world wars; elastic clause helped government endure for generations)
- Richly supports the theme with many relevant facts, examples, and details (Articles of Confederation gave federal government extremely limited power; government under Articles could not feed, clothe, or supply army because it had no tax money; Daniel Shays led indebted farmers whose land was being foreclosed and who refused to pay their state taxes in a rebellion; many efforts made to make changes in government of Articles; only five states represented at Annapolis Convention and reaction mild at best; Hamilton argued for another convention in Philadelphia and Congress agreed to consider revising Articles; Constitution guides leaders on world stage and safeguards fundamental rights of citizens)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. A thoughtful discussion of circumstances surrounding the issue of creating a stronger national government is supported by substantive relevant historical details. Constitutional principles are effectively integrated in the evaluation of the document’s efficacy in adapting to changing times.

The civic issue of the creation of a stronger national government is very important in maintaining order and protecting the rights of citizens. The national government is the core of many countries and it exerts a significant amount of influence on the people. Sometimes, the need for a stronger national government is demonstrated by the state of society, such as Shay's Rebellion. The crisis prompts people to make efforts to address the government emergency. As a result, the citizens either display support or opposition to the change that is recommended.

The creation of a stronger national government was necessary because the Articles of Confederation had an imbalance of power and was not sufficient enough to maintain the stability of the country. We had just won our independence and established ourselves as a country. A weak national government without an army left America "powerless." For instance, the Congress "could not tax and pay its bills...it could not feed, clothe, or supply the army...it could not levy taxes..." (Doc 1) The Articles were too weak to defend the country from other more powerful nations or protect our trade from "mercantilist European empires" (Doc 1). Many people thought that with a stronger government, the country would be able to thrive and be more secure. During Shay's Rebellion, the "Confederation Congress stood helpless in the crisis." (Doc 2) The national government wasn't able to intervene during the revolt because of the lack of power they had, and more events like Shay's Rebellion could have ended our nation. The Congress was unable to support Massachusetts, and leaders such as General Washington and Alexander Hamilton knew that something had to be done to give the national government more power. They also knew many Americans wouldn't agree to that because of their experience under British rule. The need for a stronger government was becoming

increasingly evident with all the conflicts going on in the country. States were arguing about trade policies and money which were problems not solved at Annapolis so another convention was needed.

There were several efforts to address the issue of a stronger government. For instance, the delegates from around the country met at a convention in Philadelphia in order to “discuss all matters to make the Constitution of the Federal Government adequate to the problems of the Union.” (Doc 3) The delegates met up to fix the flaws in the Article of Confederation and create a new and stronger government in response to the problems that the country was facing. They decided that there was too much to fix in the Articles and after much discussion and compromising they formed a new government with three branches instead of one. Congress could tax to raise money to establish a stronger army which would mean the national government could stop rebellions and protect America from foreign countries. States would still have power but not more than the national government. Another way the issue was addressed was through the publication of essays and newspapers before ratification, These writings included arguments, debates, praise, and criticisms. (Doc 4) There were differences of opinion about whether the Constitution’s stronger government would be better for the country. Some people thought changes to the Articles would have been enough and that states lost power. The publication of these works successfully addressed the issues of a stronger government because the opposition was promised a bill of rights. Since many people read the newspapers for the latest news. This issue created more widespread interest as people were becoming more aware of the need for a stronger government. The newspapers giving the people a chance to be more vocal about this issue through their essays and articles were a major reason

for growing support for the new government.

The efforts in response to the need for a stronger national government had a profound impact on American Society. The creation of the new government provided a better and more firm framework for the country. The new Constitution acted as a guide for leaders and a safeguard for citizens. (Doc 6) The new Constitution created new hope for the US, after a weak government failed to create a strong nation. The citizens of the US felt safe and secure with the new government because of how well it was created. In addition, the Constitution brought about a bill of rights that further protected American citizens. The new Constitution and bill of rights enhanced the balance between the government and the people.

The civic issue of the creation of a stronger national government was one that was addressed thoughtfully for the betterment of society. These efforts brought about many significant changes and improvements for society.

Anchor Level 4

The response:

- Develops all aspects of the task for the creation of a stronger national government
- Is both descriptive and analytical (creation of stronger national government important in maintaining order and protecting rights of citizens; national government exerts significant amount of influence on people; creation of stronger national government necessary because Articles of Confederation had imbalance of power and not sufficient enough to maintain stability of country; weak national government without an army left America “powerless”; people thought with a stronger government country would be able to thrive; national government not able to intervene in Shays’ Rebellion because of lack of power; more events like Shays’ Rebellion would have ended our nation; need for a stronger government becoming increasingly evident; many Americans disagreed with giving government more power because of experience under British rule; some people thought changes to Articles would have been enough as states lost power; many people read newspapers for latest news creating more widespread interest and a chance to be more vocal about issue; new Constitution created new hope for country as it served as guide for leaders and safeguard for citizens after a weak government failed to create a strong nation; new Constitution and Bill of Rights enhanced balance between government and people)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (delegates decided too much to fix in Articles and after much discussion and compromising formed a new government with three branches instead of one; Congress could tax to raise money to establish a stronger army which would mean national government could stop rebellions and protect America from foreign countries; states would still have power but not more than national government)
- Supports the theme with relevant facts, examples, and details (need for stronger national government prompted by Shays’ Rebellion leading to people making efforts to address government emergency; citizens display opposition or support for recommended changes; after independence won, America established itself as a country; under Articles Congress could not pay its bills, could not feed, clothe, or supply army, and could not levy taxes; leaders such as Washington and Hamilton knew something had to be done to give national government more power; trade policies and money problems not solved at Annapolis; delegates from around country met at a convention in Philadelphia to fix flaws in Articles and create a new and stronger government in response to problems country facing; publication of essays and newspapers before ratification included arguments, debates, praises, and criticisms)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The discussion surrounding the impact of Shays’ Rebellion on the recognition that change in government was needed and the important role played by newspapers during the ratification process is very good. Document interpretation is also generally thoughtful, however, additional supportive outside information would have strengthened the response.

The creation of a stronger national government was driven by many different events, such as war, rebellion, disputes, economic crisis, and more. One outcome of those events was the ratification of the Constitution of the United States and the addition of the Bill of Rights as the first ten amendments. The Constitution was written as a result of Shay's Rebellion, the government's inability to tax, and other weaknesses. The national government has grown even stronger with the enactment of Franklin Roosevelt's New Deal, Lyndon B. Johnson's Great Society, war-time measures during World War I, World War II, and the Civil War, including temporary suspension of habeas corpus.

Following the end of the American Revolutionary War, there was a weak national government in 1783. According to Document 1, the United States was weak and Europe knew we were weak. British Ports remained in the then-west, Spain began to make claims in Alabama and Mississippi, Spain also helped plan a secession from the United States. American ships were being seized and sailors enslaved, without a strong navy to protect them. Congress couldn't pay bills or supply the army, so it became necessary to raise money. As a result, the national government was unable to help Massachusetts stamp down a rebellion of indebted farmers. According to Document 2, the government had no power to take down the harmful dissent. So, accordingly, in Document 3, Alexander Hamilton called for a constitutional convention in Philadelphia. Doing so, the convention created a brand new form of government. With many disputes and economic issues/concerns, the United States created a stronger national government to counteract rebellions such as what happened with the enactment of wartime measures by the President and Congress during the Civil War. The war led to the creation of a stronger national government through

Reconstruction and beyond.

The Constitution of the United States would create a stronger national government, upon ratification, which was required for the Constitution to take effect. But many people did not like the idea of a new constitution. They liked the idea of a stronger state government. With the support of the press, support for the Constitution grew. According to Document 4, newspapers played an active role in displaying a debate in favor of and against the ratification of the Constitution. Most newspapers were in favor of ratification. Although the press played a vital role in convincing delegates to ratify the Constitution, the supporters of the Constitution promised to include a bill of rights and that was more important.

The Constitution was not enacted easily though. According to Document 5, many refused to ratify the Constitution until there were a Bill of Rights attached to it. Anti-federalists believed that with the creation of a strong national government there must be a way to protect the many rights others hold, such as freedom of religion. In Document 6, President Barack Obama says the creation of the Constitution both guided leaders during hard times, and the Constitution protected the rights of the people. It ensures that, although the national government grows stronger, no one branch is above the others with separation of powers.

The advocacy for and the ratification of the Constitution of the United States was a result of numerous events. The flaws of the Articles of Confederation led to lack of a national response to the Shays Rebellion, humiliation of the United States on a national scale, and inability to act as a nation which the Constitution addressed. With a reliance on unanimity for taxes, an impossible ground for

meetings, the government was mostly stagnant. The ratification of the Constitution provided for stronger national governments, which would enable the country to prosper and grow. With ability to raise funds, we could defend our navy. British Ports/troops were ultimately forced to move out of American territory. A two-house Congress and a president would now have the power to govern the nation as a whole. On top of a stronger national government, the rights of citizens were now protected in the Bill of Rights, rights to free speech, speedy trial, ability to bear arms, protection from unwarranted searches, and more rights that had been gained as a result of the defeat of the British in the Revolutionary War. Overall, the ratification of the Constitution created a stronger national government, solved problems then, and has continued to solve problems using the Amendment process.

Anchor Level 3

The response:

- Develops all aspects of the task with some depth for the creation of a stronger national government
- Is more descriptive than analytical (creation of a stronger national government driven by war, rebellions, disputes, economic crises, and more; United States weak at end of Revolution and Europe knew the country was weak; many people did not like idea of a new constitution; President Obama felt Constitution guided leaders during hard times and protected rights of people; flaws of Articles led to a lack of a national response to Shays' Rebellion, humiliation on a national scale, and inability to act as a nation; with a reliance on unanimity for taxes and an impossible quorum for meetings, government mostly stagnant; ratification of Constitution provided a stronger national government which would enable country to prosper and grow; with an ability to raise funds, possible to defend navy; Congress would have power to govern nation as a whole; Constitution has continued to solve problems using amendment process)
- Incorporates some relevant information from all the documents
- Incorporates relevant outside information (national government grown even stronger with enactment of Franklin Roosevelt's New Deal, Lyndon Johnson's Great Society, and wartime measures during World War I, World War II, and Civil War; United States created a stronger national government to counteract rebellions such as the enactment of wartime measures by president and Congress during Civil War, which led to creation of a stronger national government through Reconstruction and beyond; Anti-Federalists believed a strong central government protects rights citizens have, such as freedom of religion, and protect reserved powers for states; Constitution ensures that although national government grows stronger no one branch above the others, given separation of powers; British troops and forts ultimately forced out of American territory; rights of citizens protected in Bill of Rights, such as rights to free speech, speedy trials, ability to bear arms, protection from unwarranted searches, and more rights)
- Includes some relevant facts, examples, and details (many refused to ratify Constitution until Bill of Rights was added as first ten amendments; Constitution written as result of Shays' Rebellion, government's inability to tax, and other weaknesses; at end of Revolution, British forts remained in west, Spain began to make claims on Alabama and Mississippi, and American ships seized—and sailors enslaved—without a strong navy to protect them; Congress could not pay bills or supply army, so it became necessary to raise money; Hamilton called for a constitutional convention in Philadelphia)
- Demonstrates a satisfactory plan of organization; includes an introduction that summarizes the task and a one sentence conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Important political concepts and relevant outside history add to the document interpretation. Some good analytical statements are included but lack explanation.

Throughout United States history, many constitutional and civic issues have been debated by Americans. These debates have resulted in efforts by individuals, groups, and governments to address these issues. These efforts have achieved varying degrees of success. One of these constitutional and civic issues is the creation of a stronger national government.

In document one it discusses one historical circumstance that led to the creation of a stronger national government. The text says, "The congress could not pay its bills. It could not feed, clothe, or supply the army. It could not levy tariffs to regulate trade or to retaliate against the mercantilist European empires." America was desperate for change and in need for a stronger system. Due to this, individuals decided efforts needed to be made to fix these issues.

In Document three, Shay's Rebellion brought attention to defects in the national government. The document says, "Congress had debated a motion to reorganize the government. Later that year (1786), a proposal was put forth calling for a convention to meet at Annapolis."

During one of these meetings, Alexander Hamilton made an important proposal. The reading states, "He moved that all of the states should send delegates to a new convention at Philadelphia." He felt this convention should discuss all matters necessary to help the government. Document four presents more efforts. According to Pauline Maier, newspapers carried articles advocating the arguments. The text says, "Once they got going, the newspaper debates were more than a mere prelude to the more decisive debates in the state ratifying conventions, which were about to begin." People made efforts to bring attention to these issues leading to a weak national government, and did whatever they could think of to help.

With these efforts to help the government comes impacts. Document 6 discusses this. According to Obama, "Passionat debates and intense negotiation gave way to lasting compromise, and a document emerged that became the bedrock of America." Since our past leaders didn't stop trying to help America succeed, we now have a strong country. The constitution has navigated our country through different eras and changing times. Our Nation never depends on one persen, it mandates everyone's participation. Outside information on the impact of making a stronger national government is the laws created to protect citizens and organize the country. Without our leaders giving freedom and granting rights to deserved citizens, we would not be where we are today.

In US history, a constitutional and civic issue is the creation of a stronger national government, people, groups, and governments have gone to extreme lengths to achieve this goal and address this issue. The country is constantly changing, and as a nation we will always have to keep adjusting.

Anchor Level 2

The response:

- Minimally develops all aspects of the task for the creation of a stronger national government
- Is more descriptive (America desperate for change and in need of a stronger system; Hamilton felt all states should send delegates to new convention in Philadelphia and discuss all matters necessary to help the government; newspaper debates more than a prelude to decisive debates in state ratifying conventions; people made efforts to bring attention to issues leading to a weak national government and did whatever they could think of to help; passionate debates and negotiation gave way to lasting compromise and a document emerged that became bedrock of America; laws have been created to protect citizens and organize the country; Constitution has navigated our country through different eras and changing times; nation never depends on one person but mandates everyone's participation; since our past leaders did not stop trying to help America succeed, we now have a strong country; country constantly changing and, as a nation, we will always have to keep adjusting; without leaders giving freedom and granting rights to deserved citizens, we would not be where we are today)
- Incorporates limited relevant information from Documents 1, 3, 4, and 6
- Presents no relevant outside information
- Includes relevant facts, examples, and details (Congress could not pay its bills or feed, clothe, or supply the army; Congress could not levy tariffs to regulate trade or retaliate against mercantilist European empires; Shays' Rebellion brought attention to defects in national government; proposed a convention meet in Annapolis; newspapers carried articles advocating arguments)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the task and a conclusion that is beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response relies on quotations from the documents, followed by good general summary statements that demonstrate an understanding of the task. Minimal explanations would have benefited from supporting outside information, facts, and details.

Throughout United States history many constitutional and civic issues have been debated by Americans. These debates have resulted in efforts by individuals, groups, and governments to address these issues. These efforts have achieved varying amounts of success. One of these constitutional and civic issues is the creation of a stronger national government. The confederates tried to have a strong government but failed to do so because of their weaknesses. They were unable to pay their taxes, or feed and clothe their army. (Document 1). farmers whose land was foreclosed refused to pay any State taxes, they also rebelled against the confederation so General Washington wrote to John Jay basically telling him we need a stronger national government. (Document 2A.)

There were many efforts to creating a stronger national government. Such as riots in Massachusetts, Alexander Hamilton proposing "All states should send delegates to a new convention at Philadelphia on the second Monday of May. The convention consisted of discussing all matters necessary to make the constitution of the federal government more adequate. (Document 3). Another effort was news paper articles the newspapers would influence electors thoughts about the government and who they should be voting for. (Document 4)

There were several impacts on the United States Some were the fact that many states would not ratify the constitution until they were sure a bill of rights would be added (Document 5). Barack Obama says intense debates and negotiations were a big impact of having a stronger national government.

Anchor Level 1

The response:

- Minimally addresses all aspects of the task for the creation of a stronger national government
- Is descriptive (Confederation failed because of its weaknesses; General Washington wrote to John Jay telling him we needed a stronger national government; newspapers influenced electors' thoughts about the government and who they should be voting for; many states would not ratify the Constitution until they were sure a Bill of Rights would be added; according to Obama, intense debates and negotiations were a big impact of having a stronger national government)
- Includes minimal information from all the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (farmers whose land was being foreclosed on refused to pay state taxes and rebelled against government; riots in Massachusetts; Hamilton proposed all states should send delegates to a new convention in Philadelphia to discuss all matters necessary to make the constitution of the federal government more adequate); includes inaccuracies (misuse of term confederates; government unable to pay its taxes) implication that Shays' Rebellion was an effort to create a stronger national government
- Demonstrates a weakness in organization; includes an introduction that is a restatement of the task and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The treatment of impact of efforts is general and weak. Single, mostly unexplained statements from the documents demonstrate a limited understanding of the task.

A prominent civic issue has been the power of national government addressed in the creation of the United States Constitution. In the efforts to create a stronger national government, conventions were held to discuss the flaws within the Articles of Confederation. With the creation of a stronger government and the ratification of the U.S. Constitution varied political views rose from the public. The civic issue of creating a stronger national government has had a significant impact on the United States overall.

The need for a stronger national government became noticeable after the United States failed to solve multiple foreign issues. The United States found struggles in resolving the issues in the Mediterranean as Barbary pirates were seizing control of U.S. ships and selling the sailors into slavery (Doc 1). The United States also had little federal power because they did not have money to supply an army which meant no federal troops to help end Shay's rebellion, which highlighted the concern for future rebellions (Doc 2a, 2b). With the highlighted issues over a lack of federal power, and more problems with countries like Spain and Great Britain, the United States began to pursue the creation of a stronger national government. The states had fought the Revolutionary War to establish a new country and we had to make sure it did not collapse.

The States used efforts such as ratifying conventions to debate and vote on the Constitution that was written by the Founding Fathers at the Constitutional Convention. Essays were printed in newspapers to support the ratification of the constitution, and highlight the flaws in the Articles of Confederation. Some essays highlighted the flaws in the new Constitution. Many more however began to unite in support of ratification because the flaws and weaknesses in the Articles of

Confederation were holding the country back. (Doc 3). As the country struggled with ratification, (Doc 4) the Federalist papers, a collection of essays were written by the Founding Fathers, advocating for the support and ratification of the constitution with its three branches, stronger federal government, and weaker state governments. People in the United States increased their public voice on the political issue of the creation of the constitution.

Many spoke out with varied public opinions on the Constitution. Many had argued against the constitution due to the lack of a bill of rights. And some even argued for another convention to weaken the constitution as written. It was decided that a bill of rights would be added so more (Doc 5) people voted their public opinion in support of the constitution, which is still governing the present-day U.S. Barack Obama stated that the constitution united America and that the constitution was a great “bedrock” for America, seen in the success of the 3-branch system of government (Doc 6).

The creation of the U.S. Constitution serves as a great example of the civic issue that led to the creation of a stronger national government and helped the nation become great. Through the issues that surfaced highlighting the weaknesses in the Articles of Confederation, the determination of many to speak out about the weaknesses of the Articles of Confederation, as well as the support of the public for ratification, led to establishing a government guided by the constitution. The creation and ratification of the United States Constitution has been a significant and prominent civic issue in the history of the United States.

During the Enlightenment, British philosophers John Locke and Thomas Hobbes promoted clashing views on the role of Government in people's lives. The former believed that since people are inherently good, the Government should avoid interference in the lives of the citizens and solely advocate for the citizens' rights to life, liberty, and property; whereas the latter held a more cynical view of human nature and advocated for stronger Governments to keep the masses in check. Centuries later, at the Founding of the United States this debate persisted—Hamilton, a writer of the Federalist Papers advocated for a more powerful centralized gov't, whereas Jefferson was concerned like many Anti-Federalists who feared that the proposed Constitution would encroach on the freedoms of the people, without a Bill of Rights. Although the Federalists eventually gained support for ratification by agreeing to add the Bill of Rights (the first ten Amendments) to the Constitution and although the Federalists themselves were eventually politically bankrupted by the War of 1812, this discourse over federal vs. state power has endured in contemporary politics.

At the time of its establishment, America was governed by the Second Continental Congress and the Articles of Confederation. Under this system, the states essentially operated as independent entities from one another, with their own laws, taxes, and militias. Unfortunately for the nation as a whole, this left the federal government powerless to enforce legislation or to collect revenue through taxation (1). Even worse, they had no means by which to fund a military, which kept the nation vulnerable to foreign attacks and unable to forcibly respond to Massachusetts state internal conflict. When a farmer led an armed uprising in response to Massachusetts state taxes in 1786, Congress was unable to do anything, partly due

to their lack of physical resources and partly because any federal action might be deemed a tyrannical overstep of congressional power especially since we had just overthrown British tyranny. Ergo nothing was done on a federal level, shaking national leaders, such as Washington's certainty in the status quo (2). A new more powerful national government was clearly needed which left one question: How exactly should they go about changing it?

The Anti-Federalists would have said not to instate a new system—the Articles they rationalized would better serve the needs of the people without encroaching on individual liberties. America had already experienced that as colonists with the British Quartering Acts, writs of assistance, and taxation without representation. According to many Anti-Federalists, all that was needed was a bit of wordsmithing in order for the Articles to function as an effective form of government. Hamilton of the Federalist point of view, however, advocated for an end to the Articles in favor of a new Constitution which was drafted in 1787 by 55 delegates at the Constitutional Convention, in order to “make it...adequate to the problems of the union” (3). Hamilton, an author of the Federalist Papers with Jay and Madison had initially argued for an extreme increase in federal power which the Convention did not support. Interestingly enough, the Convention was held under the guise of “revising” the Articles of Confederation, which further concerned Anti-Federalists such as Patrick Henry and Sam Adams. The delegates, however decided to establish an entirely new government. When newspapers began printing the Constitution, people could see for themselves how different it was from the Articles. Three branches instead of one—executive, legislative, and judicial branches each operating as a check on the other. A president with a lot of

power and a Congress with strong delegated powers. The Constitution established a stronger national government with more power over the states and the people. The Anti-Federalists and Federalist Papers which advocated against or for the ratification of the Constitution respectively influenced the debate over ratification (4). The Federalists were eventually able to win many of the Anti-Federalists over by agreeing to immediately add a bill of rights in order to allay their fears of gradual tyranny (5), thereby giving rise to our Constitution and Bill of Rights which govern us today.

And not only does the Constitution govern us, but it serves as an icon of the nation, or as former President Barack Obama called it, “the Bedrock of America” (6). This document has inspired numerous other governments worldwide, serving as a framework for democracy. It also has sparked debates throughout United States history. Disagreements about state and federal power continued into the 1800s. Tariffs, slavery, and secession were all issues involving state and federal power. A Civil War won by the north supposedly established federal supremacy but controversies continued in Supreme Court cases such as *Brown vs. Board* and *Roe vs. Wade*. But by far, the greatest testament to its cultural weight comes in the fact that its preamble is so widely known—many American students will memorize the line, “We the people...”, and many can continue to recite it from that point. The Founding Fathers intended for the Constitution to be a living document which would remain relevant for years to come with the amendments and the “necessary and proper” clause.

In the late 1700s, America had just declared independence from Britain as its own country. But, the country itself was unstable. There was no true form of government. The first effort to create a strong form of government was the Articles of Confederation. However, the people had seen this policy as weak with many flaws. This led to Shay's Rebellion, one of the most pivotal moments in history where deeply indebted Americans whose land was being foreclosed refused to pay their state taxes which became a huge conflict with courts getting shut down. This event highlighted the flaws in America's early government and resulted in the Constitution being formed. With that the Bill of Rights was created by and for the people after many debates. These efforts done by the people were majorly effective in creating a strong government in America.

How long has the debate of national government verse state government been going on in the United States? Ever since the U.S. became an independent country, there have been debates over the powers of state and national government, largely due to many citizens wanting a weak national government because they did not like the tyrannical rule of England. One reason why the U.S. became a independent nation resulted from a debate over British control because the colonists thought the King and Parliament had too much power. The focal point of the 1780s debates however, was the concern that the national government did not have enough power and that led to the creation of the U.S. Constitution.

Leading up to the creation of the U.S. constitution, the government in place, the Articles of Confederation made it evident that something had to change. Despite some successes such as the Land and Northwest Ordinances, the Articles of confederation heavily favored state government, which left the federal government weak and not able to fend off attacks or really function as a country (Doc 1). The creation of a state favored government made sense in the beginning because we just got done fighting in the American Revolution for the purpose of getting away from a tyranny. It was the only kind of government Americans would accept after the Revolution so it was a good first step. However, it did not take people within the national government long to realize the country needed more power on a national level, Another reason for the need for a stronger national government was Shay's rebellion in 1786 which displayed how weak the national government was (Doc 2). Shay's rebellion made it really evident that states on their own might not have the power to stop people from taking over government arsenals. Massachusetts stopped Shays but the national

government couldn't be counted on to help. A stronger national government could strengthen the country as a whole. All in all, there were multiple issues that led to the debate over national versus state government and the eventual creation of the U.S. Constitution. The government had no money, European countries were hurting our trade, and no changes could be made to improve the situation because all states had to agree.

Once national leaders realized the Articles of Confederation was not working, there were multiple efforts put together to create a new form of government. In the late 1786 and into 1787 there were conventions held to create a new government with people like Alexander Hamilton pushing for a stronger national government and a constitutional convention. (Doc 3). The determination to improve the country's situation and the realization that something had to change shows the true effort that these leaders were willing to put in to get a stronger government. Some people thought the Articles of Confederation just needed small changes while others thought we needed a different kind of government. There were many disagreements which had to be settled but when the Convention ended there was a new Constitution which gave the national government and Congress more power. Congress would have the power to do what the Articles of Confederation couldn't but their power was not unlimited and could be checked. Also, with the help of technology like the printing press it allowed the ideas of the constitution to be shared with the public in newspapers. (Doc 4). The sharing of the principles of the constitution with the public shows that in a democracy the opinions of every citizen matters and therefore reflects the effort of trying to convince them to support or oppose the new Constitution. As a result of these votes of delegates to state ratifying

conventions the constitution was finally approved and became the backbone of the U.S. government.

The constitution serves as the foundation of the U.S. government and has resulted in long-lasting impacts on the debate of national versus state governments since its creation. There were people in every state who did not like the new Constitution and it was possible that the Constitution would not be ratified. (Doc 5). States that were against the Constitution believed it was giving too much power to the national government, so they compromised on the Bill of Rights which became the first ten amendments to the Constitution and insured the powers of the state government in the 10th Amendment. Even today both the Constitution and Bill of Rights are still in order and serve as the foundation that drives this country and has for the last 200 years (Doc 6). Every principle of the Constitution is seen guiding government today and has been since its creation. That is why there has been little debate over most of the way the document was written except for what was left out—voting rights. However, debates about national and state government power have been going on since its creation with states complaining the national government has taken over too many of their 10 Amendment rights. All in all, the constitution serves as the foundation of the U.S. government and still impacts our greatness as a nation.

Throughout many decades in history people fought and protested, whether it was through mere physical contact or words. Today I will be highlighting on the effects some of these battles had on the creation of a stronger central government. Around the late 1700's many heroic figures fought for a stronger government; figures like George Washington and James Madison.

In Massachusetts during 1786 a man named Daniel Shay's accidentally made a big leap towards a stronger government but he didn't mean to. His movement was known as Shay's Rebellion: that rebellion opened the eyes of national leaders including "John Jay" and was exposing the many weakness of the former confederation. For example, "to be so fallen! So lost! It is really mortifying". In this letter to "John Jay" Washington expressed his worries and influenced John Jay to join in on the matter. Around the time of Shays Rebellion Alexander Hamilton also joined in on the fight. Hamilton came up with a plan to have states send delegates to convention to discuss all matters necessary "to make the constitution of the Federal government adequate to the problems in the union." This was a major step in the union and opened many eyes to just how weak the government was.

The need for a stronger Central government extended even through 1787, in which many people had new's paper debates. In these new's paper debates, many people expressed their worries and the faults in the Constitution itself. This also contributes to our nation's 1st Amendment, Freedom of Speech/press. The worries of 1787 don't just stop there, many Anti-Federalists opposed the constitution until the bill of rights was added. The bill of rights helped secure peoples freedom and made a government more secure than others.

All in All without these heroic figures it's very much possible we

Civic Literacy Essay—Practice Paper – E

would have had a failed government, who knows maybe even getting conquered by another country till this day. So we have to give big thanks to the heroes pf the 1700's just a Obama said.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth for the creation of a stronger national government
- Is both descriptive and analytical (with creation of a stronger government and ratification of Constitution, varied political views rose from public; need for stronger national government became noticeable after United States failed to solve multiple foreign issues; Shays' Rebellion highlighted concern for future rebellions; with highlighted issues over lack of federal power and problems with countries such as Spain and Great Britain, United States began to pursue creation of a stronger national government; many more people began to unite in support of ratification because flaws and weaknesses in Articles held country back; people in United States increased their public voice on political issue of ratification of Constitution; stronger national government helped nation to become great)
- Incorporates some relevant information from all the documents
- Incorporates limited relevant outside information (United States had fought Revolutionary War to establish a new country and had to make sure it did not collapse; states began to use ratifying conventions to debate and vote on Constitution written by Founding Fathers at Constitutional Convention; as country struggled with ratification of Federalist Papers, a collection of essays written by Founding Fathers advocated for support and ratification of Constitution with its three branches, stronger federal government, and weaker state governments)
- Includes relevant facts, examples, and details (power of national government addressed in creation of United States Constitution; conventions held to discuss flaws within Articles; in Mediterranean, Barbary pirates seizing control of United States ships and selling sailors into slavery; United States had little federal power because did not have money to supply an army which meant no federal troops to help end Shays' Rebellion; essays printed in newspapers to support ratification of Constitution and highlight flaws in Articles, although some essays highlighted flaws in new Constitution; many argued against Constitution because of lack of a bill of rights; some argued for another convention to weaken Constitution as written; decided a bill of rights would be added; Constitution still governing United States today)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that summarizes the task

Conclusion: Overall, the response fits the criteria for Level 3. The discussion is framed by good document interpretation. The determination of people to speak out about the weaknesses of the Articles of Confederation and their increased public voice regarding the ratification debate are important concepts but would have benefited from additional supporting facts and details.

Practice Paper B—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the creation of a stronger national government
- Is more analytical than descriptive (under Articles states operated independently with own laws, taxes, and militias that unfortunately left federal government powerless to enforce legislation or collect revenue; federal government had no means to fund a military which kept nation vulnerable to foreign attack and unable to forcibly respond to internal conflict; Congress unable to stop Shays' Rebellion partly due to lack of physical resources and physical action that might be deemed a tyrannical overstep of congressional power, especially since the overthrow of British tyranny; after Shays' Rebellion a new more powerful national government was clearly needed which left one question: How should they go about changing it?; Bill of Rights allayed Anti-Federalist fears of gradual tyranny and gave rise to Constitution and Bill of Rights; Constitution serves as an icon of nation and has inspired numerous other governments worldwide)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (Locke believed since people inherently good, government should avoid interference in lives of citizens and advocate for their right to life, liberty, and property; Hobbes held more cynical view of human nature and advocated for stronger governments to keep masses in check; Hamilton writer of Federalist Papers advocated for more powerful government, whereas Jefferson like many Anti-Federalists feared proposed Constitution would encroach on freedoms of people; many Anti-Federalists felt all that was needed was a bit of wordsmithing for Articles to function as effective form of government; Constitutional Convention held under guise of "revising" Articles which further concerned Anti-Federalists such as Patrick Henry and Sam Adams; new government would have three branches instead of one, each operating as a check on the other; president would have much power and Congress would have strong delegated powers; disagreements about state and federal power continued into 1800s with tariffs, slavery, and secession; Civil War supposedly established federal supremacy but controversies continued in Supreme Court cases such as *Brown v. Board* and *Roe v. Wade*; Federalists eventually gained support for ratification by adding Bill of Rights; Founding Fathers intended for Constitution to be a living document which would remain relevant for years to come with amendments and "necessary and proper" clause)
- Richly supports the theme with relevant facts, examples, and details (farmers led an armed uprising in response to Massachusetts state taxes in 1786; delegates decided to establish entirely new government; when newspapers began printing Constitution, people could see for themselves how different it was from Articles; Constitution established a stronger national government with more power over states and people)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The influence of Enlightenment thinkers establishes a good context for an analytical discussion of the development of the Constitution. Historical references effectively support the conclusion that debate over state versus federal power has been a continuing issue in United States history.

Practice Paper C—Score Level 1

The response:

- Minimally addresses all aspects of the task for the creation of a stronger national government
- Is descriptive (people saw Articles as weak with many flaws; Articles led to Shays' Rebellion, one of the most pivotal moments in history; Shays' Rebellion highlighted the flaws in America's early government and resulted in the Constitution; Bill of Rights created by and for the people after many debates)
- Includes minimal information from Documents 1, 2, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (in late 1700s America had just declared independence from Britain as its own country; Articles of Confederation first effort to create a government; in Shays' Rebellion, deeply indebted Americans whose land was being foreclosed refused to pay their taxes; courts shut down); includes an inaccuracy (country unstable as no true form of government)
- Demonstrates a weakness in organization; lacks an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. A few good statements are included, but document information is used sparingly. Although most of the information is presented in brief statements without supporting facts and details, a basic understanding of the task is demonstrated.

Practice Paper D—Score Level 4

The response:

- Develops all aspects of the task for the creation of a stronger national government
- Is more analytical than descriptive (ever since U.S. became independent, debates concerned states and national government, largely due to many citizens wanting a weak national government because did not like tyrannical rule of England; focal point of 1780s was debate over concern national government did not have enough power; Articles left federal government weak and not able to fend off attacks or function as a country; creation of a state-favored government made sense in beginning as just finished fighting American Revolution; did not take long for people within government to realize country needed more power on national level; Shays' Rebellion made evident that states might not have power to stop people from taking over government arsenals; sharing of principles of Constitution with public shows that in a democracy the opinion of every citizen matters; some people in every state did not like new Constitution, putting its ratification in question; states against new Constitution believed it gave too much power to national government so compromised on Bill of Rights; Constitution and Bill of Rights serve as foundation that still drives country today)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (one reason U.S. became an independent nation resulted from a debate over British control because colonists thought King and Parliament had too much power; despite some successes such as Land and Northwest Ordinances, Articles of Confederation heavily favored state government and government had no money; Congress would have power to do what Articles could not but their power not unlimited and could be checked; printing press allowed ideas of Constitution to be shared with public in newspapers; Bill of Rights first ten amendments to Constitution; little debate over most of the document, except for what was left out—voting rights; states continue to complain national government taken over many of their 10th Amendment rights)
- Supports the theme with relevant facts, examples, and details (Articles of Confederation; government before U.S. Constitution; conventions held to create new government with people such as Alexander Hamilton pushing for a strong national government and a constitutional convention; some people thought Articles just needed small changes while others thought we needed a different kind of government; new Constitution gave national government and Congress more power; as result of votes of state delegates, Constitution finally approved and became backbone of U.S. government; debates about national and state power going on since creation)
- Demonstrates a logical and clear plan of organization; includes an introduction that presents historical circumstances and a one sentence conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Recognizing the importance of the Articles of Confederation during the early stages of the country's independence, the response effectively segues into acknowledgment that the national government reached a point of needing more power. References to the 10th Amendment and voting rights in the discussion of impact are good, but would have benefited from additional supporting facts and details.

Practice Paper E—Score Level 2

The response:

- Minimally develops all aspects of the task for the creation of a stronger national government
- Is more descriptive (throughout many decades in history people fought and protested, whether it was through mere physical contact or words; around the 1700s many heroic figures such as George Washington and James Madison fought for a stronger government; Shays' Rebellion opened the eyes of national leaders, including John Jay, and unintentionally exposed the many weaknesses of the Confederation; Hamilton opened many eyes to just how weak the government was; worries of 1787 didn't stop there, as many Anti-Federalists opposed the Constitution until the Bill of Rights was added; without these heroic figures it is very possible we would have had a failed government, maybe even being conquered by another country)
- Incorporates limited relevant information from Documents 2, 3, 4, 5, and 6
- Presents little relevant outside information (newspaper debates about government contributed to nation's First Amendment, freedom of speech and press; Bill of Rights helped secure people's freedom and made a government more secure than others)
- Includes few relevant facts, examples, and details (Washington wrote a letter to John Jay expressing his worries and influenced Jay to join in on the matter; Hamilton proposed all states send delegates to a convention to discuss all matters necessary to make the federal government adequate to the problems in the Union; many people had debates expressing their worries and faults in newspapers about need for a stronger central government)
- Demonstrates a general plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that discusses escaping the possibility of a failed government

Conclusion: Overall, the response fits the criteria for Level 2. Brief summaries of document information are employed to address the task. Good generalizations are included but limited substantiation weakens their impact.

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

Question Number	Key Idea
1	11.1
2	11.1
3	11.2
4	11.2
5	11.3
6	11.3
7	11.3
8	11.3
9	11.5
10	11.5
11	CT
12	CT
13	11.6
14	11.6
15	11.7
16	11.7
17	11.7
18	11.7
19	11.8
20	11.8
21	11.8
22	11.8
23	11.9
24	11.9
25	11.10
26	11.10
27	CT
28	CT
29- SEQ-1	11.10
30- SEQ-2	11.9
31- SCF- 1	11.2
32- SCF- 2a/2b	11.2
33- SCF- 3	11.2
34- SCF- 4	11.2
35- SCF- 5	11.2
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 June 2026 Regents Examination in U.S. History and Government* will be posted on the Department's website at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> no later than on the day of the examination. Conversion charts provided for previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

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

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

June 2026 Regents Exam in United States History and Government

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

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

To determine the student's final score, locate the student's total Part IIIB essay score across the top of the chart and the total Part I, Part II and Part IIIA score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of **4** and a total Part I, Part II and Part IIIA score of **31** would receive a final examination score of **80**.

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

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