A rule and a power

Constitutional foundations | constructed civic case

Instructional alignment 11.2

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. The case concerns distribution of authority between state and national governments.

2. A constitutionally valid conflicting federal rule controls under federal supremacy.

3. The premise establishes validity for this case. A real dispute could require analysis of authority and constitutional limits.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Assuming every federal action defeats a state rule regardless of constitutional authority. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Remove the premise of valid federal authority and identify the questions now needing evidence.

Related public evidence

USHG_2026_08_6 | public question

Official mapping for that example

USHG_2026_08_5 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A promise and a barrier

Reconstruction and citizenship | constructed policy evidence

Instructional alignment 11.4

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. Expanded national protections faced obstruction that could limit their practical effect.

2. A legal guarantee and actual ability to exercise a right are different outcomes. B supplies an enforcement barrier.

3. A registration record, testimony or enforcement report could show how a named community experienced the conflict.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Treating constitutional adoption and implementation as the same event. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Compare this relationship with a later voting-rights enforcement struggle using verified evidence.

Related public evidence

USHG_2026_08_35 | public question

Official mapping for that example

USHG_2026_08_34 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Who benefits from a rate?

Industrialization and reform | constructed economic source pair

Instructional alignment 11.5

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. The railroad and bulk shipper value cost or volume advantages. Small producers seek access on terms they consider fair.

2. Unequal access to transport can prompt demands that government regulate commercial practices.

3. It is useful evidence of the railroad's stated rationale. It cannot alone establish the actual cost savings or fairness.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Calling an interested source useless for every historical purpose. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Add audited cost data showing bulk savings. Reconsider which parts of the debate it resolves.

Related public evidence

USHG_2026_08_29 | public question

Official mapping for that example

USHG_2026_08_14 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

Relief, recovery, reform

Depression and government | constructed program table

Instructional alignment 11.7

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. A addresses immediate relief, B supports employment and recovery, and C targets future financial practices. Categories can overlap when justified.

2. Severe unemployment or financial instability can increase pressure for federal action beyond prior arrangements.

3. Outcomes, reach, implementation and alternatives need evidence. Stated intent is one part of evaluation.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Using a category label in place of explaining a program's intended mechanism. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Supply employment and budget data for B and write a qualified evaluation.

Related public evidence

USHG_2026_06_18 | public question

Official mapping for that example

USHG_2026_06_17 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

A message has an audience

Cold War and sourcing | constructed diplomatic source pair

Instructional alignment 11.9

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. The public speech highlights security and ideology; the internal note emphasizes strategic access. Different audiences can shape the emphasis.

2. The speech is direct evidence of the public justification, with limits for identifying every private motive or measuring outcomes.

3. The pair supports multiple considerations. It cannot by itself determine their relative weight in the final decision.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Equating a difference in emphasis with proof that one document is false. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Add an ally's account and compare the interests represented.

Related public evidence

USHG_2026_08_30 | public question

Official mapping for that example

USHG_2026_08_25 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed

The turnout denominator

Civil rights and civic outcomes | constructed participation data

Instructional alignment 11.10

Targets selected reasoning within the named code. Review the full standard and any assessment boundary before making a mastery or PLD claim.

1. Registration rises from 40% to 70%. Eligible-voter turnout rises from 30% to 42%.

2. Registered-voter turnout changes from 300/400=75% to 420/700=60%. The denominators answer different questions.

3. Participation among eligible voters increased. The two time points alone cannot isolate the enforcement action from other changes.

One local criterion per numbered answer. Accept equivalent valid reasoning. Award the criterion only when the response supplies its requested evidence.

Interpret an error

Using a falling registered-voter percentage to claim fewer eligible people voted. Check the actual response and ask a diagnostic question before assigning this interpretation.

Independent transfer

Add a comparison county and identify what further conditions matter for causal interpretation.

Related public evidence

USHG_2026_08_36 | public question

Official mapping for that example

USHG_2026_08_27 | public question

Official mapping for that example

Original AI-assisted teaching stimulus; all numerical observations and named classroom settings are constructed