

Kentucky Summative Assessments



Grade 11 Social Studies **Released Items** 2026



1

SS1121102_3

Which reason **most likely** explains why federal law prohibits dishonest or misleading advertising?

- A** To encourage businesses to take risks in the products they develop
- B** To improve health outcomes for consumers while prioritizing business profits
- C** To encourage fair business practices while safeguarding consumer health
- D** To improve business productivity in order to make products affordable



Released Item Performance

Kentucky Summative Assessments

Spring 2026

Grade 11

Social Studies

Item: SS1121102

Book Question Number: 1

Standard: HS.E.MA.6

Item Type: MC

Key: C

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	45,769	69%	0.69	8%	15%	69%	7%
Gender							
Female	22,522	70%	0.70	8%	15%	70%	7%
Male	23,246	68%	0.68	9%	16%	68%	7%
Ethnicity							
African American	5,027	55%	0.55	12%	23%	55%	11%
American Indian or Alaska Native	68	68%	0.68	4%	21%	68%	7%
Asian	941	77%	0.77	6%	12%	77%	4%
Hispanic or Latino	4,616	60%	0.60	10%	21%	60%	9%
Native Hawaiian or Pacific Islander	72	67%	0.67	6%	14%	67%	14%
White (non-Hispanic)	32,827	72%	0.72	8%	13%	72%	7%
Two or more races	2,216	69%	0.69	9%	15%	69%	6%
Migrant							
Migrant	182	45%	0.45	14%	29%	45%	12%
English Learner							
English Learner	2,406	35%	0.35	16%	35%	35%	15%
Economically Disadvantaged							
Economically Disadvantaged	24,558	63%	0.63	10%	18%	63%	9%
Students with Disabilities							
Students with Disabilities	4,509	46%	0.46	15%	26%	46%	13%



2

SS1121149_4,3

Which **two** citizen actions would **most likely** advance a project to build a new local park?

- A** Encouraging civil disobedience
- B** Writing letters to circuit court judges
- C** Speaking at a city council meeting
- D** Helping raise funds through donations
- E** Lobbying legislative aides to the president



Released Item Performance

Kentucky Summative Assessments

Spring 2026

Grade 11

Social Studies

Item: SS1121149

Book Question Number: 2

Standard: HS.C.KGO.3

Item Type: MS

Key: C,D

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages		
				Score 0 (%)	Score 1 (%)	Score 2 (%)
All Students	24,338	81.8%	1.64	4%	29%	67%
Gender						
Female	11,735	84.2%	1.68	3%	26%	71%
Male	12,603	79.5%	1.59	4%	32%	64%
Ethnicity						
African American	2,732	74.9%	1.50	5%	39%	55%
American Indian or Alaska Native	34	86.8%	1.74	3%	21%	76%
Asian	491	85.0%	1.70	2%	25%	73%
Hispanic or Latino	2,530	74.0%	1.48	6%	40%	54%
Native Hawaiian or Pacific Islander	39	80.8%	1.62	5%	28%	67%
White (non-Hispanic)	17,338	83.9%	1.68	3%	26%	71%
Two or more races	1,173	81.8%	1.64	4%	29%	67%
Migrant						
Migrant	119	63.0%	1.26	11%	52%	37%
English Learner						
English Learner	1,406	60.0%	1.20	11%	58%	31%
Economically Disadvantaged						
Economically Disadvantaged	13,278	78.6%	1.57	4%	34%	62%
Students with Disabilities						
Students with Disabilities	3,441	66.8%	1.34	9%	48%	43%



3

SS1120076_4

Which information would **best** help a geographer explain the existence of a cultural region within a country?

- A** A table showing the age distribution of the population
- B** A map showing internet coverage
- C** A table showing income differences by gender
- D** A map showing the distribution of religious practices



Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 11
Social Studies

Item: SS1120076

Book Question Number: 3

Standard: HS.G.HI.3

Item Type: MC

Key: D

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	24,519	67%	0.67	18%	7%	8%	67%
Gender							
Female	11,821	69%	0.69	17%	6%	7%	69%
Male	12,698	64%	0.64	19%	8%	9%	64%
Ethnicity							
African American	2,776	53%	0.53	24%	11%	12%	53%
American Indian or Alaska Native	34	76%	0.76	15%	0%	9%	76%
Asian	497	78%	0.78	10%	6%	7%	78%
Hispanic or Latino	2,585	56%	0.56	23%	10%	11%	56%
Native Hawaiian or Pacific Islander	39	64%	0.64	23%	5%	8%	64%
White (non-Hispanic)	17,411	70%	0.70	17%	6%	7%	70%
Two or more races	1,176	68%	0.68	17%	8%	7%	68%
Migrant							
Migrant	122	41%	0.41	30%	16%	13%	41%
English Learner							
English Learner	1,478	36%	0.36	33%	14%	17%	36%
Economically Disadvantaged							
Economically Disadvantaged	13,402	60%	0.60	21%	9%	10%	60%
Students with Disabilities							
Students with Disabilities	3,484	43%	0.43	28%	13%	16%	43%



SS1120045_IN

Analyze each source and then answer the questions that follow.

Introduction

Japan had military control of Korea from 1910 until the end of World War II, in August 1945. Although they had been allies during the war, the United States and the Union of Soviet Socialist Republics, or Soviet Union, had opposing interests for Korea after Japan surrendered. Analyze the sources about Korea after World War II in order to answer the compelling question “How can differences affect international relations?”

Korean Peninsula, January 1945





SS1120045_S1

Source 1

This source is about the decision-making power of the United Nations (UN) Security Council.

Article 23. Section 1. The Republic of China, France, the Union of Soviet Socialist Republics, the United Kingdom of Great Britain and Northern Ireland, and the United States of America shall be permanent members of the Security Council. . . .

Article 27. Section 3. Decisions of the Security Council . . . shall be made by an affirmative vote of seven members including the concurring votes of the permanent members.

—United Nations Charter, Chapter 5, 1945



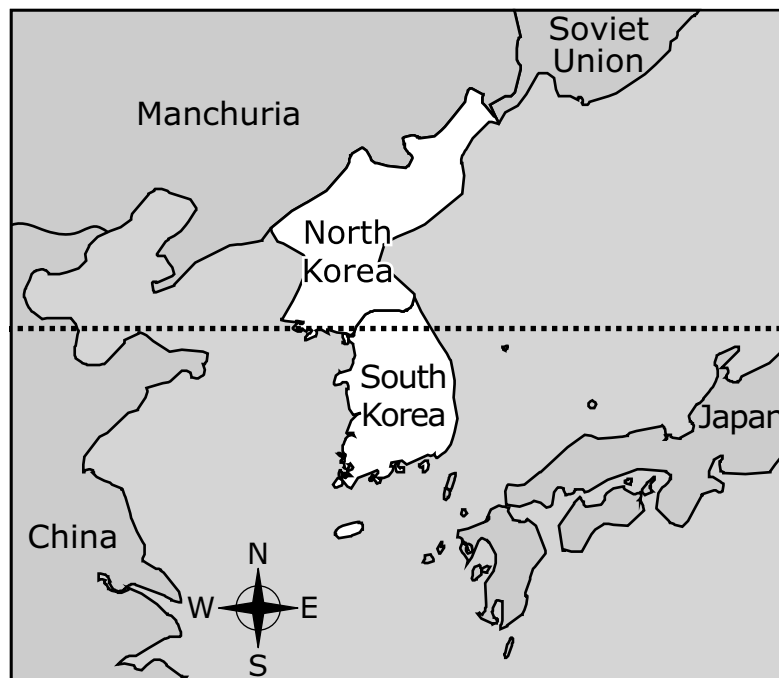
SS1120045_S2

Source 2

This source, which contains an excerpt and a map, is about the division of the Korean peninsula as proposed by the U.S. Army. This action occurred after Soviet troops occupied northern Korea after World War II had ended.

The colonels consulted a . . . map and focused on the 38th parallel, a degree of latitude north of the equator, passing through the middle of the Korean peninsula. . . . The 38th parallel followed no river or mountain range. It went indifferently through farms and villages, roads, and railroad lines. The colonels recommended to Truman that the parallel separate the two zones. Truman offered the idea to the Soviets, and they accepted. Korea was split into the communist north and the democratic south. Thirty million Koreans would be affected, but not a single one of them had a say.

—Peter Joffre Nye, “Korea and the Thirty-Eighth Parallel,” *HUMANITIES*, 2019

38th Parallel, August 1945**KEY**

..... = 38th parallel



SS1120045_S3

Source 3

This source is about some impacts of the decision to split Korea at the 38th parallel.

Korea is internationally promised to become free and independent . . . but . . . Korea is divided into South and North, each governed by different military authorities of the United States and the Soviet [Union]. The Korean people are suffering from indescribable uneasiness and inconvenience caused by the lack of administrative and economic unity.

—Kim Koo, Chairman Pro tem, Representative Democratic Council of Korea, telegram to President Truman, 1947



SS1120045_S4

Source 4

This source lists selected global events that affected Korea.

August 1949—The Soviet Union successfully tests an atomic bomb. Only the Soviet Union and the United States have this weapon.

October 1949—Communists in China, who were supported by the Soviet Union, take control of China, replacing the Nationalist Party supported by the United States.

January 1950—The United Nations (UN) Security Council refuses to recognize the new communist government of China. The Soviet Union begins boycotting the UN Security Council to show its support of communist China.

April 1950—The U.S. Department of State drafts NSC-68, a national security paper that outlines strategies for resisting the Soviet Union.

June 1950—North Korea invades South Korea.

Source: "First Soviet Test," Public Broadcasting Service (PBS); "Korean War Timeline," National Museum of the Marine Corps; "1949, September 21: Mao Zedong Outlines the New Chinese Government," HISTORY; and "NSC-68, 1950," U.S. Department of State



SS1120045_S5

Source 5

This source contains two excerpts related to the North Korean invasion of South Korea, which led to a United Nations (UN) resolution proposed by the United States. The invasion resulted in the Korean War, which involved the United States and lasted until an armistice agreement was signed in 1953.

The Security Council . . .

Recommends that the members of the United Nations furnish such assistance to the Republic of Korea as may be necessary to repel the armed attack and to restore international peace and security in the area.

—United Nations Security Council Resolution, June 27, 1950

The attack upon Korea makes it plain beyond all doubt that Communism has passed beyond the use of subversion¹ to conquer independent nations and will now use armed invasion and war. . . . In these circumstances the occupation . . . by Communist forces would be a direct threat to the security of the Pacific area and to United States forces performing their lawful and necessary functions in that area.

—President Harry Truman, “Statement Issued by the President,” June 27, 1950

¹subversion – tactics meant to secretly weaken a government



SS1120045_S6

Source 6

This source contains two excerpts showing the Soviet Union's perspective on U.S. involvement in the Korean War.

In accordance with Article 27 of the United Nations Charter all Security Council decisions on major issues must be adopted by an affirmative vote of not less than seven members, including . . . all the five permanent members of the Security Council. . . .

However, the American resolution approving the United States' armed intervention in Korea was adopted by only six votes. . . . The vote of [the unlawful occupant of] China's seat on the Security Council was counted as the seventh vote for this resolution. . . .

This resolution of the Security Council constitutes a hostile act against peace.

—Soviet Foreign Minister Andrei Gromyko, July 4, 1950

Let us suppose that the American government continues to be tied down in the Far East and also pulls China into the struggle for the freedom of Korea. . . .

. . . America . . . cannot cope with China, a country with such large armed forces at the ready. It follows that America would overextend itself in this struggle. . . . America would be incapable of a third world war in the near future. Therefore, a third world war would be postponed . . . , which would provide the time necessary to strengthen socialism¹ in Europe, not to mention that the struggle between America and China would revolutionize the entire Far East.

—Letter from Soviet Premier Joseph Stalin to Soviet ambassador in Prague, August 27, 1950

¹socialism – term used to describe communism



4

SS1120045_04_2

Which source **best** provides evidence to support the claim “Koreans viewed Soviet and U.S. actions in Korea as illegitimate”?

- A** Source 1
- B** Source 2
- C** Source 5
- D** Source 6



Released Item Performance

Kentucky Summative Assessments

Spring 2026

Grade 11

Social Studies

Item: SS1120045_04
Book Question Number: 4

Standard: HS.WH.CH.6

Item Type: MC
Key: B

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	45,789	42%	0.42	5%	42%	31%	22%
Gender							
Female	22,527	40%	0.40	4%	40%	32%	24%
Male	23,261	45%	0.45	6%	45%	30%	20%
Ethnicity							
African American	5,035	38%	0.38	6%	38%	37%	20%
American Indian or Alaska Native	68	44%	0.44	4%	44%	25%	26%
Asian	942	55%	0.55	4%	55%	22%	19%
Hispanic or Latino	4,619	40%	0.40	6%	40%	34%	21%
Native Hawaiian or Pacific Islander	72	43%	0.43	6%	43%	32%	19%
White (non-Hispanic)	32,836	43%	0.43	5%	43%	30%	23%
Two or more races	2,215	41%	0.41	5%	41%	31%	22%
Migrant							
Migrant	181	37%	0.37	12%	37%	31%	19%
English Learner							
English Learner	2,407	35%	0.35	10%	35%	38%	17%
Economically Disadvantaged							
Economically Disadvantaged	24,570	39%	0.39	6%	39%	33%	21%
Students with Disabilities							
Students with Disabilities	4,510	39%	0.39	10%	39%	33%	17%

**5**

SS1120045_01_1

How were the foreign policies of the United States and the Soviet Union similar in the late 1940s?

- A** Both sought to influence other countries.
- B** Both sought to eliminate nuclear weapons.
- C** Both sought to preserve peace.
- D** Both sought to spread communism.



Released Item Performance

Kentucky Summative Assessments

Spring 2026

Grade 11

Social Studies

Item: SS1120045_01

Book Question Number: 5

Standard: HS.C.PR.4

Item Type: MC

Key: A

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	45,796	55%	0.55	55%	15%	18%	11%
Gender							
Female	22,531	52%	0.52	52%	15%	19%	14%
Male	23,264	59%	0.59	59%	15%	18%	9%
Ethnicity							
African American	5,034	44%	0.44	44%	20%	19%	18%
American Indian or Alaska Native	68	60%	0.60	60%	13%	16%	10%
Asian	942	72%	0.72	72%	8%	11%	9%
Hispanic or Latino	4,621	51%	0.51	51%	17%	19%	13%
Native Hawaiian or Pacific Islander	72	60%	0.60	60%	19%	13%	8%
White (non-Hispanic)	32,840	57%	0.57	57%	14%	19%	10%
Two or more races	2,217	56%	0.56	56%	14%	17%	13%
Migrant							
Migrant	182	43%	0.43	43%	26%	19%	12%
English Learner							
English Learner	2,406	36%	0.36	36%	28%	20%	17%
Economically Disadvantaged							
Economically Disadvantaged	24,574	49%	0.49	49%	17%	20%	14%
Students with Disabilities							
Students with Disabilities	4,510	39%	0.39	39%	24%	22%	15%



6

SS1120045_03_2

How did events during the mid-twentieth century influence the global role of the United States?

- A** The revolution in China eased concerns of the United States about the balance of power in East Asia.
- B** The movement of Soviet troops into Korea put pressure on the United States to counter Soviet actions.
- C** The creation of the United Nations prevented the United States from taking military action in East Asia.
- D** The Japanese surrender to end the world war put the United States in control of the Korean peninsula.



Released Item Performance

Kentucky Summative Assessments

Spring 2026

Grade 11

Social Studies

Item: SS1120045_03
Book Question Number: 6

Standard: HS.UH.CE.2

Item Type: MC
Key: B

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	45,790	49%	0.49	13%	49%	22%	16%
Gender							
Female	22,528	51%	0.51	12%	51%	23%	15%
Male	23,261	48%	0.48	14%	48%	22%	16%
Ethnicity							
African American	5,035	43%	0.43	15%	43%	25%	16%
American Indian or Alaska Native	68	56%	0.56	12%	56%	21%	12%
Asian	941	62%	0.62	10%	62%	16%	12%
Hispanic or Latino	4,622	46%	0.46	15%	46%	24%	16%
Native Hawaiian or Pacific Islander	72	51%	0.51	13%	51%	19%	17%
White (non-Hispanic)	32,835	51%	0.51	12%	51%	22%	16%
Two or more races	2,215	47%	0.47	13%	47%	24%	16%
Migrant							
Migrant	182	42%	0.42	18%	42%	25%	15%
English Learner							
English Learner	2,408	38%	0.38	18%	38%	27%	17%
Economically Disadvantaged							
Economically Disadvantaged	24,572	46%	0.46	14%	46%	24%	16%
Students with Disabilities							
Students with Disabilities	4,509	39%	0.39	17%	39%	26%	19%

**7**

SS1120045_02_1

How did the relationship between the Soviet Union and the United States influence control of Earth's surface?

- A** Their rivalry led to the division of Korea along the 38th parallel.
- B** Their collaboration allowed the United Nations to control Korea after 1945.
- C** Their rivalry led to a dispute over the sharing of Japan's resources after World War II.
- D** Their collaboration led to containment of China's military ambitions in East Asia.



Released Item Performance

Kentucky Summative Assessments

Spring 2026

Grade 11

Social Studies

Item: SS1120045_02
Book Question Number: 7

Standard: HS.G.HI.1

Item Type: MC
Key: A

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	45,790	51%	0.51	51%	16%	22%	11%
Gender							
Female	22,530	51%	0.51	51%	16%	22%	11%
Male	23,259	52%	0.52	52%	15%	22%	11%
Ethnicity							
African American	5,033	39%	0.39	39%	21%	27%	13%
American Indian or Alaska Native	68	66%	0.66	66%	10%	21%	3%
Asian	942	70%	0.70	70%	10%	12%	8%
Hispanic or Latino	4,622	45%	0.45	45%	19%	24%	12%
Native Hawaiian or Pacific Islander	72	49%	0.49	49%	17%	21%	14%
White (non-Hispanic)	32,835	54%	0.54	54%	15%	21%	10%
Two or more races	2,216	50%	0.50	50%	15%	22%	13%
Migrant							
Migrant	182	30%	0.30	30%	29%	27%	14%
English Learner							
English Learner	2,407	27%	0.27	27%	28%	32%	13%
Economically Disadvantaged							
Economically Disadvantaged	24,572	45%	0.45	45%	18%	25%	12%
Students with Disabilities							
Students with Disabilities	4,512	34%	0.34	34%	23%	29%	14%



8

SS1120045_08

Read the question carefully. Then enter your answer in the space provided.

Using your knowledge of the effectiveness of institutions designed to foster collaboration since 1945, answer the following supporting question.

Supporting question: How effective was the United Nations (UN) at fostering collaboration in the 1940s and 1950s?

In your response, use evidence from multiple sources to explain your answer. Sources used may include the introduction. Explain your answer in **at least** two sentences.



Released Item Performance

Kentucky Summative Assessments

Spring 2026

Grade 11

Social Studies

Item: SS1120045_08

Book Question Number: 8

Standard: HS.WH.CO.4

Item Type: SA

Key: Rubric

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages		
				Score 0 (%)	Score 1 (%)	Score 2 (%)
All Students	39,615	48.4%	0.97	30%	44%	26%
Gender						
Female	20,289	53.7%	1.07	24%	45%	31%
Male	19,325	42.7%	0.85	36%	43%	21%
Ethnicity						
African American	3,861	35.9%	0.72	43%	43%	15%
American Indian or Alaska Native	65	43.8%	0.88	37%	38%	25%
Asian	869	65.1%	1.30	17%	36%	47%
Hispanic or Latino	3,779	42.1%	0.84	37%	43%	21%
Native Hawaiian or Pacific Islander	62	54.0%	1.08	24%	44%	32%
White (non-Hispanic)	29,127	50.5%	1.01	27%	45%	28%
Two or more races	1,850	45.8%	0.92	31%	46%	23%
Migrant						
Migrant	146	27.4%	0.55	53%	38%	8%
English Learner						
English Learner	1,663	19.8%	0.40	66%	29%	5%
Economically Disadvantaged						
Economically Disadvantaged	20,435	41.9%	0.84	36%	44%	20%
Students with Disabilities						
Students with Disabilities	3,442	22.5%	0.45	61%	32%	6%

Rubric

Rubric	
2	The student response provides a valid answer supported by relevant examples and details from the sources.
1	The student response provides a valid answer but has inaccurate or missing examples and details.
0	The student response is incorrect, irrelevant, or missing.
Exemplar	
2	The UN was ineffective at fostering collaboration. Even though the UN was created to prevent war, various events led to war in Korea. North Korea invaded South Korea, and the United States used the UN charter to get involved in the Korean War.
Answer Cues	
Valid answers may include but are not limited to: • Effective ○ Countries with opposing ideologies agreed to the UN Charter (Source 1) ○ Security Council actions required unanimous support of permanent members (Source 1) ○ Majority support for action to support Korea (Source 6) • Ineffective ○ Unable to prevent the division of Korea (Source 2 and Source 3) ○ Disagreement over recognizing communist China (Source 4) ○ Soviet boycott of the Security Council (Source 4) ○ Unable to prevent the expansion of atomic weapons (Source 4) ○ Unable to prevent the Korean War (Source 5) ○ Resolution for intervention in Korea lacked approval by the Soviet Union, a permanent member (Source 6)	

Anchor Set

A1

they had a war

Anchor Annotation, Paper 1

Score Point 0

The response fails to address the prompt.

A2

differences affect international relationships because it different backgrounds come in to play.
Also different living style and cultures on others.

Anchor Annotation, Paper 2

Score Point 0

The response is vague and does not address the prompt.

A3

the U.S. was not good at fostering collaboration.

Anchor Annotation, Paper 3

Score Point 0

The response attempts to address the prompt but is vague (*the U.S. was not good at fostering collaboration*).

A4

The United Nations was not effective at fostering collaboration. In an attempt to go against Korea, the Soviet Union left the United Nations as they believed they were on the side of China's communist government.

Anchor Annotation, Paper 4

Score Point 1

The response addresses the prompt (*The United Nations was not effective at fostering collaboration*) and provides evidence from a single source (*In an attempt to go against Korea, the Soviet Union left the United Nations as they believed they were on the side of China's communist government*), but the source reference is not clear.

A5

I would say the United Nations was rather ineffective at fostering collaboration during the 1940s and 1950s. In source 4 it is shown members of the UN Security Council are still actively fighting each other and the UN wouldn't recognize the new Chinese government which makes communication more challenging.

Anchor Annotation, Paper 5

Score Point 1

The response provides a valid answer by answering the prompt question (*I would say the United Nations was rather ineffective*) and provides some support from Source 4 (*...the UN wouldn't recognize the new Chinese government which makes communication more challenging*).

A6

The United Nations was not effective with fostering collaboration in the 1950's specifically because of the new communist government. In source 4, it states "The United Nations Security Council refuses to recognize the new communist government of China. The Soviet Union begins boycotting the UN Security Council to show its support of communist China."

Anchor Annotation, Paper 6

Score Point 1

The response provides a valid answer (*The United Nations was not effective*) and provides support the answer from one of the sources (*In source 4, it states "The United Nations security Council refuses to recognize the new communist government of China"*).

The United Nations were not the best at fostering collaboration in the 1940s and 1950s. For one there was no collaboration or the unity of the Korean people, as seen in Source 2 they split Korea into North and South after World War 2. After this the Soviets and the US are pushing different governmental ideals and the Soviets are encouraging the Communism in China as described in Source 4.

Anchor Annotation, Paper 7

Score Point 2

The response provides a valid answer by addressing the prompt question (*The United Nations were not the best at fostering collaboration*) and gives relevant details from the sources as support for the answer (*For one there was no collaboration or the unity of the Korean people, as seen in Source 2 they split Korea into North and South... After this the Soviets and the US are pushing different governmental ideals and the Soviets are encouraging the Communism in China as described in Source 4*) to receive a score point of 2.

The UN was not very effective at fostering collaboration in the 1940s and 1950s. The first example comes from source 3, Korea is promised to become free and independent but the failure of collaboration with the Security council leads to it being split. Another example of UN's poor collaboration is in source 4, China's nationalist party which was supported by the UN was taken over by communists in China. The UN decides instead of trying to collaborate with China they will instead ignore and not recognize the new communist government of China.

Anchor Annotation, Paper 8

Score Point 2

The response provides a valid answer by answering the prompt question (*The UN was not very effective at fostering collaboration*) and also provides relevant examples as support from multiple sources (*Korea is promised to become free and independent but the failure of collaboration with the Security council leads to it being split* [and] *The UN decides... they will ignore and not recognize the new communist government in China*) to receive a 2 score point.

The Un was not very effective in fostering collaboration between the 1940's and 1950's in fact is arguably the least friendly era for international relations. We see this with the passing of NSC-68 in 1950 which allowed America to stockpile nuclear weapons to compete with the Soviet Unions growing arsenal. There was so much fear in this era of another world war that instead of collaborating with eachother and risk getting left behind in the race for nuclear arms every country was hiding in their metaphorical bomb shelters and preparing for a war that would never come. This is further proved by source six in which it discusses the US's occupation of Korea. The UN Security Council fostered nothing but division with this decision as it didnt recongnize china as a legitimate government and it allowed America to intervene in Korea using this technicality which only angered China and the Soviet Union.

Anchor Annotation, Paper 9**Score Point 2**

The response provides a valid answer by answering the prompt question (*The Un was not very effective in fostering collaboration*) and provides relevant support from multiple sources (*We see this with the passing of NSC-68 in 1950 which allowed America to stockpile nuclear weapons.... This is further proved by source six in which it discusses the US's occupation of Korea*). Although each source is not explicitly identified, it is clear which sources are being referenced.



Investing in Kentucky's Future, One Student at a Time