

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, January 24, 2024 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE FOR PART II (SHORT-ESSAY QUESTIONS)

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

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

Contents of the Rating Guide

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

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

General:

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

Mechanics of Rating

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

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Rating the Essay Questions

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

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

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

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

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

- Describe the historical context surrounding 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

. . . The great rule of conduct for us in regard to foreign nations is, in extending our commercial relations to have with them as little political connection as possible. So far as we have already formed engagements let them be fulfilled with perfect good faith. Here let us stop.

Europe has a set of primary interests which to us have none or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. Hence, therefore, it must be unwise in us to implicate ourselves by artificial ties in the ordinary vicissitudes [shifts] of her politics or the ordinary combinations and collisions of her friendships or enmities.

Our detached and distant situation invites and enables us to pursue a different course. If we remain one people, under an efficient government, the period is not far off when we may defy material injury from external annoyance; when we may take such an attitude as will cause the neutrality we may at any time resolve upon to be scrupulously [completely] respected; when belligerent nations, under the impossibility of making acquisitions upon us, will not lightly hazard the giving us provocation; when we may choose peace or war, as our interest, guided by justice, shall counsel. . . .

Source: President George Washington, Farewell Address, September 19, 1796

Document 2

. . . The citizens of the United States cherish sentiments the most friendly in favor of the liberty and happiness of their fellow-men on that side [the European side] of the Atlantic. In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport [accord] with our policy so to do.

It is only when our rights are invaded or seriously menaced that we resent injuries or make preparation for our defense. With the movements in this hemisphere we are of necessity more immediately connected, and by causes which must be obvious to all enlightened and impartial observers. . . .

We owe it, therefore, to candor [honesty] and to the amicable [friendly] relations existing between the United States and those powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the Governments who have declared their independence and maintained it, and whose independence we have, on great consideration and on just principles, acknowledged, we could not view any interposition [interference] for the purpose of oppressing them, or controlling in any other manner their destiny, by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States. . . .

Source: James Monroe, message to Congress outlining what became known as the Monroe Doctrine, December 2, 1823

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

Scoring Notes:

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

Score of 5:

- Thoroughly develops *both* aspects of the task in depth by discussing the historical context surrounding these documents and explaining the relationship between the events and/or ideas found in these documents
- Is more analytical than descriptive (analyzes and/or evaluates information), e.g., (*Historical Context*: discusses the geographic isolation of the United States, the benefits of non-involvement for the new republic, and the concerns about European intervention in the Western Hemisphere; *Cause and Effect*: connects Washington’s advice to avoid European entanglements to Monroe’s warning to European powers against further incursions into the Western Hemisphere, protecting both emerging nations and United States interests; *Similarity/Difference*: discusses how both President Washington and President Monroe established a policy of non-intervention in European affairs but how Monroe expanded Washington’s policy by warning Europe not to interfere in the Western Hemisphere)
- Integrates relevant outside information (See Outside Information Chart)
- Supports the theme with many relevant facts and/or examples from the documents (See Key Ideas chart)

Score of 4:

- Develops *both* aspects of the task in depth *or* may do so somewhat unevenly by thoroughly developing *one* aspect of the task in depth while developing the other aspect of the task in *some* depth
- Is both descriptive and analytical (applies, analyzes, and/or evaluates information), e.g., (*Historical Context*: discusses how the location of the United States because of the Atlantic Ocean encouraged a policy of non-involvement; *Cause and Effect*: discusses how President Washington called for non-involvement in European affairs and how President Monroe added a warning to European powers not to intervene in Latin America; *Similarity/Difference*: discusses how both President Washington and President Monroe warned about the problems of political connections between Europe and the Americas)
- 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—Support for trade with foreign nations but few political connections
United States able to follow distant course because of distance/location
Possible for United States to deter future threats/gain respect for United States neutrality

Document 2—United States able to stay out of European wars
Concern for European involvement in Western Hemisphere
European interference with independent nations in Western Hemisphere a threat to United States peace and safety
No United States interference with Europe’s existing colonies

Relevant Outside Information

(This list is not all-inclusive.)

Challenges facing new republic (economic and military weakness)
Issuance of Proclamation of Neutrality (1793)
Permanent alliances not in nation’s self interest (non-involvement)
Early 19th century independence movements in Central and South America
Threat to independent Latin American nations by European monarchs
Threat of Russian expansion into Northwest
Growing post War of 1812 nationalism

Relationship between the Documents

(This list is not all-inclusive.)

Cause and Effect: Washington’s belief that European interests are different from ours and that we can pursue our own self interest because of distance establishes the foundations for Monroe’s message that politically Europe and the United States are different. Europe should not try to extend their system to the Western Hemisphere.

Turning Point: The Monroe Doctrine’s expansion on Washington’s ideas and its warning to Europe not to interfere in the Western Hemisphere demonstrated the United States’ growing importance in world affairs.

Similarity/Difference: Washington’s advice that political connections with Europe can be avoided because of distance is similar to the non-intervention and separateness supported by the Monroe Doctrine. Washington’s advice is focused on the United States remaining politically separate from Europe, while the Monroe Doctrine extends that vision to the future Western Hemisphere while remaining politically separate from Europe.

Since the early days of the republic, the United States tried to be neutral and isolated from European politics and warfare. George Washington, the first president was the first to formally propose a separate society in the Western Hemisphere in which the U.S. would be able to succeed without being drawn into external affairs. Washington actually proposed neutrality during the war between England and France even though a Franco-American alliance existed since the Revolution. He was convinced American involvement in Europe should be limited to trade. In his famous Farewell Address, Washington noted the importance of avoiding European countries because of possible danger for the new nation. President Washington also says that European military affairs are of no concern or interest to the country and that the U.S. will achieve greater success by staying isolated (Doc 1). President Monroe also stated that the U.S. should not get involved in Europe which continued an already established principal set by President Washington. In response to European attempts to recolonize the western hemisphere during the 19th century, President Monroe announced the Monroe Doctrine which forbade European involvement in already liberated countries in Latin America (Doc 2). But President Monroe's view on foreign policy differs from Washington's because of Monroe's inclusion of other Western Hemisphere countries as well. Rather than focusing on staying out of Europe, the Monroe Doctrine aimed to keep Europe out of the Americas. The Monroe Doctrine was motivated by the desire to trade with the new republics in Latin America and they were certainly less threatening than if they were under European control. Monroe's warning was definitely bold and added to America's growing nationalism after

the War of 1812. It was based on Washington's idea of separation from Europe but so much broader because it included the whole western hemisphere.

Overall, foreign policy concerning Europe from both Washington and Monroe consisted of staying out of European affairs and pursuing a better course for the country.

Set 1, Anchor Level 5

The response:

- Thoroughly develops *both* aspects of the task in depth
- Is more analytical than descriptive (*Historical Context*: Washington actually proposed neutrality during the war between England and France even though a Franco-American alliance existed since the Revolution; in his famous Farewell Address, Washington noted the importance of avoiding non-commercial alliance with European countries because of possible danger for the new nation; *Difference*: in response to European attempts to recolonize the Western Hemisphere during the 19th century, President Monroe announced the Monroe Doctrine, which forbade European involvement in already liberated countries in Latin America; it was based on Washington's idea of separation from Europe, but so much broader because it included the whole Western Hemisphere)
- Includes relevant outside information (early days of the United States republic; American Revolution; proposed neutrality during the war between England and France; Franco-American alliance; European attempts to recolonize the Western Hemisphere; growing nationalism after the War of 1812; desire to trade with the new republics in Latin America)
- Supports the theme with many relevant facts and/or examples from the documents (*Document 1*: American involvement in Europe should be limited to trade; *Document 2*: forbade European involvement in already liberated countries in Latin America; Monroe's inclusion of other Western hemisphere countries; aimed to keep Europe out of the Americas)

Conclusion: Overall, the response fits the criteria for Level 5. World events preceding each presidential message are clearly discussed as the cause for each president's message, and the difference between the messages are thoroughly analyzed and discussed.

America was a new nation that had recently won its independence from Britain and years after its establishment faced many problems. When war broke out between France and Great Britain, President Washington had a decision to make: assist its former ally, France and risk the stability of our own nation, or abandon its one-time ally and try to stabilize our own nation first.

President George Washington made a major decision to keep the country neutral, refusing to send any troops to Europe to fight the war. After proclaiming neutrality in 1793, Washington took the policy even further in his Farewell Address when he stated the benefits of avoiding entangling alliances. Washington claimed that, "Europe has a set of primary interests which to us have none or a very remote relation ... Hence, therefore, it must be unwise in us to implicate ourselves by artificial ties in the ordinary vicissitudes." (Doc 1). In other words, because an ocean separates us, Europe's quarrels are not our business, and we should not get involved. America held onto this belief as it would later show.

In the early 1800's, independence movements were spreading through Latin America. Afraid that some European countries would try to take advantage of these weak republics, American President James Monroe decided that it be wise to announce a formal warning/threat to any European nation that would colonize in the western hemisphere. Like Washington's farewell address in 1796, Monroe argued that the United States should not interfere in the internal business of European nations. Also, like Washington's farewell address the Monroe Doctrine desired to maintain neutrality with other nations, as long as they stayed out of the "Americas."

The Monroe doctrine held some differences from Washington's farewell address however. Washington's farewell address advised the American people as he left office while the Monroe Doctrine warned other nations not to push their boundaries into the Western Hemisphere, as we would view this as dangerous to our peace and safety.

Both were in desire of protecting the nation, though Monroe's warning was more threatening than Washington's advice.

Set 1, Anchor Level 4

The response:

- Develops *both* aspects of the task in depth
- Is both descriptive and analytical (*Historical Context*: America was a new nation that had recently won its independence from Britain and after its establishment faced many problems; when war broke out between France and Great Britain, President Washington had a decision to make: assist its former ally France and risk the stability of our own nation, or abandon its one-time ally and try to stabilize our own nation first; *Similarity and Difference*: Like Washington's Farewell Address in 1796, Monroe argued that the United States should not interfere in the internal business of European nations, Washington's Farewell Address advised the American people as he left office, while the Monroe Doctrine warned European nations not to push their boundaries into the Western Hemisphere as we would view this as dangerous to our peace and safety)
- Includes relevant outside information (recently won its independence; war broke out between France and Great Britain, former ally, France; proclaiming neutrality in 1793; avoiding entangling alliances; an ocean separates us; in early 1800's independence movements were spreading through Latin America; weak republics; Western Hemisphere)
- Supports the theme with relevant facts and/or examples from the documents (*Document 1*: Europe has a set of primary interests remote to US; *Document 2*: interference in our hemisphere would be dangerous to our peace and safety)

Conclusion: Overall, the response meets the criteria for Level 4. The historical context shows understanding of the foreign dilemmas facing Washington during the war between Great Britain and France and later of the threat of recolonization of Latin America. However, the relationship between the documents is not fully explored.

The first document, Farewell Address, written by President George Washington, was a warning to future America to stay out of entangling alliances with European countries. Around the time of his farewell address, a revolution was occurring in France. During his presidency, he chose the path of neutrality, which meant he refused to engage in any political conflicts of foreign nations. This document explains how he believes it is unwise to involve themselves in matters that don't concern America.

The Monroe Doctrine was implemented following the war of 1812, when the United States experienced increasing nationalism. Monroe made an aggressive warning to European powers against further colonization in Latin America to ensure that European Nations would not interfere with the newly independent Latin American nations. During the 1800s, many European nations had started colonizing different parts of the world to receive economic and military benefits. Fearful of other nations taking control of Latin America, the Monroe doctrine warns European nations to not interfere in the Western Hemisphere, or else the U.S. would take action.

Both of these doctrines express America's foreign policy. However, it can be seen that America's foreign policy begins to change after time passes. The Monroe Doctrine states that it may be necessary to interfere if free republics are invaded or seriously menaced. If that is the case, the U.S. needs to "prepare [their] defense." The Monroe Doctrine differs from the Farewell Address as it calls for action to protect our Southern neighbors from European interference.

Set 1, Anchor Level 3

The response:

- Develops *both* aspects of the task in some depth
- Is more descriptive than analytical (*Historical Context*: during his presidency, he chose the path of neutrality, which meant he refused to engage in any political conflicts of foreign nations; the Monroe Doctrine was implemented following the War of 1812 when the United States experienced increasing nationalism; *Difference*: The Monroe Doctrine differs from the Farewell Address as it calls for action to protect our southern neighbors from European interference)
- Includes some relevant outside information (a revolution was occurring in France; Monroe Doctrine was implemented following the War of 1812; European nations had started colonizing different parts of the world to receive economic and military benefits)
- Includes some relevant facts and/or examples from the documents (*Document 1*: stay out of entangling alliances; unwise to get involved in matters that don't concern America; *Document 2*: warns European nations to not interfere in the Western Hemisphere; it may be necessary to interfere if free republics are invaded or seriously menaced)

Conclusion: Overall, the response meets the criteria for Level 3. The historical context for each proclamation includes relevant events and related details, however, the response fails to fully explain the relationship between the two documents.

The United States of America began as small British colonies and gained more power through expansion, war, and trade throughout the years. It has always been affected by other world powers and always will. President George Washington's Farewell Address and James Monroe's message to Congress outlining the Monroe Doctrine both explain the stance of America with respect to the other powers in the world.

President Washington was wary of forming alliances with other nations because of the possible consequences of allying with many nations. According to Washington's Farewell Address, "it must be unwise in U.S. to implicate ourselves by artificial ties in the ordinary vicissitudes of her politics".

Similarly, in the message to Congress Monroe states the U.S. had never gotten involved in European wars in "matters relating to themselves." However, he also proclaimed to the other nations that the United States will take action if foreign nations were to threaten their independence.

Both the Farewell Address and the Monroe Doctrine proclaim that the United States would act in the best interest of the nation. This includes the forming of alliances, decision to go to war, and choosing who to trade with.

Set 1, Anchor Level 2

The response:

- Minimally develops *both* aspects of the task
- Is primarily descriptive (*Historical Context*: The United States of America began as small British colonies and gained more power through expansion, war, and trade throughout the years; President George Washington’s Farewell Address and James Monroe’s message to Congress outlining the Monroe Doctrine both explain the stance of America with respect to the other powers in the world; *Similarity*: Monroe states the United States had never gotten involved in European War; both the Farewell Address and the Monroe Doctrine exclaim that the United States would act in the best interests of the nation)
- Includes little relevant outside information (began as small British colonies)
- Includes a few relevant facts and/or examples from the documents (*Document 1*: President Washington was wary of forming alliances with other nations, it must be unwise to create artificial ties with other countries; *Document 2*: the U.S. has not gotten involved in purely European wars; the United States will take action if foreign nations threaten its independence)

Conclusion: Overall, the response meets the criteria for Level 2. The response shows basic knowledge about Washington’s Farewell Address but includes little specific information of the historical context surrounding either document. The discussion of the Monroe Doctrine makes only a minimal connection to the Farewell Address and no specific connection with the nations of the Western Hemisphere.

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

Doc. 1 is an excerpt from George Washington's farewell Address after stepping down from the presidency. Washington set precedents for future presidents to follow, including staying out of foreign affairs to avoid tension and war. This led to the Monroe Doctrine which is discussed in Doc. 2 after the War of 1812. Both sources focused on the nation's growth and independence rather than being dependent on another nation.

The Farewell Address and Monroe Doctrine have a cause and effect relationship. Washington warned the nation to stay out of foreign affairs. The Monroe Doctrine enforced the nation's neutrality.

Set 1, Anchor Level 1

The response:

- Minimally addresses the task
- Is descriptive; may lack understanding or application (*Historical Context*: this led to the Monroe Doctrine which is discussed in Document 2 after the War of 1812; *Similarity*: both sources focused on the nation's growth and independence; includes faulty analysis; *Cause and Effect*: the Monroe Doctrine enforced the nation's neutrality)
- Includes minimal or no relevant outside information (War of 1812; includes an inaccuracy: after stepping down from the presidency)
- Includes a few relevant facts and/or examples from the documents (*Document 1*: Washington warned the nation to stay out of foreign affairs)

Conclusion: Overall, the response meets the criteria for Level 1. The response recognizes Washington's advice to avoid tension and war, but fails to provide adequate historical context or develop a cause and effect relationship between the document.

During his Farewell Address the United States' first president warned against "foreign entanglements" more specifically pertaining to European alliances. Due to the fact that this country was still a nascent one after the Revolutionary War, and didn't yet have the strength necessary to enter into conflicts this was a wise precaution. However, as the U.S. has grown into a more powerful nation its stance has shifted. Shaping its current foreign policy. The beginning of this change can be perceived in the Monroe Doctrine.

Through the two documents have numerous common points they also bear some notable differences. Washington advocated for U.S. isolation from European wars and alliances and pointed out that the geographical location of the U.S. has a strong influence on its foreign policy. But while document 1 preaches isolationism, document 2 warns Europe against further colonization in the western hemisphere. The Monroe Doctrine gives the U.S. the right to intervene in Latin America if a European nation gives them a perceived reason to even if remaining out of conflict is preferred, the states will take military action if independent nations in its hemisphere are threatened since there is an indirect menace to the U.S. This marks the first major shift in American foreign policy that brings it closer to what it is today.

George Washington's Farewell Address and the Monroe Doctrine both address the concern of foreign influence on the nation or its interests. During the time of George Washington's presidency, the United States was a young republic, just learning how to govern itself. Many questions were still unanswered concerning the government's policies and one Washington answered for any that would listen was the question of America's involvement in foreign affairs. The developing nation had not yet established any formal alliances. Washington wanted to keep it that way due to the controversies found in most other European entanglements at the time. Not only abroad, but other countries were still fighting over North American land and Washington hoped to keep the independence already gained and not risk any of it. Washington welcomed commercial trade but sternly advised against entangling alliances that would involve us in "frequent controversies that are foreign to our concerns." (Doc 1) The Atlantic Ocean would help us maintain our distance. The Monroe Doctrine dealt with similar causes such as European interest in Latin America. President Monroe stated that any attempt to extend European control over the newly independent republics would be "dangerous to our peace and safety" and warned Europeans to stay out. The Monroe Doctrine was the warding off of European intervention, declaring U.S. protection of those countries who had declared their freedom and independence from foreign influence.

The relationship between these documents is that the Farewell Address set a precedent for the Monroe Doctrine because Washington advised against the United States involvement in European affairs, and Monroe expanded the policy to a warning to protect our hemisphere

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

from European interference. Washington set the precedent for U.S. neutrality in foreign affairs and Monroe extended it and offered protection to our neighbors in the hemisphere who could not defend themselves.

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

The documents are parts of things written by the United States talking about foreign policies. Document 1 is George Washington's farewell address. In his farewell address he talks about how he believes we should stay out of foreign affairs in order to keep the people and nation safe.

Document 2 is part of the Monroe Doctrine. In the Monroe Doctrine he talks about a foreign policy that keeps foreign or European countries out of the hemisphere.

Both documents state a president's view on their foreign policies. They both want the U.S. to stay out of foreign affairs.

The policies of U.S. presidents regarding foreign territories have varied between various presidents. George Washington and James Monroe show similar viewpoints regarding foreign intervention during and toward the end of their respective presidencies. In George Washington's farewell address, Washington warns the American public against intervention in European conflicts, claiming that neutrality will keep the government efficient & the people unified, and that European nations share few if any, interest with the United States (Doc 1). Washington had responded to the issue of the brewing French revolution, and the idea of aiding a popular rebellion. Washington sees a need to leave the office with these final words of advice to prevent such issues from harming the country in the future. President James Monroe similarly spoke regarding the issue of Neutrality, claiming that the United States should not intervene in European affairs, except when these affairs work against the U.S.' own interests. Some European colonies in South America had just followed our lead and become independent from European monarchies. The United States wanted to support these fledgling democracies in our hemisphere. Therefore, he concluded, that the U.S. should view interference in the Western Hemisphere as a threat, as not doing so could work against the U.S., and this should therefore not accept European colonization (Doc 2). Monroe outlines what would become the Monroe Doctrine, cautioning European nations from interfering in South America and that if they did so it would be considered "as dangerous to our peace and safety." Monroe saw the value of separation from Europe that Washington spoke of it and agreed with its premises. However Monroe expanded our concerns to include our southern neighbors.

The United States won the Revolutionary War, created their own government, and then faced the task of being a legitimate world power. European nations were constantly at war, looking to expand their empires. The question for the United States was “whose side do we take?” Some of our leaders favored the British since they had business ties, while others wished to back the French, who at the time, was undergoing a Revolution similar to ours a decade earlier. The path we ended up taking, however, was one where we loosened our concerns about foreign interest: neutrality.

George Washington made it clear as soon as he became the first president of the United States that he wanted “as little political connection as possible...” with foreign affairs (Doc 1). James Monroe, almost 30 years later, made a similar resolution, stating that “In the wars of European Powers in matters relating to themselves we have never taken any part, nor does it comport with our policy to do so” (Doc 2). The idea that the United States should remain neutral were paramount in both Washington and Monroe’s foreign policy. Both presidents also recognized the importance of enforcing neutrality. Washington knew foreign lands would attempt to interfere with our affairs, so he gave the future permission to “...choose peace or war, as our interest, guided by justices, shall counsel...” (Doc 1). Monroe pledged to “...consider any attempt on their part to extend their system to any portion of our hemisphere as dangerous to our peace and safety.” (Doc 2) Like Washington, Monroe was prepared to fight if it meant preserving our neutrality.

Set 1, Practice Paper A—Score Level 3

The response:

- Develops *both* aspects of the task in some depth
- Is more descriptive than analytical (*Historical Context*: this country was still a nascent one after the Revolutionary War and didn't yet have the strength necessary to enter into conflict; as the U.S. has grown into a more powerful nation its stance has shifted; *Difference*: Washington advocated for U.S. isolation from European wars and alliances and pointed out that the geographical location of the U.S. has a strong influence in its foreign policy, but while Document 1 preaches isolationism, Document 2 warns Europe against further colonization in the Western Hemisphere; includes faulty analysis; the Monroe Doctrine gives the U.S. the right to intervene in Latin America; the United States will take military action if independent nations in its hemisphere are threatened)
- Includes some relevant outside information (after the Revolutionary War; didn't yet have the strength)
- Includes some relevant facts and/or examples from the documents (*Document 1*: warned against foreign entanglements, Washington advocated for isolation from European wars and alliances, pointed out that the geographical location of the U.S. has a strong influence on its foreign policy; *Document 2*: warns Europe against further colonization in the western hemisphere)

Conclusion: Overall, the response meets the criteria for Level 3. The response demonstrates understanding for Washington's Farewell Address but includes little historical context for the Monroe Doctrine and confuses the original Monroe Doctrine with the later Roosevelt Corollary.

Set 1, Practice Paper B—Score Level 5

The response:

- Thoroughly develops *both* aspects of the task in depth
- Is more analytical than descriptive (*Historical Context*: during the time of George Washington's presidency, United States was a young republic just learning how to govern itself; the developing nation had not yet established any formal alliances and Washington wanted to keep it that way due to the controversies found in most other European entanglements at the time; *Cause and Effect*: the relationship between these documents is that the Farewell Address set a precedent for the Monroe Doctrine because Washington advised against United States involvement in European affairs, and Monroe expanded the policy to protect our hemisphere from European interference)
- Integrates relevant outside information (young republic; developing nation, not yet established any formal alliance, the Atlantic Ocean; other countries were still fighting over North America; European interests in Latin America)
- Supports the theme with many relevant facts and/or examples from the documents (*Document 1*: Washington welcomed commercial trade; advised against entangling alliances; would involve U.S. in foreign controversies that are foreign to our concerns; *Document 2*: any interference would be dangerous to our peace and safety)

Conclusion: Overall, the response fits the criteria for Level 5. The response uses analysis to show understanding of the primary message between two major presidential statements and of the relationship between the two in the establishment of American foreign policy.

Set 1, Practice Paper C—Score Level 1

The response:

- Minimally addresses the task
- Is descriptive (*Similarity*: both documents state a President’s view on their foreign polices)
- Includes no outside information
- Includes a few relevant facts and/or examples from the documents (he talks about how we should stay out of foreign affairs in order to keep the people and nation safe; he talks about a foreign policy that keeps foreign or European countries out of the hemisphere)
- Includes a few relevant facts and/or examples from the documents

Conclusion: Overall, the response meets the criteria for Level 1. It understands that the two foreign policies recommend that the United States stay out of European affairs but no supporting information or details are provided.

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*: Washington had responded to the issue of the brewing French Revolution, and the idea of aiding a popular rebellion; some European colonies in South America had just followed our lead and become independent from European monarchies; *Similarity*: President James Monroe similarly spoke regarding the issue of neutrality, claiming that the United States should not intervene in European affairs except when these affairs work against the United States’ own interests; *Difference*: Monroe expanded our concerns to include our southern neighbors)
- Includes relevant outside information (French Revolution; popular rebellion; final words of advice; European colonies in South America; become independent from European monarchies)
- Supports the theme with relevant facts and/or examples from the documents (*Document 1*: Washington warns the American public against intervention in European conflicts; European nations share few, if any, interests with the United States; *Document 2*: the United States should not intervene in European affairs except when the affairs work against the U.S.’s own interests; the U.S. should view interference in the Western Hemisphere as a threat; it would be considered as dangerous to our peace and safety)

Conclusion: Overall, the response meets the criteria for Level 4. Although the response demonstrates an understanding of both documents, it lacks the detail and analysis of a higher level response.

Set 1, Practice Paper E—Score Level 2

The response:

- Minimally develops *both* aspects of the task
- Is more descriptive than analytical (*Historical Context*: Some of our leaders favored the British since they had business ties; European nations were constantly at war, looking to expand their empires; *Similarly*: he wanted “as little political connection as possible” with foreign affairs; James Monroe, almost 30 years later, made a similar resolution, stating that “in the wars of European powers in matters relating to themselves we have never taken any part, nor does it comport with our policy to do so, “while others wished to back the French, who at the time, was undergoing a revolution similar to ours a decade later”)
- Includes little relevant outside information (Revolutionary War; European nations were constantly at war, looking to expand their empires; favored the British since they had business ties; others wished to back the French; undergoing a Revolution similar to ours)
- Includes a few relevant facts and/or examples from the documents (*Document 1*: George Washington wanted as little political connection as possible; *Document 2*: James Monroe stated “we have never taken part in European wars nor is it our policy to do so,” we will consider any attempt to extend their system to any portion of our hemisphere as dangerous to our peace and safety)

Conclusion: Overall, the response meets the criteria for Level 2. The response demonstrates understanding of the historical context surrounding the Farewell Address. However, it lacks sufficient discussion of the historical context of the Monroe Doctrine. The response labels both documents as similar in their promise to get involved in internal European affairs. However, discussion of the Farewell Address shows a better understanding overall whereas the historical context of the Monroe Doctrine is only inferential and the concept of neutrality is incorrectly associated with Monroe’s statement, making this response no higher than a level 2.

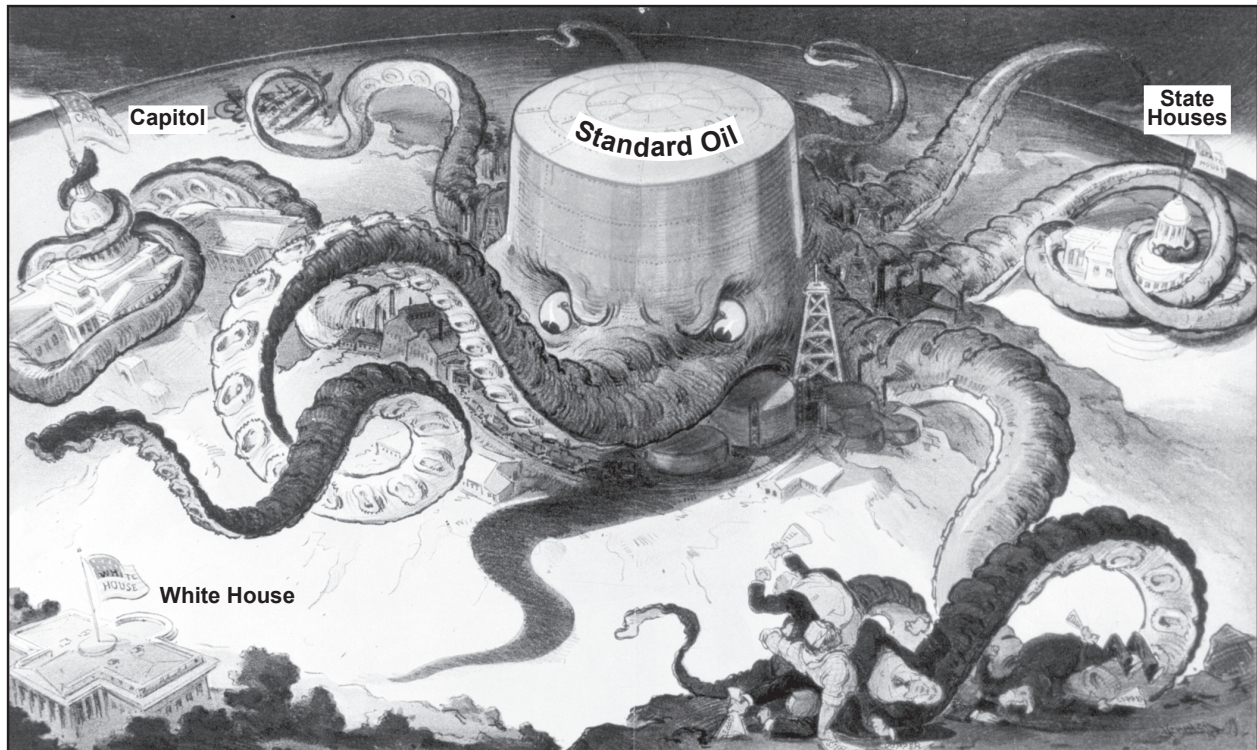
**United States History and Government
Short-Essay Question Set 2 (Question 30)
January 2024**

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

- Describe the historical context surrounding documents 1 and 2
- Analyze **Document 1** 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

Next!



Source: Udo J. Keppler, *Puck*, September 7, 1904 (adapted)

Document 2

To know every detail of the oil trade, to be able to reach at any moment its remotest point, to control even its weakest factor—this was John D. Rockefeller's ideal of doing business. It seemed to be an intellectual necessity for him to be able to direct the course of any particular gallon of oil from the moment it gushed from the earth until it went into the lamp of a housewife. There must be nothing—nothing in his great machine he did not know to be working right. It was to complete this ideal, to satisfy this necessity, that he undertook, late in the seventies [1870s], to organize the oil markets of the world, as he had already organized oil refining and oil transporting. Mr. Rockefeller was driven to this new task of organization not only by his own curious intellect; he was driven to it by that thing so abhorrent [appalling] to his mind—competition. If, as he claimed, the oil business belonged to him, and if, as he had announced, he was prepared to refine all the oil that men would consume, it followed as a corollary [conclusion] that the markets of the world belonged to him. . . .

Source: Ida Tarbell, *The History of the Standard Oil Company*, 1904

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

Scoring Notes:

1. This short-essay question has **two** components (describing the **historical context** surrounding these two documents, and analyzing and explaining how **audience, or purpose, or bias, or point of view** affects the use of **Document 1** 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 1** although information from Document 2 may be included in the discussion.
4. The analysis of reliability of **Document 1** 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 1** as a reliable source of evidence
- Is more analytical than descriptive (analyzes and/or evaluates information), e.g., (*Historical Context*: discusses the political influence of unregulated big business and the impact of muckraker efforts to expose the power of trusts and monopolies; *Purpose*: Keppler’s cartoon of an octopus strangling state and national governments depicts Standard Oil’s political influence and visually promotes a better understanding of the threat posed by unregulated corporate interests to democratic institutions. (This helps demonstrate that **Document 1** is a reliable source of evidence of that point of view); *Bias*: Keppler’s cartoon of Standard Oil focuses only on the negative aspects of Standard Oil and fails to consider the benefits and efficiencies of large corporations)
- Integrates relevant outside information (See Outside Information chart)
- Supports the theme with many relevant facts and/or examples from the documents (See Key Ideas chart)

Score of 4:

- Develops **both** aspects of the task in depth *or* may do so somewhat unevenly by thoroughly developing *one* aspect of the task in depth while developing the other aspect of the task in *some* depth
- Is both descriptive and analytical (applies, analyzes, and/or evaluates information), e.g., (*Historical Context*: discusses the political power of unregulated big business and the work done by muckrakers to inform the public about that power; *Purpose*: the cartoon visually promotes a better understanding of the threat posed by Standard Oil to government institutions and, considering Tarbell’s point of view, the cartoon could be a reliable source of evidence; *Bias*: The cartoon represents a single cartoonist’s point of view and it does not reflect the positive contributions of Standard Oil, therefore making it an unreliable source of evidence.)
- 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—Tentacles of Standard Oil octopus wrapped around Capitol/State House

Tentacle moving towards White House

Document 2—Rockefeller’s ideal to control every detail of oil trade

Goal to organize oil markets of the world (bring oil refining and transporting to world market)

Claim that markets of the world belonged to him

Relevant Outside Information

(This list is not all-inclusive.)

Laissez-faire policy

Role of vertical/horizontal organization

Development of trusts/monopolies

Passage of Sherman Antitrust Act

Robber Barons v. Captains of Industry (advantages/abuses of big business)

Influence of Gospel of Wealth

Work/Impact of muckrakers

President Theodore Roosevelt’s trustbusting efforts (*Northern Securities Company v. United States*)

Successes of Progressive Movement (economic and political reform)

Reliability of Document 1

(This list is not all inclusive.)

Reliable—*Purpose*: The cartoon draws attention to the frightening political power of Standard Oil (big business)

Bias: The overwhelming influence of Standard Oil shown in the cartoon is reinforced by Ida Tarbell’s exposé of the company in the same year

Audience: The cartoon in *Puck* magazine uses humor and political satire to reach a large and diverse audience including less educated members of the public

Unreliable—*Point of view*: The cartoon fails to depict any of the benefits and efficiencies of large corporations

During the second half of the 19th century the United States entered a period of industrialization sparked by new inventions and factories expanded their industrial output. This led to urbanization and less Americans worked as farmers. During this age of industrialization, America's economic policy was based on laissez-faire economics. This lack of intervention in the economy led to an unregulated business market. Without government regulation, some companies were able to form monopolies and dominate their industry. John Rockefeller's company Standard Oil was able to gain almost complete control of the oil industry using price-cutting wars and railroad rebates to drive out the competition. Other monopolies such as Andrew Carnegie's U.S. Steel and Vanderbilt's railroad company would also use ruthless tactics to gain power over large industries. They could influence the government and set their own prices without free market competition.

Document 1 clearly has a political agenda or purpose. The document portrays the standard oil company as an evil octopus, in order to characterize the company as malevolent and a menace to society. The octopus was a strategic choice, because octopi have tentacles with a strong grip. So, the symbolism is that the monopoly of the standard oil company has an overwhelming influence, almost like a "strangle hold" over both federal and state governments. Therefore, the purpose of the document is to expose the influence of corporate monopolies on government policy and to spark reform. So, this point of view diminishes the reliability of the document as it sensationalizes the issue and only depicts the negative side of the standard oil company with Rockefeller as the stereotype of a cold-blooded robber baron. Ida Tarbell, a famous muckraker, did not disagree with this

characterization of Rockefeller. But others saw Rockefeller as a Captain of Industry whose innovations made the United States an industrial power without providing information on the counterargument.

Set 2, Anchor Level 5

The response:

- Thoroughly develops *both* aspects of the task in depth
- Is more analytical than descriptive: (*Historical Context*: during the second half of the 19th century, the United States entered a period of industrialization sparked by new inventions and factories expanded their industrial output; without government regulation, some companies were able to form monopolies and dominate their industry; *Purpose*: the purpose of the document is to expose the influence of corporate monopolies on government policy and to spark reform; *Point of view*: this point of view diminishes the reliability of the document as it sensationalizes the issue and only depicts the negative side of the Standard Oil Company with Rockefeller as a stereotype of a cold-blooded robber baron)
- Integrates relevant outside information (industrialization; new inventions; factories expanded; urbanization; laissez-faire; unregulated business market; monopolies; Andrew Carnegie’s U.S. Steel, Vanderbilt’s railroad company; price-cutting wars, railroad rebates, cold-blooded robber baron, muckraker; Captain of Industry, innovations, industrial power)
- Supports the theme with many relevant facts and/or examples from the documents (*Document 1*: portrays the Standard Oil Co. as an evil octopus; stranglehold over both the federal and state governments; sensationalizes the issue; *Document 2*: Ida Tarbell did not disagree with this characterization of Rockefeller)

Conclusion: Overall, the response fits the criteria for Level 5. The response includes a well integrated, sophisticated analysis, and rich detail to establish the historical context and question the reliability of Keppler’s cartoon.

In the late 1800's John D. Rockefeller began a long successful journey of monopolizing the oil industry. Rockefeller destroyed, or absorbed all of his competition. One could argue that Rockefeller himself, was the most successful robber baron of the century. Rockefeller's triumph did not happen over night. As described in document 2, Rockefeller spent his life learning about the ins and outs of the oil industry, he worked for his fortune his whole life. Rockefeller's business did better than anyone could have expected. Oil was in high demand to fuel the fast growing industries of the era and Rockefeller was the man to get it from. His business was good for the economy but perhaps not the government. To keep his business booming, government officials and inspectors who believed in laissez-faire often turned a blind eye to the shady and illegal practices of the oil business.

The point of view of Document 1 leaves much of the story untold. An oil monster shown with it's grip on government branches brings a very negative light to Rockefeller. In reality Rockefeller put his fortunes into charities and foundations. He donated millions to medical research and education, probably the leading philanthropist ever. The country needed oil to run, and Rockefeller supplied it. He revolutionized the oil industry including the refining process and improved kerosene for daily use in the home. Rockefeller was a true Captain of Industry but you would never know this by looking at Keppler's cartoon. It was drawn from a very negative point of view and by itself is definitely unreliable.

Set 2, Anchor Level 4

The response:

- Develops *both* aspects of the task in depth
- Is both descriptive and analytical (*Historical Context*: Rockefeller destroyed or absorbed all of his competition; as described in Document 2, Rockefeller spent his life learning about the ins and outs of the oil industry; *Point of view*: the point of view of Document 1 leaves much of the story untold; he donated millions to medical research and education, probably the leading philanthropist ever; he revolutionized the oil industry, including the refining process and improving kerosene for daily use in the home)
- Includes relevant outside information (monopolizing the oil industry; fast-growing industries; laissez-faire; donated millions to medical research and education; leading philanthropist; refining process; improved kerosene, Captain of Industry)
- Supports the theme with relevant facts and/or examples from the documents (*Document 1*: an oil monster shown with its grip on government branches; *Document 2*: Rockefeller spent his life learning the ins and outs of the oil industry)

Conclusion: Overall, the response meets the criteria for Level 4. The response provides good information about Rockefeller's goals and methods. It offers impressive outside information to contrast Rockefeller's contributions but makes only brief references to the documents. Additional supporting facts and details about the documents would have strengthened the paper.

Documents 1 and 2 are about the Standard Oil Company. The standard oil company was built by John D. Rockefeller in the late 1800s. During this time, Rockefeller could control any other company he wanted. He could make a sale with prices so low it would drive his competitors out of business. He could do it thanks to laissez-faire capitalism. The government at the time did not care how businesses made money. They wanted the economy to boom and for the country to be successful. So, Rockefeller rose to the top with the use of horizontal integration. Other companies like the one led by Andrew Carnegie became big as well due to laissez-faire. The companies formed things like trusts and monopolies which would later be broken by Theodore Roosevelt and the anti-trust acts.

Document 1's point of view affects its use as a reliable source. The document shows what looks to be an octopus trying to take over the government. The octopus is named "Standard Oil" which is alluding to the Standard Oil Company. This document seems to be against the Standard Oil Company (Soc). There were two names for big businessmen. Captains of industry and robber barons. The artist behind the document believes that Rockefeller is a robber baron and is controlling the American government. This biased view ruins the article's credibility, therefore making it an unreliable source since it is not giving the full story. The full story would provide the audience with a clear picture instead of one view. They'd be able to understand it better and will be able to make their own judgements.

Set 2, Anchor Level 3

The response:

- Develops *both* aspects of the task in some depth
- Is more descriptive than analytical (*Historical Context*: he could make a sale with prices so low it would drive his competitors out of business; Rockefeller rose to the top with the use of horizontal integration; *Point of View*: the artist behind the document believes that Rockefeller is a robber baron and is controlling the American government; this biased view ruins the article's credibility, therefore making it an unreliable source since it is not giving the full story)
- Includes some relevant outside information (make a sale with prices so low it would drive his competitors out of business; laissez-faire capitalism; Rockefeller rose to the top; horizontal integration, Andrew Carnegie, trusts and monopolies; Theodore Roosevelt; Anti-Trust Acts; captains of industry; robber baron)
- Includes some relevant facts and/or examples from the documents (*Document 1*: looks to be an octopus taking over the government; the octopus is named Standard Oil)

Conclusion: Overall, the response meets the criteria for Level 3. The response clearly connects the label of robber baron to the cartoon's view of monopolistic business practices and shows a general understanding of the tasks and the time period, but lacks the development and supporting details of a higher level paper.

In the late 19th century, big business controlled and ran the country. Industries such as steel, railroads, and automobiles were so massive that they were given the power to push through anything that stood in their way. John D. Rockefeller's standard oil happened to be the top of it all and is one of the world's biggest monopolies to date.

John D. Rockefeller, the notorious oil robber baron of the 19th century had the entire oil industry in the palm of his hand. Documents 1 and 2 both reflect on the work of John D. Rockefeller and how he overpowered all business and industries. At his peak, Rockefeller controlled much of the entire country, and was one of the wealthiest men in history. Document 1 specifically depicts the devastation Standard Oil had on the country. However, bias affects the documents use as a reliable source of evidence. Standard Oil was under fire from the very beginning as it is claimed Rockefeller got his business to the top unfairly. This document was created by the side in particular that disliked standard oil. The artist depicted how standard oil was too powerful and caused an immense amount of devastation.

In conclusion, John D. Rockefeller over powered all aspects of business in the late 19th century. His oil company was the entire driving force of the United States, and even over powered the government. Standard Oil is still one of the biggest monopolies to ever exist in history.

Set 2, Anchor Level 2

The response:

- Minimally develops *both* aspects of the task
- Is more descriptive than analytical (*Historical Context*: John D. Rockefeller, the notorious oil robber baron of the 19th century, had the entire oil industry in the palm of his hand; *Bias*: this document was created by the side in particular that disliked Standard Oil; the artist depicted how Standard Oil was too powerful and caused an immense amount of devastation)
- Includes some relevant outside information (industries such as steel, railroads; one of the world's biggest monopolies to date; robber baron; immoral business tactics; one of the wealthiest men in history; includes an inaccuracy (automobiles))
- Includes a few relevant facts and/or examples from the documents (*Documents 1 and 2*: reflections on the work of John D. Rockefeller; more powerful than the United States government, specifically depicts the devastation Standard Oil had on the country; *Document 2*: he overpowered all business and industries, he had to eliminate all competition)

Conclusion: Overall, the response meets the criteria for Level 2. It is somewhat repetitive, but includes some analysis to convey the power and wealth of Standard Oil. The discussions of reliability lacks development.

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

The two documents shown were in a time period where oil was becoming of major economic value, and going up like crazy. Both Documents portray oil in a negative light with Document 2 being less negative than 1. Document 2 speaks of the History of the oil (and the industry surrounding it). It describes how the President essentially put things and had things figured out in that industry.

Document 2 goes to show a similar message but an even more negative context. Document 2 is based on facts (with a bias against it) while Document 1 shows the oil industry consuming governments and having control over them making it propoganda in a sense because the oil industry and (what it does) can be viewed as negative or Positive, while this document shows it as negative, making it an unreliable source.

Set 2, Anchor Level 1

The response:

- Minimally develops *both* aspects of the tasks
- Is descriptive (*Historical Context*: the two documents shown were in a time period where oil was becoming of major economic value; includes faulty analysis (it describes how the president essentially put things and had things figured out in that industry); *Point of View*: Document 1 shows the oil industry consuming governments and having control over them, making it propoganda in a sense because the oil industry and what it does can be viewed as negative or positive, while this document shows it as negative, making it an unreliable source)
- Includes minimal outside information (oil was becoming of major economic value)
- Includes a few relevant facts and/or examples from the documents (shows the oil industry consuming governments and having control over them; speaks of the history of the oil)

Conclusion: Overall, the response meets the criteria for Level 1. The response shows some overall understanding of the task but barely addresses either component.

The first document is an illustration depicting Standard Oil as a ravenous octopus that's engulfing the United States capitol, state houses, and the white house. It was drawn by Udo J. Keppler and published in Puck magazine on September 7, 1904. The second document is an excerpt from Ida Tarbell's "The History of the Standard Oil Company," also published in 1904. In this muckraking classic Tarbell exposed the business practices of John D. Rockefeller and his monopoly over the oil industry: Standard Oil. Both of these documents were created in response to Rockefeller's monopoly. Following Reconstruction, the late nineteenth century was characterized by powerful and wealthy corporations and trusts. Rockefeller's Standard Oil made him one of the most influential business tycoons of all time, but he wasn't the only monopolist of this era; there was Andrew Carnegie, who had monopolized the steel industry; and there was also Cornelius Vanderbilt, who had owned most of the railroads.

These monopolies defined the economics and social aspects of the late nineteenth century laissez-faire policy of government. Most of the monopolies were ruthless to both their competition and their employees. When workers' unions started to form the workers were either met with violence, like in the Homestead Strike, or were simply fired. Essentially, monopolies had a stronghold on the American economy.

Document 1 is an interesting source of evidence because it was published by a magazine, Puck, that was known for its satirical cartoons about political and economic issues of the day. A magazine in the United States is privately owned and protected by the free speech clause in the first amendment, allowing it to publish any viewpoints. Keppler's cartoons in Puck were eye-catching and humorous like his

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

famous analogy of Standard Oil as a “trust monster.” Readers saw how Standard Oil devoured the institutions of government but not how it made the country an industrial giant and modernized American life. This sensationalized point of view made Keppler’s magazine a best seller, but not a reliable source for a full understanding of the impact of Standard Oil on United States history.

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

In history many businesses had a say in the governments. This made the businesses more power and authority. One big company was the oil company. As shown in Document 1, the octopus represents the oil company and its tentacles in the picture is taking over the State House, the Capital, and the White House. This represents the purpose the oil company had, which was to control the government into doing whatever the businesses wanted. The businesses formed monopolies and that sometimes made them go corrupt.

Document 2 also talks about the corrupt businesses like the standard oil company and it talks about the depth of the work J. D. Rockefeller's had to do.

In the late 1800s and emerging into the 20th century, (1900s) prominent industrialists gained much power and wealth. Known commonly as “Robber Barons,” these entrepreneurs would acquire influence and control over a certain aspect of manufacturing, transportation, or trade, in order to make millions within a lifetime.

In terms of the “genesis” of the Gilded Age – Robber Barons were at the forefront. One of the most notorious Robber Barons recognized by Documents 1 and 2, was J.D. Rockefeller. By owning all the means of production in oil production: (from the processing, shipping, and selling of the refined product), Rockefeller established the Standard Oil monopoly.

Propaganda such as that displayed in Document 1, make an effort to project trusts (monopolies) in a negative light. The Document is only portraying one, biased opinion regarding the Standard Oil monopoly.

The historical context surrounding document 1 and 2 was the progressive era. Many different muckrakers, people focusing on a multitude of issues, worked to expose and fix American problems. Jacob Riis exposed tenement conditions in "How The Other Half Lived," and Upton Sinclair exposed disgusting food safety issues in "The Jungle." Similarly, Ida Tarbell in document 2 is exposing the corruptness of big business owners like Rockefeller and the Standard Oil Company. The cartoonist in Document 1 is essentially doing the same thing, so that the issue would receive attention.

Document 1's audience is important when considering its reliability. The cartoon would not have to be shown to anyone involved in big business or the Standard Oil Company, because they are already aware of the issue. Since cartoons were commonly in newspapers, it is likely that this cartoon was for the average man. Even people who could not read could understand the threat of a monopoly controlling the government. For regular people to see this and understand the corruption within the Standard Oil Company and the United States, the issue is revealed and hoped to be solved. Corruption is shown through the tentacles of the metaphorical standard oil octopus gripping onto the Capitol, State Houses, and the White House. This represents how Rockefeller and the company has control over the nation. However, like other political cartoons, Keppler's illustration attempts to persuade the audience and not to give both sides of the issue.

The context surrounding documents 1 and 2 was the rise of trusts, using their rapidly increasing power to push small businesses out of business and to manipulate consumers. Trusts operated largely unregulated by the federal government, allowing trusts to employ manipulative business tactics such as horizontal integration. This was often accomplished by predatory pricing that eliminated competition. Such abuse of power by these trusts triggered progressive reforms such as anti-trust acts.

Document 1 depicts John D. Rockefeller's Standard Oil trust as a scary octopus wielding an unprecedented amount of power over the government and consumers. It portrays the federal government's inability to regulate / control trusts such as that of Rockefeller. The point of view of this document is clearly an antitrust advocate who believed that trusts were not entitled to wield more power than the government and advocated for their regulation. This point of view affects the document's reliability, portraying trusts as evil and destructive while failing to address their benefits such as developing new innovative products, improving transportation or delivery, and making America an industrial super power. Furthermore, Rockefeller donated much of his personal wealth gained from Standard Oil to charitable causes. The cartoonist would have definitely agreed with the famous muckraker, Ida Tarbell. They both had the same purpose of exposing the dangers of the Standard Oil company. However, Keppler's use of an overdramatized cartoon in order to reach a larger audience makes it less reliable than Tarbell's factual narrative.

Set 2, Practice Paper A—Score Level 5

The response:

- Thoroughly develops *both* aspects of the task in depth
- Is more analytical than descriptive (*Historical Context*: following Reconstruction, the late nineteenth century was characterized by powerful and wealthy corporations and trusts, these monopolies defined the economic and social aspects of late nineteenth century laissez-faire policies of government; *Point of View*: a magazine in the United States is privately owned and protected by the free speech clause in the first amendment; allowing it to publish any viewpoint; this sensationalized point of view made Keppler’s magazine a best-seller, but not a reliable source for a full understanding of the impact of Standard Oil on United States history)
- Integrates relevant outside information (muckraking classic; following Reconstruction; powerful business tycoons; Andrew Carnegie; steel industry; Cornelius Vanderbilt; railroads, laissez-faire; ruthless to both their competition and their employees; no regulations; satirical cartoons, privately owned, free speech clause; first amendment; cartoons in *Puck* were eye-catching and humorous; best-sellers)
- Supports the theme with many relevant facts and/or examples from the documents (*Document 1*: ravenous octopus; analogy of Standard Oil as a “trust-monster,” engulfing the United States capitol, state houses and the White House; drawn by Udo J. Keppler; published in *Puck* Magazine on September 7, 1904; sensationalized point of view; *Document 2*: excerpt from Ida Tarbell’s *The History of the Standard Oil Company*; 1904; muckraking classic; exposed the business practices of John D. Rockefeller; Standard Oil devoured the institutions of government but not how it made the country an industrial giant and modernized American life)

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates a clear understanding of the time period, and *Puck* as a magazine of political humor offered a specific point of view on this topic that was protected by the first amendment.

Set 2, Practice Paper B—Score Level 1

The response:

- Minimally addresses the task
- Is descriptive (*Historical Context*: in history many businesses had a say in the governments; the purpose the oil company had, which was to control the government into doing whatever the business wanted; the businesses formed monopolies and that sometimes made them go corrupt)
- Includes minimal or no relevant outside information (the businesses formed monopolies)
- Includes a few relevant facts and/or examples from the documents (*Document 1*: the octopus represents the oil company and its tentacles in the picture are taking over the State House, the Capital, and the White House; control the government into doing whatever the businesses wanted; corrupted businesses like the Standard Oil Company)

Conclusion: Overall, the response meets the criteria for Level 1. The response lacks understanding of the task.

Set 2, Practice Paper C—Score Level 2

The response:

- Minimally develops *both* aspects of the task
- Is more descriptive than analytical (*Historical Context*: entrepreneurs would acquire influence and control over a certain aspect of manufacturing, transportation, or trade in order to make millions within a lifetime; *Bias*: the document is only portraying one biased opinion regarding the Standard Oil monopoly)
- Includes some relevant outside information (late 1800s and into the 20th century, robber barons, entrepreneurs, Gilded Age; owning all the means of production from the processing, shipping, and selling of the refined products)
- Includes a few relevant facts and/or examples from the documents (*Document 1*: project trusts in a negative light)

Conclusion: Overall, the response meets the criteria for Level 2. The response shows some knowledge of Rockefeller’s activities, but the discussion of the reliability of Keppler’s cartoon lacks development. Additional supporting details would have improved the response.

Set 2, Practice Paper D—Score Level 3

The response:

- Develops *both* aspects of the task in some depth
- Is more descriptive than analytical (*Historical Context*: many different muckrakers, people focusing on a multitude of issues, worked to expose and fix American problems; similarly, Ida Tarbell in Document 2 is exposing the corruptness of big business owners like Rockefeller and the Standard Oil Company at a time when laissez-faire was the prevailing attitude; *Audience*: since cartoons were commonly in newspapers, it is likely that this cartoon was for the average man; even those that could not read could understand the threat of a monopoly controlling the government)
- Includes some relevant outside information (Progressive Era; muckrakers; Jacob Riis exposed tenement conditions, *How the Other Half Lives*; Upton Sinclair exposed disgusting food safety issues; *The Jungle*; laissez-faire, newspapers; non-reading public)
- Includes some relevant facts and/or examples from the documents (*Document 1*: corruption is shown through the tentacles of an octopus gripping the Capital, state houses and the White House; the company has control over the nation)

Conclusion: Overall, the response meets the criteria for Level 3. The response clearly describes the role of muckrakers like Keppler and Ida Tarbell in the Progressive Era. However, neither the historical context nor the explanation of reliability is fully developed.

Set 2, Practice Paper E—Score Level 4

The response:

- Develops *both* aspects of the task in some depth and thoroughly develops the reliability of Document 1
- Is both descriptive and analytical (*Historical Context*: trusts operated largely unregulated by the federal government, allowing trusts to employ manipulative business tactics such as horizontal integration; this was accomplished by predatory pricing that eliminated competition; *Point of View*: the point of view of this document is clearly an anti-trust advocate who believed that trusts were not entitled to wield more power than the government and advocated for their regulation; this point of view affects the document’s reliability, portraying trusts as evil and destructive while failing to address their benefits such as developing new innovative products, improving transportation or delivery, and making America an industrial super power; *Audience*: Keppler’s use of an overdramatized cartoon in order to reach a larger audience made it less reliable than Tarbell’s narrative)
- Includes relevant outside information (rise of trusts largely unregulated by the federal government; manipulative business tactics; horizontal integration; predatory pricing; progressive reforms; antitrust acts; innovative products; improving transportation; making America an industrial super power; charitable causes; muckrakers)
- Supports the theme with relevant facts and/or examples from the documents (*Document 1*: Standard Oil Trust as a scary octopus wielding an unprecedented amount of power over the government; portrays the government’s inability to regulate/control trusts; portraying trusts as evil and destructive; Keppler’s use of a humorous cartoon; *Document 2*: Ida Tarbell; exposing the dangers of the Standard Oil Company)

Conclusion: Overall, the response meets the criteria for Level 4. The response is uneven because the historical context lacks the depth of a level 5 paper. The discussion of Keppler’s unreliability due to the cartoon’s overdramatized point of view is more developed and analytical.

January 2024 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	11.3
6	11.3
7	11.3
8	11.3
9	11.4
10	11.4
11	11.5
12	11.6
13	11.7
14	11.7
15	11.7
16	11.7
17	11.7
18	11.7
19	11.10
20	11.7
21	11.7
22	11.9
23	11.9
24	11.10
25	11.10
26	11.9
27	11.10
28	11.10
29- SEQ-1	11.2, 11.3
30- SEQ-2	11.5
31- SCF- 1	11.4
32- SCF- 2	11.4
33- SCF- 3	11.10
34- SCF- 4	11.10
35- SCF- 5	11.10
36- SCF- 6a/6b	11.10
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 January 2024 Regents Examination in United States History and Government* will be posted on the Department's web site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.**

Submitting Teacher Evaluations of the Test to the Department

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

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