

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 18, 2024 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE FOR PART II (SHORT-ESSAY QUESTIONS)

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

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

Contents of the Rating Guide

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

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

General:

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

Mechanics of Rating

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

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Rating the Essay Questions

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

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

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

United States History and Government
Short-Essay Question Set 1 (Question 29)
June 2024

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

. . . We consider the underlying fallacy of the plaintiff's [Homer Plessy] argument to consist in the assumption that the enforced separation of the two races stamps the colored race with a badge of inferiority. If this be so, it is not by reason of anything found in the act, but solely because the colored race chooses to put that construction upon it. . . . The argument also assumes that social prejudice may be overcome by legislation, and that equal rights cannot be secured to the Negro [African-American] except by an enforced commingling [blending] of the two races. We cannot accept this proposition. If the two races are to meet on terms of social equality, it must be the result of natural affinities [relationships], a mutual appreciation of each other's merits and a voluntary consent of individuals. . . .

Legislation is powerless to eradicate racial instincts or to abolish distinctions based upon physical differences, and the attempt to do so can only result in accentuating the difficulties of the present situation. If the civil and political right of both races be equal, one cannot be inferior to the other civilly or politically. If one race be inferior to the other socially, the Constitution of the United States cannot put them upon the same plane.

Source: Justice Henry Billings Brown, Majority Opinion in *Plessy v. Ferguson*, 1896

Document 2

. . . To separate them from others of a similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone. The effect of this separation on their educational opportunities was well stated by a finding in the Kansas case by a court which nevertheless felt compelled to rule against the Negro [African-American] plaintiffs:

“Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law; for the policy of separating the races is usually interpreted as denoting the inferiority of the Negro group. A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has a tendency to retard [restrict] the educational and mental development of Negro children and to deprive them of some of the benefits they would receive in a racially integrated school system.” . . .

Source: Chief Justice Earl Warren, Majority Opinion in *Brown v. Board of Education*, 1954

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

Scoring Notes:

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

Score of 5:

- Thoroughly develops **both** aspects of the task in depth by discussing the historical context surrounding these documents and explaining the relationship between the events and/or ideas found in these documents
- Is more analytical than descriptive (analyzes and/or evaluates information), e.g., (*Historical Context*: connects Jim Crow laws passed by predominantly white Southern legislatures after Reconstruction to second-class citizenship and separate facilities for African Americans; *Cause and Effect*: because Jim Crow segregation was upheld after the *Plessy* ruling, two unequal educational systems with harmful effects for African American children developed, leading the NAACP (National Association for the Advancement of Colored People) to challenge “separate but equal” public schools; *Similarities/Differences*: in both cases the constitutionality of whether separate but equal Jim Crow laws violated the 14th amendment was considered; in *Plessy v. Ferguson* the Supreme Court upheld “separate but equal” as it applied to public accommodations, however, in *Brown v. Board of Education of Topeka*, the court ruled that racial segregation of public schools violated the equal protection clause of 14th amendment because “separate but equal” had a detrimental effect on African American children)
- Integrates relevant outside information (See Outside Information chart)
- Supports the theme with many relevant facts and/or examples from the documents (See Key Ideas chart)

Score of 4:

- Develops **both** aspects of the task in depth *or* may do so somewhat unevenly by thoroughly developing *one* aspect of the task in depth while developing the other aspect of the task in *some* depth
- Is both descriptive and analytical (applies, analyzes, and/or evaluates information), e.g., (*Historical Context*: discusses that after Reconstruction, Southern states passed Jim Crow laws to segregate the races in public facilities, which lasted for more than 50 years; *Cause and Effect*: discusses how the Supreme Court’s decision upholding Jim Crow laws in *Plessy* forced African American children to attend separate, unequal schools, leading to legal challenges during the civil rights movement to end the policy; *Similarities/Differences*: discusses how both cases ruled on the legality of racial segregation, but *Plessy v. Ferguson* argued that enforced segregation did not make one race inferior while *Brown v. Board of Education of Topeka* ruled that “separate but equal” schools were unconstitutional because they made African American children feel inferior)
- 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

<p>Document 1—Justice Brown wrote majority opinion Enforced separation does not create badge of inferiority Legislation powerless to eradicate social instincts based on physical differences Constitution cannot create equality</p>	<p>Document 2—Chief Justice Earl Warren wrote majority opinion Separation of children causes badge of inferiority, harms motivation of child to learn, has detrimental effect on minority Segregated schools deprive minority children of benefits they would receive in racially integrated schools</p>
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Relevant Outside Information (This list is not all-inclusive.)

<p>14th amendment End of Reconstruction in South/whites regain control of Southern legislatures Jim Crow laws “Whites only” signs “Separate but equal” Separate but inferior bathrooms/drinking fountains/hospitals/schools Louisiana railroad cars Plessy one-eighth black Harlan’s dissent Activist court Thurgood Marshall and NAACP Unanimous decision in <i>Brown</i> <i>Brown</i> challenged separate but equal doctrine of <i>Plessy</i> “All deliberate speed” Little Rock Nine civil rights movement 1964 Civil Rights Act</p>

Relationship between the Documents (This list is not all-inclusive.)

<p>Cause and Effect: Because of Jim Crow segregation laws after the <i>Plessy</i> ruling, African American children attended separate and unequal public schools, leading the NAACP to challenge the precedent of “separate but equal.”</p>	<p>Similarities/Differences: Both cases judged the constitutionality of segregation in public facilities according to the equal protection clause of the 14th amendment, but <i>Plessy v. Ferguson</i> established the doctrine of “separate but equal,” while <i>Brown v. Board of Education of Topeka</i> countered the <i>Plessy</i> view, because segregated public schools made African American children feel inferior.</p>	<p>Turning Point: Chief Justice Warren’s majority opinion declaring racial segregation in public schools to be unconstitutional was used to inspire and challenge other forms of segregation and became a catalyst for a powerful, broad-based civil rights movement.</p>
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The *Plessy v. Ferguson* and *Brown v. Board of Education* Supreme Court cases both address an issue of controversy that persisted for almost a century following Reconstruction, which is the forced racial segregation of black and white Americans. The *Plessy v. Ferguson* case of 1896 took place when Homer Plessy, who was partially black, refused to sit in the segregated part of the train, because he felt that he deserved to be treated equally by not being forced into a separate compartment as white men. When he took his argument to the Supreme Court, demanding equal treatment granted by the 14th amendment, the court established the doctrine of separate but equal: "If one race be inferior to the other socially, the Constitution of the United States cannot put them upon the same plane" (Document 1), as stated by Justice Henry Billings Brown. The final decision was a loss for the hopeful African Americans, since social prejudice was deemed impossible to overcome by law, so Jim Crow segregation would remain in place. Unfortunately, African Americans would thus stay segregated, contributing to their feeling of inferiority as second class citizens who received unequal treatment.

Particularly because of disappointing cases such as *Plessy*, the *Brown v. Board of Education* case of 1954 was a momentous victory for the African American civil rights cause. The case was debated over the right of a black school girl to study at a white institution. Chief Justice Earl Warren declared that segregation did in fact contribute to a feeling of inferiority unlike what was decided in the *Plessy v. Ferguson* case, and that this feeling of inferiority had a "detrimental effect upon the colored children" (Doc 2) and their ability to learn.

In conclusion, the *Brown v. Board of Education* was a hugely

significant milestone in the African Americans' push for equal rights by unanimously overturning the policy of separate but equal segregation that allowed undeserved unequal treatment to citizens who were supposedly equal under the Constitution. The decision in *Brown* led to the passage of the sweeping 1964 Civil Rights Act and an end to de jure segregation in the United States.

Set 1, Anchor Level 5

The response:

- Thoroughly develops *both* aspects of the task in depth
- Is more analytical than descriptive (*Historical Context*: both court cases address an issue of controversy that persisted for almost a century after Reconstruction, which is the forced racial segregation of black and white Americans; *Plessy* took his argument to the Supreme Court, demanding equal treatment granted by the 14th amendment; the Court established the doctrine of separate but equal; the final decision was a loss for the hopeful African-Americans since social injustice was impossible to overcome by law, so Jim Crow segregation would remain in place; *Turning Point*: *Brown v. Board of Education* was hugely significant milestone in the African Americans' push for equal rights by unanimously overturning the policy of separate but equal that allowed undeserved, unequal treatment; the decision in *Brown* led to the passage of the sweeping 1964 Civil Rights Act and an end to de jure segregation in the United States)
- Includes relevant outside information (Reconstruction; partially black; segregated train car; 14th amendment; separate but equal; Jim Crow segregation; *Plessy* contributed to feelings of being second-class citizens; black school girl, white institution; unanimously overturning *Plessy*; 1964 Civil Rights Act; de jure segregation)
- Supports the theme with many relevant facts and/or examples from the documents (*Document 1*: the Constitution cannot put the races on the same plane; social prejudice was impossible to overcome by law; *Document 2*: segregation contributed to a feeling of inferiority, detrimental effect upon the colored children and their ability to learn)

Conclusion: Overall, the response fits the criteria for Level 5. The response clearly recognizes that the overturning of *Plessy* by *Brown v. Board of Education* was a critical milestone/turning point in the advancement of civil rights for African Americans. The discussion includes plentiful analysis and outside information.

Slavery had been a huge problem in the United States before Abraham Lincoln and the Civil War when blacks were finally set free ... or so they thought. In Documents 1 and 2, both excerpts describe the court cases surrounding the racial injustice during the late 1800s to the middle 1900s. Blacks/Negroes were treated unfairly as opposed to whites, in which they were not allowed to associate with them at all. This was known as segregation, where “colored” people were forced to use inferior facilities compared to whites, and were completely ridiculed. Although both documents talk about the segregation of African Americans, the cases had completely different outcomes.

The case of Plessy v. Ferguson was about a mixed race person who was denied a seat on a “whites only” train car in the south. After Plessy refused to move his seat (sit in the “colored” train car), a case was eventually brought before the supreme court about the social injustices of segregation. The decision made by the court was in favor of “separate but equal” facilities. The Court believed that legislation was “powerless to eradicate racial instincts or to abolish distinctions based on physical difference.” Blacks continued to suffer after this decision by being denied access to white schools, bathrooms, water fountains, etc. They were also constantly threatened, especially by the Ku Klux Klan. It wasn't until 1954 when a huge change occurred.

Document 2 is about the Brown v. Board case occurring almost 60 years later after Plessy v. Ferguson. The decision made by the court was in favor of the African Americans. Previously, many—if not all—white schools banned the allowance of Negroes into their public school systems. However, in Brown v. Board, it was pointed out that segregation had “a detrimental effect” upon colored children. The

difference in black and white school systems was immense. In *Brown v. Board* the court finally did acknowledge the injustices of segregation unlike Document 1. Black children were now allowed to enroll into white schools as a result of the case.

Both Documents 1 and 2 introduced themes on racial injustice and prejudice. Although both documents talk about the segregation of African Americans, both cases had completely different outcomes. The Civil Rights Movement played a huge factor in the case because the court finally did acknowledge the injustices of segregation. The public also reacted differently as well. As you might expect after *Plessy* many blacks were enraged by the continuation of segregation, but after *Brown* many whites were enraged and even resorted to violence toward black children. For example, the Little Rock Nine and Ruby Bridges were examples in which blacks were harassed and needed bodyguards to protect them. Although change was occurring, the actions from some whites were still aggressive.

Ultimately, Documents 1 and 2 provide an in-depth look to the racial injustices between whites and blacks in the United States. However, court cases were not the only things that helped the Civil Rights Movement. Many leaders helped as well; such as MLK and Malcolm X, etc. Nowadays, things are still changing, but it has improved greatly from the times of slavery.

Set 1, Anchor Level 4

The response:

- Develops *both* aspects of the task in depth
- Is both descriptive and analytical (*Historical Context*: segregation laws forced “colored” people to use inferior facilities compared with whites; blacks continued to suffer after the *Plessy* decision by being denied access to white schools, bathrooms, water fountains, etc.; *Difference*: *Plessy v. Ferguson* ruled that “separate but equal” was constitutional while in *Brown v. Board of Education* the court finally did acknowledge the injustices of segregation; after *Plessy*, many blacks were enraged about the continuation of segregation, but after *Brown*, many whites were enraged and even resorted to violence toward black children) includes an inaccuracy: (blacks were not allowed to associate with whites at all)
- Includes relevant outside information (slavery, Civil War; strictly separated; denied access to white schools, bathrooms, water fountains; Ku Klux Klan; black and white school systems; civil rights movement; separate but equal; Little Rock Nine; Ruby Bridges; MLK; Malcolm X)
- Supports the theme with relevant facts and/or examples from the documents (*Document 1*: legislation was powerless to eradicate social instincts or abolish physical distinctions; *Document 2*: almost 60 years later segregation had a “detrimental effect upon the colored children”)

Conclusion: Overall, the response meets the criteria for Level 4. The response describes the important differences between the majority opinions in the documents and the public reactions to the Supreme Court decision. However, the historical context is much weaker than the discussion of the relationship between the documents.

Document 1 and 2 are both excerpts from two of the most important Supreme Court cases concerning race. Document 1 is an excerpt from *Plessy v. Ferguson* which legalized the principle that blacks were indeed inferior to whites. Document 1 states, "If one race be inferior to the other socially, the Constitution of the United States cannot put them upon the same plane." This statement shows that the Supreme Court for that time believed that blacks were not subjected to the same rights as whites under the Constitution. This case excerpt also expresses that no legislation can grant equality to blacks. They believe that the people have to accept each other as equal and only as a result of this "natural affinity" can both races be treated as one and the same under the law. During the time of this court case, the North had won the Civil War and the idea that blacks were equal to whites was rare. Although blacks were free during this time they still were not accepted by the entire country as free people. The other excerpt is from the *Brown vs Board of Education* case. The *Brown vs Board of Education* court case basically overturned the *Plessy vs Ferguson* decision. *Brown vs Board of Education* was another fight concerning racial segregation that fought for black children to be able to attend public school with white children. This court decision directly contradicted the "separate but equal" idea and argued that segregating school children was having, "a detrimental effect upon the colored children." The time period of this court case was completely different than the *Plessy vs Ferguson* case. The *Brown vs Board of Education* case was fought in a post-World War II America. During World War II, African-Americans were generally more accepted as equals in American society because of the need for them to either fight in the war or to help out with jobs at home. So, it was easier to

Anchor Paper – Short-Essay Question, Set 1—Level 3

argue that blacks should be treated equally because at this point of time it was a more accepted idea. But there was still much discrimination.

The contrast between the Plessy vs Ferguson case and the Brown vs Board of Education case displays the great advancement of black rights from the post-Civil War era to the post-World War II era.

Set 1, Anchor Level 3

The response:

- Develops *both* aspects of the task in some depth
- Is primarily descriptive (*Historical Context*: Although blacks were free during this time, they were still not accepted by the entire country as free people; *Brown v. Board of Education* was another fight concerning racial segregation that fought for black children to be able to attend public school with white children; *Difference*: the *Plessy v. Ferguson* case stated that “if one race be inferior to the other socially, the Constitution of the United States cannot put them on the same plane; court case decision directly contradicted the “separate but equal” idea and argued that segregating schoolchildren was having “a detrimental effect upon the colored children”)
- Includes some relevant outside information (the North had won the Civil War; blacks were not accepted as free people; *Brown v. Board of Education* overturned *Plessy v. Ferguson*; post World War II; need for blacks to fight in the war)
- Includes some relevant facts and/or examples from the documents (*Document 1*: the Constitution cannot put them on the same plane; no legislation can grant equality to blacks; only as a result of this natural affinity can both races be treated as one; *Document 2*: segregating schoolchildren was having a detrimental effect on the colored children)

Conclusion: Overall, the response meets the criteria for Level 3. The response shows good understanding of the task and the documents. It lacks sufficient discussion of the historical context of the cases and the level of analysis seen in a higher level response.

The documents refer to segregation, with the first document about the Plessy v. Ferguson case leading to the 'separate but equal' law, and the second document about the Brown v. Board of Education case leading to the overruling of the 'separate but equal' law. The first document talks about the support for the segregation; the second document talks about the negative effects of segregation.

The first document talks about having segregation be okay because any sense of inferiority is placed by the Negroes, and that "it is not by reason of anything found in the act, but solely because the colored race chooses to put that construction upon it." Segregation was mentioned to be done because there shouldn't be any problem with it, and if there are any problems, "if one race be inferior to the other socially, the Constitution of the United States cannot put them upon the same plane."

The second document talks about the negative effects of segregation, and refers to the decision made in the first document to be inherently incorrect. The issues that were brushed away in the first document are revisited, saying that having segregation of Negroes "from others of a similar age and qualifications solely because of their race generates a feeling of inferiority." The effects are listed among others, and has shown inferiority to be an inferred problem with segregation. "The impact is greater when it has the sanction of the law...". Having government enforce the segregation laws only cause more problems.

The legality of segregation is the primary issue in the two documents. The first allows segregation, giving reasons as to how it should be okay. The second goes back on the first saying that the segregation is bad especially when it applies to education.

Set 1, Anchor Level 2

The response:

- Develops one aspect of the task is some depth
- Is primarily descriptive (*Difference*: the first document talks about segregation being okay because any sense of inferiority is placed by the Negroes, and that it is not by reason of anything in the act, “if one race be inferior to the other, the Constitution of the United States cannot put them on the same plane”; the second document talks about the negative effects of segregation and refers to the decision made in the first document to be inherently incorrect; the issues that were brushed away in the first document are revisited, saying that having segregation of the Negroes “from others of a similar age and qualifications solely because of their race generates a feeling of inferiority”)
- Includes little relevant outside information (the overruling of the “separate but equal” law)
- Includes a few relevant facts and/or examples from the documents (*Document 1*: segregation is okay; any sense of inferiority is because the colored race put that construction upon it; the Constitution of the United States cannot put them on the same plane; *Document 2*: segregation from others of a similar age generates a feeling of inferiority; the impact is greater when it has the sanction of the law)

Conclusion: Overall, the response meets the criteria for Level 2. The response shows understanding of the difference between the documents but omits any discussion of the historical context, making it primarily a survey of document information.

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

Both of these documents are court cases, in which they address the struggle for equality of all men. In the first document, it is a court case of Plessy v. Ferguson. Plessy v. Ferguson began when a white-colored man with a small percentage of African heritage decided to board a train cart designed for white men of white heritage. After a short scuffle, Mr. Plessy was found to have African heritage in his blood and shortly after was arrested for “breaking the law.” This case brought light to many problems at the time, especially discrimination and segregation. People began to wonder how extreme the white man was towards African Americans, where a man with a small percentage of African heritage was considered black. This case also shed light to the growing problem of segregation, where although “black people” were officially “free”, they still had to struggle against the superior white man. This court case would eventually lead to other attempts of fighting segregation, like Brown v. Board of Education and many more. Although both cases were totally different, they brought attention to the same thing and that was equal rights of everyone.

Set 1, Anchor Level 1

The response:

- Minimally addresses the task
- Is primarily descriptive (*Historical Context*: a white-colored man with a small percentage of African heritage decided to board a train car designed for white men of white heritage; although “black people” were officially “free,” they still had to struggle against the superior white man)
- Includes little relevant outside information (board a train car designed for white men; many lawsuits)
- Includes no relevant facts and/or examples from the documents

Conclusion: Overall, the response meets the criteria for Level 1. The response recognizes that both cases focus on issues of equality between racial groups, but includes almost no historical context. The response states that both cases were totally different, but neither the documents nor outside information is employed as supporting information.

Document 1 is from the ruling of the Supreme Court in the controversial 1896 case *Plessy v. Ferguson*. Although African Americans had been freed from slavery by the 13th Amendment at the end of the Civil War, they still experienced racism and segregation, especially in the South. In *Plessy v. Ferguson*, the Supreme Court ruled against African American Homer Plessy's claim that enforced segregation leads to a state of inferiority for colored people because legislation cannot eliminate racism. The Supreme Court upheld a policy of "separate but equal," where whites and blacks could be segregated as long as they had equal facilities.

This ruling was completely reversed in the Supreme Court decision in the 1954 *Brown v. Board of Ed.* The 1950's were the beginning of an era of rebellion (1960's counterculture), as well as the beginning of the Civil Rights Movement, which fought for an end to segregation and equal rights for African Americans. In *Brown v. Board of Ed.*, the Supreme Court overturned the 1896 *Plessy v. Ferguson* "separate but equal" policy, and stated that segregation was unjust and led to a sense of inferiority for African American children. Linda Brown's parents had sued the Topeka (Kansas) Board of Education after Linda was forced to attend a black school much farther away than a closer all white school. Many other families joined in the case, and it was called *Brown vs. Board of Education*. The case was eventually brought to the Supreme Court which ruled that segregation based on "separate but equal" was unjust and ordered the desegregation of schools. Many whites, especially southerners would resist this order, such as at Little Rock Central High School in 1959, where Arkansas governor Orval Faubus called in the state National Guard to prevent 9 African

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

American students from entering an all-white school.

The ideas presented in Doc 2 are in stark contrast to the ones in Doc 1, even though it was only 50 years later, and it represents the changing society during this era. Document 1 upholds segregation as “separate but equal,” while Document 2 states that “separate but equal” is unjust and order the gradual desegregation of schools.

After the Civil War, slaves were freed by the 13th Amendment, granted citizenship in the 14th, and the right to vote in the 15th Amendment. However, racism and social inequality continued.

In 1896, there was a Supreme Court case, Plessy v. Ferguson which stated that segregation between whites and blacks was okay as long as both were equal. The court believed that, "Legislation is powerless to eradicate social instincts or to abolish distinctions based upon physical differences..." The Supreme Court said that there was nothing they could do politically to end racism. The Jim Crow policy continued.

However, almost a decade after the Second World War, the mood of the country had shifted. In Brown v. Board of Education, the Supreme Court said that "for the policy of separating the races is usually interpreted as denoting the inferiority of the Negro Group." In this case, the Supreme Court realized that segregation was in fact not equal. It overturned Plessy v. Ferguson and although it only desegregated public schools, it led to other public places to become desegregated as well. It became a turning point for a civil rights movement in the 1960s.

Supreme Court cases Plessy v. Ferguson and Brown v. Board of Education shows how the beliefs and morals of the United States changes over time.

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

The historical context surrounding these documents is from the 1800's to the 1900's, where African Americans were fighting for equal rights in the United States. The relationship between the two events is they are both court cases taken to the supreme court. Although they were during different years, it still address the issue of segregation and African Americans fighting for equal rights as white people during this time.

Because of these court cases it caused the civil rights movement for equal rights. It also lead presidents like Lyndon B Johnson or John F. Kennedy to participate in the civil rights movement and help gain equal rights.

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

In United States history, the supreme court has released many different decisions in regards to multiple, controversial issues. One of the largest of these issues includes the Civil Rights of African-Americans. The supreme court case of Plessy v. Ferguson restricted African-American Rights, as did previous decisions of the past. However, the 1954 case of Brown v. the Board of Education proved to be a turning point for this issue.

In 1896, Homer Plessy (who was 1/8 black,) boarded a train in Louisiana. Plessy deliberately sat in the whites-only section of the train car (to protest a new Jim Crow segregation act for Louisiana rail cars.) Plessy was arrested for this action, and fought against this in court by stating that this arrest (and the law,) was a violation of the 14th Amendment. He took his case to Judge Ferguson, who ruled against him. This case was appealed multiple times until it reached the Supreme court. In 1896, Justice Brown stated in the majority opinion of Plessy v. Ferguson (Doc 2,) that segregation is legal in public facilities, as long as they provided equal treatment for both races. This policy of "separate but equal" applied to all public facilities. It upheld a system like "apartheid" that dominated the social lives of African-Americans and claimed that legislation could not end prejudice. According to Justice Brown the Constitution could not make the races socially equal. A backlash from the African-American community arose as this deprived them of their own rights.

Following World War II, minorities began to demand equality and the modern Civil Rights movement began. Mr. Brown wanted to send his daughter to a school nearby, but, it was for whites-only. Therefore, with the help of the NAACP, he filed a case against the Kansas

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

Board of Education, and it got appealed up to the Supreme Court. In 1959, Justice Warren stated in the unanimous opinion of *Brown v. Board of Education* (Doc 2.) that segregation in public schools was unconstitutional, as it left African American children with feelings of inferiority that could never be undone. The effects of segregation on children was even worse when sanctioned by law. This case was a major win for the African-American community, as this was seen as the government finally giving them more Civil Rights.

The case *Plessy v. Ferguson* and those like it deprived African-Americans of their civil rights with the sanction of law. *Brown v. Board of Education* proves to be a major turning point by directly overturning *Plessy v. Ferguson*. This decision clearly paved the way for more federal action on Civil Rights.

Racial inequality has been an issue that has plagued the history of the U.S. for centuries. In the two documents, Supreme Court Justices give their opinions on the debate of racial segregation after monumental Supreme Court cases such as Plessy v. Ferguson and Brown v. Board of Education. These cases, roughly 60 years apart, show how these turning points reflect the different and evolved views at the time.

After Plessy v. Ferguson, the term “separate but equal” was coined, and it upheld the racist views of Southern America. In 1896, Homer Plessy argued that segregation was unconstitutional and implies that black people are inferior to whites. The Supreme Court ruled against Plessy, and Justice Henry Billings Brown wrote the majority opinion. It was a turning point in American history and reflected the idea that legislation cannot change people’s moral values.

Brown v. Board of Education overturned Plessy v. Ferguson and reflected a more progressive and equal America. In 1954, the Supreme Court declared the segregation, specifically in the education system, was unconstitutional and that “separate but equal” is not possible. This took place around the time period where the Civil Rights Movement was starting to burst and more African Americans were demanding fair treatment. Doc 2 shows the different way of thinking in America during the 1950s that wasn’t as popular during the 1890’s, which is discussed in Doc. 1.

Both Doc. 1 and 2 discuss major turning points that have affected African Americans. However, Doc. 2 captures the progressive views that evolved in America 60 years after Plessy v. Ferguson.

Set 1, Practice Paper A—Score Level 4

The response:

- Develops *both* aspects of the task in depth
- Is both descriptive and analytical (*Historical Context*: although African Americans had been freed from slavery by the 13th amendment at the end of the Civil War, they still experienced racism and segregation, especially in the South; the 1950s was the beginning of an era of rebellion (1960s counterculture), as well as the beginning of the civil rights movement; *Differences*: in *Brown v. Board of Education*, the Supreme Court overturned the 1896 *Plessy v. Ferguson* “separate but equal” policy, and stated that segregation was unjust and led to a sense of inferiority for African American children; the ideas presented in Document 2 are in stark contrast to the ideas in Document 1 even though it was only 50 years later; it represents the changing society during this era)
- Includes relevant outside information (13th amendment; end of the Civil War; “separate but equal,” civil rights movement; overturned *Plessy v. Ferguson*; Linda Brown forced to attend an all black school; Little Rock Central High School; Arkansas Governor Orval Faubus; nine African American students) includes a minor inaccuracy (at Little Rock Central High School in 1959)
- Supports the theme with relevant facts and/or examples from the documents (*Document 1*: legislation cannot eradicate racism, restricts the education of African American children; *Document 2*: segregation was unjust and led to a feeling of inferiority for African American children)

Conclusion: Overall, the response meets the criteria for Level 4. The response clearly states the difference between the two cases on the issue of segregation. However, it fails to reach the level of a 5 paper because the discussion of the historical context is limited.

Set 1, Practice Paper B—Score Level 3

The response:

- Develops *both* aspects of the task in some depth
- Is more descriptive than analytical (*Historical Context*: after the Civil War, slaves were freed by the 13th amendment, granted citizenship in the 14th, and given the right to vote in the 15th amendment, however, racism and inequality continued; *Differences*: the Supreme Court said that there was nothing they could do politically to end racism; in this case, the Supreme Court realized that segregation was in fact not equal; *Turning Point*: *Brown v. Board of Education* became a turning point for a civil rights movement in the 1960s)
- Includes some relevant outside information (13th, 14th, 15th amendments; a decade after the Civil War; Jim Crow; overturned *Plessy v. Ferguson*; other public places desegregated; civil rights movement in the 1960s)
- Includes some relevant facts and/or examples from the documents (*Document 1*: Legislation is powerless to eradicate social instincts or to abolish distinctions based upon physical differences; nothing could be done politically to end racism; *Document 2*: the policy of separating the races is usually interpreted as denoting the inferiority of African Americans)

Conclusion: Overall, the response meets the criteria for Level 3. The response uses clear and concise wording to address the task. The response recognizes the fact that beliefs and morals may change over time, especially about the negative impact of segregation on African Americans. However, it lacks the analysis and depth of a higher level response.

Set 1, Practice Paper C—Score Level 1

The response:

- Minimally addresses the task
- Is descriptive (*Historical Context*: African Americans were fighting for equal rights in the United States; *Similarity*: although they were in different years, they still addressed the issue of segregation and African Americans fighting for equal rights)
- Includes minimal outside information (fighting for equal rights; Presidents like Lyndon B. Johnson or John F. Kennedy)
- Includes almost no relevant facts and/or examples from the documents (taken to the Supreme Court; issue of segregation)

Conclusion: Overall, the response meets the criteria for Level 1. The response mentions that the documents are both Supreme Court cases regarding the issue of segregation and that African Americans fight for equal rights without any further elaborations.

Set 1, Practice Paper D—Score Level 5

The response:

- Thoroughly develops *both* aspects of the task in depth
- Is more analytical than descriptive (*Historical Context*: Plessy deliberately sat in the whites-only section of the train car to protest a new Jim Crow segregation act for Louisiana rail cars; “separate but equal” upheld a system like apartheid that dominated the social lives of African Americans; the *Plessy* ruling claimed that legislation could not end prejudice; *Turning Point*: *Brown v. Board of Education* proved to be a major turning point by directly overturning *Plessy v. Ferguson*; segregation in public schools was unconstitutional as it left African American children with feelings of inferiority that could never be undone)
- Integrates relevant outside information (1/8 black; train car in Louisiana, whites-only section; Jim Crow segregation act; 14th amendment; “separate but equal”; “apartheid”; following World War II; NAACP; unanimous opinions; segregation in schools was unconstitutional)
- Supports the theme with many relevant facts and/or examples from the documents (*Document 1*: claimed that legislation could not end prejudice; *Document 2*: left African American children with feelings of inferiority that could never be undone)

Conclusion: Overall, the response fits the criteria for Level 5. The response uses insightful analysis and concise wording to describe the policy of Jim Crow in the *Plessy* decision and how the *Brown* decision was a turning point because it reversed that policy.

Set 1, Practice Paper E—Score Level 2

The response:

- Minimally develops *both* aspects of the task
- Is more descriptive than analytical (*Historical Context*: racial inequality has been an issue that has plagued the U.S. for centuries; in the two documents Supreme Court justices give their opinions on the debate of racial segregation) includes faulty analysis: (*Turning Point*: *Plessy v. Ferguson* upheld the racist views of Southern America; it was a turning point in American history and reflected the idea that legislation cannot change people’s moral values; both documents 1 and 2 discuss major turning points that have affected African Americans)
- Includes little relevant outside information (“separate but equal”; *Brown v. Board of Education* overturned *Plessy v. Ferguson*; civil rights movement)
- Includes a few relevant facts and/or examples from the documents (*Document 1*: the Supreme Court ruled against *Plessy*, Justice Henry Billings Brown wrote the majority opinion; reflected the idea that legislation cannot change people’s moral values; *Document 2*: education system; “separate but equal” is not possible)

Conclusion: Overall, the response meets the criteria for Level 2. The response lacks understanding of the term “turning point” listed in the task by labeling *Plessy v. Ferguson* as a turning point when it had clearly been described as maintaining the status quo.

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

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

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

Document 1

. . . It may well be that, in spite of our best efforts, the Communists may spread the war. But it would be wrong—tragically wrong—for us to take the initiative in extending the war.

The dangers are great. Make no mistake about it. Behind the North Koreans and Chinese Communists in the front lines stand additional millions of Chinese soldiers. And behind the Chinese stand the tanks, the planes, the submarines, the soldiers, and the scheming rulers of the Soviet Union.

Our aim is to avoid the spread of the conflict. . . .

I have thought long and hard about this question of extending the war in Asia. I have discussed it many times with the ablest military advisers in the country. I believe with all my heart that the course we are following is the best course.

I believe that we must try to limit the war to Korea for these vital reasons: to make sure that the precious lives of our fighting men are not wasted; to see that the security of our country and the free world is not needlessly jeopardized; and to prevent a third world war.

A number of events have made it evident that General [Douglas] MacArthur did not agree with that policy. I have therefore considered it essential to relieve General MacArthur so that there would be no doubt or confusion as to the real purpose and aim of our policy. . . .

Source: President Harry Truman, Radio Report to the American People on Korea and on U.S. Policy in the Far East, April 11, 1951

Document 2

. . . But once war is forced upon us, there is no other alternative than to apply every available means to bring it to a swift end.

War’s very object is victory, not prolonged indecision.

In war there is no substitute for victory.

There are some who, for varying reasons, would appease Red China. They are blind to history’s clear lesson, for history teaches with unmistakable emphasis that appeasement but begets new and bloodier war. It points to no single instance where this end has justified that means, where appeasement has led to more than a sham peace. Like blackmail, it lays the basis for new and successively greater demands until, as in blackmail, violence becomes the only other alternative.

“Why,” my soldiers asked of me, “surrender military advantages to an enemy in the field?” I could not answer. . . .

Source: General Douglas MacArthur, Farewell Speech to Congress, April 19, 1951

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

Scoring Notes:

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

Score of 5:

- Thoroughly develops *both* aspects of the task in depth by discussing the historical context surrounding these documents and explaining how *audience, or purpose, or bias, or point of view* affects the use of **Document 2** as a reliable source of evidence
- Is more analytical than descriptive (analyzes and/or evaluates information), e.g., (*Historical Context*: discusses how President Harry Truman’s Cold War goal of containing communism in a limited war led to his decision to relieve General MacArthur of his command in Korea; *Point of View*: explains how MacArthur’s speech fails to address the wider considerations discussed by President Truman, such as the economic, human, and international costs of an incursion into China, which makes the document less reliable on the issue of war policy in Korea; *Bias*: as a career military leader and highly decorated World War II hero, General MacArthur’s speech is unreliable because it fails to respect the important precedent of civilian control of the military)
- Integrates relevant outside information (See Outside Information chart)
- Supports the theme with many relevant facts and/or examples from the documents (See Key Ideas chart)

Score of 4:

- Develops *both* aspects of the task in depth
- Is both descriptive and analytical (applies, analyzes and/or evaluates information), e.g., (*Historical Context*: describes how President Truman’s Cold War policy of containment in Korea without expanding the war into the rest of Asia led to his firing of General MacArthur; *Point of View*: as a military man, MacArthur’s speech about the need to expand the fight into China ignores the problems that widening the war will cause, making his words less reliable; *Bias*: General MacArthur’s life-long military career and World War II victories make his position less reliable because it challenges the president’s authority and the concept of civilian control of the military)
- Includes relevant outside information
- Supports the theme with relevant facts and/or examples from the documents

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

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

Key Ideas from the Documents

(This list is not all inclusive.)

<p>Document 1—President Truman’s radio report to American people North Koreans supported by millions of Chinese soldiers Soviet Union stands behind Chinese with tanks, planes, submarines, and soldiers Truman consulted with ablest military advisors in the country We must not waste lives of fighting men We must prevent third world war Relieving MacArthur will end doubt and confusion about policy</p>	<p>Document 2—General MacArthur’s farewell speech to Congress No alternative in war but to use every available means to bring to a swift end Object of war is victory, not indecision No substitute for victory We should not appease Red China History teaches appeasement begets new and bloodier war Appeasement is like blackmail Soldiers don’t want to surrender military advantages to enemy</p>
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Relevant Outside Information

(This list is not all inclusive.)

<p>General Douglas MacArthur’s knowledge of Pacific theater Containment policy Cold War Red Scare and McCarthyism Division of Korean peninsula at 38th parallel North Korean invasion of South Korea United Nations Security Council Resolution Police action/undeclared war Yalu River Principle of civilian control of the military Presidential power of commander in chief</p>
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Reliability of Document 2

(This list is not all inclusive.)

<p>Reliable—<i>Purpose</i>: MacArthur’s purpose in calling for expansion of the war effort was based on his vast military expertise in the Pacific during World War II, suggesting Document 2 is a reliable source of evidence about policy concerning the Korean War. <i>Audience</i>: MacArthur’s appeal to a conservative anti-communist audience used widely-held views concerning the danger of appeasement, allowing Document 2 to be a reliable source of evidence about the mood of most Americans in 1951.</p>	<p>Unreliable—<i>Point of view</i>: MacArthur’s speech fails to consider the many costs of widening the war into China, stated by President Truman, making Document 2 very unreliable. <i>Bias</i>: MacArthur was a career military leader who failed to respect the constitutional principle of civilian control of the military, showing a personal bias that undermines this document as a reliable source of evidence.</p>
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Documents 1 and 2 propose opposite viewpoints between President Truman and General MacArthur during the Korean War. The United States adopted George Kennan policy of containment following the end of WW2 as communism was supported by the Soviet Union and quickly spread. The Korean War was the first of the “proxy wars” in which the fight was between two sides divided by the 38th parallel, one supported by the United States, the other by the Soviet Union and China. The Korean War was fought between the communist north and the UN backed south. Douglas MacArthur, hero of the Pacific, was the leading general in this war. The UN forces allied with South Korea pushed North Korea up nearing China. MacArthur proposed invading China and defeating the Communist Regime. This directly contradicts the Policy of limited war that President Truman endorsed. MacArthur was fired to uphold civilian control of the military when he was defying the president.

The purpose of MacArthur’s Farewell Speech was to convince Congress that invading China was a better idea than reverting to the failed appeasement policies of the past. Furthermore, he clearly wanted to restore his honor and his reputation since he had been fired by the president. He used this speech on the floor of Congress to deliver a vendetta against President Truman, making it an unreliable source for judging the wisdom of invading China.

Set 2, Anchor Level 5

The response:

- Thoroughly develops *both* aspects of the task in depth
- Is more analytical than descriptive (*Historical Context*: the United States adopted George Kennan’s policy of containment following the end of World War II as communism was supported by the Soviet Union and quickly spread; the Korean War was the first of the “proxy wars” in which the fight was between two sides divided by the 38th parallel; *Purpose*: the purpose of MacArthur’s farewell speech was to convince Congress that invading China was a better idea than reverting to the failed appeasement policies of the past; he used this speech on the floor of Congress to deliver a vendetta against President Truman, making it an unreliable source for judging the wisdom of invading China)
- Includes relevant outside information (George Kennan’s policy of containment following the end of World War II; proxy wars; 38th parallel; communist North; UN backed south; hero of the Pacific; civilian control of the military; vendetta against President Truman)
- Supports the theme with many relevant facts and/or examples from the documents (*Document 1*: one supported by the United States, the other by the Soviet Union and China; leading general in this war; policy of limited war that President Truman endorsed; he had been fired by the president; *Document 2*: failed appeasement policies of the past; speech on the floor of Congress)

Conclusion: Overall, the response fits the criteria for Level 5. The response provides a concise description of the historical context and recognizes MacArthur’s attempt to promote both a military strategy and an underlying purpose, clearly judging its reliability.

The historical context surrounding Document 1 and 2 is the Korean War and preventing Communism from spreading. President Truman was outraged when General MacArthur took matters into his own hands and risked the lives of countless US soldiers by demanding to widen the war, ignoring Truman's plan for a limited war. The US military was trying to protect South Korea from Communist influence, so the goal was to push the Communists and their troops back up above the 38th parallel. General MacArthur decided to keep pushing up even after crossing the border between North and South Korea, involving Red China. To back this decision he stated, "War's very object is victory, not prolonged indecision," (Document 2). Truman responded by relieving the general.

In Document 2 the point of view of General MacArthur is an important aspect of understanding the reason for MacArthur's aggressive position, but it can also affect the source's reliability as to which leader was right. MacArthur was the general in charge of all the soldiers stationed in Korea so he understood the military situation. He stated to Congress that his soldiers questioned why they had to stop fighting but his speech ignores the fact that the president was ultimately the commander-in-chief and had a legitimate goal of preventing a third world war. It is not responsible to accept the reliability of a source with only one point of view, and especially from someone so used to being obeyed without question.

Set 2, Anchor Level 4

The response:

- Develops **both** aspects of the task in depth but does so somewhat unevenly by developing the reliability of Document 2 more thoroughly than the historical context
- Is both descriptive and analytical (*Historical Context*: President Truman was outraged when General MacArthur took matters into his own hands and risked the lives of countless U.S. soldiers by demanding to widen the war, ignoring Truman’s plan for a limited war; the United States military was trying to protect South Korea from communist influence, so the goal was to push the communists and their troops back up above the 38th parallel; *Point of View*: he stated to Congress that his soldiers questioned why they had to stop fighting but his speech ignores the fact that the president was ultimately the commander in chief and had a legitimate goal of preventing a third world war; it is not responsible to accept the reliability of a source with only one point of view, and especially from someone so used to being obeyed without question)
- Includes relevant outside information (Asia; demanding to widen the war; United Nations resolution; 38th parallel; commander in chief)
- Supports the theme with relevant facts and/or examples from the documents (*Document 1*: keep communism from spreading; risk the lives of countless U.S. soldiers; limited war; relieve General MacArthur; preventing a third world war; *Document 2*: war’s every object is victory not prolonged indecision; his soldiers questioned why they had to stop fighting)

Conclusion: Overall, the response meets the criteria for Level 4. The response effectively uses both documents and outside information to assess the reliability of MacArthur’s speech. However, the discussion of historical context lacks the level of development usually seen in a higher level response.

Anchor Paper – Short-Essay Question, Set 2—Level 3

The historical context surrounding these documents is the policy of containment during the Korean War. The United States had just come out of World War II, and was extremely reluctant to enter another world war against a strong Army. General Douglas MacArthur went against the beliefs of President Harry Truman as he pushed to enter China, which got him fired. The US had joined the side of South Korea fighting Communist North Korea. The Chinese were helping North Korea which concerned President Truman who supported a limited war.

In Document 2, General Douglas MacArthur's point of view affects this document's use as a reliable source. General MacArthur was a highly admired war hero, and a good general who believed he could win any war with the right resources. This point of view is a one-sided opinion that favors widening the Korean War instead of appeasing China. Therefore it is not a reliable source of evidence.

Set 2, Anchor Level 3

The response:

- Develops *both* aspects of the task in some depth
- Is more descriptive than analytical (*Historical Context*: the U.S. had joined the side of South Korea fighting communist North Korea; the Chinese were helping North Korea, which concerned President Truman, who supported a limited war; *Point of View*: General Douglas MacArthur's point of view affects Document 2's use as a reliable source; General MacArthur was a highly admired hero and a good general who believed he could win any war with the right resources; this point of view is a one-sided opinion that favors widening the Korean War instead of appeasing China and therefore is not a reliable source of information)
- Includes some relevant outside information (containment; World War II; highly admired war hero)
- Includes some relevant facts and/or examples from the documents (*Document 1*: he pushed to enter China, which got him fired; concerned President Truman who supported a limited war; *Document 2*: General Douglas MacArthur went against the belief of President Truman as he pushed to enter China; favors widening the Korean War instead of appeasing China)

Conclusion: Overall, the response meets the criteria for Level 3. The response shows understanding of the task and of the issues that divided Truman and MacArthur. However, it lacks the depth and detail of a higher level response.

The historical context behind both documents are the Korean War from 1951-1953. It would see the North invade South Korea and many nations in NATO including the U.S. would lend their aid to help fight off the North. The North, which was backed by China and the Soviet Union, would get pushed back. However, with Chinese assistance, they would push South Korea and America back which prompted the US to decide whether they should fight the Chinese as well. Document 1 shows Trumans side where he fears that war with China would lead to a third world war while in doc 2, MacArthur believed that letting China off the hook would be like a repeat of appeasement which was something which would be traced back to ww2.

Document 2 is written by famous general MacArthur who was known for his victory in the Pacific campaign during the second world war against the Japanese. The point of view stated was: that if America lets China off the hook, then this would be a repeat of appeasement. Appeasement was something done in ww2 which would allow Germany to take territories in Europe without consequence in order to let them do what they want. Appeasement would be the main reason Germany would start ww2 in Europe and MacArthur believes that the same thing would happen if America doesn't respond. He fears of an outcome of an inevitable war with less appeasement.

Set 2, Anchor Level 2

The response:

- Minimally develops *one* aspect of the task in some depth
- Is primarily descriptive (*Historical Context*: it would see the North invade South Korea; with Chinese assistance they would push South Korea and America back, which prompted the U.S. to decide whether they should fight the Chinese as well; *Point of View*: if America lets China off the hook, then this would be a repeat of appeasement; Document 1 shows Truman's side where he fears that war with China would lead to a third world war)
- Includes some relevant outside information (North invade South Korea; known for his victory in the Pacific campaign during the Second World War against the Japanese; appeasement was something done in World War II, which would allow Germany to take territories in Europe) includes an inaccuracy: (many nations in NATO)
- Includes a few relevant facts and/or examples from the documents (*Document 1*: backed by China and the Soviet Union, Truman fears that war with China would lead to a third world war; *Document 2*: letting China off the hook would be like a repeat of appeasement)

Conclusion: Overall, the response meets the criteria for Level 2. The response understands the two positions in the documents and has a good explanation of appeasement, but fails to clearly explain how point of view affects the reliability of MacArthur's speech.

Anchor Paper – Short-Essay Question, Set 2—Level 1

Everyones main goal is to prevent war, while doing this there may be some conflict involed. President Truman is trying to stop the spread of communism because it will make war worst. North Koreans and Chinese are all the front lines with soilders and truman doesn't want war. General MacArthur doesn't agree with the policy and thinks war will result in victory.

Document 2 is not a reliable source of evidence because of bias. We are just getting the personal opionn of General MacArthur. As it states ““why” my soldiers asked of me, “surrender military advantages to an enemy in the field?” I could not answer.” This shows we are only able to understand how he thinks about this situation. This is why document 2 is not reliable source.

Set 2, Anchor Level 1

The response:

- Minimally addresses the task
- Is descriptive (*Historical Context*: President Truman is trying to stop the spread of communism; North Koreans and Chinese are all on the front lines with soldiers; *Bias*: we are just getting the personal opinion of General MacArthur; we are only able to understand how he thinks about this situation)
- Includes no outside information
- Includes a few relevant facts and/or examples from the documents (*Document 2*: MacArthur could not answer his soldiers when asked why should we “surrender military advantages to an enemy in the field”)

Conclusion: Overall, the response meets the criteria for Level 1. The description of the historical context lacks understanding and the response provides only a simple and brief explanation of how MacArthur’s bias detracts from the document’s reliability.

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

Post World War II witnessed the rise of the Soviet Union and spread of communism. The U.S. was unsure how to approach this new conflict dubbed the Cold War but the adopted a policy of containment to try and prevent the spread of communism. Documents 1 and 2 occur around the start of the Cold War. The creation of nuclear weapon technology by the U.S. was now also in the hands of the Soviet Union. This created a Mutually Assured Destruction Situation if nuclear weapons were used. Because of MAD the U.S. attempted to solve tensions diplomatically but also maintaining a strong military force.

The purpose of Document 2 is to warn. General MacArthur seemed to be somebody that wanted to take a strong approach in the Cold War. He believed that war is for victory and diplomatic solutions like appeasement are a desprite attempt at peace.

At the beginning of the Cold War the U.S. started a policy of containment, meaning the U.S. would now consider the spread of communism as a threat to the U.S. and her allies, and would attempt to stop its spread as best the U.S. can. The Korean War was the first military act of containment by the U.S. The goal of this military intervention was to hold the spread of communism at the 38th parallel. After communist troops from the north invaded South Korea in 1950, the United Nations Security Council voted to send troops to stop the aggression. During the conflict General Douglas MacArthur led U.N. troops almost up to the Chinese border with Korea, China took this as an act of aggression and pushed U.S. and other U.N. forces back to the 38th parallel. General MacArthur insisted on crossing into China and destroying the communists' supplies. This was a blatant disagreement with the commander-in-chief, Truman, who wanted a limited war, not a wider conflict like World War I.

Document 2's reliability can be questioned due to its overwhelming bias. Having been relieved of duty, he would have been bitter and eager to defend his strategy and his status as a war hero before Congress. In his mind he thought he was right, and this led him to forget about the constitutional concept of civilian control of the military.

The context surrounding the documents is the Korean war and whether it should be limited to the peninsula or aggressively challenge China to the North. Backed by the entire Chinese military, North Korea sought to spread its disease of communism to South Korea by crossing the 38th parallel, which had divided Korea after the defeat of Japan. In response and under the policy of containment, president Harry Truman got the U.S. involved in the war effort. He appointed General Douglas MacArthur to take charge of the UN forces since he had played a big role in the success of major Pacific battles during WWII. MacArthur proved his worth in Korea, pushing the communist north forces all the way to the Chinese border. MacArthur grew over-ambitious, and without consulting the president he argued for crossing into China to stop the advance of Chinese and Soviet soldiers with their military supplies. Upon hearing of this, Truman grew worried that this would provoke all out war with China, and eventually the Soviet Union. Truman fired MacArthur for the safety of the American people and to maintain the president's authority as the ultimate commander of the military.

In Document 2, MacArthur tries to justify his aggression in the Korean war. The reliability of his arguments can be questioned, however. His point of view is that limiting the war would be appeasing China, and those that do so are "blind to history's clear lesson" (Document 2). He goes on to say that trying to appease China would only lead to a worsened and bloodier war in the future. It is worthwhile to give credit to what MacArthur is saying, seeing as he is a decorated hero from World War II and had been on the ground in Korea for over a year. With that being said, even though he believed that he was right, his actions

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

jepordized the safety of the American people. Truman's war goal was to contain the spread of communism into South Korea and it succeeded because to this day, unlike Vietnam, the peninsula is still divided.

During WWII, the world was falling apart but then the USA, GB and the Soviet Union won the war and the future seemed bright. However Stalin and Soviet Russia didn't agree with the other powers, which lead them to become the enemy. As the Soviet Union was already Communist and the US was not, their ideologies and ideas would clash. This lead to the Cold War which caused the U.S.A to try and contain Communism from spreading.

Harry Truman had big decisions and one was the fight in Korea. North Korea was Communist & South Korea was not, however, North Korea believed they could defeat southern Korea and make it all Communist. As China and the Soviet Union were already Communist, the US didn't want the rest of Asia to fall to Communism. Truman did not want an all out war in Asia and didn't want his soldiers to suffer. So when Douglas MacArthur did not listen to Truman and wanted to risk his own men by invading China, he would be relieved of his duties. MacArthur wanted to win war through military & brute force.

General MacArthur was stubborn and wanted to use the full force of the military to defeat North Korea. The purpose of his speech was to claim there was no other way to win the war. However his speech would not be reliable. When the Korean War ended the USA met Truman's goal because communism did not spread into South Korea. Later, the Soviet Union would fall apart and no longer be communist and South Korea's border is still at the 38th parrell today.

Document 1 is a speech by Harry Truman, president of the United State about the situation of the Korean War. The Korean War, was a type of "proxy war" between the United States and USSR. What this meant was that the US wanted to limit the spread of communism post-WWII, this phenomenon is commonly known as "containment policy".

The Korean war was a conflict in the Cold War, which was a tense period between the US and USSR. During the cold war both side aimmed to spread their ideolgies (USSR - communism and US - capitalism) and did so by finnacial aid (i.e Marshall Plan) and military involvment (i.e Korean and Vietnam War). In the Korean war specifically the North aimed to spread communism to South Korea and thus the US got involved.

Document 2 is a farwell speech by general MacArthur who was general during the Korean War. Some context is that the Koren War was a conflict betwen the US and USSR intrests in the Cold War. North Korea was supported by the USSR and South Korea was supported by the US.

MacArthur has a very anti-communist and pro-containment point of view. He speaks: of a "Red China" and warns against appeasement, clearly he is pro-war in Korea. This point of view may make him not the most reliable source because he is a general who is pro-war.

Set 2, Practice Paper A—Score Level 1

The response:

- Minimally addresses the task
- Is both descriptive and analytical (*Historical Context*: the United States was unsure how to approach this new conflict dubbed the Cold War, but adopted a policy of containment to try and prevent the spread of communism; *Purpose*: General MacArthur seemed to be somebody who wanted to take a strong approach in the Cold War)
- Includes some relevant outside information (Post World War II; Cold War; nuclear weapon also in the hands of the Soviet Union; mutually assured destruction)
- Includes a few relevant facts and/or examples from the documents (*Document 1*: prevent the spread of communism; *Document 2*: MacArthur wanted to take a strong approach; war is for victory; appeasement is wrong)

Conclusion: Overall, the response meets the criteria for Level 1. Although the response shows some knowledge of the Cold War, it fails to mention the conflict in Korea or to explore MacArthur’s purpose and how it reflects the reliability of Document 2.

Set 2, Practice Paper B—Score Level 4

The response:

- Develops *both* aspects of the task but does so unevenly by discussing Document 2’s historical context more thoroughly than its reliability
- Is both descriptive and analytical (*Historical Context*: the Korean War was the first military act of containment; this was a blatant disagreement with the Commander-In-Chief, Truman, who wanted a limited war, not a wider conflict like World War I; *Bias*: Document 2’s reliability can be questioned due to its overwhelming bias; having been relieved from duty, he would have been bitter and eager to defend his strategy and his status as a war hero)
- Includes relevant outside information (Cold War; containment; 38th parallel; North invaded; 1950; United Nations Security Council; voted to send troops almost up to the Chinese border; destroying the communists’ supplies; insisted in crossing into China; blatant disagreement with the Commander in Chief; war hero; civilian control of the military)
- Supports the theme with relevant facts and/or examples from the documents (*Document 1*: limited war; World War; relieved of duty; *Document 2*: defend his strategy)

Conclusion: Overall, the response meets the criteria for Level 4. The discussion of the historical context of the documents includes detailed and relevant information about the events surrounding the documents. However, the discussion of Document 2’s reliability introduces bias as a source of the document’s reliability and provides only a limited discussion.

Set 2, Practice Paper C—Score Level 5

The response:

- Thoroughly develops *both* aspects of the task
- Is more analytical than descriptive (*Historical Context*: backed by the entire Chinese military, North Korea sought to spread its disease of communism to South Korea by crossing the 38th parallel, which had divided Korea after the defeat of Japan; MacArthur grew over ambitious, and without consulting the president he argued for crossing into China to stop the advance of Chinese and Soviet soldiers with their military supplies; *Point of View*: his point of view is that limiting the war would be appeasing China and those who do so are “blind to history’s clear lesson”; it is worthwhile to give credit to what MacArthur is saying, seeing as he is a decorated hero from World War II and had been on the ground in Korea for over a year; Truman’s war goal was to contain the spread of communism into Korea and he succeeded because to this day, unlike Vietnam, the peninsula remains divided)
- Includes relevant outside information (peninsula; 38th parallel divided Korea after the defeat of Japan; UN forces; Pacific battles during World War II; pushing the communist north forces all the way to the Chinese border; military supplies; maintain the president’s authority as the ultimate commander of the military; decorated hero from World War II; unlike Vietnam, the peninsula is still divided)
- Supports the theme with many relevant facts and/or examples from the documents (*Document 1*: backed by the entire Chinese military; he argued for crossing into China; Truman grew worried that this would provoke all-out war with China; *Document 2*: MacArthur tries to justify his aggression in the Korean War; limiting the war would be appeasing China; “blind to history’s clear lesson”; appeasing China would lead to bloodier war in the future)

Conclusion: Overall, the response fits the criteria for Level 5. The response uses insightful analysis and ample detail to establish the historical context of the documents. Although the response makes no clear declaration of the reliability of Document 2, it makes a strong case for considering the possibility of either one.

Set 2, Practice Paper D—Score Level 3

The response:

- Develops *both* aspects of the task in some depth
- Is more descriptive than analytical (*Historical Context*: as China and the Soviet Union were already communist, the United States did not want the rest of Asia to fall to communism; Truman did not want an all-out war in Asia and did not want this soldiers to suffer; *Purpose*: the purpose of his speech was to claim there was no other way to win the war; when the Korean War ended the United States met Truman’s goal because communism did not spread into South Korea)
- Includes some relevant outside information (World War II; U.S.A., Great Britain, and the Soviet Union won the war; Stalin; Cold War; contain communism; communism did not spread into South Korea; the Soviet Union would fall apart and no longer be communist) includes an inaccuracy: (border is still at the 38th parallel today)
- Includes some relevant facts and/or examples from the documents (*Document 1*: Truman didn’t want his soldiers to suffer; he would be relieved of his duties; *Document 2*: MacArthur wanted to use the full force of the military to defeat North Korea; there was no other way to win the war)

Conclusion: Overall, the response meets the criteria for Level 3. The response clearly understands the historical context and the basic disagreement between Truman and MacArthur. However, it lacks analysis of the documents and includes only a limited discussion of why Document 2 was unreliable.

Set 2, Practice Paper E—Score Level 2

The response:

- Minimally develops *both* aspects of the task
- Is primarily descriptive (*Historical Context*: the Korean War was a type of “proxy war” between the United States and USSR; the United States wanted to limit the spread of communism post-WWII; this phenomenon is commonly known as “containment policy”; *Point of View*: he speaks of a “Red China” and warns against appeasement; this point of view may make him not the most reliable source because he is a general who is pro-war)
- Includes some relevant outside information (“proxy war”; containment policy; Cold War; both sides aimed to spread their ideologies; US-capitalism; Marshall Plan; Vietnam War)
- Includes a few relevant facts and/or examples from the documents (*Document 1*: speech by Harry Truman, president of the United States; situation of the Korean War; North aimed to spread communism to South Korea; *Document 2*: farewell speech by General MacArthur; speaks of a “Red China”; warns against appeasement)

Conclusion: Overall, the response meets the criteria for Level 2. The discussion of the historical context is minimal and repetitive. The discussion of reliability is limited to the fact that as a general, MacArthur was pro-war.

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

Question Number	Key Idea
1	11.1
2	11.2
3	11.2
4	11.3
5	11.3
6	11.4
7	11.4
8	11.4
9	11.4
10	11.5
11	11.5
12	11.2
13	11.6
14	11.6
15	11.6
16	11.5
17	11.5
18	11.6
19	11.6
20	11.2
21	CT
22	11.7
23	11.7
24	11.7
25	11.9
26	CT
27	CT
28	11.11
29- SEQ-1	11.10
30- SEQ-2	11.9
31- SCF- 1	11.8
32- SCF- 2a/2b	11.8
33- SCF- 3a/3b	11.8
34- SCF- 4	11.8
35- SCF- 5a/5b	11.8
36- SCF- 6	11.8
37- CLE	11.8

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

The Chart for Determining the Final Examination Score for the June 2024 Regents Examination in United States History and Government will be posted on the Department's web site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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