

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

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

UNITED STATES HISTORY AND GOVERNMENT (FRAMEWORK)

Thursday, June 1, 2023 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE FOR PART II (SHORT-ESSAY QUESTIONS)

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

Contents of the Rating Guide

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

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

General:

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

Mechanics of Rating

The procedures on page 2 are to be used in rating essay papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in United States History and Government (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 (Framework)
Short-Essay Question Set 1 (Question 29)
June 2023

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

... There would be meat that had tumbled out on the floor, in the dirt and sawdust, where the workers had tramped and spit uncounted billions of consumption [tuberculosis] germs. There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it. It was too dark in these storage places to see well, but a man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. These rats were nuisances, and the packers would put poisoned bread out for them; they would die, and then rats, bread, and meat would go into the hoppers together. This is no fairy story and no joke; the meat would be shoveled into carts, and the man who did the shoveling would not trouble to lift out a rat even when he saw one—there were things that went into the sausage in comparison with which a poisoned rat was a tidbit. There was no place for the men to wash their hands before they ate their dinner, and so they made a practice of washing them in the water that was to be ladled into the sausage. There were the butt-ends of smoked meat, and the scraps of corned beef, and all the odds and ends of the waste of the plants, that would be dumped into old barrels in the cellar and left there. Under the system of rigid economy which the packers enforced, there were some jobs that it only paid to do once in a long time, and among these was the cleaning out of the waste barrels. Every spring they did it; and in the barrels would be dirt and rust and old nails and stale water—and cartload after cartload of it would be taken up and dumped into the hoppers with fresh meat, and sent out to the public's breakfast. Some of it they would make into "smoked" sausage—but as the smoking took time, and was therefore expensive, they would call upon their chemistry department, and preserve it with borax and color it with gelatin to make it brown. All of their sausage came out of the same bowl, but when they came to wrap it they would stamp some of it "special," and for this they would charge two cents more a pound. . . .

Source: Upton Sinclair, *The Jungle*, February 1906

Document 2

The Secretary [of Agriculture] shall cause to be made, by experts in sanitation or by other competent inspectors, such inspection of all slaughtering, meat canning, salting, packing, rendering, or similar establishments in which amenable species are slaughtered and the meat and meat food products thereof are prepared for commerce as may be necessary to inform himself concerning the sanitary conditions of the same, and to prescribe the rules and regulations of sanitation under which such establishments shall be maintained; and where the sanitary conditions of any such establishment are such that the meat or meat food products are rendered adulterated [contaminated], he shall refuse to allow said meat or meat food products to be labeled, marked, stamped or tagged as "inspected and passed."

Source: Meat Inspection Act, June 30, 1906, as amended in 1967 and 2005

United States History and Government (Framework)
Content-Specific Rubric
Short-Essay Question Set 1 (Question 29)
June 2023

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 how the rise of unregulated big business and the profit motive of meatpackers created squalid and unsafe conditions in meatpacking plants revealed by muckrakers during the Progressive Era; *Cause and Effect*: connects Upton Sinclair’s muckraking exposé to the passage of the Meat Inspection Act that mandated periodic inspection of meatpacking plants by federal sanitation experts; *Turning Point*: connects how a lack of consumer safety regulations and outrage over descriptions in *The Jungle* led to increased government regulation of the food industry and an extensive consumer protection movement
- 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 unsafe working conditions and unsanitary practices in unregulated meatpacking plants; *Cause and Effect*: discusses how Upton Sinclair’s gruesome descriptions in *The Jungle* prompted the passage of the Meat Inspection Act which sent federal inspectors into meatpacking plants; *Turning Point*: discusses how disgusting conditions in meatpacking plants revealed in *The Jungle* changed government regulations and led to a consumer protection movement
- 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 and/or examples; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

All sample student essays in this rating guide are presented in the same cursive font while preserving actual student work, including errors. This will ensure that the sample essays are easier for raters to read and use as scoring aids.

Raters should continue to disregard the quality of a student's handwriting in scoring examination papers and focus on how well the student has accomplished the task. The content-specific rubric should be applied holistically in determining the level of a student's response.

Key Ideas from the Documents

(This list is not all-inclusive.)

<p>Document 1—Tuberculosis germs Rats on meat and in sausage Unsanitary storage of meats Unsafe working conditions Infrequent cleaning of equipment False advertising and labeling Unknown/unsafe ingredients in sausage</p>	<p>Document 2—Agriculture Department Established federal inspectors/inspections of slaughtering/canning/salting/packing Adulterated meats fail inspection Adulterated meats will not be labeled, marked, or tagged as “inspected and passed”</p>
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Relevant Outside Information

(This list is not all-inclusive.)

<p>Socialist beliefs of Upton Sinclair Immigrant laborers like Jurgis Muckrakers researching societal conditions Chicago stockyards Major meatpackers Armour and Swift President Theodore Roosevelt Food and Drug Administration</p>	<p>Progressive movement Industrialization Capitalists and profit motive Federal control over interstate commerce Consumer protection movement Regulatory agencies</p>
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Relationship between the Documents

(This list is not all-inclusive.)

<p>Cause and Effect: The public outcry from Upton Sinclair’s gruesome descriptions of meat in <i>The Jungle</i> prompted swift passage of the Meat Inspection Act by Congress.</p>	<p>Turning Point: Publication of <i>The Jungle</i> and passage of the Meat Inspection Act led to further regulation of industries and an ongoing consumer protection movement; After publication of <i>The Jungle</i> and passage of the Meat Inspection Act, Progressives turned to stronger government oversight of business, moving away from the old laissez-faire approach.</p>	<p>Similarity/Difference: Document 1 describes the conditions in meatpacking plants that existed in the late 1800s and early 1900s while Document 2 addresses the government’s response to remedy the problem.</p>
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Upton Sinclair's *The Jungle* was one of the most influential books about the evils of rapid industrialization. Specifically, it shed light on the horrors of the meat packing industry and served as a catalyst for major reform in consumer protection. Through the use of powerful imagery and detailed descriptions of the conditions in these meat factories, Sinclair sparked the push for The Meat Inspection Act, as well as overall reassessment and reform in industrial practices.

For many, the relationship between *The Jungle* and the passing of The Meat Inspection Act is one of a turning point. Sinclair's actual purpose in writing his novel was to show the American public the poor working conditions of immigrants in Chicago's meat plants, but instead he disgusted them with the horrible truths about the meat, such as "meat stored in great piles ... water from leaky roofs would drip over it, and thousands of rats would race about on it." In the late 1800's and early 1900's, there was little to no regulation on the production of most foods. By shocking the public with these vile descriptions, Sinclair raised public awareness about the meat industry. Discontent among the people was picked up by the federal government very quickly. President Theodore Roosevelt understood the need for a safer food chain. Progressives demanded immediate reform in meat-packing because of Sinclair's work.

When one looks at the Meat Inspection Act, it is evident that it heavily draws upon the complaints made in *The Jungle*. The act calls for thorough inspection of all establishments related to processing meats. However, Sinclair's book did much more than promote the passing of a Meat Inspection Act. The public and the government began to question other industries that at the time, had no regulation

or inspections. Industries like medicine could market a drug as safe and over-the-counter even though they had dangerous, addictive chemicals in them without legal repercussions. However, after the Meat Inspection Act was passed, other consumer regulations and agencies were established, including the FDA. *The Jungle* was definitely a major catalyst for increasing government responsibility for public safety which was a true turning point away from laissez-faire.

Set 1, Anchor Level 5

The response:

- Thoroughly develops both aspects of the task in depth
- Is more analytical than descriptive (*Historical Context*: through the use of powerful imagery and detailed descriptions of the conditions in these meat factories, Sinclair sparked the push for the Meat Inspection Act as well as overall reassessment and reform in industrial practices; Sinclair's actual purpose in writing novel was to show American public the poor working conditions of immigrants in Chicago's meat plants but instead he disgusted them with horrible truths about meat; little-to-no regulation on production of most foods; *Turning Point*: by shocking public with vile descriptions Sinclair raised public awareness about meat industry; Progressives demanded immediate reform in meatpacking because of Sinclair's work; public and government began to question other industries that had no regulation or inspections; *The Jungle* was definitely a major catalyst for increasing government responsibility for public safety which was a true turning point away from laissez-faire)
- Integrates relevant outside information (rapid industrialization; powerful imagery; reassessment and reform in industrial practices; poor working conditions; immigrants in Chicago's meat plants; no regulation; discontent among the people; President Theodore Roosevelt understood the need for a safer food chain; medicine; dangerous addictive chemicals; FDA)
- Supports the theme with many relevant facts and/or examples from the documents (*Document 1*: Upton Sinclair; *The Jungle*; meat stored in great piles; water from leaky roofs; thousands of rats; *Document 2*: Meat Inspection Act; thorough inspection of all establishments relating to processing meats)

Conclusion: Overall, the response fits the criteria for Level 5. The response uses insightful analysis and ample detail to connect *The Jungle* as a turning point with the passage of the Meat Inspection Act and the beginning of consumer protection by the federal government.

In the late 1800's America entered into the Industrialization era, developing cities, creating factories, and advancing machinery. With the creation of factories, the population in the major cities sky rocketed with immigrants searching for jobs and farmers seeking a new life. Cities then began to overcrowd as population increased more than the amount of space to house people. Multiple families shared one room apartments, air was thick with dirt and smoke from the factories, there was no sanitation and disease spread rapidly. Not only was the environment at home toxic to live in, but factories environments also consisted of unsanitary conditions. In the early 1900's, reformers began to grow tired of corruption at work in the unsafe, unsanitary environments and demanded change. Many publishers wrote about the horrendous conditions to bring attention to what needed to be changed, such as Upton Sinclair in *The Jungle*, as he wrote about the corrupt meat packing industry. Stories such as Sinclair's is what led to new regulations set by the government to bring about change.

In Sinclair's book "The Jungle" he describes the unsafe, unsanitary conditions of a meat packing company. He explained how the "water from leaky roofs would drip over the meat" and "rats, bread and meat" would be all mixed together into the sausage (Doc 1). The company even used borax and gelatin to color the meat to create the illusion that the meat was "smoked" (Doc 1). *The Jungle* uncovered these despicable and terrifying actions of the meat company, which was what quickly led to the Meat Inspection Act. The Act declared that "all slaughtering, meat canning, salting, packing, rendering" would be inspected for sanitation (Doc 2). "The Jungle" inspired changes to

Anchor Paper – Short-Essay Question, Set 1—Level 4

occur in society as it prompted congress to pass a new law that regulated the meat packing companies and even influenced later regulations of all food companies to keep up with sanitation. Sinclair also inspired other writers called Muckrakers to express their criticisms about society and advanced the progressive era.

Set 1, Anchor Level 4**The response:**

- Develops both aspects of the task in depth
- Is both descriptive and analytical (*Historical Context*: in the late 1800s America entered into the Industrialization Era developing cities, creating factories, and advancing machinery; in the early 1900s reformers began to grow tired of corruption at work in unsafe, unsanitary environments and demanded change; *Cause and Effect*: *The Jungle* uncovered these despicable and terrifying actions of meat company which was what quickly led to Meat Inspection Act; *The Jungle* inspired changes to occur in society as it prompted Congress to pass a new law that regulated meatpacking companies and influenced later regulations of all food companies to keep up with sanitation)
- Includes relevant outside information (industrialization; developing cities; population in major cities skyrocketed; immigrants searching for jobs; farmers seeking a new life; disease spread rapidly; unsanitary conditions; reformers; new regulations; prompted Congress; regulating the meatpacking industry; later regulation of all food companies; muckrakers; Progressive Era)
- Supports the theme with relevant facts and/or examples from the documents (*Document 1*: water from leaky roofs; rats, bread, and meat would be mixed together; create the illusion that meat was smoked; borax and gelatin to color the meat; *Document 2*: slaughtering; meat canning; salting; packing; rendering; would be inspected for sanitation)

Conclusion: Overall, the response meets the criteria for Level 4. The discussion of the historical context could be improved with more direct focus on the meatpacking industry than on urban living conditions in the late 1800s. However, the response makes a clear connection between *The Jungle* and congressional action to regulate meatpacking and other food production.

The two documents are from the Progressive Era. Upton Sinclair, author of "The Jungle" (document 1) was a muckraker exposing the horrors of the meatpacking industry. He wrote about all that went into people's meat and how unsafe the factory conditions were, as well as the dangers of the meat itself. During the Progressive Era, factories were becoming the main source of work, and cities the place where everyone lived. Because of the corrupt, laissez-faire government, factory owners mistreated workers and did not care about the conditions of their factories. Muckrakers like Upton Sinclair fought against these poor conditions, and this resulted in laws that required more regulation. The Meat Inspection Act was one such law. It required that experts will inspect the process of sanitation and meat packing to ensure the conditions were safe and the food was safe. This Act was one of the most important to pass under Teddy Roosevelt during the Progressive Era.

The two documents have a cause and effect relationship. Upton Sinclair, the author of the book the document is excerpted from, worked in the meatpacking industry, and he knew first hand about the dangers within it. His book caused disgust and outrage among the people affected, including Teddy Roosevelt himself. The Meat Inspection Act, showed in document two, is an effect of document one. People who worked in the factories were in danger and the people who ate what came out of the factories were in danger. The Meat Inspection Act ensured that the issues portrayed in document one would be resolved for the future.

Set 1, Anchor Level 3

The response:

- Develops both aspects of the task in some depth
- Is more descriptive than analytical (*Historical Context*: Upton Sinclair, author of *The Jungle*, was a muckraker exposing horrors of meatpacking industry; because of corrupt laissez-faire government, factory owners mistreated workers and did not care about conditions of factories; *Cause and Effect*: Meat Inspection Act one of the most important to pass under Teddy Roosevelt during the Progressive Era; book caused disgust and outrage among people affected including Teddy Roosevelt; Meat Inspection Act, shown in Document 2, is an effect of Document 1)
- Includes some relevant outside information (Progressive Era; muckraker; how unsafe the factory conditions were; laissez-faire government; caused disgust and outrage; includes an inaccuracy: Upton Sinclair, the author of the book the document is excerpted from, worked in the meatpacking industry, and he knew firsthand about the dangers within it)
- Includes some relevant facts and/or examples from the documents (*Document 1*: dangers of meat itself; *Document 2*: required that experts inspect process of sanitation)

Conclusion: Overall, the response meets the criteria for Level 3. The response demonstrates understanding of the lack of regulations before the Progressive Era but includes little analysis and would have benefitted from a little more detail either from the documents or as outside information.

During the early 1900's the Progressive movement was erupting. In the Progressive era Americans understood that they could have a larger role in government. Due to their involvement America changed many policies. The poor conditions of meat caused the Meat Inspection Act to be created.

As America modernized, factories were the main source of production. The conditions in these factories were horrible and unsafe. Upton Sinclair wrote *The Jungle* to expose the unsanitary practices of the meat packing industry. Poisoned rats would fall into the meat and there was no motivation to remove them. As well as when the meat didn't look right they would have chemists color it correctly. (Doc 1) Overall the sanitation levels of these meat packing factories was terrible.

As Upton Sinclair exposed the poor conditions that Americans' meat was going through, people were outraged and demanded change. The Meat Inspection Act was created as a result of the poor sanitation being exposed. The Meat Inspection Act created and enforced rules for meat packing as well as the killing of the animals beforehand. As well as creating labels for meat that clearly stated that it is safe to consume.

The Progressive movement was developed from a modernizing America. Americans started to demand reforms to many aspects to the government as well as socially. The disgusting conditions in meat packing factories led to the development of the Meat Inspection Act.

Set 1, Anchor Level 2

The response:

- Minimally develops both aspects of the task
- Is primarily descriptive (*Historical Context*: during early 1900s the Progressive movement was erupting; conditions in factories were horrible and unsafe; *Cause and Effect*: as Upton Sinclair exposed poor conditions that Americans' meat was going through, people were outraged and demanded change; Meat Inspection Act created as a result of poor sanitation being exposed)
- Includes little relevant outside information (Progressive movement; Americans understood that they could have larger role in government; factories were horrible and unsafe; people were outraged and demanded change; reforms to many aspects of the government)
- Includes a few relevant facts and/or examples from the documents (*Document 1*: poisoned rats would fall into the meat; color it correctly)

Conclusion: Overall, the response meets the criteria for Level 2. The response provides some basic knowledge of the Progressive Era in addressing the historical context, but lacks development and supporting facts. A cause-and-effect relationship is understood but needs additional statements to go along with a decent understanding of the Meat Inspection Act.

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

Throughout American history, different means of changing has occurred. For example, conditions in the meat packing industry. The occurrences have often angered workers working there. Without the help of muckrakers, during that time period, the general public would not know what is actually going on in these factories. In document 1 it shows a cause and effect relationship.

In Document 1 it describes the causes of the meat packing factory. And it was dangerous. One example, is "there would be meat stored in great piles", how gross. Meat in piles. In Document 2 it explains effects from Document 1. One example includes, "inspection on slaughter", this portrays change. These documents are related. They also show realations, overall, these Documents have relationship.

Set 1, Anchor Level 1**The response:**

- Minimally addresses the task
- Is descriptive; may lack understanding or application (*Historical Context*: without help of muckrakers during that time period the general public would not actually know what was going on in these factories; *Cause and Effect*: in Document 2 it explains the effects from Document 1; one example includes inspection on slaughter, this portrays change); lacks understanding (in Document 1 it describes the causes of the meatpacking factory; these documents are related; they also show relations overall; these documents have relationship)
- Includes minimal outside information (angered workers; muckrakers)
- Includes a few relevant facts and/or examples from the documents (*Document 1*: it was dangerous; there would be meat stored in great piles; *Document 2*: inspection on slaughter)

Conclusion: Overall, the response meets the criteria for Level 1. The response mentions the impact of muckrakers but shows little understanding of the specific cause-and-effect relationship between the documents or the details of the Progressive Era.

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

During the early 1900s, America was in a period of industrialization and rapid change. However, much of its residents lived in poverty and run-down neighborhoods. There was a drastic need for improvements in housing and sanitation, which were insufficiently provided. A group of people – called muckrakers – used the power of words and photos to shed light on these social conditions. One such person was Upton Sinclair, whose novel The Jungle exposed the horrific conditions within the meat-packing industry.

Sinclair uses vivid description and imagery to depict the daily routine of workers in the meatpacking industry. The visions of “meat ... in the dirt and sawdust” and “poisoned rat[s]” capture the lack of sanitation inside the factories. He explains how the unsanitary conditions under which men worked directly affected the quality of the meat they were attending to. Such as how the workers “made a practice of washing [their hands] in the water that was to be ladled into the sausage.” The tone and diction employed by Sinclair in The Jungle raised awareness of the urgent need for reform. People responded to his novel by taking action against unsanitary conditions. This led to the Meat Inspection Act being passed in June of 1906.

The Meat Inspection Act was an effect of Sinclair’s exposé of the meatpacking industry. It describes the measures that will be taken to directly address issues in Sinclair’s novel, such as the need to “prescribe the rules and regulations of sanitation.”

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

In the late 1800s & early 1900s, many working-class Americans were suffering from the negative effects of industrialization. The influx of immigrants quickly found jobs in factories, were paid low wages, and worked very long hours in dangerous working conditions. The government did nothing to improve the plight of the workers, and there were no regulations in place to protect them. The struggles of these people inspired middle-class, educated men & women to fight for workers rights and get regulations in place to protect them. They were known as progressives. One progressive, Upton Sinclair, focused on the meat industry, hoping to expose the terrible working conditions for the meat factory workers, but the disgusting and unsanitary details of how the meat was packaged got the most attention. Sinclair later said, "I aimed at the public's heart and hit it in the stomach."

Upton Sinclair's "The Jungle" opened the public's eyes to the rumors of the unregulated meat industry. He told the public that the meat was spilled on the floor and had dirt in it. "There would be meat that had tumbled out on the floor, in the dirt and sawdust where workers had trampled and spit uncounted billions of consumption germs" (Doc 1) These descriptions frightened and disgusted the public. Public outrage at the health risks posed by this contaminated meat caused President Roosevelt to push for swift passage of The Meat Inspection Act. Previously, Congress had shown little interest in protecting the welfare of ordinary consumers but within a year of publication of "The Jungle," President Roosevelt signed the Meat Inspection Act. Agents of the federal government were authorized as watchdogs over Armour, Swift and other meat trusts. The secretary of agricultural could now require inspections of all kinds of places that

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

produced foods from meat (Doc 2). Through his novel on the practices of the meat industry, Sinclair informed the public and caused legislation to be quickly passed that stopped these unsanitary practices and changed the standards of food products in the United States for the better.

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

The meat industry is unsanitary. Workers are handling meat without even knowing the contamination is present. As a result of this problem people have begun getting sick. Workers are washing their hands in the water that is being used to cook meat. This is very unsanitary.

It is believed that action must take place to stop this. Somebody must be informed to fix this problem. People that work in the meat industry are contaminating food and they don't even know they are doing it. Later in time there was a regulation made to regulate the meat industry. Safety regulations were met but many industries were shut down as a result of these regulations. There were many other problems addressed during this time period but the food industry I believe is the most effective because in a way, lives were saved.

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

During the early 1900s many people emerged as “muckrakers”, people who exposed unsanitary living conditions and corruption in the world. One of these people being Upton Sinclair with “The Jungle.”

At the time there were no regulations or rules for the workplace meaning many people were getting injured or allowing contaminated food to be sold to the public. “The Jungle” exposed the unsanitary working conditions and treatment of food in the meat packing industry. “A man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats” (Doc 1). The meat was contaminated with germs from rats, workers and the work environment causing many to get sick or get diseases. The publication of “The Jungle” by Upton Sinclair led to a turning point in which The Meat Inspection Act was passed. “The rules and regulations of sanitation under which such establishments shall be maintained” (Doc 2). This regulated all meat and made sure any meat being sold to the public was being made and handled in a sanitary way. Muckraker Upton Sinclair who exposed the unsanitary conditions in the meat packing industry created a movement to change these conditions which later led to the Meat Inspection Act.

The Progressive Era of United States history was one of momentous change. Progressives used their publicity in order to make the public aware of issues in government so that they could force change and regulations to be made. In some instances, these messages were spread via literature. One example of this occurred with the regulation of health conditions in food preparation. Upton Sinclair's The Jungle helped to convince the Federal government to pass several food safety acts including the Meat Inspection Act.

Prior to the Progressive movement, no federal regulations had been made regarding the production of food in order to ensure the safety of the general population. The general consensus was that the federal government existed primarily to carry out the powers listed in the Constitution, less so for the benefit of the public. With the influx of Progressives into government in the late nineteenth and early twentieth century came a rise in government action for the sake of the people, including the establishment of an income tax and the granting of women's suffrage with the 19th amendment. Much of this change came in part due to the actions of journalists who uncovered corruption.

One writer who helped to reveal the horrors of the food production system was Upton Sinclair. Sinclair was a "muckraker" journalist whose The Jungle identified issues within factories meant for food production and widely expected to be sanitary and safe. Following time in one such location, Sinclair revealed that, "There would be meat stored in great piles ... and thousands of rats would race on it ... a man could run his hand over ... [it] and sweep off handfuls of the dried dung of rats..." (Doc. 1). The Jungle quickly rose in popularity,

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

as did a growing sentiment that the federal government should do more to prevent such practices.

Thus, the Meat Inspection Act was passed later that year. The act stated that “experts in sanitation [would inspect] all slaughtering, meat canning, salting... to prescribe the rules and regulations of sanitation...” (Doc. 2). Furthermore, additional acts such as the Pure Food and Drug Act were passed soon thereafter to eliminate similar malpractice. But it was Sinclair’s The Jungle that initiated concern towards the topic, and caused the government to act.

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*: during the early 1900s America in a period of industrialization and rapid change; group of people—called muckrakers—used power of words and photos to shed light on social conditions; Upton Sinclair’s novel *The Jungle* exposed horrific conditions within meatpacking industry; *Cause and Effect*: tone and diction employed by Sinclair in *The Jungle* raised awareness of urgent need for reform; Meat Inspection Act an effect of Sinclair’s exposé of meatpacking industry)
- Includes some relevant outside information (period of industrialization; poverty and run-down neighborhoods; muckrakers; depict the daily routines of workers; unsanitary conditions; need for reform)
- Includes some relevant facts and/or examples from the documents (*Document 1*: meat . . . in the dirt and sawdust; poisoned rats; lack of sanitation inside factories; workers made a practice of washing their hands in the water that was to be ladled into the sausage; *Document 2*: describes the measures to be taken to directly address issues in Sinclair’s novel; need to prescribe the rules and regulations of sanitation)

Conclusion: Overall, the response meets the criteria for Level 3. The response demonstrates understanding of the important role of muckrakers, particularly Upton Sinclair. However, while the historical context is succinct, it is stronger than the description of the cause-and-effect relationship, which would benefit from additional facts.

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*: influx of immigrants quickly found jobs in factories, were paid low wages, and worked very long hours in dangerous working conditions; one Progressive, Upton Sinclair, focused on meat industry hoping to expose terrible working conditions for meat factory workers but disgusting and unsanitary details of how meat was packaged got most attention; these descriptions frightened and disgusted the public; *Cause and Effect*: public outrage at health risks posed by contaminated meat caused President Roosevelt to push for swift passage of Meat Inspection Act; Congress had shown little interest in protecting welfare of ordinary consumers but within a year of publication of *The Jungle* President Roosevelt signed Meat Inspection Act)
- Integrates relevant outside information (negative effects of industrialization; no regulations; inspired middle-class educated men and women; “I aimed at the public’s heart and hit it in the stomach”; President Roosevelt signed the Meat Inspection Act; agents of federal government; watchdogs over Armour, Swift, and other meat trusts)
- Supports the theme with relevant facts and/or examples from the documents (*Document 1*: meat was spilled on the floor and had dirt in it; workers had trampled and spit uncounted billions of consumption germs; *Document 2*: the Secretary of Agriculture could now pursue inspections of all kinds of places that produced food from meat)

Conclusion: Overall, the response fits the criteria for Level 5. The discussion of the historical context recognizes Sinclair’s interest in the dangerous working conditions, even though the public reacted to the appalling descriptions of packaged meats. Good analytic statements are used to connect the strong cause-and-effect relationship of the documents.

Set 1, Practice Paper C—Score Level 1

The response:

- Minimally addresses the task
- Is descriptive (*Historical Context*: meat industry is unsanitary; workers handling meat without even knowing contamination is present; *Cause and Effect*: it was believed that action must take place to stop this; later in time there was a regulation made to regulate the meat industry); includes faulty analysis (many industries were shut down as a result of these regulations)
- Includes little relevant outside information (people began getting sick; there were many other problems addressed during this time period)
- Includes a few relevant facts and/or examples from the documents (*Document 1*: workers were washing their hands in water that was being used to cook meat; people that worked in the meat industry were contaminating food)

Conclusion: Overall, the response meets the criteria for Level 1. The response shows only a limited understanding of the content, includes only a weak attempt to establish a relationship between the documents, and the historical context does not include any specific pertinent information.

Set 1, Practice Paper D—Score Level 2

The response:

- Minimally develops both aspects of the task
- Is primarily descriptive (*Historical Context*: during the early 1900s many people emerged as muckrakers, people who exposed unsanitary living conditions and corruption in the world; there were no regulations or rules for the workplace, meaning many people were getting injured or allowing contaminated food to be sold to the public; *Turning Point*: muckraker Upton Sinclair exposed the unsanitary conditions in the meatpacking industry and created a movement to change these conditions which later led to the Meat Inspection Act)
- Includes some relevant outside information (muckrakers; exposed unsanitary living conditions and corruption; no regulations or rules for the workplace)
- Includes some relevant facts and/or examples from the documents (*Document 1*: handfuls of the dried dung of rats; germs from rats; causing many to get sick or get diseases; *Document 2*: rules and regulation of sanitation)

Conclusion: Overall, the response meets the criteria for Level 2. The response demonstrates knowledge about muckrakers and the lack of regulations in the workplace. However, the discussion of the relationship between the documents is weak because, while it mentions that *The Jungle* led to the Meat Inspection Act, it makes very few connections seen in higher level responses when discussing a turning point.

Set 1, Practice Paper E—Score Level 4

The response:

- Develops both aspects of the task but does so unevenly by discussing the historical context more thoroughly than the relationship between the documents
- Is both descriptive and analytical (*Historical Context*: Progressive Era of United States history was one of momentous change; prior to Progressive movement no federal regulations had been made regarding production of food in order to ensure safety of general population; *Cause and Effect*: *The Jungle* quickly rose in popularity as did growing sentiment that federal government should do more to prevent such practices; it was Sinclair's *The Jungle* that initiated concern toward topic and caused government to act)
- Includes relevant outside information (Progressive Era; spread via literature; food safety acts; powers listed in Constitution; late-19th and early-20th century; rise in government action; income tax; woman's suffrage; 19th amendment; actions of journalists who uncovered corruption; muckraker; quickly rose in popularity; additional acts; Pure Food and Drug Act; caused the government to act)
- Supports the theme with relevant facts and/or examples from the documents (*Document 1*: meat stored in great piles; thousands of rats would race on it; sweep off handfuls of the dried dung of rats; *Document 2*: experts in sanitation; inspect; prescribe the rules and regulations of sanitation)

Conclusion: Overall, the response meets the criteria for Level 4. The response demonstrates knowledge of the Progressive Era and the lack of regulations on the food industry prior to publication of *The Jungle*. It clearly establishes a cause-and-effect relationship between the novel and the Meat Inspection Act but does not develop it as fully as the historical context.

United States History and Government (Framework)
Short-Essay Question Set 2 (Question 30)
June 2023

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

**“The Bloody Massacre Perpetrated in
King Street Boston on March 5th 1770
by a Party of the 29th Regiment.”**



Source: Engraved and printed by Paul Revere,
Library of Congress, Prints and Photographs Division

Document 2

The following is an excerpt of Captain Thomas Preston's testimony in the trial of British soldiers involved in the Boston Massacre, 1770.

. . .In my way there I saw the people in great commotion, and heard them use the most cruel and horrid threats against the troops. In a few minutes after I reached the guard, about 100 people passed it, and went towards the custom house where the King's money is lodged.

They immediately surrounded the sentry posted there, and with clubs and other weapons threatened to execute their vengeance on him. I was soon informed by a townsman their intention was to carry off the soldier from his post and probably murder him: on which I desired him to return for further intelligence, and he soon came back and assured me he heard the mob declare they would murder him. This I feared might be a prelude to their plundering the King's chest. . . .

On my asking the soldiers why they fired without orders, they said they heard the word fire and supposed it came from me. This might be the case as many of the mob called out fire, fire, but I assured the men that I gave no such order; that my words were, don't fire, stop your firing. In short, it was scarcely possible for the soldiers to know who said fire, or don't fire, or stop your firing.

On the people's assembling again to take away the dead bodies, the soldiers supposing them coming to attack them, were making ready to fire again, which I prevented by striking up their firelocks with my hand. . . .

Source: Transcript of British Captain Thomas Preston's testimony, from "The Boston Massacre, The British View, 1770," EyeWitness to History, 2009

United States History and Government (Framework)
Short-Essay Question Set 2 (Question 30)
June 2023

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 how British taxes and regulations imposed on the colonies without representation after the French and Indian War increased resentment and protests against British troops; *Purpose*: Paul Revere’s engraving of British troops firing on citizens in the Boston Massacre was intended to inflame anti-British sentiment throughout the colonies and is a reliable source of evidence showing opposition to Britain’s policies; *Bias*: the engraving presents Revere’s strong bias as a member of the Sons of Liberty with exaggerated images of the massacre of innocent colonists, which is in stark contrast to Captain Preston’s testimony in Document 2.
- Integrates relevant outside information (see Outside Information Chart)
- Supports the theme with many relevant facts and/or examples from the documents (see Key Ideas from Documents 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*: describes how the frustration of the colonists with increasing British taxes and the quartering of soldiers led to protests; *Purpose*: explains that Paul Revere’s engraving of the Boston Massacre intentionally presented a harsh view of the event and meant to help unify the colonies in opposition to British rule and is a reliable example of anti-British views; *Bias*: explains that Revere’s engraving shows the colonists as innocent victims of well-armed British troops with no indication of the cause of the confrontation included in Captain Preston’s testimony and is therefore not a reliable 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 Score Level 5 criteria, the response may be a Score 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 —Paul Revere Bloody massacre March 5, 1770 British troops firing on innocent colonists Preston ordering troops to fire Fallen colonists	Document 2 —Captain Preston Boston Massacre Trial of British soldiers Colonists threatened troops Colonists surrounded soldiers Soldiers heard a call to fire Colonists used clubs and weapons to threaten British sentry Preston attempted to stop firing
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Relevant Outside Information

(This list is not all-inclusive.)

French and Indian War Parliament End of salutary neglect No taxation without representation Quartering Act Soldiers left after French and Indian War Stamp Tax Sons of Liberty John Adams’s defense Boston Tea Party

Reliability of Document 1

(This list is not all inclusive.)

Reliable — <i>Purpose</i> : Intended to inflame public opinion and gain support for a revolution against the British <i>Bias</i> : Engraving is the most famous propaganda by Sons of Liberty in favor of unifying the colonists in the cause of expelling the British	Unreliable — <i>Purpose</i> : Highly inflammatory exaggerated depiction of the Boston Massacre to incite anti-British sympathy <i>Bias</i> : As a well-known opponent of the British, Revere’s engraving failed to provide the British side of the conflict as shown by Document 2 and John Adams’s defense of British soldiers
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In documents 1 and 2, the Boston Massacre is referenced which was an event that occurred in the colonial era of United States. During this time the colonists were slowly beginning to demand their freedom from the British. Before the French and Indian war, Great Britain practiced a policy of salutary neglect towards the colonists, as long as the colonies obeyed their mercantilist rules. What this meant was that Britain allowed the colonists some autonomy as long as the colonies remained profitable to the mother country. As a result, the colonists began to develop their own systems of government. However, after the French and Indian war, Britain began to tighten its control over the colonies, leaving many troops and ending the policy of salutary neglect. Increasingly Britain began imposing taxes on goods such as tea, playing cards, paper, etc. These taxes were not only meant to profit Great Britain but to assert control. As Britain began imposing more taxes, the tensions between the two sides increased and resulted in the Boston Massacre depicted in the documents.

The bias of document 1 affects the reliability of the document. Document 1 was engraved by Paul Revere, an anti-British colonist who supported independence idea. Along with Samuel Adams and John Hancock, Revere was a leading member of the radical Sons of Liberty dedicated to harassment and disruption of British officials. Therefore, Revere would want to depict the colonists as being innocent and the British, from whom he desired to separate as brutal. His engraving shows colonists being ruthlessly slaughtered by British soldiers who have no regard for the bloody colonists on the ground and one still shooting despite the casualties. Revere's bias ignores the British defense in Captain Preston's testimony. By showing

Anchor Paper – Short-Essay Question, Set 2—Level 5

the public the injustices inflicted by the British soldiers in Boston, Revere hoped to spread anti-British hatred throughout the colonies.

Set 2, Anchor Level 5

The response:

- Thoroughly develops both aspects of the task in depth
- Is more analytical than descriptive (*Historical Context*: Before the French and Indian War, Great Britain followed a policy of salutary neglect toward the colonists, as long as the colonies obeyed their mercantilist rules; these taxes were not only meant to profit Great Britain but to assert control; *Bias*: Along with Samuel Adams and John Hancock, Revere was a leading member of the radical Sons of Liberty dedicated to the harassment and disruption of British officials; Revere’s bias ignores the British defense in Captain Preston’s testimony)
- Integrates relevant outside information (colonial era; French and Indian War, salutary neglect; mercantilist rules; profitable to the mother country; leaving many troops; taxes on goods such as tea, playing cards, paper; Samuel Adams; John Hancock; Sons of Liberty)
- Supports the theme with many relevant facts/examples from the documents (*Document 1*: colonists as being innocent; colonists being ruthlessly slaughtered; bloody colonists on the ground; still shooting despite the casualties; *Document 2*: the British defense in Captain Preston’s testimony)

Conclusion: Overall, the response fits the criteria for Level 5. The response presents a balanced and informative discussion of the task. Revere’s bias is clearly established, showing that Revere’s engraving is not reliable.

In the months and years leading up to the American Revolution, Americans became increasingly unsatisfied and aggressive which led to hostile encounters with Americans and the British. Perhaps the most famous of these encounters was the Boston Massacre in which British soldiers shot and killed several Americans. Although the so called massacre was portrayed as a murder of innocent Americans, it most likely was a simple miscommunication.

Just before the Boston Massacre, the British had sent troops to the city of Boston in order to impose more order on Americans, and impose their taxes. Not only that but Parliament passed the Quartering Act which forced Americans to house British soldiers who didn't have a place to stay. Americans, especially the Bostonians, who were already outraged by "taxation without representation," scoffed at this new law and were prepared to fight it. Boston became a very tense place because it housed British soldiers and some of the most radical revolutionaries of the time. The Massacre happened because a large group of Americans wanted to enter the Custom House to get their tax money back and made threats to do so. The whole scene became chaotic and the British soldiers shot a few Americans out of self-defense and confusion. Although it was not entirely the soldiers' fault, the massacre presented a great opportunity for revolutionaries.

The revolutionaries were able to use this event to sway public opinion against the British. They coined the term Boston Massacre, which was a false description of what really happened. In Document 1, it looks like the British were lined up and executing innocent Americans. In fact, it was drawn that way to show the rest of America the cruelty of the British. It looks like the Americans are at

Anchor Paper – Short-Essay Question, Set 2—Level 4

no fault when in fact they were. Document 1 is merely American propaganda and not an accurate depiction of the “massacre”.

Though the Boston Massacre was tragic and took several lives, it wasn’t as tragic as it seemed. The Americans took advantage of this chance to make the British look bad and they successfully swayed public opinion against the British.

Set 2, Anchor Level 4

The response:

- Develops both aspects of the task in depth but does so somewhat unevenly
- Is both analytical and descriptive (*Historical Context*: the British had sent troops to the city of Boston in order to impose more order on Americans and impose their taxes; Boston became a very tense place because it housed British soldiers and some of the most radical revolutionaries of the time; *Purpose*: although it was not entirely the soldiers’ fault, the massacre presented a great opportunity for revolutionaries; in fact, it was drawn that way to show the rest of America the cruelty of the British); includes faulty analysis (*Historical Context*: most likely was a simple miscommunication)
- Includes relevant outside information (American Revolution; troops to the city of Boston; Quartering Act; “taxation without representation”; successfully swayed public opinion)
- Supports the theme with relevant facts/examples from the documents (*Document 1*: British soldiers shot and killed several Americans; murder of innocent Americans; *Document 2*: colonists gathered at the Custom House, shot out of self-defense and confusion)

Conclusion: Overall, the response meets the criteria for Level 4. The response includes many key examples of events leading to the Boston Massacre and uses these events along with Preston’s testimony to support the idea that Revere’s purpose was to incite anti-British sentiment. However, it lacks the depth of a level 5 paper due to overgeneralizations and lack of supporting facts and details.

During the 18th century, the American colonies were starting a revolt against the British empire. 1770 was seven years after the end of the Seven Years' War. After the war ended, however, British started taxing the colonies with Stamp Act, Sugar Act, and so on, which brought about the phrase "taxation without representation." This angered the colonies, which led them to revolution, and one event on that path was the Boston Massacre, as shown in document 1. British troops were firing into the colonies who were revolting. In document 2, is the head of those troops recalling what had happened on that day.

Document 1 is from the point of view of a colonist, who is ready to die for the Revolutionary cause, Paul Revere, who was also a part of Sons of Liberty, a group of leaders organizing revolts against the British. The purpose of it is to portray the British as powerful shooting their guns right at the colonists. Since it's from the colonists' point of view, there's a bias to how the people are being portrayed, the colonists as helpless and weak, some on the ground, while the Red coats are all in uniform with guns pointed at the colonists. This affects the reliability of the source as evidence because, although most of it may be true, some of it is exaggerated; since it's only one side of the story. Therefore there's a bias in the way it is portrayed, victimizing the colonists.

Set 2, Anchor Level 3

The response:

- Develops both aspects of the task in some depth
- Is more descriptive than analytical (*Historical Context*: 1770 was seven years after the end of the Seven Years' War; Britain started taxing colonies with the Stamp Act, Sugar Act, and so on, which brought about the phrase "taxation without representation"; *Point of View*: Document 1 is from the point of view of a colonist who is ready to die for the Revolutionary cause; *Purpose*: to portray the British as powerful people, shooting their guns right at the colonists; *Bias*: the colonists are being portrayed as helpless and weak)
- Includes some relevant outside information (Seven Years' War; Stamp Act; Sugar Act; taxation without representation; revolution; Sons of Liberty)
- Includes some relevant facts and or examples from the documents (*Document 1*: Paul Revere; shooting their guns right at the colonists; colonists as helpless and weak, some on the ground; exaggerated; *Document 2*: the head of those troops recalling what had happened)

Conclusion: Overall, the response meets the criteria for Level 3. The response is informative regarding historical context. However, by attempting to discuss point of view as well as purpose and bias, without focusing on one, the discussion of reliability is weakened.

Documents 1 and 2 are both accounts of the Boston Massacre. Document 1 is an image depicting the massacre created by Paul Revere while Document 2 is Captian Preston's account of the events. The massacre took place in the context of straining colonial and British relations. The British continually enforced taxes on the colonists, while the colonists did not feel very British. Books like Thomas Paine's Common Sense turned some public opinion against the British. The rising tension between the two groups led to the confrontation of the mob and British troops called the Boston Massacre.

Document 1 was written by a prominent colonist, Paul Revere, for the purpose of convincing the public to rebel against Britian. As Revere saw the British as the enemy, he probably skewed some of the details in the image from reality. For example, the image shows organized British soldiers firing on an innocent crowd of colonists. However, Document 2 says that the crowd was threatening the British soldiers and approaching them. While both accounts are probably biased toward their side, the truth probably lies somewhere between the two. However Revere's purpose was to get colonists to join the cause, so being accurate probably was not as important to him. This causes the document to not be super reliable as a source of evidence.

Set 2, Anchor Level 2

The response:

- Minimally develops both aspects of the task
- Is primarily descriptive (*Historical Context*: the massacre took place in the context of straining colonial and British relations; the British continually enforced taxes on the colonists, while the colonists did not feel very British; *Purpose*: a prominent colonist, Paul Revere, for the purpose of convincing the public to rebel against Britain; Revere's purpose was to get colonists to join the cause, so being accurate was not as important to him); includes faulty analysis (books like Thomas Paine's *Common Sense* turned some public opinion against the British)
- Includes little relevant outside information (enforced taxes; rising tension; prominent colonist, saw the British as the enemy)
- Includes a few relevant facts/examples from the documents (*Document 1*: by a prominent colonist, Paul Revere; skewed some of the details; shows organized British soldiers firing on an innocent crowd of colonists; *Document 2*: Captain Preston's account of the events, says that the crowd was threatening the British soldiers)

Conclusion: Overall, the response meets the criteria for Level 2. The discussion of historical context is limited. The response shows understanding of Revere's purpose in publishing the engraving, but many of the observations could be better supported.

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

The Boston Massacre in 1770 was a deadly riot that raised animosity against British soldiers and soon fell into the hands of British government. It had started off as a brawl between the colonists and soldiers, but escalated very quickly as the soldiers began shooting. Events leading up to this started with the fact that a high number of soldiers occupied the city filled with many colonists and tried to push British tax laws.

Set 2, Anchor Level 1**The response:**

- Minimally addresses the task
- Is primarily descriptive (*Historical Context*: it had started off as a brawl between the colonists and soldiers, but escalated quickly as the soldiers began shooting; a high number of soldiers occupied the city filled with many colonists and tried to push British tax laws)
- Includes little relevant outside information (high number of soldiers occupied the city; British tax laws)
- Includes few relevant facts and/or examples from the documents (*Document 1*: soldiers began shooting; *Document 2*: it had started off as a brawl between colonists and soldiers, but escalated very quickly as the soldiers began shooting)

Conclusion: Overall, the response meets the criteria for Level 1. The response briefly describes some aspects of the historical context but fails to mention Paul Revere or his engraving, which is the focus of the required task.

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

Document 1 and 2 revolve around the Boston Massacre of 1770, a few years before the United States declared its independence. It happened during a time of distrust toward the crown of Britain and the motherland. After the French and Indian War, the English colonies were feeling as though Britain was taking advantage of them by proposing high taxes and unfair laws. There was a rift growing between the motherland and the colonies, and ideas of breaking free grew across them. Works of literature such as books, pamphlets, and newspapers helped spread this anti-British sentiment, only fueling more discontent. Acts that allowed soldiers to take shelter in colonial homes and laws that heavily taxed common goods, served only to benefit the motherland and angered the colonies further. Eventually, a night in Boston would push them to a breaking point and serve as motivation to part from Britain.

In Document 1, Paul Revere draws an engraving depicting the events of the Boston Massacre. This engraving, however, is heavily biased in that the scene depicted was not what happened in actuality. It must be taken into account that Revere was a severe critic of British rule and his purpose was to foment revolution. Rather than being a reliable source, Revere's image was a source of propaganda against the British to fuel even more anger against their rule. Document 2 provides a believable argument that the commander in charge of the troops did not want to harm the innocent civilians, but Revere's engraving skews this view and distorts the facts of how the event took place. The only purpose of it was to rally more colonies against the British while ignoring the evidence of what really occurred. The sensationalized portrayal is proof that Document 1 is complete propaganda and not the most reliable source of information.

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

Both document 1 and document 2 focus on the Boston Massacre, one of the initial triggers that started the Revolutionary War. In the massacre, British soldiers fired upon a mob of colonists, killing about eleven people, give or take a few. Document 1 focuses on the event itself, while document 2 focuses on the trial on the incident afterwards. The massacre was shocking to the colonists, and helped to spur the initial notions of possibly rebelling against British control.

Document 1, a painting by Paul Revere that depicted the Boston Massacre, gives a colonist-perspective of the event, showing determined British soldiers firing upon the innocent colonists. His work of art surely strengthened the roots of rebellion in the Colonies, and enraged many others with the idea of soldiers massacuring the innocent. However, this point of view is biased. Paul Revere was a famous revolutionary, known for his acts in warning people of the British movements. Because at this point he had already begun to form his opinions, his painting is automatically a biased work, depicting the British in a much harsher light than they should have gotten. The Boston Massacre was scary and confusing for both sides, and his painting does not show that.

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

Documents 1 and 2 illustrate an event that occurred leading up to the American Revolution. British soldiers were sent to the American colonies during the French and Indian War and many stayed in the colonies causing tension. Both sides, the colonists and the soldiers, had opposing viewpoints of what happened in March 1770. Regardless, the event, later dubbed "The Boston Massacre" resulted in the soldiers firing into the crowd of colonists, resulting in many deaths.

Document 1 depicts an engraving done by Paul Revere. It is titled "The Blood Massacre perpetrated in King Street Boston on March 5th 1770 by a party of the 29th Regiment." Revere, being pro-colonists, was definitely biased against the British. He chooses to display the British standing in formation, shooting into the crowd, as the Captain goads them on. While soldiers are poised in an aggressive stance and formation, colonists are shown to be innocent.

Although Document 1 may show what happened during the Boston Massacre to an extent, bias and use of propaganda renders it a source of evidence that cannot stand on its own. Document 2 directly contradicts many of the actions shown in the engraving. British Captain Thomas Preston insists that he was ordering them "don't fire. Stop your fire" (Doc 2), but that no one could hear him during the chaos. On the other hand, in the engraving, soldiers are shown in an orderly line, with Preston ordering them to continue firing. Both passages have a source that is definitely on one side or the other, and neither one is decisively more trustworthy than the other. However, comparing both documents, we can see that Revere's biased engraving is too extreme and therefore not reliable.

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

The Boston Massacre on March 5th, 1770, signified a watershed moment in the relationship between Great Britain and the American colonies. During the first half of the 1700s, Great Britain applied mercantilistic policies, prospering off the export of raw materials from the colonies who they treated with salutary neglect. However, after the French and Indian War, Great Britain suddenly began to tax the colonies in order to reduce its massive war debt. Further, colonists were angered by the King's Proclamation of 1763, which barred settlement west of the Appalachians. Finding newfound unity in their resistance to British policy, the colonies engendered a rebellious spirit. Northeastern ports were centers for resistance activity due to frequent interaction with the British who imposed strict regulations and tariffs. These tensions ultimately led to the conflict in Boston known as the Boston Massacre, where angered colonists threatened British soldiers, who then retaliated with gun power. This signified a shift towards violence and the inevitability of a greater conflict through the war.

Document 1 cannot be viewed as a reliable source of evidence as the author's purpose in publishing the image manipulates the reality of the event. Paul Revere, the artist, was a revolutionary colonist and leader of the Sons of Liberty who openly opposed British rule. Revere's purpose in circulating the image of the Boston Massacre was pure propaganda to rouse opposition towards British authority and promote insurgence in Boston and the other colonies. Thus, Revere depicted British soldiers standing in a line firing upon innocent unarmed civilians, dramaticizing this event as a massacre of colonists at the hands of the evil Redcoats. However, this source misrepresents

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

the reality of the event as it was the colonists who in fact instigated the conflict and, according to Captain Preston, the British soldiers reacted out of fear. In essence, Revere's depiction of the Boston massacre provides insight on the perspectives of the revolutionaries while manipulating the truth to achieve a distinct purpose.

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

On March 5, 1770 the bloody massacre took place, in this massacre the British soldiers opened fire on a mob of Americans. This event caused much controversy and angered the American people. In document 1 we are shown a painting by Paul Revere. However, this painting was propaganda against the Red Coats towards the American people. The purpose of this propaganda was to represent a bias against the British and portray them as unjust and malicious. Therefore, igniting a revolution.

In document 2 the British Captain Thomas Preston issues his statement on what happened in the Bloody Massacre. Thomas Preston has the job of leading the Red Coats, for example, shouting fire to signal them to use their guns and open fire. Essentially, he claims it was a misunderstanding and the mob are the ones to blame.

Overall, both documents are propaganda and portray each of their sides in a light that causes the audience to feel sympathy for said side. In the first document the Red Coats are shown brutally shooting the people, and in the statement by the captain the troops are being shown as overwhelmed by the manic and horrid crowd.

Set 2, Practice Paper A—Score Level 4

The response:

- Develops both aspects of the task, but does so unevenly by discussing the historical context more thoroughly than the documents use as a reliable source of evidence
- Is both analytical and descriptive (*Historical Context*: after the French and Indian War, the colonists were feeling as though Britain was taking advantage of them by proposing high taxes and unfair laws; acts that allowed soldiers to take shelter in colonial homes and laws that heavily taxed common goods, served only to benefit the motherland, angered the colonists further; *Purpose*: Revere was a severe critic of the British rule and his purpose was to foment revolution; the sensationalized portrayal is proof that Document 1 is complete propaganda and not the most reliable source of information)
- Includes relevant outside information (French and Indian War; high taxes; allowed soldiers to take shelter in colonial homes; severe critic of British rule)
- Supports the theme with relevant facts/examples from the documents (*Document 1*: Paul Revere sensationalized the portrayal; *Document 2*: commander in charge of the troops did not want to harm the innocent civilians)

Conclusion: Overall, the response lacks the analysis and depth of a level 5 paper. It lacks detail, but it shows good understanding of the task and grasps the meaning and effective use of the documents.

Set 2, Practice Paper B—Score Level 2

The response:

- Minimally develops both aspects of the task
- Is descriptive (*Bias*: Paul Revere was a famous revolutionary, known for his acts in warning people of the British movements; because at this point he had already begun to form his opinions, his painting is automatically a biased work, depicting the British in a much harsher light than they should have gotten; the Boston Massacre was scary and confusing for both sides and his painting does not show that)
- Includes little outside information (Revolutionary War; famous revolutionary; warning people of the British); includes an inaccuracy (killing about eleven people, give or take a few)
- Includes a few relevant facts and/or examples from the documents (*Document 1*: Paul Revere; a colonist-perspective; determined British soldiers firing upon the innocent colonists; *Document 2*: focuses on the trial of the incident)

Conclusion: Overall, the response meets the criteria for Level 2. Although the concept of bias is well established, the response omits the historical context surrounding the event.

Set 2, Practice Paper C—Score Level 3

The response:

- Develops both aspects of the task in some depth
- Is more descriptive than analytical (*Historical Context*: British soldiers were sent to the American colonies during the French and Indian War; after the British victory, many stayed in the colonies, causing tension; *Bias*: he chooses to display the British standing in formation, shooting into the crowd, as the Captain goads them on; comparing both documents, we can see that Revere’s biased engraving is too extreme, and therefore not reliable)
- Includes some relevant outside information (American Revolution; French and Indian War, Revere being pro-colonist)
- Includes some relevant facts and/or examples from the documents (*Document 1*: soldiers firing into the crowd of colonists; 29th Regiment; British standing in formation; Captain goads them on; colonists are shown to be innocent; *Document 2*: Preston insists that he was ordering them “Don’t fire. Stop your fire.”)

Conclusion: Overall, the response meets the criteria for Level 3. The supporting facts and details are used to compare both documents. However, the focus on both documents, rather than Document 1, weakens the effort.

Set 2, Practice Paper D—Score Level 5

The response:

- Thoroughly develops both aspects of the task in depth
- Is more analytical than descriptive (*Historical Context*: after the French and Indian War, Great Britain suddenly began to tax the colonies in order to reduce its massive war debt; northeastern ports were centers for resistance activity due to frequent interaction with the British who imposed strict regulations and tariffs; *Purpose*: Revere’s purpose in circulating the image of the Boston Massacre was pure propaganda to rouse opposition towards British authority and promote insurgence in Boston and the other colonies; this source misrepresents the reality of the event as it was the colonists who, in fact, instigated the conflict, and, according to Captain Preston, the British soldiers reacted out of fear)
- Integrates relevant outside information (watershed moment; mercantilist policies, export of raw materials, salutary neglect; French and Indian War; tax the colonies; massive war debt; King’s Proclamation of 1763; northeastern ports, strict regulations and tariffs, Sons of Liberty; redcoats)
- Supports the theme with many relevant facts and/or examples from the documents (*Document 1*: British soldiers standing in line, firing upon innocent civilians, massacre of colonists at the hands of evil redcoats; *Document 2*: colonists instigated the conflict; according to Captain Preston, the British soldiers reacted out of fear)

Conclusion: Overall, the response fits the criteria for Level 5. The response exhibits a strong connection between the historical context and the documents. Furthermore, the response clearly explains that Document 1 was propaganda and, therefore, not a reliable depiction of the event. Strong analysis throughout makes the response an excellent example of a Level 5 paper.

Set 2, Practice Paper E—Score Level 1

The response:

- Minimally addresses one aspect of the task
- Is primarily descriptive (*Purpose*: this event caused much controversy)
- Includes no relevant outside information
- Includes a few relevant facts and/or examples from the documents (*Document 1*: the soldiers opened fire on a mob of Americans; Paul Revere; *Document 2*: British Captain Thomas Preston issues his statement; he claims it was a misunderstanding and the mob are the ones to blame)

Conclusion: Overall, the response meets the criteria for Level 1. The response demonstrates a limited understanding of the task. Instead of discussing the reliability of Document 1, the response summarizes the two documents to reach a general conclusion.

June 2023 Regents Examination in United States History and Government (Framework)
Test Questions by Key Idea

Question Number	Key Idea
1	11.2
2	11.2
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	11.5
13	11.6
14	11.6
15	11.6
16	11.7
17	11.6
18	11.6
19	11.7
20	11.7
21	11.8
22	11.8
23	11.9
24	11.9
25	11.9
26	11.9
27	11.10
28	11.10
29- SEQ-1	11.5
30- SEQ-2	11.2
31- SCF- 1	11.3
32- SCF- 2a/2b	11.5
33- SCF- 3a/3b	11.4
34- SCF- 4	11.5
35- SCF- 5	11.5
36- SCF- 6a/6b	11.5, 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 June 2023 Regents Examination in United States History and Government (Framework)* will be posted on the Department’s web site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> no later than June 23, 2023. 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.