

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

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

Friday, June 20, 2025 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE FOR PART II (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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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 2025

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

Congress subpoenaed the White House tapes of President Richard Nixon's meetings and conversations.

Nixon Hanging Between the Tapes



Source: Herblock, *Washington Post*, May 24, 1974

Document 2

The Supreme Court ruled yesterday unanimously, and definitively, that President [Richard] Nixon must turn over tape recordings of White House conversations needed by the Watergate special prosecutor for the trial of the President's highest aides.

Ordering compliance with a trial subpoena "forthwith" [immediately], the court rejected Mr. Nixon's broad claims of unreviewable executive privilege and said they "must yield to the demonstrated, specific need for evidence in a pending criminal trial."

The President said he was "disappointed" by the decision but said he would comply. His lawyer said the time-consuming process of collecting and indexing the tapes would begin immediately. . . .

Finally, [Chief Justice Warren E.] Burger reached the heart of the dispute and he quickly found that President Nixon was wrong in arguing that courts must honor without question any presidential claim of executive privilege.

Burger repeatedly said the court had the utmost respect for the other branches of government but was obliged to reach its own judgment on whether the President's need for confidentiality was as great as the judiciary's need for the evidence. . . .

Source: John P. MacKenzie, *Washington Post*, July 25, 1974 (adapted)

United States History and Government
Content-Specific Rubric
Short-Essay Question Set 1 (Question 29)
June 2025

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 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—"Nixon Hanging Between the Tapes," Herblock, *Washington Post*, May 24, 1974
Taped recordings of White House meetings and conversations subpoenaed by Congress
Nixon's attempt to claim innocence
Section of tape missing
Opinion of Herblock that President Nixon is "a crook"
Document 2—*Washington Post* article, John P. MacKenzie, July 25, 1974
Unanimous ruling of Supreme Court that Nixon must turn over tape recordings of White House conversations to special prosecutor
Rejection of President Nixon's broad claims of executive privilege
Compliance to the Supreme Court ruling by President Nixon
Judgment of the Supreme Court as to whether president's need for confidentiality is as great as judiciary's need for evidence
Court rejects claim of executive privilege

Relevant Outside Information

(This list is not all-inclusive.)

1972 Watergate building break-in
Burglary of Democratic Party headquarters by men working for CREEP (Committee to Re-Elect President Nixon)
Investigative journalists discover cover-up
Nixon's refusal to produce all tape recordings
Growing congressional and public support for Nixon impeachment after Supreme Court decision in *United States v. Nixon*
Resignation of President Nixon to avoid impeachment conviction
Eventual complete pardon granted to Nixon by President Ford

Relationship Between the Documents

(This list is not all-inclusive.)

Cause and Effect: The disclosure of White House tapes led to demands for access to those tapes by the Watergate special prosecutor and Congress, leading to President Nixon's refusal to cooperate and the Supreme Court's ruling against him in <i>United States v. Nixon</i> .	Difference: Document 1 depicts President Nixon's attempt to claim his innocence while struggling to control the tapes, while Document 2 describes the Supreme Court decision rejecting Nixon's argument of executive privilege and ordering him to produce the tapes.	Similarity: Both documents are focused on Nixon and how the tapes of conversations in the White House related to possible knowledge of criminal activity and potential obstruction of justice by the president and his aides.
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During Nixon's presidency, there was a shocking scandal involving people from his re-election campaign. This, known as the Watergate Scandal, resulted in Nixon's resignation following a strong case for his impeachment. The Watergate break in involved several officials of CREEP, an organization responsible for re-electing the President, breaking into the Watergate Building in search of Democratic party documents. During a thorough congressional investigation, bribery and corruption in Nixon's administration was brought to light.

Due to the Watergate Scandal, the image of Nixon, and subsequently the U.S. government itself, suffered. The President tried to use executive privilege to avoid handing over evidence – tapes – to be investigated by Congress. Those White House tapes, as represented in the cartoon, led to a monumental Supreme Court decision after Congress subpoenaed the tapes. His behavior with regard to those tapes led to growing suspicion and the Supreme Court ordered him to hand the tapes over as his executive privilege does not erase the judiciary's need for evidence.

Later, the incriminating evidence on those tapes would result in the resignation of multiple of Nixon's administration and Nixon, who was facing impeachment resigned the presidency. The documents indicate a turning point in government because the Burger Court established the principle that no one is above the law, not questioned again until the recent Roberts Court's opinion.

Set 1, Anchor Level 5

The response:

- Thoroughly develops **both** aspects of the task in depth
- Is more analytical than descriptive
Historical Context: During Nixon's presidency, there was a shocking scandal involving people from his reelection campaign; during a thorough congressional investigation, bribery and corruption in Nixon's administration were brought to light
Cause and Effect: Those White House tapes, as represented in the cartoon, led to a monumental Supreme Court decision after Congress subpoenaed the tapes
Turning Point: the image of Nixon, and subsequently the U.S. government itself, suffered; The documents indicate a turning point because the Burger Court established the principle that no one is above the law, not questioned again until the recent Roberts Court's opinion
- Integrates relevant outside information
reelection campaign; Watergate scandal; Nixon's resignation; strong case for his impeachment; Watergate break-in; several officials of CREEP; Democratic party documents; congressional investigation; bribery and corruption; resignation of multiple of Nixon's administration; principle that no one is above the law; recent Roberts Court opinion
- Supports the theme with many relevant facts and/or examples from the documents
Document 1: tapes represented in the cartoon
Document 2: congressional investigation; the president tried to use executive privilege; Supreme Court ordering him to hand tapes over; the judiciary's need for evidence

Conclusion: Overall, the response fits the criteria for Level 5. It includes strong historical context and connects it to the documents, showing both cause and effect and a turning point relationship that connects to current events.

Many times, positions of high power can cause people to do controversial things and undergo high levels of scrutiny. The office of president is no different. Possessing so much power and being in the greater public eye causes any decision a president makes to be met with backlash. In the 1970s, President Nixon was labeled a “crook” by many because a group of his supporters broke into Democratic offices in the Watergate complex. After it was uncovered that he recorded every conversation in the White House, Nixon found himself in a scandal known as Watergate. This scandal would ruin Nixon’s presidency, and cause the public to lose trust in him. Thus, providing that when in a position of high power, the choices one make are amplified.

In order to sort out Watergate, the Supreme Court was needed. After the tapes were subpoenaed by Congress, Nixon expressed his belief that his executive privilege protected him. The Court ruled that it does not have to honor Nixon’s claim of “executive privilege” regarding the tapes. Although this is only one scandal, and one court decision, it shows the importance of the United States government system of checks and balances. Showing the need for the separation of powers in order to have a truly fair and democratic government.

Set 1, Anchor Level 4

The response:

- Develops *all* aspects of the task in depth
- Is both descriptive and analytical
Historical Context: In the 1970s, President Nixon was labeled “a crook” by many, because a group of his supporters broke into Democratic offices in the Watergate complex; After the tapes were subpoenaed by Congress, Nixon expressed his belief that his executive privilege protected him
Cause and Effect: The court ruled that it does not have to honor Nixon’s claim of “executive privilege” regarding the tapes; therefore the documents show a cause and effect relationship between the existence of the tapes and the Supreme Court decision
- Includes relevant outside information
his supporters broke into Democratic offices in the Watergate complex; it was uncovered that he recorded every conversation in the White House; scandal would ruin Nixon’s presidency; cause the public to lose trust in him; the tapes were subpoenaed by Congress; system of checks and balances; separation of powers
- Supports the theme with relevant facts and/or examples from the documents
Document 1: President Nixon was labeled a crook
Document 2: Nixon expressed his belief that executive privilege protected him; the Court ruled that it does not have to honor Nixon’s claim of “executive privilege”

Conclusion: The response demonstrates an understanding of the task but lacks the level of and integration of information often seen in a Level 5 paper.

Richard Nixon was president of the United States during the 1970's. A large part of his legacy would be the Watergate scandal, where Nixon's administration was found to have bugged the Democratic National Convention while he was running for re-election. As a result of the scandal, Nixon resigned from office once it was clear he would be impeached and removed.

The two documents from the Washington Post are similar due to the fact that they both concern Nixon's involvement in the scandal, but they are different because they present his level of involvement differently. The Washington Post cartoon "Nixon Hanging Between the Tapes" shows how many accused Nixon of being a "crook" because they believed he was part of a cover-up (Doc 1). The Washington Post excerpt also showed that Nixon was involved because the Supreme Court ruled that he had to turn over tapes related to the Watergate investigation (Doc 2). Both of these sources definitively imply that Nixon had something to do with the scandal.

The cartoon shows how a lot of the American people felt at the time: Nixon had broken the law by being complicit (or more) in taping the convention. This viewpoint is apparent in the cartoon because it shows Nixon trying to convince people that he is not a crook (Doc 1). The article, however, doesn't focus on whether or not Nixon is guilty of a crime, just on whether he gets "executive privilege" (Doc 2). This difference is significant as Nixon was never found guilty of breaking the law after he resigned, but there were clear answers as to whether or not incriminating tapes would be admitted.

Set 1, Anchor Level 3

The response:

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

Historical Context: Nixon's administration was found to have burglarized the Democratic National headquarters while he was running for reelection; a large part of his legacy would be the Watergate scandal; while he was running for reelection; includes inaccuracies (found to have bugged the Democratic National Convention)

Similarity: The two documents from the *Washington Post* are similar due to the fact that they both concern Nixon's involvement in the scandal; the *Washington Post* cartoon shows how many accused Nixon of being a "crook" because they believed he was part of a cover up; the *Washington Post* excerpt also showed Nixon was involved because the Supreme Court ruled that he had to turn over tapes related to the Watergate investigation

Difference: The article doesn't focus on whether he is guilty of a crime, just on whether he gets "executive privilege"; This difference is significant as Nixon was never found guilty of breaking the law

- Includes some relevant outside information
Watergate scandal; running for reelection; resigned from office once it was clear he'd be impeached; they believed he was part of a cover-up; Nixon was never found guilty of breaking the law after he resigned

- Includes some relevant facts/examples from the documents

Document 1: *Washington Post* cartoon shows Nixon trying to convince people that he was not a crook

Document 2: the Supreme Court ruled that he had to turn over tapes related to the Watergate investigation; the article does not focus on whether or not Nixon was guilty of a crime, just on whether he gets "executive privilege"

Conclusion: Overall, the response meets the criteria for Level 3. The discussion of the historical context surrounding the documents includes some inaccuracies. The response recognizes some key similarities and differences between the documents but the discussion is not well developed.

In the documents at the time current president Richard Nixon was facing heat from the US populace and government regarding his cheating scandal, which is now known as Watergate. With suspicions that Nixon was trying to cheat to win reelection, government officials requested and demanded that Nixon hand over the White House tape recordings. Knowing it would not go in his favor, Nixon didn't give the recordings to the government, and would instead end up resigning as US president.

Both documents are similar as they both portray and think of Nixon as guilty and a criminal. They reveal that the government knows he is guilty for not handing over the tapes, but Nixon is doing all that he can to make sure they stay confidential. Nixon knows that the tapes being made public would ruin his reputation shown in Doc 1 by holding the tapes together with "not" a crook, and in Doc 2 by Nixon refusing to hand over the tapes to government authority and arguing that he has "executive privilege" (Doc 2). Both doc writers thought similarity of Nixon, as guilty and a crook in the Watergate scandal.

Set 1, Anchor Level 2

The response:

- Minimally develops **both** aspects of the task
- Is both descriptive and analytical

Historical Context: With suspicions that Nixon was trying to cheat to win reelection, government officials requested and demanded that Nixon hand over the White House tape recordings; knowing it would not go in his favor, Nixon didn't give the recordings to the government

Similarity: Nixon knows that the tapes being made public would ruin his reputation, shown in Document 1 by holding the tapes together with a "not" a crook; and in Doc 2 by Nixon refusing to hand over the tapes to government authority and arguing that he has "executive privilege"

- Includes some relevant outside information
cheating scandal, Watergate; to win reelection; government officials demanded that Nixon hand over White House tape recording end up resigning as US President;

- Includes a few relevant facts and/or examples from the documents

Document 1: holding the tapes together with "not a crook"

Document 2: Nixon refusing to hand over the tapes; arguing that he has executive privilege; includes faulty analysis (Doc. 2: both portray and think of Nixon as guilty; they reveal that the government knows he is guilty)

Conclusion: The response recognizes how what is presented in the documents led Nixon to resign, yet overstates the documents' similarity.

Documents 1 and 2 are based on President Nixon's past/present decisions while he was still president. As Nixon was in office he had abused his powers and created distrust amongst the American people.

These two documents are similar because both revolve around Nixon and the Watergate trial. The first document was an illustration showing how Nixon was on the verge of failing. It connects with document 2 because the tapes in the illustration were the tapes he needed to hand over for his trial.

President Nixon did many shady things but one of the worst was the Watergate. and how he denied most of all the evidence.

Set 1, Anchor Level 1

The response:

- Minimally addresses the task
- Is descriptive

Historical Context: As Nixon was in office he had abused his powers and created distrust amongst the American people

Similarity: These two documents are similar because they both revolve around Nixon; the tapes in the illustration were the tapes he had to hand over

- Includes minimal outside information
decisions while he was still president; abused his powers, created distrust
- Includes a few relevant examples from the documents

Document 1: tapes in the illustration

Document 2: tapes he needed to hand over; he denied most of all the evidence

Conclusion: Overall, the response meets the criteria for Level 1. It recognizes that tape recordings had a major role in Nixon's abuse of power while in office, but provides only limited development of both historical context and document similarity.

These two documents were published during Nixon's presidency, and during one of the largest scandals in American history. At this time the government was very corrupt, under Nixon's lead, they did a lot of things that made the American public unhappy and distrustful, one of these being the Watergate Scandal. The Watergate Scandal was when the Democrats' headquarters were broken into and many official election documents were stolen. It was later found that Nixon's administration had ties with the burglars who were members of his re-election committee, and were trying to gain an advantage in the upcoming election. Nixon had taped White House conversations.

These two documents are very similar, yet they also differ in a few ways. Document 1 shows Nixon hanging between tapes with the words "I am [not] a crook." The "not" is separate from the rest. This shows how the illustrator is trying to convey that Nixon, as much as he denies it, is a crook. This is similar to document 2, where it states "the Supreme Court rules yesterday unanimously... Nixon must turn over tape recordings of White House conversation needed by the Watergate special prosecutor." This is similar to document 1, because by not stating his guilt outright, the decision allows the special prosecutor to get evidence that could be used against Nixon. These two documents differ mainly in their purpose. Document 1 is a cartoon, mainly with the purpose to persuade the public of Nixon's guilt, while Document 2 is an article from the Washington Post with the purpose mainly to inform.

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

A turning point in History is the Watergate scandal in 1974 when President Richard Nixon "must turn over tape recordings of White House conversations" (doc2). President Nixon had revealed that he had conspired to cover up secret activities that turned out to be illegal.

President Nixon as explained in doc 1 was that he was trying to "hang between the tapes" explaining he was attempting to not get in trouble for the tape recordings.

The historical context surrounding these documents is a break-in at the Watergate hotel, which was serving as the democratic campaign office. Some members of the committee to re-elect the President took significant documents from the campaign office. President Nixon denied involvement in these events, though secret White House tapes suggested his role in a major cover-up. This incident also brought into question the powers and rights of each branch of government, as Nixon wished to withhold the tapes as part of his "executive privilege", but the Congress demanded to see them to investigate further. This is the historical context surrounding these two documents.

The relationship between the two documents is that they present differing perspectives on the same issue. The first document portrays Nixon in an unflattering manner, showing him "hanging between the tapes" and editing them. It puts a satirical spin on the issue and mocks Nixon's "I am not a crook" quote. On the other hand, the second document is a factual account from a national newspaper of the Supreme Court's decision to force Nixon to give over the tapes. It includes quotations from both Nixon and Chief Justice Warren E. Burger and tries to present an objective viewpoint. Both of these documents are describing the political fallout regarding the Watergate Scandal and show the issues surrounding the White House tapes that have been asked of Nixon. Yet the documents are different in the way that the first presents a comical view cartoonizing the issue and exaggerating it through illustration while the second document is a mostly unbiased account of the events surrounding the issue that presents it as it is and includes quotes from the sides involved. Therefore, the relationship between these two documents is two differing perspectives on my account of the same issue.

In the 1970s, president Nixon rose as a world leader. He ran on ideas that the U.S. should become a world power, and used his presidency to promote this. However, there was a break-in at Democratic offices. After some investigating, it was suspected that the White House was involved with the corruption. (Vice President Agnew had resigned the year before after it was found that he took bribes during his office as governor.) After Congress learned that Nixon had recorded conversations in the White House, Congress asked Nixon to hand over the tapes, but Nixon refused to submit this evidence since he had a significant part in covering up the crimes. The Watergate scandal caused the American people to lose a huge amount of trust in the government. America would begin questioning their leader's moves. Nixon eventually resigned before he was impeached, showing that no one was above the law.

Both the political cartoon and the article show Nixon covering up the crimes. The cartoon portrays Nixon trying to hold on to the rest of his reputation even though it is difficult. He is trying to tie a word onto the tapes, making it so that it says something different. Meanwhile, in the article, Nixon refuses to work with the court, saying that his presidential honor was enough. Even as the Congress asked for evidence, Nixon refused. Eventually, it was ordered. Both the cartoon and article show Nixon trying to cover up evidence. The difference is that the political cartoon is only an interpretation while the article is factual. Both the cartoon and article emphasize the frustration of the court and the people as they tried to get an answer out of Nixon. The cartoon also shows how people already believed he was guilty, with the interpretation of Nixon covering up the tapes, while the article was less biased, focusing on quotes rather than opinions.

Document 1 is an artist's depiction of the "Watergate" Scandal, specifically Nixon's involvement in the tapes. The Watergate scandal occurred when members of President Nixon's administration broke into the Democratic party's headquarters in the Watergate hotel. Nixon had installed listening devices in the White House to record private conversations. When this was discovered, investigators wanted the tapes because Nixon kept denying his involvement in the scandal. Richard Nixon, when pressed, released an altered version of the tapes, even after being ordered to release everything.

Document 2 covers a piece of the Watergate scandal in court, more specifically on the release of tapes. President Nixon tried arguing that he had executive privilege, but the court disagreed and demanded the evidence, that being the tapes involved. Documents 1 and 2 are intertwined by both being about the Watergate affair, and Nixon's involvement in the ordeal. Document 1 supports Nixon's guilt in the scandal, while document 2 is of Nixon's attempt at defense. These 2 documents tie well together with their involvement in the Watergate Scandal.

Set 1, Practice Paper A—Score Level 3

The response:

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

Historical Context: The Watergate scandal was when the Democrats' headquarters were broken into and many official election documents were stolen; Nixon had taped White House conversations

Similarity: the illustrator is trying to convey that Nixon, as much as he denies it, is a crook; this is similar to Document 1 because by not stating his guilt outright, the decision allows the special prosecutor to get evidence that could be used against Nixon

Difference: Document 1 is a cartoon, mainly with the purpose to persuade the public of Nixon's guilt, while Document 2 is an article from the *Washington Post*, with the purpose mostly to inform

- Includes some relevant outside information
one of the largest scandals in American history, made the American public unhappy and distrustful; Democrats headquarters were broken into; burglars were members of his reelection committee; Nixon secretly taped White House conversations

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

Document 1: shows Nixon hanging from the tapes with the words "I am [not] a Crook"; "not" is separate from the rest; cartoon

Document 2: states "the Supreme Court rules yesterday unanimously...Nixon must turn over tape recordings of White House conversations needed by the Watergate special prosecutor"; an article from the *Washington Post*

Conclusion: Overall, the response meets the criteria for Level 3. It shows an understanding of the chronology of the Watergate era and provides a good comparison of the two documents, yet it lacks the analysis and development of a higher level response.

Set 1, Practice Paper B—Score Level 1

The response:

- Minimally addresses the task
- Is descriptive

A turning point in history is the Watergate scandal; President Richard Nixon must turn over tape recordings of White House conversations; he was attempting to not get in trouble for the tape recordings; includes an inaccuracy (President Nixon had revealed that he had conspired to cover up secret activities)

- Includes minimal outside information
Watergate scandal; tape recordings of White House conversations
- Includes examples from the documents

Document 1: he was trying to hang between the tapes

Document 2: Nixon must turn over tape recordings of White House conversations

Conclusion: Overall, the response meets the criteria for Level 1. The response uses the documents to provide minimal information about the Watergate scandal as a turning point, but does not explain any relationship between the documents.

Set 1, Practice Paper C—Score Level 5

The response:

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

Historical Context: President Nixon denied involvement in these events, though secret White House tapes suggested his role in a major cover-up; this incident also brought into question the powers of each branch of government; as Nixon wished to withhold the tapes as part of his “executive privilege,” but the Congress demanded to see them to investigate further

Difference: The first document portrays Nixon in an unflattering manner, showing him “hanging between the tapes” and editing them; the documents are different in the way that the first presents a comical view, cartoonizing the issue and exaggerating it through illustration while the second document is a mostly unbiased account of the events surrounding the issue with quotes from the sides involved

- Integrates relevant outside information
break-in at the Watergate building; Democratic campaign office; committee to reelect the President; President Nixon denied involvement; secret White House tapes; major cover up; Congress demanded to see the tapes to investigate further
- Supports the theme with many relevant facts and or details from the documents

Document 1: portrays Nixon in an unflattering manner; “hanging between the tapes” and editing them; puts a satirical spin on the issue; mocks Nixon’s quote “I am not a crook”; comical view; cartoonizing the issue; exaggerating it through illustration

Document 2: a factual account from a national newspaper about the Supreme Court’s decision to force Nixon to give over the tapes; it includes quotations from both Nixon and Chief Justice Warren E. Burger; objective viewpoint

Conclusion: Overall, the response demonstrates understanding of the events, the doctrine of separation of powers and the role each branch of government played in the scandal. The response also includes a thorough analysis of how different a political cartoon can be when compared to a standard news article.

Set 1, Practice Paper D—Score Level 4

The response:

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

Historical Context: there was a break-in at Democratic offices; after some investigating, it was suspected that the White House was involved with the corruption

Similarity: The cartoon portrays Nixon trying to hold on to the rest of his reputation, even though it is difficult; in the article, Nixon refuses to work with the court, saying that his presidential honor was enough

Difference: The difference is that the political cartoon is only an interpretation, while the article is factual; the cartoon also shows how people already believed he was guilty; the article was less biased, focusing on quotes rather than opinions

- Integrates relevant outside information
world leader; break-in at Democratic offices; White House was involved, VP Agnew resigned; American people lost a huge amount of trust in the government; Nixon resigned before he was impeached; showing that no one was above the law

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

Document 1: He is trying to tie a word onto the tapes so that it says something different; the political cartoon is only an interpretation; the cartoon shows how people already believed he was guilty

Document 2: Nixon refuses to work with the court, saying his presidential honor was enough; Nixon refused to turn over the evidence, eventually it was ordered; the article is factual

Conclusion: The response meets the criteria for Level 4. Even while misstating that the U.S. should “become” a world power, the response understands the task and recognizes the corruption and cover-ups of the Nixon administration during the Watergate era.

Set 1, Practice Paper E—Score Level 2

The response:

- Develops *one* aspect of the task by describing the historical context surrounding the documents and briefly mentions a basic connection between the documents
- Is descriptive
Historical Context: Watergate scandal: members of President Nixon’s administration broke into the Democratic party’s headquarters in the Watergate Hotel; Nixon had installed listening devices in the White House to record private conversations; when this was discovered, investigators wanted the tapes because Nixon kept denying his involvement in the scandal; includes an inaccuracy (members of Nixon’s administration)
- Includes some relevant outside information
Democratic Party headquarters broken into; listening devices in the White House; Nixon kept denying his involvement and released an altered version of the tapes
- Includes some relevant facts and/or examples from the documents
Document 1: artist’s depiction supports Nixon’s guilt in the scandal
Document 2: in court; specifically on the release of tapes; President Nixon tried arguing that he had executive privilege; the court disagreed

Conclusion: The response provides some meaningful historical context but fails to identify and explain any specific relationship between the events and/or ideas found in the documents.

United States History and Government
Short-Essay Question Set 2 (Question 30)
June 2025

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

. . . We, the undersigned scientists, have been working in the field of atomic power. Until recently we have had to fear that the United States might be attacked by atomic bombs during this war and that her only defense might lie in a counterattack by the same means. Today, with the defeat of Germany, this danger is averted and we feel impelled to say what follows:

The war has to be brought speedily to a successful conclusion and attacks by atomic bombs may very well be an effective method of warfare. We feel, however, that such attacks on Japan could not be justified, at least not unless the terms which will be imposed after the war on Japan were made public in detail and Japan were given an opportunity to surrender.

If such public announcement gave assurance to the Japanese that they could look forward to a life devoted to peaceful pursuits in their homeland and if Japan still refused to surrender our nation might then, in certain circumstances, find itself forced to resort to the use of atomic bombs. Such a step, however, ought not to be made at any time without seriously considering the moral responsibilities which are involved.

The development of atomic power will provide the nations with new means of destruction. The atomic bombs at our disposal represent only the first step in this direction, and there is almost no limit to the destructive power which will become available in the course of their future development. Thus a nation which sets the precedent of using these newly liberated forces of nature for purposes of destruction may have to bear the responsibility of opening the door to an era of devastation on an unimaginable scale. . . .

Source: E. Lapp et al., Petition to the President of the United States from the Manhattan Project Scientists at Los Alamos, July 17, 1945

Document 2

. . . The Japanese began the war from the air at Pearl Harbor. They have been repaid many fold. And the end is not yet. With this bomb we have now added a new and revolutionary increase in destruction to supplement the growing power of our armed forces. In their present form these bombs are now in production and even more powerful forms are in development.

It is an atomic bomb. It is a harnessing of the basic power of the universe. The force from which the sun draws its power had been loosed against those who brought war to the Far East. . . .

We are now prepared to obliterate more rapidly and completely every productive enterprise the Japanese have above ground in any city. We shall destroy their docks, their factories, and their communications. Let there be no mistake; we shall completely destroy Japan's power to make war.

It was to spare the Japanese people from utter destruction that the ultimatum of July 26 was issued at Potsdam. Their leaders promptly rejected that ultimatum. If they do not now accept our terms they may expect a rain of ruin from the air, the like of which has never been seen on this earth. Behind this air attack will follow sea and land forces in such numbers and power as they have not yet seen and with the fighting skill of which they are already well aware. . . .

Source: President Harry S. Truman, Statement Announcing the Use of the A-Bomb at Hiroshima,
August 6, 1945

United States History and Government
Content-Specific Rubric
Short-Essay Question Set 2 (Question 30)
June 2025

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)
- 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)
- 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—Manhattan Project scientists’ petition to President Truman, July 1945</p> <p>Since defeat of Germany no more fear U.S. will be attacked by atomic bombs</p> <p>Atomic bombs may be effective to end war quickly</p> <p>Atomic bomb attack on Japan not justified unless Japan warned and given opportunity to surrender</p> <p>Refusal of Japan to surrender might force United States to drop bomb</p> <p>Serious consideration of moral responsibility is necessary</p> <p>No limit to destructive power of atomic bomb</p> <p>Nation that sets precedent of using atomic bomb responsible for opening door to era of devastation on unimaginable scale</p>	<p>Document 2—Truman’s speech announcing use of atomic bomb on Hiroshima, August 6, 1945</p> <p>Japanese began war at Pearl Harbor</p> <p>U.S. added new and revolutionary weapon to supplement power of armed forces</p> <p>More powerful bombs in development</p> <p>United States will destroy Japanese docks, factories, communications/power to make war</p> <p>Ultimatum issued at Potsdam to spare Japanese from utter destruction</p> <p>Rejection of ultimatum by Japanese leaders</p> <p>Japan may expect attacks from air, sea, land, in number/power never seen if terms rejected</p>
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Relevant Outside Information

(This list is not all-inclusive.)

<p>Attack on Pearl Harbor despite ongoing negotiations with Japan (calls for revenge)</p> <p>Two-front war but defeat of Hitler priority over full onslaught in Pacific theater</p> <p>High American death toll in perimeter fighting around Japan (Iwo Jima, Okinawa) creates concern about invasion of Japanese islands</p> <p>President Roosevelt urged by exiled scientists (Einstein) to develop atomic bomb in secret program (J. Robert Oppenheimer director of program)</p> <p>After atomic bombing of Nagasaki, suspension of further bombing of Japan with their surrender</p> <p>Alternative to using atomic bomb discussed (detonation demonstration, further conventional bombing, blockade, give Japan more time to consider surrender)</p> <p>Suggestion by some that diplomatic reasons for Truman’s decision was to show American power to Soviet Union</p> <p>Most Americans support decision by Truman to use atomic bombs (end war quickly, save American lives)</p> <p>End of American nuclear monopoly with detonation of atomic bomb by Soviet Union in 1949 (nuclear arms race, intensification of Cold War)</p>
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Reliability of Document 2

(This list is not all-inclusive.)

<p>Reliable—<i>Purpose</i>: As commander in chief, President Truman has a full understanding of the military challenges involving the defeat of Japan, which means his statement can be seen as a reliable source to study the decision to use the atomic bomb against them.</p> <p><i>Point of View</i>: Since Japan rejected the United States’ ultimatum that would have spared them from destruction, President Truman views it as his “moral responsibility” to end the war quickly with the fewest number of casualties and that required using the atomic bomb to avoid an invasion of the island.</p>	<p>Unreliable—<i>Bias</i>: The source might be less reliable because although the United States offered an ultimatum to Japan that would have spared their destruction, President Truman’s opening statement suggests his motive for using the atomic bomb against Japan was revenge for Pearl Harbor.</p> <p><i>Audience</i>: Although it would seem President Truman is announcing the use of the atomic bomb to the American people, most of his statement is a warning to Japan to either accept United States surrender terms or expect another “rain of ruin” from another atomic bomb.</p>
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Following World War 1, an Austrian soldier who was resentful with the terms of the Treaty of Versailles, which ended the war, and frustrated by his country's suffering, took power over Germany, now Nazi Germany. Nazi Germany fought alongside Imperial Japan against the United States, and fears of the development of nuclear weapons spurred a contest to develop an atomic bomb in which the Allies (led by the US) and the Axis powers (led by Nazi Germany) raced to produce the first one. The American endeavor to develop an atomic bomb, called the Manhattan project, was successful. Document 1 was written by the scientists of the Manhattan Project following Nazi Germany's surrender, regarding American plans to use the atomic bombs against Japan. Document 2 was a speech by Truman explaining why the US used its atomic weapons on Japan, "who began the war from the air at Pearl Harbor."

The point of view of President Truman in his speech strengthens its reliability as a source of evidence. As commander-in-chief, President Truman's highest priority would be to end the war with the least loss of American soldiers' lives. The brilliant scientists who developed this weapon clearly understood the dangerous destructive power of the atomic bomb. They had just witnessed its massive fireball and frightening mushroom cloud. But while the scientists were secretly working in Los Alamos, President Truman faced the military operations in the Pacific with the difficulty of achieving victory against the Japanese through "island hopping". While the scientists were focused mostly on the weapon they had just created and whether it should be used, President Truman provided a reliable justification for bombing Japan so that there would be fewer American casualties. He

asked people to remember that Japan had started the war and refused to surrender.

Set 2, Anchor Level 5

The response:

- Thoroughly develops *both* aspects of the task in depth
- Is both analytical and descriptive
Historical Context: Nazi Germany fought alongside Imperial Japan against the United States, and fears of the development of nuclear weapons spurred a contest to develop an atomic bomb; Document 2 was a speech by Truman explaining why the U.S. used its atomic weapons on Japan “who began the war from the air at Pearl Harbor”
Point of View: As commander in chief, President Truman’s highest priority would be to end the war with the least loss of American soldiers’ lives; while the scientists were focused mostly on the weapon they had just created and whether it should be used, President Truman provided a reliable justification for bombing Japan, so that there would be fewer American casualties
- Integrates relevant outside information
World War I; Austrian soldier; Treaty of Versailles; Nazi Germany; Imperial Japan; contest to develop an atomic bomb; Allies; Axis Powers, Manhattan Project; commander in chief; frightening mushroom cloud; Los Alamos; the Pacific; “island hopping”
- Supports the theme with many relevant facts and/or examples from the document
Document 1: written by the scientists of the Manhattan Project; American plans to use the atomic bombs against Japan; understood the dangerous, destructive power of the atomic bomb; Los Alamos
Document 2: speech by Truman explaining why the United States used its atomic weapons on Japan; “began the war from the air at Pearl Harbor”; he asked people to remember that Japan had started the war and refused to surrender

Conclusion: Overall, the response includes much information about the role of the nuclear physicists and the United States president. The strong connection between the documents and the use of outside information make this a Level 5 paper.

The historical context surrounding both Document 1 and Document 2 is the end of the Second World War, a total war that was fought between Allied Powers such as Britain, the USSR, and the US and the Axis Powers including Germany and Japan.

The Second World War, which occurred due to the failure of the Treaty of Versailles as Germany lacked economic and militaristic power, served as the deadliest war in terms of the warfare used.

Unlike WWI where forces commonly utilized trench warfare with machine guns and grenades, WW2 was primarily influenced by lightening fast warfare, aerial firebombs and armored tanks. The most “revolutionary” weapon of the war was the atomic bomb, which was developed by the U.S. under the top secret Manhattan Project. This powerful bomb was utilized to force Japan’s unconditional surrender and end the Pacific Theatre with an Allied Victory. However, the use of this bomb and its detrimental effects became an exceedingly contentious point within the U.S.

The documents both discuss the destructive power of the atomic bomb and whether it should be used on Japan. Document 2 is the point of view of the president, Harry Truman, and it is a very reliable source. He had knowledge of the Japanese use of island hopping and the amount of American soldiers lives that would be lost in a land invasion. To learn the reasons why the United States dropped the A-bomb, what better primary source is there than an address by the commander-in-chief on the day of the bombing?

Set 2, Anchor Level 4

The response:

- Develops *both* aspects of the task but does so somewhat unevenly by discussing the reliability of Document 2 less thoroughly than the historical context
- Is both analytical and descriptive
Historical Context: Unlike World War I, where forces commonly utilized trench warfare with machine guns and grenades, World War II was primarily influenced by lightning fast warfare, aerial fire bombs and armored tanks; the most “revolutionary” weapon of the war was the atomic bomb, which was developed by the U.S. under the “top secret” Manhattan Project
Point of View: Document 2 is the point of view of President Harry Truman and it is a very reliable source; to learn the reasons why the United States dropped the A-bomb, what better primary source is there than an address by the commander-in-chief on the day of the bombing?
- Integrates relevant outside information
Second World War; total war; Allied Powers, such as Britain, USSR, U.S.; Axis Powers, including Germany and Japan; failure of the Treaty of Versailles; deadliest war; trench warfare; aerial firebombs and armored tanks; Japan’s unconditional surrender; Pacific theater, primary source; commander in chief
- Supports the theme with many relevant facts and/or examples from the documents
Document 1: Manhattan Project; the destructive power of the atomic bomb
Document 2: President Harry Truman; knowledge of Japanese use of island hopping; reasons why the United States dropped the atomic bomb; address on the day of the bombing

Conclusion: Overall, the response fits the criteria for Level 4. The response uses many aspects of World War II to describe the historical context. The discussion of Document 1 lacks similar development.

Prior to the events of these Documents, the US had become involved in the Global conflict of WWII, after Japan had launched a sudden and unprovoked attack on the American territory of Pearl Harbor. Throughout the course of the war, the US would go on to develop its weaponry in an attempt to strengthen their forces for the war and one such development came in this form of the Atomic Bomb. This nuclear weapon, never before utilized at times of war, was highly destructive and could cause levels of destruction never seen before at the time, its usage was initially planned only because we knew the Germans might get an atomic bomb.

Document 2's purpose is Truman's defense for using the A-bomb on Japan. President Truman said that they were repaid for their unprovoked attack on Pearl Harbor. And that we tried to spare the Japanese people from utter destruction by giving them an ultimatum and a chance to surrender. His arguments are strong and reliable.

Set 2, Anchor Level 3

The response:

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

Historical Context: the U.S. had become involved in the global conflict of WWII after Japan had launched a sudden and unprovoked attack on the American territory of Pearl Harbor; throughout the course of the war, the U.S. would go on to develop its weaponry in an attempt to strengthen their forces for the war and one such development came in the form of the atomic bomb

Purpose: President Truman said that they were repaid for their unprovoked attack on Pearl Harbor; we tried to spare the Japanese people from utter destruction by giving them an ultimatum and a chance to surrender

- Includes some relevant outside information
global conflict of World War II; never before utilized
- Includes some relevant facts and/or examples from the documents

Document 1: highly destructive; we knew the Germans might get an atomic bomb

Document 2: attack on Pearl Harbor; we tried to spare the Japanese people; giving them an ultimatum

Conclusion: The response meets the criteria for a Level 3 paper. The historical context lacks depth. The response shows the main purpose of Document 2 and Truman's key arguments for using the bomb. The historical context, however, lacks depth and integration into the discussion.

Before 1945, WWI took place in 1917. Originally, the U.S. was not involved in this war, but after the bombing of the Lusitania, the U.S. entered WWI. Eventually, it ended in 1918 with the victory of the allies and the loser Germany. The U.S. originally wasn't involved in WWII, but after the Japanese bombed Pearl Harbor, the U.S. declared war on Japan. This also led to the development of the nuclear bomb, which would later be used on Japan.

In document 2, President Truman discusses his point of view on why he decided to use the atomic bomb on Japan. As commander-in-chief, the president had to make this decision. The document is a reliable source to understand his reasons for using the bomb but not to understand the arguments against it.

Set 2, Anchor Level 2

The response:

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

Historical Context: The U.S. originally wasn't involved in WWII, but after the Japanese bombed Pearl Harbor, the U.S. declared war on Japan; this also led to the development of the nuclear bomb, which would later be used on Japan

Point of View: as commander in chief, the president had to make this decision; the document is a reliable source to understand his reasons for using the bomb, but not to understand the arguments against it

- Includes little relevant outside information
The U.S. was originally not involved in World War I; *Lusitania*; World War I ended in 1918; World War II; U.S. declared war on Japan; commander in chief; includes a minor inaccuracy (bombing of the *Lusitania*)
- Includes some relevant facts and/or examples from the documents
Document 2: the Japanese bombed Pearl Harbor; President Truman discusses why he decided to use the atomic bomb on Japan

Conclusion: Overall, the response fits the criteria for Level 2. Both aspects of the task are minimally developed.

The Japanese War had an impact on the United State because Japanese had advance technology and unlimited power. Since Japan has a lot of power they are trying to build Atomic bombs to destroy the United State. In Document 1 shows "we had to fear that the United State might be attacked by atomic bombs during this war..." Because of this comment it led to the attack of the Pearl Harbor which was located in Hawaii "The Japanese began from the air of Pearl Harbor. They have repaid many fold (Document 2)." Because of the attack Japan was blamed for destroying the Pearl Harbor. The relationship between these two documents is a cause and effect it shows how the advanced technology led to this big distraction in the United State. As Hitler was gaining power in Germany he took control over Germany fast after coming back from Prison. He started investing in technology to build big military and also weapons and atomic bomb was one of them so he tried to get more dictatorship and started to control the military. Since Germany was accused for the damage of WWI Germany was in debt for him to gain power, he told them that he was going to industrialize Germany so the people agreed this led to the distraction on the United State, and other countries started to invest in the new technology. These new technologies led to war.

In conclusion the Japanese war had an impact on the United State which led to these distractions on the United and the United State getting attacked.

Set 2, Anchor Level 1

The response:

- Minimally addresses the task
- Is primarily descriptive

Historical Context: The Japanese had advanced technology and unlimited power; because of the attack, Japan was blamed for destroying Pearl Harbor; Hitler started investing in technology to build big military and also weapons, and the atomic bomb was one of them

- Includes some relevant outside information
Japan had advanced technology; Hitler was gaining power in Germany
- Includes a few relevant facts and/or examples from the documents
includes several inaccurate or unclear statements

Document 1: Germany was investing in technology to build big military and atomic bomb

Document 2: The Japanese began from the air at Pearl Harbor

Conclusion: Overall, the response fits the criteria for Level 1. The response includes a couple of facts about the historical context surrounding the documents. It does not, however, recognize the major task of this Set 2 question.

The historical context surrounding these documents is the use of the atomic bomb on Japan to make them surrender in World War 2. Germany had surrendered but the Japanese kept fighting. Both documents acknowledge that the use of the atomic bomb was necessary if the Japanese would refuse to surrender. However, document 1 argues that the use of this bomb “would open the door to an era of devastation on an unimaginable scale,” while document 2 justifies the use of the atomic bomb.

Document 2 has a bias that makes it less reliable because President Truman blames Japan for beginning the war with a surprise attack on Pearl Harbor that killed over two thousand Americans. Using the A-bomb on Japan repaid them for Pearl Harbor.

In document 1 and 2 it talks about the atomic bomb during and after WW2. In document 1 a scientist talks about how destructive the bomb can be. He also says that it shouldn't be used due to the fact that nuclear warfare would never end and the world would be standing. On the other hand document 2 talks about how we should use it because Japan deserves it for all the destruction they've caused up through pearl harbor.

In document 2 the point of view is very important. The scientists who built the atomic weapon know how they work and know how much damage it can do. The scientists hate toward Japan isn't as strong as Truman's. Therefore they don't think Japan should be bombed but Truman's point of view is the opposite.

By 1945 the United States had suffered through four horrible years of a bloody and global war. The two documents show that the United States was looking for an end to WWII and the war in the Pacific. The war in the Pacific was very costly to both sides with battles like Iwo Jima and Guadalcanal being very costly in manpower. This island hopping operation was done by the U.S. as a way to get closer to the Japanese mainland and force a Japanese surrender. Unfortunately, the Japanese code of Honor made this goal extremely difficult in terms of lost American and allied lives. The atomic bomb described in the documents was seen as a way to finally end the war by forcing a surrender. This led to both the petition by the scientists at Los Alamos shown in document 1 and the speech by President Truman in document 2.

In his radio address to the American people President Truman's purpose was to justify his decision to bomb Hiroshima by reminding Americans that Japan "began the war at Pearl Harbor" and had refused the ultimatum by the U.S. on July 26. But the President's statement is definitely unreliable because he ignored the concerns of the top nuclear physicists who had first hand knowledge about the bomb's destructive power and warned of setting a dangerous precedent. History has proven that the scientists were right because within a few years the USSR developed atomic weapons and the arms race exploded.

Documents 1 and 2 share a variety of historical circumstances. While the European nations were in the midst of waging war, on an early December morning in Hawaii, the United States woke up to an attack. American battle ships stationed in Pearl Harbor found themselves terrorized under Japanese aircraft who intended to heavily disable the U.S.'s powerful navy. Following the attack on Pearl Harbor, the United States declared war against Japan and joined forces with Great Britain to fight against the axis powers. Domestic fear spread throughout the United States paranoia and prejudice against Japanese-Americans plagued the country. As the United States took on Japan in the Pacific Ocean, and had troops out in Europe, the technological advances in the war were increasing by the day. The United States was in constant competition to produce the most advanced technological warfare. This led to the development of the Manhattan Project, a scientific creation hidden from the public in the field of atomic power. America's greatest attempt in ending World War Two—the atomic bomb.

Document 2 had the purpose of convincing the American public that using the A-bomb on Japan was necessary. Trumans' statement was reliable because Germany had already surrendered, but the war in the Pacific raged on. The public was eager to return to peacetime and accepted his decision as commander-in-chief.

The historical context surrounding Documents 1 and 2 is World War 2 and the arms race. During World War 2, The United States and Germany competed with each other to be the first country to develop atomic bombs. The U.S. won the arms race which greatly helped them and their allies win the war. The United States dropped an atomic bomb on Hiroshima and Nagasaki to end the Japanese fight against the U.S. The use of atomic bombs was controversial because they killed hundreds of thousands of Japanese citizens. The U.S. started researching how to make atomic bombs with the Manhattan Project.

In Document 2, the President is addressing an audience of war weary Americans who want the soldiers to come home. Truman recognized his listeners views and directed all his points to them—making his words hopeful but maybe less reliable because they are one sided, leaving out concerns about using atomic weapons.

Set 2, Practice Paper A—Score Level 2

The response:

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

Historical Context: the use of the atomic bomb on Japan to make them surrender in World War II; both documents acknowledge that the use of the atomic bomb was necessary if the Japanese would refuse to surrender

Bias: Document 2 has a bias that makes it less reliable because President Truman blames Japan for beginning the war with a surprise attack on Pearl Harbor that killed more than 2,000 Americans; using the A-bomb on Japan repaid them for Pearl Harbor
- Includes minimal outside information

World War II; killed more than 2,000 Americans
- Includes a few relevant facts and/or examples from the documents

Document 1: Both documents acknowledge that the use of the atomic bomb was necessary if the Japanese would refuse to surrender; “would open the door to an era of devastation on an unimaginable scale”

Document 2: justifies the use of the atomic bomb; President Truman blames Japan for beginning the war; surprise attack on Pearl Harbor; using the A-bomb on Japan repaid them

Conclusion: Overall, the response fits the criteria for Level 2. The response understands the task but lacks development, especially the description of the historical context.

Set 2, Practice Paper B—Score Level 1

The response:

- Minimally addresses the task
- Is descriptive

Historical Context: Japan deserves it for all the destruction they’ve caused up through Pearl Harbor

Point of View: The scientists’ hate toward Japan isn’t as strong as Truman’s; they don’t think Japan should be bombed, but Truman’s point of view is the opposite
- Includes minimal outside information

World War II
- Includes a few relevant facts and/or examples from the documents

Document 1: a scientist talks about how destructive the bomb can be; it shouldn’t be used due to the fact that nuclear warfare would never end

Document 2: we should use it because Japan deserves it for all the destruction they’ve caused up through Pearl Harbor

Conclusion: Overall, the response meets the criteria for Level 1. The response lacks a description of historical context and fails to make a clear argument of how point of view affects the reliability of Document 2.

Set 2, Practice Paper C—Score Level 5

The response:

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

Historical Context: By 1945, the United States had suffered through four horrible years of a bloody and global war; this island-hopping operation was done by the U.S. as a way to get closer to the Japanese mainland and force a Japanese surrender

Purpose: In his radio address to the American people, President Truman's purpose was to justify his decision to bomb Hiroshima by reminding Americans that Japan "began the war at Pearl Harbor" and had refused the ultimatum by the U.S. on July 26. But the president's statement is definitely unreliable because he ignored the concerns of the top nuclear physicists who had firsthand knowledge about the bomb's destructive power and warned of setting a dangerous precedent

- Integrates relevant outside information
four horrible years of a bloody global war; World War II; war in the Pacific; Iwo Jima and Guadalcanal; island hopping; Japanese code of honor; wipe out entire cities; radio address; within a few years, USSR developed atomic weapons; arms race exploded
- Supports the theme with many relevant facts and/or examples from the documents
Document 1: petition by the scientists at Los Alamos, concerns of the top nuclear physicists; bombs destructive power; warned of setting a dangerous precedent
Document 2: speech by President Truman to justify decision to bomb Hiroshima; Japan began the war at Pearl Harbor; refused the ultimatum by the U.S. on July 26

Conclusion: Overall, the response fits the criteria for a Level 5 paper. The response recognizes the difficulties of ending the war with Japan and how Truman's statements are unreliable when compared to the scientists' warnings.

Set 2, Practice Paper D—Score Level 4

The response:

- Thoroughly develops **both** aspects of the task in depth
- Is both descriptive and analytical
Historical Context: American battleships stationed in Pearl Harbor found themselves terrorized under Japanese aircraft who intended to heavily disable the U.S.'s powerful navy; the United States was in constant competition to produce the most advanced technological warfare
Purpose: Document 2 had the purpose of convincing the American public that using the a-bomb on Japan was necessary; Truman's statement was reliable because Germany had already surrendered but the war in the Pacific raged on
- Includes relevant outside information
early December morning in Hawaii; Pearl Harbor disabled the U.S.'s powerful navy; declared war against Japan; joined forces with Great Britain; Axis Powers, paranoia and prejudice against Japanese-Americans; Pacific Ocean; advanced technological warfare; Germany had already surrendered, but war in the Pacific raged on; the public was eager to return to peace time
- Supports the theme with relevant facts, ideas and/or examples from the document
Document 1: Manhattan Project; atomic power
Document 2: using the A-bomb on Japan was necessary

Conclusion: Overall, the response fits the criteria for Level 4. It clearly understands the task with a good discussion of the historical context and Truman's purpose in making the address.

Set 2, Practice Paper E—Score Level 3

The response:

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

Historical Context: During World War II, the United States and Germany competed with each other to be the first country to develop an atomic bomb; the U.S. started researching how to make atomic bombs with the Manhattan Project

Audience: In Document 2, the president is addressing an audience of war-weary Americans who want the soldiers to come home; Truman recognized his listeners' views and directed all his points to them—making his words hopeful, but maybe less reliable, because they are one-sided, leaving out concerns about using atomic weapons
- Includes some relevant outside information

World War II; arms race; United States and Germany competed with each other; Allies won the war; Nagasaki; killed hundreds of thousands of Japanese citizens; war-weary Americans
- Includes some relevant facts and/or examples from the documents

Document 1: the United States and Germany competed with each other to be the first country to develop atomic bombs; the United States won the arms race; Manhattan Project

Document 2: the president is addressing an audience; one-sided, leaving out concerns about using atomic weapons

Conclusion: The response fits the criteria for a Level 3 paper. The response conveys an understanding of the task but addresses it without much depth or analysis.

June 2025 Regents Examination in United States History and Government
Test Questions by Key Idea

Question Number	Key Idea
1	11.1
2	11.1
3	11.2
4	11.2
5	11.2
6	11.2
7	11.2
8	11.2
9	11.3
10	11.3
11	11.4
12	11.4
13	11.5
14	11.5
15	11.5
16	11.5
17	11.6
18	11.6
19	11.6
20	CT
21	11.7
22	11.7
23	11.8
24	11.9
25	11.9
26	11.9
27	11.10
28	CT
29- SEQ-1	11.9
30- SEQ-2	11.8
31- SCF- 1	11.3
32- SCF- 2	11.3
33- SCF- 3	11.3
34- SCF- 4	11.3
35- SCF- 5a/5b	11.3
36- SCF- 6	11.3
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 2025 Regents Exam in U. S. 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.

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.