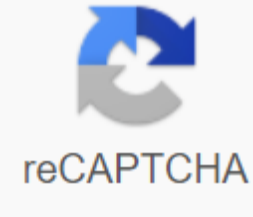




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## New us history regents 2020

The links below lead to student paper exams for Part II Stimulus-Based Short Essay Questions for both Set 1 and Set 2. They include an anchor paper and a practice paper at each score point on a 5-point criteria. These materials were created to provide further understanding of Part II Stimulus-Based Short Essay Questions and Criteria for Scoring Actual Student Papers. Each set contains Scoring suggestions A and B, which can be used for training in connection with the exercise papers. The 5-point scoring criterion has been specifically designed for use with these Stimulus-Based Short Essay Issues. Set 1 Set 2 Back to the Top Last Updated: October 28, 2020 With U.S. History Ahead of Regents Test? The next U.S. History Regents exam date is Wednesday, January 22 and Thursday, June 18, both at 9:15 a.m. Will you be prepared? You may have heard the test undergoes some significant changes. In this guide, we explain everything you need to know about the recently revised U.S. History Regents exam, from what the format will look like to which subjects it should cover. We also include official sample questions of each question type you see on this test and break down exactly what your answers to each of them should contain. What is the format of the American History of the Regents Exam? Starting in 2020, the U.S. History Regents exam will have a new format. Previously, the test consisted of 50 multiple choice questions with long essays, but now it will have a mix of multiple choice choices, short answers, short essay, and long essay questions (schools can choose to use the old version of the exam until June 2021). Here is the format of the new test, along with how it is scored: Number of Questions Question Type Points per Question Partial Credit Given? Total Points Part I 28 Multiple Choice 1 No. 28 Part II 2 Short essay 5 Yes 10 Part III 7 6 short answer 1 Civic Literacy essay 1 per short answer, 5 for the essay Only for the long essay 11 TOTAL 37 -- -- -- 49 Part 1 Part 1 consists of 28 multiple choice questions. There is no strict withdrawal in this section; all these questions will be based on stimuli (what they call documents like posters, letters, speeches, etc.) that will be included in the test. There will be nine to ten total stimuli, so each stimulus will be followed by about two to three questions. Part 2 In Part 2 there will be two sets of paired documents (always primary sources). For each pair of documents, students will respond with a short essay (about two to three paragraphs, no introduction or conclusion). First, pairs of documents, students will need to describe the historical context of the documents and explain how the two documents relate to each other. Secondly, the couple will again describe the historical context of the documents and then explain how audience, bias, purpose or point of view affect the reliability of each Part 3 Part A: Students will receive a set of documents that focus on a civil or constitutional question, and they will have to answer a set of six short answer questions about them. Part B: With the same set of documents as Part A, students will write a full-length essay (Civic Literacy essay) that answers the following question: Describe the historical circumstances surrounding a constitutional or civic question. Explain the efforts of individuals, groups and/or governments to address this constitutional or civic issue. Discuss the extent to which these efforts were successful OR discuss the impact of the efforts on The United States and/or American society. What Topics Does the American History of Regents Exam Cover? Although the format of the U.S. History Regents test changes, the subjects that the exam focuses on are pretty much staying the same. New visions for public schools recommend teachers base their U.S. History class around the following ten units: Unit 1: Colonial Foundations Unit 2: American Revolution Unit 3A: Building a Nation Unit 3B: Sectionalism and Civil War Unit 5: Gilded Era and Progressive Era Unit 6: Rise of American Power Unit 7: Prosperity and Depression as you can see, U.S. History Regents exams can cover pretty much any major topic/era/conflict in U.S. history from colonial times to today, so make sure you have a good grasp of every subject during your U.S. History Regents review. What will questions look like on the American History of the Regents Exam? Since the U.S. History Regents exam is being renewed for 2020, all old released exams (with explanations of answers) are in-of-date. They may still be useful study tools, but you have to remember that they will not be the same as the test you will take. Fortunately, the New York State Education Department has released a partial exam exam so you can see what the new version of the U.S. History Regents exam will look like. In this section, we'll walk you through a sample question for each of the four question types you see on the test and explain how to answer it. Multiple Choice Exams Ask Base your answers to questions 1 to 3 of the letter below and to your knowledge of civics. . . . To myself, I was escorted through Packingtown by a young lawyer who grew up in the district, had worked as a boy in the Armour facility, and knew more or less intimately every foreman, spotter, and watchman about the place. I saw with my own eyes ham, which had been spoiled in the pickle, pumped full of chemicals to spoil the smell. I saw waste ends of smoked beef stored in barrels in a cellar, in a state of dirt that I could not describe in a letter. I saw rooms where sausage meat was kept, with poisoned rats lying about, and dung of rats covering them. I saw pigs that had died of cholera in the transport, loaded in to be taken to a place called Globe, in Indiana, to reproduced to lard. Finally, I found a doctor, Dr. William K. Jaques, 4316 Woodland Avenue, Chicago, who holds the president of bacteriology at Illinois State University, and was responsible for the city inspection of meat in 1902-3, who told me that he had seen beef carcasses, with inspectors' tags of condemnation, left on open platforms and whisked away at night, to be sold in the city. . . . — Letter from Upton Sinclair to President Theodore Roosevelt, March 10, 1906 Upton Sinclair wrote this letter to President Theodore Roosevelt to inform the President of 1. excessive federal regulation of meat packing plants2. unhealthy practices in meatpacking plants3. increase the wages of meatpacking workers4. state laws governing the meatpacking industry There will be 28 multiple choice questions on the exam, and they will all reference stimuli as this example excerpt of a letter from Upton Sinclair to Theodore Roosevelt. This means you never have to pull a response out of thin air (you always have information from stimulus to refer to), but you will still need a solid knowledge of America's history to do well. To answer these questions, first read the stimulus carefully but still effectively. In this example, Sinclair is describing a place called Packingtown, and it seems to be quite gross. He mentions rotting meat, dead rats, infected animals, etc. Once you have a solid idea of what stimulation is all about, read the answer choices (some students may prefer to read through the answer choices before reading stimulus, try both to see which one you prefer). Option 1 doesn't seem accurate because there definitely doesn't seem to be much regulation occurring in the meatpacking plant. Option 2 seems possible because things seem very unhealthy there. Option 3 is incorrect because Sinclair makes no mention of wages, and similarly for Option 4, there is nothing about state laws in the letter. Option 2 is the right answer. Because of the stimulus (letter), you don't need to know everything about the history of industrialization in the United States and how its rampant growth had the tendency to cause serious health/social/moral etc. problems, but having an overview of it can at least help you answer questions like these faster and with more confidence. Short Essay This short Essay Question is based on the accompanying documents and is designed to test your ability to work with historical documents. Each Short Essay Question set will consist of two documents. Some of these documents have been edited for this issue. Keep in mind that the language and images used in a document may reflect the historical context of the time it was created. Task: Read and analyze the following documents, apply your social studies and skills to write a card of two or three paragraphs where you: Describe it on the context around these documents Identify and explain the connection between the events and/or ideas contained in these documents (Cause and Effect, or Similarity/Difference, or Turning Point) In the development of your short essay's response to two or three paragraphs, be sure to keep these explanations in mind: Describing means illustrating something in words or telling you about the Historical context referring to the relevant historical circumstances surrounding or connecting the events, ideas, or developments in these documents Identify means putting a name to or mentioning explain means making clear or understandable; to give reasons for or reasons for; to show the logical development or relationship of Types of relationships: Cause refers to something that contributes to the occurrence of an event, the emergence of an idea, or to accomplish a developmentEffect refers to what happens as a result (result, effect, result) of an event, an idea, or a development Similarity tells how something is the same or the same as any other Difference tells how something is not the same or not the same as any other event, turning idea, or historical development that leads to significant change. It could be local, regional, national or globalDocument 1 Reporter: Mr. President, would you mind commenting on the strategic importance of Indochina to the free world? I think there has been, across the country, a certain lack of understanding of exactly what it means to us. The President: you do, of course, have both the specific and the general when you talk about such things. First of all, you have the specific value of a place in its production of materials that the world needs. Then you have the possibility that many people pass under a dictatorship that is inimical [hostile] to the free world. Finally, you have broader considerations that can follow what you would call the falling domino principle. You have a series of dominoes set up, you knock over the first one, and what will happen with the last one is the certainty that it will go over very quickly. So you could have the beginning of a resolution that would have the most profound influences. . . . Source: Press Conference with President Dwight Eisenhower, April 7, 1954 Document 2 Joint Resolution To Promote The Maintenance of International Peace and Security in Southeast Asia. Whereas naval units of the Communist regime in Vietnam have deliberately and repeatedly attacked US warships lawfully operating in international waters, in violation of the principles of the Charter of the United Nations and international law; and while these aggressors are part of the deliberate and systematic campaign of aggression of the Communist regime in North Vietnam their neighbors and the nations of the nations with them in the collective defense of their freedom; and the United States is assisting the peoples of Southeast Asia to protest their freedom and have no territorial, military or political ambitions in that area, but only wish that these people should be left alone to work out their destinies in their own way: Now, therefore, the Resolution of the Senate and House of Representatives of Congress gathered, That Congress approves and supports the determination of the President, as commander-in-chief, to take all necessary measures to avert any armed attack against the forces of the United States and to prevent further aggression. . . . Source: Tonkin Gulf Resolution in Congress, August 7, 1964 It is important to read the instructions accompanying the documents so that you know exactly how to respond to short essays. This example is from the first short essay question, so along with explaining the historical context of the documents, you also need to explain the relationship between the documents (for the second short essay question, you need to explain the prejudices). Your options for the types of relationships are: cause and effect, turning point for similarity/difference You will only choose one of these relationships. Keywords are explained in the instructions, which we recommend that you read carefully now so that you don't waste time doing so on the test day. The instructions above are the exact instructions you see on your own exam. Then read through the two documents, note a few short notes if you like. Document 1 is an excerpt from a press conference in which President Eisenhower discusses the importance of Indochina, namely the goods it produces, the danger of a dictatorship to the free world, and the potential of Indochina that causes other countries in the region to become communist as well. Document 2 is an excerpt from tonkin Gulf Resolution. It mentions an attack on the U.S. navy by the Communist regime in Vietnam, and it states that while the U.S. wishes there is peace in the region and is unwilling to engage, Congress approves the President of the United States to take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression. Your answer should be no more than three. For the first paragraph, we recommend discussing the historical context of the two documents. This is where your history knowledge comes in. If you have a strong grasp of the history of this time period, you can discuss how France's colonial reign in Indochina (now Vietnam) ended in 1954, which led to a communist regime in the north and a pro-Western democracy in the south. Eisenhower did not want to get involved directly in Vietnam, but he subscribed to the domino theory (document 1) and believed that if Vietnam became completely other countries in Southeast Asia would also. Therefore, he supplied the South with money and weapons, which helped to cause the outbreak of the Vietnam War. After Eisenhower, the US had limited involvement in the Vietnam War, but the Gulf of Tonkin incident, where US and North Vietnam ships confronted each other and exchanged fires, led to the Gulf of Tonkin resolution (document 2) and gave President Lyndon B. Johnson powers to send US military forces to Vietnam without an official explanation of war. This led to a major escalation of US involvement in Vietnam. You don't need to know every detail mentioned above, but having a solid knowledge of important American events (like its involvement in the Vietnam War) will help you place documents in their proper historical context. For the next one to two paragraphs in your reply, discuss the relationship between the documents. It's not really a cause-and-effect relationship, because it wasn't Eisenhower's domino theory that led directly to the Gulf of Tonkin Resolution, but you can discuss similarities and differences between the two documents (they're similar because they both show a fear of the entire region becoming communist and an American desire for peace in the region, but they're different because the first is a much more hands-off approach while the second shows significant commitment). One could also argue that it is a turning point relationship because the Gulf of Tonkin Resolution was the turning point in U.S. involvement in the Vietnam War. Up to that point, the United States was primarily hands-off (as shown in Document 1). Usually, the relationship you choose is less important than your ability to support your arguments with facts and analysis. Short Answers and Civic Literacy Essay This Civic Literacy essay is based on the accompanying documents. The query is designed to test your ability to work with historical documents. Some of these documents have been edited for the purpose of this issue. When analyzing the documents, consider the source of each document and all the views that can be presented in the document. Keep in mind that the language and images used in a document may reflect the historical context of the time it was created. Historical context: African American Civil Rights Throughout U.S. history, many constitutional and civil issues have been debated by Americans. These debates have resulted in efforts by individuals, groups and governments to address these issues. These efforts have achieved varying degrees of success. One of these constitutional and civil issues is African American civil rights. Task: Read and analyze the documents. Using information from the documents and your knowledge of U.S. history, write an essay in which you describe the historical circumstances surrounding this constitutional or civic issue Explain efforts to address this or civic question of individuals, groups, and/or governments Discuss the extent to which these efforts were successful Describing means to illustrate something in words or tell if it explain means to make clear or understandable; to give reasons for or reasons for; to show the logical evolution or relationship of discuss means making observations about something using facts, reasoning, and arguments; to present document 1a in some detail . . . Before the Civil War, blacks were able to vote in only a handful of northern states, and black office holdings were almost unknown. (The first African American to hold elective office appears to have been John M. Langston, elected as the township clerk in Brownhelm, Ohio, in 1855.) But during reconstruction perhaps two thousand African Americans held public office, from justice of the peace to governor and U.S. senator. Thousands more headed Union Leagues and local branches of the Republican Party, edited newspapers, and in other ways influenced the political process. African Americans do not control Reconstruction policies, as their opponents often charge. But the advent of black suffrage and office possession after the war represented a fundamental shift in power in southern life. It marked the culmination of both the constitutional revolution embodied in the fourteenth and 15th amendments, and the broad grassroots mobilization of the black community. . . . Source: Eric Foner, Forever Free: The Story of Emancipation and Reconstruction, Alfred A. Knopf, 2005 Document 1b . . . Although 1890 to 2000 is a relatively short period of time, these eleven decades represent a critical period in American history. The collapse of reconstruction after the Civil War led to the establishment of white supremacy in the southern states, a system of domination and exploitation that most whites, in the north and south, are expected to last indefinitely. In 1900, despite the nation's formal commitment to racial equality expressed in the fourteenth and fifteenth amendments, racial discrimination remained a fundamental organizing principle in American society. In the South, racial discrimination, reinforced by racial segregation, became official state policy. In the north discrimination and segregation also became widely sanctioned custom that amounted to, in fact, semi-official policies. The federal government practiced racial segregation in the armed forces, discriminated against blacks in the public administration, and generally tolerated, by its actions if not its words, white supremacy. . . . Source: Adam Fairclough, Better Day Coming: Blacks and Equality 1890–2000, Viking, 2001 Based on these documents, state a way the end of Reconstruction affected African Americans. Document 2 . . . In 1905, the African-Americans who remained in the former Confederacy found themselves virtually banished from local elections, that did not mean that they were not political actors. In his famous 1895 Atlanta Exposition speech, Tuskegee College President Booker T. Washington recommended vocational training rather than classical education for African Americans. The former slave hinted that black Southerners would not seek social inclusion, but he demanded that Southern factories hire black people: The opportunity to earn a dollar in a factory right now is worth infinitely more than the opportunity to spend a dollar in an opera house. He was looking forward to the near future when the African-American third of the Southern population would produce and share a third of his industrial bounty. . . . The Northernborn black sociologist W. E. B. Du Bois positioned himself as Washington's nemesis [opponent]. Du Bois graduated from Tennessee's Fish University and was the first African-American to take a Harvard Ph.D. He believed that Washington had admitted too much and said so in his 1903 book The Souls of Black Folk. Every man, he insisted, should be able to have a classical education. Moreover, accepting segregation meant disavowing all civil rights by acknowledging that black people were not equal to whitepeople. The problem with the twentieth century is the problem with the color line. You Bois warned. In 1905, he founded the Niagara Movement, the forerunner of the National Association for the Advancement of Colored People (NAACP), which began in 1909 to fight for political and civil rights. . . . Source: Glenda Elizabeth Gilmore & Thomas J. Sugrue, These United States: A Nation in the Making 1890 to the Present, W. W. Norton & Company, 2015 According to this document, what is a way Booker T. Washington and W. E. B. Du Bois disagreed on how African Americans



should achieve equality? Document 3 . . . In 1950, Pastor Oliver Brown of Topeka, Kansas, was upset that his young daughters were unable to attend Sumner Elementary School, an all-white public school near their home. Instead, they had to walk nearly a mile through a dangerous rail switchyard to reach a bus that would take them to a worse all-black school. In the early 1950s, this type of school segregation was common in southern states and some border states. By law, all-black schools (and other segregated public facilities) were supposed to be as well funded as white—but they rarely were. States typically spent twice as much money per student in white schools. The classrooms in black schools were overcrowded and dilapidated. In 1951, the NAACP's general counsel filed a suit on Oliver Brown's behalf. By the 1952 fall, Brown case and four other school desegregation cases had made their way to the U.S. Supreme Court, all under the case *Brown v. Board of Education of Topeka*. Marshall argued that the Supreme Court should overturn the separate but equal policy of *Plessy v. Ferguson* (1896), who legitimized segregation. Marshall believed that even if states spent the same amount of money on black schools, the segregated system would still be unfair because the stigma of segregation hurt black students psychologically. . . . Source: Beth Bailey, et al, *The Fifties Chronicles*, Legacy, 2008 According to this document, what is a reason Thurgood Marshall claimed that separate but equal judgment *Plessy v. Ferguson* should be overturned? Document 4a Sit-in at Woolworth's lunch counter in Greensboro, North Carolina Source: Greensboro News & Record, February 2, 1960 Document 4b . . . At lunch counters in other cities, demonstrators faced hostile reactions from outraged white patrons. Sit-in protesters were ambushed with verbal abuse, hot coffee, lit cigarettes and worse. It was always the young demonstrators who ended up arrested to create a disturbance. But in the fall of 1961, the movement could claim great victories among many targeted cities. . . . Source: David Farber, et al, *The Sixties Chronicles*, Legacy, 2004 Based on these documents, enter a result of the sit-in at Greensboro Woolworth. Document 5 . . . The protests at the direct action in the 1960s paid off. In 1964 and 1965, the Johnson administration orchestrated the passing of the two most important civil rights counts after Reconstruction. The protests in Birmingham and the Washington March had convinced President Kennedy to move forward with a civil rights bill in 1963. But his murder on November 22, 1963, left the passage of the bill in question. President Johnson, who to that point had an unfavorable record on civil rights, had come to believe in the importance of federal protections for African Americans and skillfully tied the civil rights bill to the memory of Kennedy. . . . Despite passage of this far-reaching bill, African Americans still face obstacles to their right to vote. While the Civil Rights Act of 1964 took up voting rights, it did not eliminate many of the tactics of recalcitrant [stubborn] Southerners used to keep blacks from the polls, such as violence, economic intimidation, and literacy tests. But Freedom Summer protests in Mississippi and Selma-to-Montgomery in March the following year led to the passage of the Voting Rights Act of 1965. Johnson had already begun working on a bill before the Selma march, and he again urged Congress to pass it. On March 15, 1965, he addressed both houses of Congress. . . . Source: Henry Louis Gates Jr., *Life Upon These Shores: Looking at African American History 1513–2008*, Alfred A. Knopf, 2011 According to Henry Louis Gates Jr., what was a result of the civil rights protests of the 1960s? Document 6 . . . As the clock ticked off the last minute of 1969 and African Americans made an assessment of the last few years, they thought not only about the changes they had witnessed but also about they still hoped to see. They knew they were the caretaker of King's dream of living in a nation where character was more important than color. And they knew they had to take care of their community. After all, civil rights and Black Power eras had forged change through community action. While many blacks may have sensed that all progress was tempered by the social, economic and political realities of a government and a white public often resistant to change, they could not ignore the power of their own past actions. America in 1969 was not America of 1960 or 1965. By the end of the decade, a choir could be heard rising from the black community proclaiming, We changed the world. . . . Source: Robin D. G. Kelley and Earl Lewis, eds., *Making Our World A New: Vol. Two: A History of African Americans Since 1880*, Oxford University Press, 2000 Based on this document, State One Impacts of civil rights movement of the 1960s. Start by reading the instructions, then the documents themselves. There are eight of them, all focused on African-American civil rights. The short answers and the civic literacy essay use the same document. We recommend answering the short answer questions first, then completing your essay. A short answer question follows each document or set of documents. These are simple questions than can be answered in 1-2 sentences. Question 1 asks, based on these documents, specify a way at the end of reconstruction affected African Americans. Reading through documents 1a and 1b, there are many potential answers. Choose one (don't try to choose more than one to get more points, it won't help and you'll just lose time you can spend on other questions) for your answer. Using information from document 1a, a potential answer could be, after reconstruction, African Americans could hold many elected positions. This allowed them to influence politics and public life more than they ever could have before. Your Civic Literacy essay will be a standard five-point essay, with an introduction, thesis statement, and a conclusion. You must use many of the documents to answer the three bulleted lists listed in the instructions. We recommend one paragraph per paragraph. For each paragraph, you must use your knowledge of U.S. history AND information directly from the documents to make your case. As with the short essay, we recommended devoting a paragraph to each of the bullet points. In the first paragraph, you should discuss how the documents fit into the larger story of African-American civil rights. You can discuss the effects of reconstruction, how the industrialization of the North affected blacks, segregation and its effects, important events in the civil rights movement such as the bus boycott in Montgomery and March on Etc. The key is to use your your knowledge of US history while discussing the documents and how they relate. For the second paragraph, you will discuss efforts to address African American civil rights. Here you can talk about groups, such as the NAACP (document 3), specific people such as W.E.B. Du Bois (document 2), and/or major events, such as the adoption of the Civil Rights Act (document 5). In the third paragraph, you will discuss how successful the effort to increase African American civil rights was. Again, use both the documents and your own knowledge to discuss adversity before and achieved victories. Your overall opinion will reflect your thesis statement you included at the end of your introductory paragraph. As with the other essays, it matters less what you conclude than how well you are able to support your argument. 3 Tips for Your U.S. History Regents Review In order to earn a Regents Diploma, you must pass at least one of the social science regents. Here are some tips to pass the American Regent's exam. #1: Focusing on broad themes, not small details with the reworking of the American history exam, there is much less focus on memorization and basic fact recall. Every question on the exam, including multiple selections, will have a document or excerpt referred to in the questions, so you never have to pull an answer out of thin air. Since you will never see a question like, What year did Alabama become a state? Don't waste your time trying to memorize a lot of dates. It's good to have a general idea of when important events occurred, like World War II or the Gilded Age, but it's much more important that you understand, say, the causes and consequences of World War II rather than the dates of specific battles. The exam tests your knowledge of major themes and changes in U.S. history, so focus on that during your U.S. History Regents review over rote memorization. #2: Don't write more than you need because you just need to write a full-length essay for the U.S. History Regents exam, and that's for the last question of the test (Civic Literacy essay). All other questions (except multiple selections) require only a few sentences or a few paragraphs. Don't be tempted to go beyond these guidelines in an effort to get more points. If a question asks for an example, just give an example; Giving more will not get you any additional points, and it will cause you to lose valuable time. For the two short essay questions, write only three pieces each, maximum. The short answers require only one sentence or two. The questions are carefully designed so that they can be answered entirely by answers of this length, so don't feel pressured to write more in an attempt to get a higher score. Quality is much more important than quantity here. #3: Search the documents for clues As mentioned above, all questions about tests are document-based, and these documents will keep lots of important information in them. Even the At first glance, don't seem to show much, like a poster or a photograph, can contain many important details if you have a general idea of what was going on at that point in history. The caption or explanation under each document is also often crucial to fully understanding it. In your essays and short answers, remember to always refer back to the information you receive from these documents to help support your answers. What's next? Are you taking other Regents tests? We have guides to Chemistry, Earth Sciences, and living environment Regents, as well as Algebra 1, Algebra 2, and Geometry Regents. Need more information about Colonial America? Become an expert by reading our guide to the 13 colonies. The flat change was written during another important time in American history. Learn all about this important document, and how it still affects Guantanamo Bay, by reading our full guide to the Platt change. Do friends who also need help with test prep? Share this article! Have any questions about this article or other topics? Ask below and we'll answer! Response!

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