

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT (FRAMEWORK)

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT (FRAMEWORK)**

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

Student Name _____

School Name _____

The possession or use of any communications device is strictly prohibited when taking this examination. If you have or use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.

This examination has three parts. You are to answer all questions in **all** parts. Use black or dark-blue ink to write your answers to Parts II, III A, and III B.

Part I contains 28 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

Part II contains two short-essay questions. Write your answers to these questions in the essay booklet, beginning on page 3.

Part III is based on several documents:

Part III A contains the documents. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one question. Write your answer to each question in this examination booklet on the lines following that question.

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

When you have completed the examination, you must sign the declaration printed at the end of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part I

Answer all questions in this part.

Directions (1–28): For each statement or question, record on your separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

Base your answers to questions 1 and 2 on the passage below and on your knowledge of social studies.

. . . Small islands not capable of protecting themselves, are the proper objects for kingdoms to take under their care; but there is something very absurd, in supposing a continent to be perpetually governed by an island. In no instance hath nature made the satellite larger than its primary planet, and as England and America, with respect to each other, reverses the common order of nature, it is evident they belong to different systems: England to Europe, America to itself. . . .

Source: Thomas Paine, *Common Sense*, 1776

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| 1 According to this passage from <i>Common Sense</i> , the author is | 2 What is the primary argument used in this passage by Thomas Paine to make his point? |
| (1) trying to convince Americans to remain English colonists | (1) There is no economic relationship between the American colonies and England. |
| (2) suggesting that the colonies join a European confederation against England | (2) England cannot effectively govern the colonies because America is so much larger. |
| (3) proposing that the colonies revise the Articles of Confederation | (3) The American colonies are already allied with France and do not need England. |
| (4) urging Americans to become independent from their mother country | (4) England has denied the colonists any form of self-government. |
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Base your answers to questions 3 and 4 on the passage below and on your knowledge of social studies.

. . . This policy of supplying, by opposite and rival interests, the defect of better motives, might be traced through the whole system of human affairs, private as well as public. We see it particularly displayed in all the subordinate [lesser] distributions of power, where the constant aim is to divide and arrange the several offices in such a manner as that each may be a check on the other—that the private interest of every individual may be a sentinel [guard] over the public rights. These inventions of prudence cannot be less requisite [essential] in the distribution of the supreme powers of the State. . . .

Source: James Madison, *Federalist No. 51*, 1788

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| <p>3 What was the primary reason James Madison wrote this and other <i>Federalist Papers</i>?</p> <ul style="list-style-type: none">(1) to support ratification of the Constitution(2) to support creation of a national bank(3) to encourage increasing ties to Europe(4) to encourage the development of political parties | <p>4 Which constitutional principle does Madison most directly describe in this passage?</p> <ul style="list-style-type: none">(1) reserving the power of judicial review(2) separation of powers between the branches of government(3) support for the rule of law(4) creation of a powerful military |
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Base your answers to questions 5 and 6 on the passage below and on your knowledge of social studies.

. . . When the British and French both seized American vessels if they touched at the ports of the other, Jefferson decided to test one of his favorite doctrines—that war was both intolerable and unnecessary, and that the best weapon against both powers lay in economic sanctions. He got Congress to pass a series of five Embargo Acts, stringently forbidding U.S. trade with Britain and France not only overseas but even along the Canadian border. . . .

Source: Max Lerner, *Wounded Titans: American Presidents and the Perils of Power*, Arcade Publishing, 1996

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| <p>5 According to this passage, what was President Thomas Jefferson's primary objective in proposing the Embargo Acts?</p> <ul style="list-style-type: none">(1) to raise revenue(2) to limit the slave trade(3) to avoid war(4) to increase trade | <p>6 What was one result of the failure of the Embargo Acts?</p> <ul style="list-style-type: none">(1) Louisiana Purchase(2) War of 1812(3) Missouri Compromise(4) <i>Gibbons v. Ogden</i> decision |
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Base your answers to questions 7 and 8 on the passage below and on your knowledge of social studies.

. . . Apprehension seems to exist among the people of the Southern States that by the accession [rise to power] of a Republican Administration their property and their peace and personal security are to be endangered. There has never been any reasonable cause for such apprehension. Indeed, the most ample evidence to the contrary has all the while existed and been open to their inspection. It is found in nearly all the published speeches of him who now addresses you. I do but quote from one of those speeches when I declare that—

I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so. . . .

Source: First Inaugural Address of Abraham Lincoln, March 4, 1861

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| <p>7 What is one reason President Abraham Lincoln included these statements in this address?</p> <ul style="list-style-type: none">(1) to reduce the fears of slave-holding states(2) to reestablish the foreign slave trade(3) to increase support of northern abolitionists(4) to encourage the expansion of slavery into the West | <p>8 Which later action by President Lincoln demonstrated a change from his 1861 position?</p> <ul style="list-style-type: none">(1) signing the Pacific Railway Act(2) appointing William Seward Secretary of State(3) issuing the Emancipation Proclamation(4) suspending habeas corpus |
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Base your answers to questions 9 and 10 on the excerpt below and on your knowledge of social studies.

. . . Thus American development has exhibited not merely advance along a single line, but a return to primitive conditions on a continually advancing frontier line, and a new development for that area. American social development has been continually beginning over again on the frontier. This perennial rebirth, this fluidity of American life, this expansion westward with its new opportunities, its continuous touch with the simplicity of primitive society, furnish the forces dominating American character. . . .

Source: Frederick Jackson Turner, "The Significance of the Frontier in American History," 1893

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| <p>9 Which geographic feature does Frederick Jackson Turner suggest as primary in the creation of the American character?</p> <ul style="list-style-type: none">(1) an irregular coastline(2) the Great Lakes(3) unsettled wilderness(4) the Mohawk Valley | <p>10 Which federal action is most consistent with the ideas expressed by Frederick Jackson Turner in this excerpt?</p> <ul style="list-style-type: none">(1) passage of the Federal Reserve Act(2) establishment of the Freedmen's Bureau(3) decision in <i>Plessy v. Ferguson</i>(4) passage of the Homestead Act |
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Base your answers to questions 11 and 12 on the passage below and on your knowledge of social studies.

. . . Private monopolies are indefensible and intolerable. They destroy competition, control the price of all material, and of the finished product, thus robbing both producer and consumer. They lessen the employment of labor, and arbitrarily fix the terms and conditions thereof; and deprive individual energy and small capital of their opportunity of betterment. . . .

Source: Democratic Party Platform of 1900

- 11 The authors of the passage would have been most critical of the activities of which two individuals?
- (1) Jacob Riis and Ida Tarbell
 - (2) John D. Rockefeller and Andrew Carnegie
 - (3) William Jennings Bryan and Eugene V. Debs
 - (4) Margaret Sanger and Jane Addams
- 12 During the late 19th and early 20th centuries, how did Congress attempt to address these practices?
- (1) They authorized a federal takeover of large industries.
 - (2) They declared that all trade was interstate commerce.
 - (3) They implemented a minimum wage.
 - (4) They passed antitrust legislation.
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Base your answers to questions 17 and 18 on the passage below and on your knowledge of social studies.

. . . I think all men recognize that in time of war the citizen must surrender some rights for the common good which he is entitled to enjoy in time of peace. *But, sir, the right to control their own government according to constitutional forms is not one of the rights that the citizens of this country are called upon to surrender in time of war. . . .*

More than all, the citizen and his representative in Congress in time of war must maintain his right of free speech. More than in times of peace it is necessary that the channels for free public discussion of governmental policies shall be open and unclogged. . . .

Source: Senator Robert M. La Follette, Free Speech in Wartime, October 6, 1917

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| <p>17 According to the passage, what is one argument in support of free speech during wartime?</p> <ul style="list-style-type: none">(1) Citizens must maintain their right to control the government even in times of war.(2) Citizens must support the decisions of elected officials.(3) Military leaders are bound by constitutional oath to defend the rights of the people.(4) Congress has the authority to pass laws limiting first amendment rights. | | <p>18 Which Supreme Court decision addresses the issue raised by Senator La Follette in this speech?</p> <ul style="list-style-type: none">(1) <i>Wabash, St. Louis & Pacific R.R. v. Illinois</i>(2) <i>Plessy v. Ferguson</i>(3) <i>Northern Securities Co. v. United States</i>(4) <i>Schenck v. United States</i> |
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Base your answer to question 19 on the cartoon below and on your knowledge of social studies.

A WISE ECONOMIST ASKS A QUESTION



Source: John T. McCutcheon, *Chicago Tribune*, 1931 (adapted)

- 19 Why were President Herbert Hoover and the Republican Party unable to solve the problem addressed in this cartoon?
- (1) They believed in limited federal government intervention in economic activity.
 - (2) They knew the problem existed only in rural areas of the United States.
 - (3) They thought that foreign influences were the primary cause of the bank crisis.
 - (4) They believed the federal government must first pay back those who lost money due to stock speculation.
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Base your answer to question 20 on the cartoon below and on your knowledge of social studies.

TRYING TO CHANGE THE UMPIRING



Source: Ray O. Evans, *Columbus Dispatch*, February 10, 1937 (adapted)

- 20 What was the reason for President Franklin D. Roosevelt's reaction to the Supreme Court as shown in this cartoon?
- (1) Congress had failed to pass any New Deal legislation.
 - (2) Several New Deal programs had been invalidated.
 - (3) The House of Representatives had voted to impeach President Roosevelt.
 - (4) Several Supreme Court Justices had been removed from office.

Base your answers to questions 21 and 22 on the poster below and on your knowledge of social studies.

**WESTERN DEFENSE COMMAND AND FOURTH ARMY
WARTIME CIVIL CONTROL ADMINISTRATION**

**Presidio of San Francisco, California
April 1, 1942**

**INSTRUCTIONS
TO ALL PERSONS OF
JAPANESE
ANCESTRY**

Living in the Following Area:

All that portion of the City and County of San Francisco, State of California, lying generally west of the north-south line established by Junipero Serra Boulevard, Worcester Avenue, and Nineteenth Avenue, and lying generally north of the east-west line established by California Street, to the intersection of Market Street, and thence on Market Street to San Francisco Bay.

All Japanese persons, both alien and non-alien, will be evacuated from the above designated area by 12:00 o'clock noon Tuesday, April 7, 1942.

No Japanese person will be permitted to enter or leave the above described area after 8:00 a.m., Thursday, April 2, 1942, without obtaining special permission from the Provost Marshal at the Civil Control Station located at:

1701 Van Ness Avenue
San Francisco, California

J. L. DeWITT
Lieutenant General, U. S. Army
Commanding

SEE CIVILIAN EXCLUSION ORDER NO. 5

Source: Oakland Museum of California (adapted)

- 21 Which situation led the Western Defense Command and Fourth Army Wartime Civil Control Administration to issue this order?
- (1) the Japanese attack on Pearl Harbor
 - (2) the lack of adequate housing on the West Coast
 - (3) widespread acts of espionage by Japanese Americans
 - (4) efforts to deport Japanese Americans

- 22 What Supreme Court case upheld the constitutionality of this order?
- (1) *Mapp v. Ohio*
 - (2) *Korematsu v. United States*
 - (3) *Gideon v. Wainwright*
 - (4) *Miranda v. Arizona*

Base your answers to questions 23 and 24 on the cartoon below and on your knowledge of social studies.



Can He
Block It?

Source: Edwin Marcus, ca. 1947, Library of Congress (adapted)

23 What was a primary purpose of the Marshall Plan?

- (1) to develop better relations with the Soviet Union
- (2) to expand United States territory
- (3) to support revolutions in the Middle East
- (4) to contain the spread of communism

24 The Soviet response to the Marshall Plan contributed to

- (1) a decline in United States-European trade
- (2) increased aid to African nations
- (3) the Cold War
- (4) the end of the North Atlantic Treaty Organization (NATO)

Base your answers to questions 25 and 26 on the excerpt below and on your knowledge of social studies.

SECTION 1. This joint resolution may be cited as the “War Powers Resolution”.

PURPOSE AND POLICY

SEC. 2. (a) It is the purpose of this joint resolution to fulfill the intent of the framers of the Constitution of the United States and insure that the collective judgment of both the Congress and the President will apply to the introduction of United States Armed Forces into hostilities, or into situations where imminent involvement in hostilities is clearly indicated by the circumstances, and to the continued use of such forces in hostilities or in such situations. . . .

(c) The constitutional powers of the President as Commander-in-Chief to introduce United States Armed Forces into hostilities, or into situations where imminent involvement in hostilities is clearly indicated by the circumstances, are exercised only pursuant to (1) a declaration of war, (2) specific statutory authorization, or (3) a national emergency created by attack upon the United States, its territories or possessions, or its armed forces. . . .

Source: War Powers Resolution, 1973

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| <p>25 The purpose of this law was to</p> <ul style="list-style-type: none">(1) limit the power of the president from involving the United States in extended wars(2) expand the power of the president as commander in chief(3) allow the president to declare war on foreign countries(4) prevent the president from signing a treaty without the consent of Congress | | <p>26 What event most directly led to the passage of this act?</p> <ul style="list-style-type: none">(1) President Nixon’s visit to China(2) President Kennedy’s response to the Cuban missile crisis(3) involvement in the Vietnam War(4) imposition of the Arab oil embargo |
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Base your answers to questions 27 and 28 on the photograph below and on your knowledge of social studies.

President Lyndon B. Johnson signs the Voting Rights Act as Martin Luther King Jr. and other civil rights leaders look on at the United States Capitol.



Source: LBJ Presidential Library, August 6, 1965 (adapted)

- 27 Which presidential role is being demonstrated in the photograph?
- (1) commander in chief of the armed forces
 - (2) granting reprieves and pardons for federal offenses
 - (3) treaty-making powers with foreign nations
 - (4) chief executive approving congressional bills

- 28 What was one way the Voting Rights Act expanded the civil rights of African Americans?
- (1) It stopped the practice of sharecropping.
 - (2) It ended discrimination in public facilities.
 - (3) It outlawed the use of literacy tests.
 - (4) It forced the integration of public schools.

Answers to the Short-Essay Questions (29 and 30) and the Civic Literacy Essay Question (37) are to be written in the separate essay booklet.

Part II

SHORT-ESSAY QUESTIONS (SEQs)

These Short-Essay Questions are based on the accompanying documents and are designed to test your ability to work with historical documents. Each Short-Essay Question set consists of two documents. Some of these documents have been edited for the purposes of these questions. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

SEQ Set 1 (Question 29)

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)

In developing your short-essay answer of two or three paragraphs, be sure to keep these explanations in mind:

Describe means “to illustrate something in words or tell about it.”

Historical Context refers to “the relevant historical circumstances surrounding or connecting the events, ideas, or developments in these documents.”

Identify means “to put a name to or to name.”

Explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of.”

Types of Relationships:

Cause refers to “something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development.”

Effect refers to “what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.”

Similarity tells how “something is alike or the same as something else.”

Difference tells how “something is not alike or not the same as something else.”

Turning Point is “a major event, idea, or historical development that brings about significant change. It can be local, regional, national, or global.”

SEQ Set 1 Directions (Question 29): Read and analyze the following documents before writing your short essay in the separate essay booklet.

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

SEQ Set 1 (Question 29)

Task: Based on your reading and analysis of these documents, apply 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)

Guidelines:

In your short essay, be sure to

- Develop all aspects of the task
- Incorporate relevant outside information
- Support the task with relevant facts and examples

You are *not* required to include a separate introduction or conclusion in your short essay of two or three paragraphs.

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SEQ Set 2 (Question 30)

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

In developing your short-essay answer of two or three paragraphs, be sure to keep these explanations in mind:

Describe means “to illustrate something in words or tell about it.”

Historical Context refers to “the relevant historical circumstances surrounding or connecting the events, ideas, or developments in these documents.”

Analyze means “to examine a document and determine its elements and its relationships.”

Explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of.”

Reliability is determined by how accurate and useful the information found in a source is for a specific purpose.

SEQ Set 2 Directions (Question 30): Read and analyze the following documents before writing your short essay in the separate essay booklet.

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

SEQ Set 2 (Question 30)

Task: Based on your reading and analysis of these documents, apply 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

Guidelines:

In your short essay, be sure to

- Develop all aspects of the task
- Incorporate relevant outside information
- Support the task with relevant facts and examples

You are *not* required to include a separate introduction or conclusion in your short essay of two or three paragraphs.

Part III**CIVIC LITERACY ESSAY (Questions 31–37)**

This Civic Literacy Essay Question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purpose of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

Historical Context: Expansion of Democracy—Woman’s Suffrage

Throughout United States history, many constitutional and civic issues have been debated by Americans. These debates have resulted in efforts by individuals, groups, and governments to address these issues. These efforts have achieved varying degrees of success. One of these constitutional and civic issues is *woman’s suffrage*.

Task: Read and analyze the documents in Part A. Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

- Describe the historical circumstances surrounding this constitutional or civic issue
- Explain efforts by individuals, groups, and/or governments to address this constitutional or civic issue
- Discuss the impact of the efforts on the United States and/or on American society

In developing your answers to Part III, be sure to keep these general definitions in mind:

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (c) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Civic Literacy Essay

Part A

Short-Answer Questions (31–36)

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1

In the years before the Civil War, American women began a campaign for the vote that lasted nearly seventy-five years. Their battle finally ended in 1920 when the Nineteenth Amendment prohibiting the denial of the right to vote “on account of sex” was adopted. Initially, suffrage was one of several reforms intended to end the significant legal, political, religious, and cultural discriminations against nineteenth-century women. In the 1840s and 1850s, activists targeted injustices ranging from child custody laws that favored fathers to prohibitions against women speaking in public, the denial of equal education, and the existence of a double sex standard. In language and vocabulary familiar to a generation whose parents had lived during the American Revolution and who remembered the Declaration of Independence, women at the 1848 Seneca Falls convention resolved, among other injustices, that “all laws which . . . place her in a position inferior to that of man are contrary to the great precept of nature and therefore of no force or authority.”

A necessary transaction in any democracy between the people and those to whom they delegate authority, suffrage emerged in the 1860s as both a powerful symbol of equality with men as well as an instrument of reform. Voting became the essential political utility by which women could achieve other improvements in their status. If women could vote, went the argument of this first generation of suffragists, they would end barriers at the state level that prevented married women from controlling their wages and attending state universities. If women could vote, given their acknowledged position as moral guardians of their homes, they would reform the corrupt practices of American politics. If women could vote, they would end unequal pay. . . .

Source: Jean H. Baker, ed., *Introduction to Votes For Women: The Struggle for Suffrage Revisited*, Oxford University Press, 2002

- 31 According to Jean H. Baker, what was **one** historical circumstance that led women to seek the right to vote? [1]

Score

Document 2a

Lucy Haessler learned about the suffragette movement while attending meetings with her mother in Washington, DC, in the early 1900s.

. . . The suffragettes had a big headquarters in downtown Washington, almost across from the Supreme Court Building. My mother would take me up there on Saturdays when she volunteered to help out with mailings. I remember helping out by folding letters, licking envelopes, doing all sorts of things. The backbone of the suffrage movement was composed of well-to-do, middle-class women, both Republicans and Democrats. There weren't many working-class women in the movement. Most of them were too busy working to get involved. The suffragettes organized pickets and marches and rallies. It wasn't anything comparable to the violence that the British women were going through in their fight for suffrage. Those women were being arrested and beaten and jailed. Nothing like that happened here, but there was a lot of agitation. . . .

Source: Peter Jennings and Todd Brewster, *The Century*, Doubleday, 1998

Document 2b

The First Picket Line: College Day in the picket line, Feb. 1917



Source: Library of Congress (adapted)

32 Based on these documents, what was **one** effort made by suffragettes to gain support for woman's suffrage? [1]

Score

Document 3a

Many men showed interest in the arguments of the anti-suffragists.



Source: Library of Congress, ca. 1911

Go on to Document 3b ⇨

Document 3b

From the inception of the woman suffrage movement through the ratification of the Nineteenth Amendment in 1920, there were women and men who vigorously opposed it. Antisuffrage individuals and groups obstructed the enfranchisement of women for a multitude of reasons. Early antisuffragists of the late 1860s and 1870s were primarily concerned that the ballot would disrupt women's domestic and maternal roles and create disharmony in the family. Horace Greeley, one of the most influential antisuffragists of this era, asserted that the vast majority of women had no interest in voting or in politics. In 1871, conservative domestic authority Catharine Beecher and the wives of General William Sherman and Admiral John Dahlgren delivered to Congress a petition containing 1,000 women's signatures pleading with Congress to desist [refrain] from enacting a law enfranchising women. Beecher, in her book *Woman Suffrage and Woman's Profession*, proclaimed that if women were given the vote, most would consider it an overwhelming burden that would cause them to shortchange their domestic duties. . . .

Other early arguments that persisted throughout the woman suffrage movement included the following:

- Women have all the rights they need already;
- The ballot will degrade women by causing them to mingle in the "dirty," corrupt world of politics;
- Women don't need the vote because their husbands already vote for what is in women's best interests; and
- Women don't vote when they have the right to do so (an argument based on the occasional low voter turnouts in some municipal elections in states where women already had the vote). . . .

Source: Judith E. Harper, *Susan B. Anthony: A Biographical Companion*, ABC-CLIO Biographical Companion (adapted)

33 Based on documents 3a and 3b, state **one** reason for opposition to the efforts to gain woman's suffrage. [1]

Score

Document 4

. . . But it should not deceive us; this struggle was waged every bit as seriously as any struggle for equality, and we would do well to consider how women were able to do what men have rarely even tried, changing society in a positive and lasting way without violence and death. . . .

Like the now-celebrated civil rights movement, women suffrage records the recent and useful experiences of ordinary citizens forced to fight for their own rights against tremendous odds and social inequities.

Here are models of political leadership, of women organizers and administrators, activists and lobbyists. Here are the first women lawyers and doctors and ministers, the first women candidates, the first office-holders. Here are stories of achievement, of ingenious strategies and outrageous tactics used to outwit the opponents and make the most of limited resources. Here are new definitions and images of women in our national life which give a more accurate picture of the past and which help explain the way American women are treated today. . . .

The suffrage movement offers a unique window onto the emergence of women into American political life. This is where many of the intelligent, active, politically oriented women of the time, denied the right to participate directly in national politics, went. They put their energy into attacking social problems directly and organizing among themselves, locally and nationally, for their own rights. . . .

Source: Robert Cooney, "Taking a New Look at the Woman Suffrage Movement," in *The Feminist Movement*, Nick Treanor, ed., Greenhaven Press, 2002

34 According to Robert Cooney, what is **one** impact of the efforts to gain woman's suffrage? [1]

Score

Document 5

. . . The lessons of the woman suffrage struggle deeply influenced later American social justice and advocacy [public interest] movements. The lobbying, public relations, and grassroots organizing techniques developed by the suffragists, as well as their use of nonviolent protests and civil disobedience, stood as a model for midcentury African American civil rights campaigners, anti-Vietnam War protest groups, and gay rights activists. No doubt the future will bring more causes, more necessary repairs to American democracy, and more need for passionate civic activism. . . .

Source: Elaine Weiss, *The Woman’s Hour: The Great Fight to Win the Vote*, Viking, 2018

35 According to Elaine Weiss, what is **one** impact of the efforts to achieve woman’s suffrage? [1]

Score

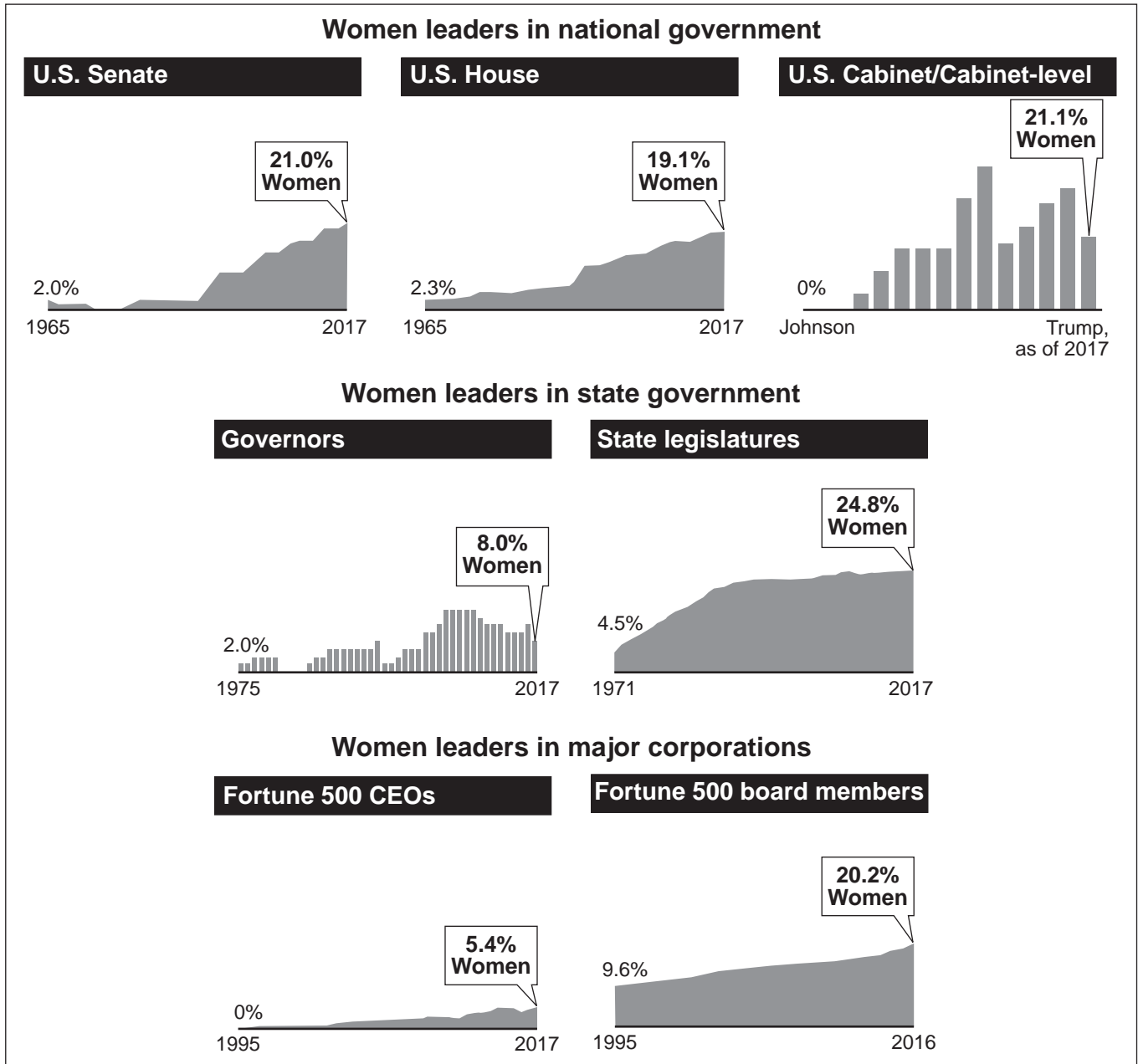
Document 6a

Jeannette Rankin made history 100 years ago this year [1917] when she took office as the first female member of Congress. “I may be the first woman member of Congress, but I won’t be the last,” the Montana Republican predicted after winning election to the U.S. House of Representatives the year before.

Rankin was right: In the century since she began her service as a member of Congress, hundreds of women have followed in her footsteps. But women remain underrepresented in all major political offices and top business leadership positions in the United States. . . .

Source: Anna Brown, “Despite gains, women remain underrepresented among U.S. political and business leaders,” Pew Research Center, March 20, 2017 (adapted)

Document 6b



Source: Pew Research Center (adapted)

36 Based on documents 6a and 6b, what is *one* impact of achieving woman’s suffrage? [1]

Score

Part B

Civic Literacy Essay Question (37)

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least four* documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context: Expansion of Democracy—Woman’s Suffrage

Throughout United States history, many constitutional and civic issues have been debated by Americans. These debates have resulted in efforts by individuals, groups, and governments to address these issues. These efforts have achieved varying degrees of success. One of these constitutional and civic issues is *woman’s suffrage*.

Task: Using information from the documents and your knowledge of United States history, write an essay in which you

- Describe the historical circumstances surrounding this constitutional or civic issue
- Explain efforts by individuals, groups, and/or governments to address this constitutional or civic issue
- Discuss the impact of the efforts on the United States and/or on American society

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Explain *at least two* efforts to address the issue
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT (FRAMEWORK)

June 2023 Regents Examination in United States History and Government (Framework)**Scoring Key: Part I (Multiple-Choice Questions)**

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
United States History & Government	June '23	1	4	MC	1	1
United States History & Government	June '23	2	2	MC	1	1
United States History & Government	June '23	3	1	MC	1	1
United States History & Government	June '23	4	2	MC	1	1
United States History & Government	June '23	5	3	MC	1	1
United States History & Government	June '23	6	2	MC	1	1
United States History & Government	June '23	7	1	MC	1	1
United States History & Government	June '23	8	3	MC	1	1
United States History & Government	June '23	9	3	MC	1	1
United States History & Government	June '23	10	4	MC	1	1
United States History & Government	June '23	11	2	MC	1	1
United States History & Government	June '23	12	4	MC	1	1
United States History & Government	June '23	13	2	MC	1	1
United States History & Government	June '23	14	1	MC	1	1
United States History & Government	June '23	15	4	MC	1	1
United States History & Government	June '23	16	3	MC	1	1
United States History & Government	June '23	17	1	MC	1	1
United States History & Government	June '23	18	4	MC	1	1
United States History & Government	June '23	19	1	MC	1	1
United States History & Government	June '23	20	2	MC	1	1
United States History & Government	June '23	21	1	MC	1	1
United States History & Government	June '23	22	2	MC	1	1
United States History & Government	June '23	23	4	MC	1	1
United States History & Government	June '23	24	3	MC	1	1
United States History & Government	June '23	25	1	MC	1	1
United States History & Government	June '23	26	3	MC	1	1
United States History & Government	June '23	27	4	MC	1	1
United States History & Government	June '23	28	3	MC	1	1

MC = Multiple-choice question

June 2023 Regents Examination in United States History and Government (Framework)

Scoring Key: Parts II, IIIA, and IIIB

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
United States History & Government	June '23	Part II: SEQ I	-	ES	5	1
United States History & Government	June '23	Part II: SEQ II	-	ES	5	1
United States History & Government	June '23	Part IIIA	-	SCF	1	1
United States History & Government	June '23	Part IIIA	-	SCF	1	1
United States History & Government	June '23	Part IIIA	-	SCF	1	1
United States History & Government	June '23	Part IIIA	-	SCF	1	1
United States History & Government	June '23	Part IIIA	-	SCF	1	1
United States History & Government	June '23	Part IIIA	-	SCF	1	1
United States History & Government	June '23	Part IIIB: CLE Essay	-	ES	5	3

SCF = Scaffold Question

ES = Essay

The chart for determining students' final examination scores for the **June 2023 Regents Examination in United States History and Government (Framework)** will be available on the Department's web site at <https://www.nysed.gov/state-assessment/> 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.

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

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)

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 University of the State of New York
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>
--	---

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.

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
CIVIC LITERACY
ESSAY QUESTION

UNITED STATES HISTORY AND GOVERNMENT (FRAMEWORK)

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

RATING GUIDE FOR PART III A AND PART III B (CIVIC LITERACY ESSAY QUESTION)

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 III A** Scaffold (open-ended) questions:

- A question-specific rubric

For **Part III B** Civic Literacy Essay Question (CLE)

- A content-specific rubric
- Prescored answer papers. Score levels 5 through 1 have two papers 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 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 Question

(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 III B essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

Rating the Scaffold (open-ended) Questions

- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions are to be scored by one rater.
- (3) The scores for each scaffold question must be recorded in the student's examination booklet and on the student's answer sheet. The letter identifying the rater must also be recorded on the answer sheet.
- (4) Record the total Part III A score if the space is provided on the student's Part I answer sheet.

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.

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score. The conversion chart for this examination will be located at <https://www.nysed.gov/state-assessment/high-school-regents-examinations/> no later than June 23, 2023, and must be used for determining the final examination score.

United States History and Government (Framework)
Part A Specific Rubric (Questions 31-36)
Civic Literacy Essay Question
June 2023

Go on to the next page ⇨

Document 1

In the years before the Civil War, American women began a campaign for the vote that lasted nearly seventy-five years. Their battle finally ended in 1920 when the Nineteenth Amendment prohibiting the denial of the right to vote “on account of sex” was adopted. Initially, suffrage was one of several reforms intended to end the significant legal, political, religious, and cultural discriminations against nineteenth-century women. In the 1840s and 1850s, activists targeted injustices ranging from child custody laws that favored fathers to prohibitions against women speaking in public, the denial of equal education, and the existence of a double sex standard. In language and vocabulary familiar to a generation whose parents had lived during the American Revolution and who remembered the Declaration of Independence, women at the 1848 Seneca Falls convention resolved, among other injustices, that “all laws which . . . place her in a position inferior to that of man are contrary to the great precept of nature and therefore of no force or authority.”

A necessary transaction in any democracy between the people and those to whom they delegate authority, suffrage emerged in the 1860s as both a powerful symbol of equality with men as well as an instrument of reform. Voting became the essential political utility by which women could achieve other improvements in their status. If women could vote, went the argument of this first generation of suffragists, they would end barriers at the state level that prevented married women from controlling their wages and attending state universities. If women could vote, given their acknowledged position as moral guardians of their homes, they would reform the corrupt practices of American politics. If women could vote, they would end unequal pay. . . .

Source: Jean H. Baker, ed., *Introduction to Votes For Women: The Struggle for Suffrage Revisited*, Oxford University Press, 2002

31 According to Jean H. Baker, what was *one* historical circumstance that led women to seek the right to vote?

Score of 1:

- States a historical circumstance that led women to seek the right to vote according to Jean H. Baker
Examples: significant legal/political/religious/cultural discriminations; injustices of child custody laws that favored fathers; prohibitions against women speaking in public; denial of equal education; the existence of a double sex standard; unequal treatment by laws; no say in the creation of laws; injustices that placed women in a position inferior to that of men; voting was essential to achieve improvements in their status; if women could vote they would end unequal pay; if women could vote barriers at the state level that prevented married women from controlling their wages/attending state universities would be ended; suffrage was a powerful symbol of equality with men/an instrument of reform; voting would enable women to reform corrupt political practices; language and ideas of the American Revolution and Declaration of Independence; Seneca Falls Convention

Score of 0:

- Incorrect response
Examples: 19th amendment denied women the right to vote; child custody favored the mothers; women were used to speaking in public; they were treated equally by the law; education was equal for males and females
- Vague response
Examples: a powerful symbol of equality; the years before the Civil War; essential political utility; familiar language/vocabulary; they wanted to change
- No response

Document 2a

Lucy Haessler learned about the suffragette movement while attending meetings with her mother in Washington, DC, in the early 1900s.

. . . The suffragettes had a big headquarters in downtown Washington, almost across from the Supreme Court Building. My mother would take me up there on Saturdays when she volunteered to help out with mailings. I remember helping out by folding letters, licking envelopes, doing all sorts of things. The backbone of the suffrage movement was composed of well-to-do, middle-class women, both Republicans and Democrats. There weren't many working-class women in the movement. Most of them were too busy working to get involved. The suffragettes organized pickets and marches and rallies. It wasn't anything comparable to the violence that the British women were going through in their fight for suffrage. Those women were being arrested and beaten and jailed. Nothing like that happened here, but there was a lot of agitation. . . .

Source: Peter Jennings and Todd Brewster, *The Century*, Doubleday, 1998

Document 2b

The First Picket Line: College Day in the picket line, Feb. 1917



Source: Library of Congress (adapted)

32 Based on these documents, what was *one* effort made by suffragettes to gain support for woman's suffrage?

Score of 1:

- States an effort made by suffragettes to gain support for woman's suffrage based on these documents
Examples: picketing/protesting in front of the White House; mailings; organized pickets/marches/rallies; middle-class women volunteered at suffragette headquarters; they established headquarters in downtown Washington, DC; attended meetings; they made banners; they agitated

Score of 0:

- Incorrect response
Examples: working-class women joined in large numbers; to make up the backbone of the suffrage movement; they visited the Supreme Court; they stopped going to college
- Vague response
Examples: big headquarters; it was comparable; Republicans and Democrats; British women going; they did things
- No response

Document 3a

Many men showed interest in the arguments of the anti-suffragists.



Source: Library of Congress, ca. 1911

Document 3b

From the inception of the woman suffrage movement through the ratification of the Nineteenth Amendment in 1920, there were women and men who vigorously opposed it. Antisuffrage individuals and groups obstructed the enfranchisement of women for a multitude of reasons. Early antisuffragists of the late 1860s and 1870s were primarily concerned that the ballot would disrupt women's domestic and maternal roles and create disharmony in the family. Horace Greeley, one of the most influential antisuffragists of this era, asserted that the vast majority of women had no interest in voting or in politics. In 1871, conservative domestic authority Catharine Beecher and the wives of General William Sherman and Admiral John Dahlgren delivered to Congress a petition containing 1,000 women's signatures pleading with Congress to desist [refrain] from enacting a law enfranchising women. Beecher, in her book *Woman Suffrage and Woman's Profession*, proclaimed that if women were given the vote, most would consider it an overwhelming burden that would cause them to shortchange their domestic duties. . . .

Other early arguments that persisted throughout the woman suffrage movement included the following:

- Women have all the rights they need already;
- The ballot will degrade women by causing them to mingle in the "dirty," corrupt world of politics;
- Women don't need the vote because their husbands already vote for what is in women's best interests; and
- Women don't vote when they have the right to do so (an argument based on the occasional low voter turnouts in some municipal elections in states where women already had the vote). . . .

Source: Judith E. Harper, *Susan B. Anthony: A Biographical Companion*, ABC-CLIO Biographical Companion (adapted)

33 Based on documents 3a and 3b, state *one* reason for opposition to the efforts to gain woman's suffrage.

Score of 1:

- States a reason for opposition to the efforts to gain woman's suffrage based on these documents
Examples: early anti-suffragists were concerned the ballot would disrupt women's domestic/maternal roles/would create disharmony in the family; belief that a vast majority of women had no interest in voting/politics; most women would consider voting an overwhelming burden; most women felt voting would cause them to shortchange their domestic duties; women have all the rights they need already; women do not need the vote because their husbands already vote for women's best interests; sometimes women do not vote when they have the right to; the ballot will degrade women by causing them to mingle in the dirty/corrupt world of politics

Score of 0:

- Incorrect response
Examples: a petition containing 1,000 women's signatures; many men do not like to vote; voter turnout is already too high; women do not have enough rights; husbands did not vote for women's best interests
- Vague response
Examples: women's best interests; from the inception; obstructed enfranchisement; overwhelming burden
- No response

Document 4

. . . But it should not deceive us; this struggle was waged every bit as seriously as any struggle for equality, and we would do well to consider how women were able to do what men have rarely even tried, changing society in a positive and lasting way without violence and death. . . .

Like the now-celebrated civil rights movement, women suffrage records the recent and useful experiences of ordinary citizens forced to fight for their own rights against tremendous odds and social inequities.

Here are models of political leadership, of women organizers and administrators, activists and lobbyists. Here are the first women lawyers and doctors and ministers, the first women candidates, the first office-holders. Here are stories of achievement, of ingenious strategies and outrageous tactics used to outwit the opponents and make the most of limited resources. Here are new definitions and images of women in our national life which give a more accurate picture of the past and which help explain the way American women are treated today. . . .

The suffrage movement offers a unique window onto the emergence of women into American political life. This is where many of the intelligent, active, politically oriented women of the time, denied the right to participate directly in national politics, went. They put their energy into attacking social problems directly and organizing among themselves, locally and nationally, for their own rights. . . .

Source: Robert Cooney, "Taking a New Look at the Woman Suffrage Movement," in *The Feminist Movement*, Nick Treanor, ed., Greenhaven Press, 2002

34 According to Robert Cooney, what is *one* impact of the efforts to gain woman's suffrage?

Score of 1:

- States an impact of the efforts to gain woman's suffrage according to Robert Cooney
Examples: changing society in a positive/lasting way without violence/death; gave new definitions and images of women in our national life; emergence of women into American political life; passage of the 19th amendment; it provided models of political leadership/women organizers/administrators/activists/lobbyists; inspired women lawyers/doctors/ministers/candidates/office holders; it helps explain the way American women are treated today; showed how ordinary citizens could fight for their own rights against tremendous odds/social inequities; intelligent/active/politically oriented women joined the suffrage movement; women put energy into attacking social problems; they organized locally/nationally for their rights

Score of 0:

- Incorrect response
Examples: the struggle was waged every bit as seriously as any struggle for equality; gave an accurate picture of the past; used violence to change society; women withdrew from American political life
- Vague response
Examples: ordinary citizens; put their energy; lasting way; men rarely tried; things got worse
- No response

Document 5

. . . The lessons of the woman suffrage struggle deeply influenced later American social justice and advocacy [public interest] movements. The lobbying, public relations, and grassroots organizing techniques developed by the suffragists, as well as their use of nonviolent protests and civil disobedience, stood as a model for midcentury African American civil rights campaigners, anti-Vietnam War protest groups, and gay rights activists. No doubt the future will bring more causes, more necessary repairs to American democracy, and more need for passionate civic activism. . . .

Source: Elaine Weiss, *The Woman's Hour: The Great Fight to Win the Vote*, Viking, 2018

35 According to Elaine Weiss, what is *one* impact of the efforts to achieve woman's suffrage?

Score of 1:

States an impact of the efforts to achieve woman's suffrage according to Elaine Weiss

Examples: deeply influenced later American social justice/advocacy movements; became a model for midcentury African American civil rights campaigners/anti-Vietnam War protest groups/gay-rights activists; techniques used by suffragettes were a model for others; lobbying/public relations/grassroots organizing techniques stood as a model for other reform movements

Score of 0:

- Incorrect response

Examples: ended grassroots organizing techniques; there will be no causes in the future; activism ended; social justice movement ended; techniques used by suffragettes were not used in later protests

- Vague response

Examples: there was no doubt; midcentury African Americans; deep influence; Vietnam War

- No response

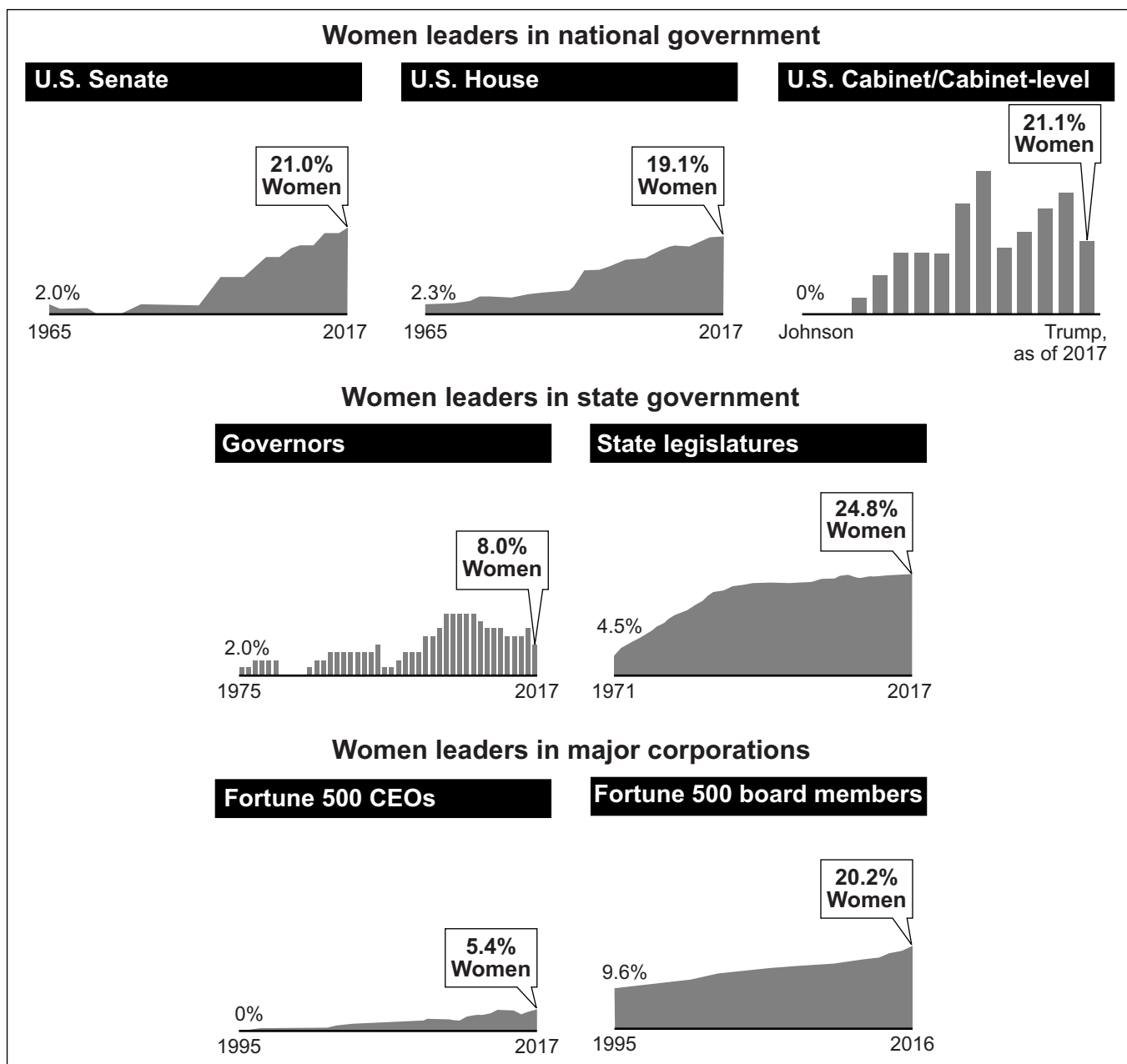
Document 6a

Jeannette Rankin made history 100 years ago this year [1917] when she took office as the first female member of Congress. “I may be the first woman member of Congress, but I won’t be the last,” the Montana Republican predicted after winning election to the U.S. House of Representatives the year before.

Rankin was right: In the century since she began her service as a member of Congress, hundreds of women have followed in her footsteps. But women remain underrepresented in all major political offices and top business leadership positions in the United States. . . .

Source: Anna Brown, “Despite gains, women remain underrepresented among U.S. political and business leaders,” Pew Research Center, March 20, 2017 (adapted)

Document 6b



Source: Pew Research Center (adapted)

36 Based on documents 6a and 6b, what is *one* impact of achieving woman's suffrage?

Score of 1:

States an impact of achieving woman's suffrage based on documents 6a and 6b

Examples: more women began to hold political offices; Jeanette Rankin became the first female member of Congress; hundreds of women have become members of Congress; number of women serving in Congress is nearly nine times higher than it was in 1965; number of women leaders in the national government has increased since 1965; number of women leaders in major corporations has increased since 1995; in 2017, 21 women served in the United States Senate/83 served in the House of Representatives; United States cabinet/cabinet-level members are 21.1 percent women; women continue to be underrepresented in political offices/business leadership

Score of 0:

- Incorrect response

Examples: 21 percent of women are in the United States Senate; 51.4 percent of women are members of Congress; women do not run for political office; Jeanette Rankin became the first cabinet member; there are more women governors than women in the United States Senate

- Vague response

Examples: politicians; major corporations; Republicans predicted; 100 years ago; more women

- No response

United States History and Government (Framework)
Content-Specific Rubric
Civic Literacy Essay Question (37)
June 2023

Historical Context: Expansion of Democracy—Woman’s Suffrage

Throughout United States history, many constitutional and civic issues have been debated by Americans. These debates have resulted in efforts by individuals, groups, and governments to address these issues. These efforts have achieved varying degrees of success. One of these constitutional and civic issues is *woman’s suffrage*.

Task:

- Describe the historical circumstances surrounding this constitutional or civic issue
- Explain efforts by individuals, groups, and/or governments to address this constitutional or civic issue
- Discuss the impact of the efforts on the United States and/or on American society

Scoring Notes:

1. This civic literacy essay question has a minimum of **four** components (describing the historical circumstances surrounding the issue of woman’s suffrage, explaining *at least two* efforts to address this issue by individuals, groups, and/or governments, and discussing the impact of the efforts on the United States and/or on American society).
2. The efforts to address the issue of woman’s suffrage may focus on efforts by individuals, groups, governments, or any combination of these.
3. Individuals, groups, and/or governments do not need to be specifically identified as long as they are implied in the discussion.
4. The efforts to address the issue of woman’s suffrage may be positive, negative, or a combination of both.
5. The same or similar information may be used to address more than one aspect of the task as long as the information is relevant to the aspect of the task being addressed, e.g., civil disobedience may be discussed as both an effort to address woman’s suffrage and an impact on American society.
6. The discussion of the impact of the efforts to address the issue of woman’s suffrage may be on the United States, on American society, or on both the United States and American society.
7. The explanation of efforts to address the issue of woman’s suffrage may include the discussion of the impact of the efforts on the United States and/or on American society.
8. The description of historical circumstances and the impact of the efforts may focus on either immediate or long-term circumstances or on immediate or long-term results.
9. The response may discuss efforts to address the issue of woman’s suffrage and the impact of the efforts from different perspectives as long as the position taken is supported by accurate historical facts and examples.
10. For the purpose of meeting the criteria of using *at least four* documents in the response, documents 2a, 2b, 3a, 3b, 6a, and 6b may be considered separate documents **if** the response uses specific information from **each** selected document.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by describing the historical circumstances surrounding woman's suffrage, explaining *at least two* efforts to address the issue of woman's suffrage by individuals, groups, and/or governments, and discussing the impact of the efforts on the United States or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., discusses the commitment to equality and solidarity that resulted from participation in the Seneca Falls Convention and the writing of the Declaration of Rights and Sentiments to the organization of the National American Woman Suffrage Association and its grassroots and lobbying campaign to gain suffrage when the 15th amendment did not include women, to the impact the civic activism of suffragettes had on 1960s protest movements and increasing the numbers of women running for state and national political office
- Incorporates relevant information from *at least four* documents (see Key Ideas chart)
- Incorporates substantial relevant outside information (see Outside Information chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., ideas in Declaration of Independence; role of Elizabeth Cady Stanton; Declaration of Rights and Sentiments; organization of National American Woman Suffrage Association; use of lobbying, picketing, mailings, petitions, and protests; passage of 19th amendment; use of civil disobedience; role of Susan B. Anthony; Hillary Clinton nominated for president
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops *all* aspects of the task but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., discusses reasons for organizing the Seneca Falls Convention, the failure of the Declaration of Rights and Sentiments to gain public support for suffrage rights, and the organization of the National American Woman Suffrage Association with the use of grassroots lobbying and civil disobedience to gain support for their cause, and the increasing numbers of women who held public office and influenced the discussion of public issues
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops *all* aspects of the task with little depth *or* develops *at least three* aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization, includes an introduction and a conclusion that may be a restatement of the theme

Score of 2:

- Minimally develops *all* aspects of the task *or* develops *at least two* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents or consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the historical context and/or task as copied from the test booklet; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

*The term *create* as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom's *Taxonomy of Educational Objectives* refers to the highest level of the cognitive domain. This usage of create is similar to Bloom's use of the term *synthesis*. Creating implies an insightful reorganization of information into a new pattern or whole. While a Level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.

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.

Woman’s Suffrage

Key Ideas from the Documents

(This list is not all-inclusive.)

Historical Circumstances	
<p>Doc 1—Campaign for the vote by American women beginning before the Civil War lasting nearly 75 years until 1920</p> <p>Significant legal, political, religious, and cultural discrimination against 19th-century women (fathers favored in child custody laws; prohibitions against women speaking in public; denial of equal education; existence of a double sex standard)</p>	<p>Existence of laws placing women in inferior position to men</p> <p>Existence of barriers at state level faced by women (married women prevented from controlling wages; married women prevented from attending state universities)</p> <p>Existence of unequal pay for women</p> <p>Use of Declaration of Independence as a model</p>
Efforts to Address	
<p>Doc 1—Adoption of 19th amendment in 1920 prohibiting denial of right to vote on account of sex</p> <p>Injustices targeted by activists (fathers favored in child custody laws; prohibitions against women speaking in public; denial of equal education; existence of a double sex standard; corrupt practices of American politics)</p> <p>Injustices addressed at 1848 Seneca Falls Convention</p> <p>Doc 2—Suffragettes working to gain support for woman’s suffrage (mailings, marches, rallies, picketing)</p> <p>Headquarters established in downtown Washington, DC, by suffragettes</p> <p>Doc 3—National Association established to oppose woman’s suffrage (arguments supported by many men)</p> <p>Early arguments opposed enfranchisement of women by men and women (disruption of women’s domestic and maternal roles created disharmony in family; argued that vast majority of women had no interest in politics; women had all the rights they needed already; degradation of women with ballot as they would have to mingle in corrupt world of politics; husbands already voted for women’s best interests; low voter turnout in municipal elections in states where women already had right to vote)</p>	<p>Supported by one of most influential anti-suffragists of era, Horace Greeley</p> <p>Petition delivered to Congress containing 1,000 women’s signatures pleading with Congress to not enfranchise women</p> <p>Proclamation of Catherine Beecher in her book <i>Woman Suffrage and Woman’s Profession</i> that if women given right to vote most would consider it an overwhelming burden causing them to shortchange domestic duties</p> <p>Doc 5—Suffragettes working to gain support for woman’s suffrage (lobbying, public relations, grassroots organizing techniques, nonviolent protests, civil disobedience)</p>

Woman’s Suffrage

Key Ideas from the Documents (continued)

(This list is not all-inclusive.)

Impact of Efforts	
<p>Doc 4—Women able to change society in positive and lasting way without violence or death</p> <p>Involved ordinary citizens fighting for their own rights against tremendous odds and social inequities</p> <p>Women becoming models of political leadership (women organizers and administrators; activists; lobbyists)</p> <p>Provided new images of women in national life, more accurately explained past and helped explain way American women are treated today</p> <p>Helped women emerge into American political life (put energy directly into attacking social problems; organized among themselves locally and nationally for rights)</p> <p>Exposed misplaced fears and prejudices of anti-suffragists</p> <p>Wider goal of women’s true equality and freedom not yet achieved</p>	<p>Offered a new generation of activists a solid base on which to build future</p> <p>Doc 5—Influenced later American social justice and advocacy movements (African American civil rights campaigners; anti-Vietnam War protest groups; gay-rights activists)</p> <p>Doc 6—Jeannette Rankin first female member of Congress and followed by hundreds of women</p> <p>Women still underrepresented in all major political offices and top business leadership positions in United States (in 2017, 21 women in Senate and 83 in House of Representatives comprising 19.4 percent of Congress plus five nonvoting delegates; 21.1 percent cabinet/cabinet level; 8 percent governors; 24.8 percent in state legislatures; 5.4 percent CEOs of major corporations; 20.2 percent board members of major corporations)</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	
<p>Significant role of women in United States history (American Revolution; Great Awakening; temperance movement; abolition movement; Civil War; Industrial Revolution)</p> <p>Societal assumption that women weak (physically; intellectually; emotionally)</p> <p>Home was women’s sphere of influence (cult of domesticity)</p> <p>Presentation of grievances and Declaration of Rights and Sentiments not given serious consideration (“all men and women created equal”; demands for opportunities in education, business, the professions, and child guardianship; demands for property and voting rights)</p> <p>Awareness of inequality as a result of increased participation of women in public life (temperance; abolition; Lucy Stone; Grimké sisters; Sojourner Truth; Harriet Tubman; Harriet Beecher Stowe)</p>	<p>Confidence as result of increased educational opportunities (Oberlin; Emma Willard; Mount Holyoke)</p> <p>Renewal of activism as result of women not being given right to vote in 15th amendment</p> <p>Confidence as result of overcoming challenges of westward settlement (often viewed as equals; extension of unrestricted voting and property rights in some western states; opportunities for political leadership; Populist Party activism)</p> <p>Women’s leadership role in Progressive movement (Jane Addams; Florence Kelley; Ida Tarbell; Ida Wells)</p> <p>Contributions of women during World War I</p>

Woman’s Suffrage

Relevant Outside Information (continued)

(This list is not all-inclusive.)

Efforts to Address	
<p>Attempt by Susan B. Anthony to vote in 1872 presidential election (arrested and fined)</p> <p>Organization of Seneca Falls Convention (Declaration of Rights and Sentiments)</p> <p>Work of suffragettes on local, state, and national levels (Elizabeth Cady Stanton; Susan B. Anthony; Carrie Chapman Catt; Alice Paul; Lucretia Mott; Lucy Stone)</p> <p>Support for suffrage from men (Frederick Douglass; William Lloyd Garrison)</p>	<p>Formation of organizations in support of suffrage (National American Woman Suffrage Association; American Woman Suffrage Association; National Association of Colored Women; American Equal Rights Association)</p> <p>Connecting ballot to traditional definition of women’s societal role (Carrie Chapman Catt)</p> <p>Lobbying (state legislatures; Congress; executive branch)</p> <p>Organizational work in support of Progressive reform</p>

Impact of Efforts

<p>Lack of widespread support for Seneca Falls Convention and Declaration of Rights and Sentiments</p> <p>Wyoming first state to grant unrestricted voting rights, 1869</p> <p>Suffrage for women in some states in local school board elections</p> <p>Suffrage gains for women in many western states by 1912 (state and local elections)</p> <p>Vote by millions of women for first time in 1920 presidential election</p> <p>Turnout for women voters disappointing to suffragettes (approximately only one-third voted in 1920 presidential election)</p> <p>Denial of voting rights to African American women (weakness of enforcement provision of amendment; continuation of African American woman’s suffrage activism)</p> <p>Important step toward achieving equal legal, economic, and social rights (proposal of Equal Rights Amendment)</p>	<p>Women more active in national political life (Eleanor Roosevelt; Frances Perkins; Mary McLeod Bethune; Geraldine Ferraro; Kathy Hochul, Nancy Pelosi; Kirsten Gillibrand; Elise Stefanik; Hillary Clinton, Kamala Harris, Elizabeth Warren, Ruth Bader Ginsburg)</p> <p>National election participation equal to men in 1960, surpassing men in 1980, and continuing to grow</p> <p>Continued struggle for women’s rights (National Organization for Women; Gloria Steinem; Betty Friedan; child care; abortion rights; educational and professional opportunities; Equal Rights Amendment; Title IX activism; Me Too movement; Mothers Against Drunk Driving)</p> <p>Continued activism among women (civil rights; climate change; immigration reform; gun control)</p> <p>Increasing number of women at local and state levels of government</p>
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To those of our era, many believe that as a woman, we are equal in every right to a man as we continue advocating for rectifying social injustices even to this day. However, many women today could not conceive a time when women couldn't vote. The voice and influence women have today is in many ways thanks to the relentless advocacy and lobbying of women in the last 2 centuries who fought to let their voice be heard through the power of the ballot. Many may wonder how the suffragist movement began. This movement was started by women who dared to look and question the world around them – calling the bluff of our so-called democratic nation and exposing the hypocrisy of our ideals of liberty when over half the population had no voice in politics. In the mid-1800s, these actions sparked a fervent movement that slowly through various methods such as lobbying, non-violent protests, letters, and rallies found openings that would bring women more rights. Eventually the 19th Amendment was passed in 1920, granting women the right to vote and setting a precedent for rebellion and advocacy to end social injustices that would actually spark countless other social justice movements. It would also enable women to become more involved in both politics and in other areas that were previously dominated by men – giving way and helping shape our world into the one we see today in the 21st century.

To begin with, many might wonder what specifically sparked the awareness of social injustice in the mid-1800s? This was due mostly to middle-class women opening their eyes to question their oppression on the sole basis of sex and questioning the documents that key the foundation of our nation, particularly the Constitution and the

Declaration of Independence. In these documents—the very fabric of society—they found hypocrisy in their stated ideas about equality and democracy when no women had a say in the government's creation. Abigail Adams urged her husband “to remember the ladies” but neither he nor the other founding fathers gave them any say in the government or its representation. How is the Constitution representative of “We the people” when it actually silences 50% of its population? It is not, which is why a woman's suffrage amendment had to be added.

The suffragist movement and women's rights movements began through women's early efforts in the 1840s and 50s to protest injustices such as child custody, educational inequality, and the double sex standard (Document 1). Women gained confidence with each victory and slowly worked their way up the stepping stones to begin the suffrage movement. The suffrage movement arguably first truly began at the Seneca Falls Convention in western New York where Elizabeth Cady Stanton and her peers gathered together and proclaimed their Declaration of Sentiments, modeled after the Declaration of Independence. This emphasized the irony of our nation's foundation because American society was far from equal. Property was controlled by their husbands and so were their wages if they worked outside the home. As their Declaration stated, legally married women were “civilly dead.” Also, women who were abolition activists such as Stanton found their freedom of speech limited and their contributions undervalued. These experiences had an impact on their thinking about their own circumstances and led to their demands for suffrage in their Declaration. However, the suffrage

movement did not really gain traction at this time. Some believed that women's suffrage was a threat to the American home and feared it would distract women from their domestic duties—leaving many men to join anti-suffrage organizations as seen in the picture (Documents 3a and 3b). There were also several other obstacles in addition to the backlash movement including a schism among the suffragettes after the passage of the 14th and 15th amendments ending slavery and granting African American men the right to vote. On one hand some suffragettes were also abolitionists who clashed with other suffragists who deemed it unjust that African Americans could be given the right to vote before women—citing the hypocrisy of our nation's democratic ideals, the Declaration of Independence and the Constitution. This was the time when the suffrage movement started to draw more and more followers—including a quintessential activist, Susan B. Anthony. In the late 1800s and early 1900s numerous middle-class women joined ranks and held various rallies, and used civil disobedience in order to call attention to the continued injustices they faced (Documents 2a and 2b). Many women chose to participate in non-violent protests because they believed that it would be the method men in power would be most receptive to as it didn't directly threaten their masculine power stronghold. Although at the same time their activities did not conform to the typical docile stereotype of women. However, despite obstacles, after 75 years thanks to woman's suffrage gaining more acceptance and women proving themselves and their capability on the home front when men were shipped off to fight during World War I, women finally achieved the right to vote in 1920 with the passage of the

19th Amendment (Document 1). Their efforts as well as their contributions to the early 20th century Progressive Movement proved that women were “models of political leadership” (Document 4).

This was not the only positive impact of the suffrage movement. It also rates as a revolutionary shifting point for our society as a whole as its passage served as a catalyst and model for later protest movements that were striving for greater social equality and change. To begin with, many historians attribute the strategies and methods use by the suffrage movement as reasons for its success. It served as the model for others to follow using their techniques of lobbying and non-violent protests. The 1960s civil rights movement also focused on nonviolent protests to achieve its goals and “repair democracy” (Document 5). Peaceful marches in Birmingham, Washington DC, and Selma demonstrated the civic activism of “ordinary citizens” (Document 4). Rosa Parks stood up for her right to sit where she wanted on the bus just as Susan B. Anthony stood up for her right to vote, despite the possibility of being arrested for breaking the law. Suffragette strategies were being used in the protests against the long undeclared Vietnam War in the 1960s and 1970s (Document 5). Furthermore, in the 1960s a new feminist movement led to advocacy for equal pay for equal work and women’s reproductive rights and the right to privacy in the debate over abortion in the Supreme Court case *Roe v. Wade*—which is still being debated. The achievement of women’s suffrage also helped open the door for many women to enter professional fields as well as hold political positions of power. In 1917, Jeanette Rankin became the first female Congress member with the help of woman voters (Document 6a). In the decades since then, as

Anchor Paper – Civic Literacy Essay—Level 5 – A

seen in the charts in Document 6b, there has been an increase in women holding political and economic positions of power, but many women have found societal stereotypes to still be a barrier. No matter how much has been achieved for women's rights there are still inequalities that need to be addressed.

The ratification of the 19th Amendment served as a pivotal point in American history. It not only helped create more social, political, and economic opportunities for women but, it was a catalyst for other forms of civic activism.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for woman's suffrage
- Is more analytical than descriptive (voice and influence women have today is in many ways thanks to relentless advocacy of women in last two centuries; women's experiences impacted thinking about their own circumstances and led to demands for suffrage in Declaration of Sentiments; some believed woman's suffrage was a threat to American home and feared it would distract women from domestic duties; many women chose to participate in nonviolent protests because they believed men in power would be most receptive as the protests did not directly threaten their masculine power stronghold; movement a revolutionary shifting point for American society as 19th amendment served as catalyst and model for later protest movements; achievement of woman's suffrage helped open door for many women to enter professional fields as well as political positions; no matter how much has been achieved for women's rights inequalities still need to be addressed)
- Incorporates relevant information from all documents
- Incorporates substantial relevant outside information (found hypocrisy in stated ideas about equality and democracy; Abigail Adams urged husband to remember women but neither he nor other founding fathers gave them a say in government; Declaration of Sentiments modeled after Declaration of Independence; women abolition activists such as Stanton found freedom of speech limited and contributions undervalued; some suffragettes deemed it unjust that African Americans could be given right to vote before women—citing hypocrisy of nation's democratic ideals; woman's suffrage gained more acceptance when women proved themselves on home front during World War I; peaceful marches in Birmingham, Washington, DC, and Selma demonstrated civic activism of ordinary citizens; Rosa Parks stood up for her rights just as Susan B. Anthony did, despite possibility of being arrested; new feminist movement led to advocacy for equal pay for equal work and right to privacy in debate over abortion in *Roe v. Wade* which is still being debated; many women still find societal stereotypes to be a barrier)
- Richly supports the theme with many relevant facts, examples, and details (used methods of lobbying, nonviolent protests, letters, and rallies; in 1840s and 1850s women protested injustices such as child custody, education inequality, and double sex standard; movement began at Seneca Falls; many men joined anti-suffrage organizations; 1960s civil rights movement focused on nonviolent protests to achieve goals; in decades since Jeannette Rankin in 1917 the number of women holding political and economic positions of power has increased)
- Demonstrates a logical and clear plan of organization; includes an introduction that summarizes all aspects of the task and a conclusion that discusses how the suffrage movement served as a pivotal point in American history

Conclusion: Overall, the response fits the criteria for Level 5. The analysis used throughout the discussion of the historical circumstances demonstrates thoughtful insights about the hypocritical nature of our democratic institutions and the cultural realities of the 19th century. Numerous historical details are used to establish a good context for a discussion of the long-term impact of the suffrage movement on social justice in the 1960s and the civic activism of ordinary citizens.

The efforts to gain women's suffrage lasted for decades and was fraught with many complications. Not only was it difficult for women to gain a platform for them to voice their opinions, many men in power didn't want to listen. Before gaining women's suffrage, women had very few opportunities in society. They used protesting and literature to gain a following, and the results of this movement led to more women carving out a more equal place in society.

In the decades before 1920 and the Nineteenth Amendment, the status of women in society was much lower than men's status despite the important role they played in the settlement of colonial America and during the American Revolution. As "moral guardians" of their homes, it was the responsibility of women to raise children who would be good citizens and patriots. Unfortunately, in the patriarchal society of the 19th century laws did not protect the rights of mothers and generally favored fathers, in part because the influence of women on government was limited. Although they did not have political power, many women became involved in social reform movements. They were active in the temperance movement and women such as Sarah Grimke were abolitionists. Women were making important contributions to American society yet they faced discrimination almost everywhere they turned. Women had a much more difficult time than men did to get fair wages when they worked outside the home. Their formal education was limited and few attended college. Women's Rights activists argued that in order to "achieve improvements in their status" (Doc 1), women first needed the right to vote which is why it was one of their demands at Seneca Falls. They felt as though the right to vote was the first in a long line of dominoes

that needed to fall in order to achieve gender equality. Without the right to vote, women didn't even have a voice in any government proceedings, almost guaranteeing that they would never be on equal footing with men in society. However, with the passage of the Homestead Act more families moved west. Women were working partners with their husband on the frontier and single women often owned their own property and made their own decisions. This encouraged more independence and more equality. As western states such as Wyoming started giving women the right to vote, many women throughout the country felt they should have the same rights. Although not all women wanted the right to vote, membership in suffrage associations grew.

Women's Rights activists used organizational strategies they had used earlier in social reform movements as well as multiple tactics to address this suffrage issue and win people over to their side. Winning over men and women opposed to suffrage was not easy. Many antisuffragists were prominent people such as Horace Greeley and Catharine Beecher. However, the suffragettes would organize protests, taking the form of "pickets and marches and rallies" (Doc 2a) all over the country with emphasis in large cities and Washington DC. Women organized "College Days" as part of ongoing protests and stood in front of the White House holding banners for the public to see (Doc 2b). These acts were attempts to gain awareness for the issue. The site of women picketing sometimes made people angry and not supportive. Suffragettes kept picketing even though there were setbacks, to make sure that the men in power would hear their voices. They would also mail out literature sometimes with the help of their

daughters (Doc 2a), in order to show people about their good cause and the benefits that helping their cause would bring. But, in the end, they were greatly helped by something else,—their patriotism during World War I.

Women gaining the right to vote through the Nineteenth Amendment had major impacts not only on women, but on other civil rights groups. The more obvious impact of the women's suffrage movement was women gaining political power. The increased number of women voters led to many more women being elected to public offices, to Congress, and appointed to high positions in government. Jeannette Rankin became the first and only congresswoman in 1917, and now there is a woman who is Speaker of the House, Nancy Pelosi. Frances Perkins became a member of FDR's cabinet during the Great Depression and Eleanor Roosevelt as an activist First Lady became an advisor to her husband. Now it is commonplace to see women as cabinet members. There has been a drastic uptick in the numbers of women in government from 1965 - 2017 (Doc 6B). In 1965 just 2% of the Senate were women, and in 2017 21% of the Senate were women. In 2016 a woman ran for president as a major party candidate. The women's suffrage movement also served as a guide to other civil rights movements. Their tactics and techniques of lobbying, public relations, and other things "stood as a model" (doc 5) for the African American civil rights movement, which successfully lobbied Congress for passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Today groups of "ordinary people" are protesting in support of environmental protection and immigrant rights in order to improve society in a "positive and lasting way", and

Anchor Paper – Civic Literacy Essay—Level 5 – B

are using some of the same peaceful tactics that women used to gain the right to vote (Doc 4). The success of the women's suffrage movement was integral to other oppressed groups fighting against inequality and it served as inspiration to others to fight for their liberties even "against tremendous odds."

Women's Rights movements made a lasting impact on our society and were a large part of other groups gaining liberties. The inspiring efforts of these activists made real change happen when the odds were against them. Their efforts led to results that many benefit from today.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for woman's suffrage
- Is more analytical than descriptive (patriarchal society of 19th century generally favored fathers in part because influence of women on government was limited; making important contributions to American society yet faced discrimination almost everywhere; felt right to vote was first in long line of dominoes that needed to fall to achieve gender equality; without right to vote women did not have voice in government proceedings which almost guaranteed they would not be on equal footing with men; although not all women wanted right to vote membership in suffrage associations grew; winning over men and women opposed to suffrage was not easy; suffragettes kept picketing despite setbacks to make sure men in power heard their voices; protest groups today using some of same peaceful tactics women used; movement integral to other oppressed groups fighting against inequality and served as inspiration to others to fight for liberties even against tremendous odds)
- Incorporates relevant information from all documents
- Incorporates substantial relevant outside information (status of women much lower than men despite important role in colonial America and American Revolution; as moral guardians of homes it was responsibility of women to raise children to be good citizens; many women became involved in reform movements such as temperance and abolition; in West women were working partners with husband and single women often owned property and made own decisions encouraging more equality; as western states such as Wyoming started giving women right to vote many women throughout country felt they should have same rights; in end they were helped by something else—their patriotism during World War I; Frances Perkins became member of FDR's cabinet and Eleanor Roosevelt activist First Lady; now commonplace to see women cabinet members; in 2016 a woman ran for president; model for civil rights movement which successfully lobbied for passage of Civil Rights Act of 1964 and Voting Rights Act of 1965; today people protesting in support of environmental protection and immigrant rights)
- Richly supports the theme with many relevant facts, examples, and details (19th amendment; formal education of women limited; right to vote one of demands at Seneca Falls; pickets, marches, and rallies all over country; increased number of women voters led to more women being elected to public office and Congress, and being appointed to high positions in government; Jeannette Rankin first congresswoman in 1917; in 1965 just 2 percent of Senate were women while in 2017, 21 percent were women)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how the movement lasted for decades and was fraught with complications and a conclusion that states the movement made a lasting impact on society

Conclusion: Overall, the response fits the criteria for Level 5. Historical details and analytic statements support document interpretation that underscores the irony of women's societal contributions while not having voting rights. The inspiration of women's experience on the frontier serves as a good segue to the organizational success of the suffrage movement and its impact on the status of women.

In the dawn of one of the most powerful nations in the world, the United States of America, a document was forged to ensure that its future citizens (freemen) would be guaranteed freedoms and liberties. This document was the Constitution of the United States with its Bill of Rights. As the first half of the nineteenth Century came to be, the document began to be questioned by women's rights activists. The Constitution had failed to explicitly guarantee anyone's right to vote, but after the Fifteenth Amendment was passed the women of America were determined to obtain this right for themselves.

The roots of woman's suffrage begin in the years before The Civil War. It was at this time that many American women began to view their lives differently as they struggled with not being considered equal to men. They demanded expanded legal rights in the context of things like marriage and divorce and laws that made women inferior to men. Women at Seneca Falls were hoping that by expressing their concerns about the tyranny they experienced in a document similar to the Declaration of Independence, Americans would be reminded of the tyranny that had led the colonists to declare independence. However, public acceptance of their Declaration was slow to develop. Many women were comfortable in their roles as wives and mothers and men were comfortable having women in those roles. Career opportunities were few. Unmarried educated women were most often teachers because that seemed to be an extension of their proper role. Occasionally, a woman like Elizabeth Blackwell defied the stereotype and became a doctor. Not many colleges admitted women. However, by 1917 (Doc 2b) women were attending many different colleges as a result of changing attitudes that began in discussions at women's

conventions like Seneca Falls. Women felt that if they had the right to vote they could achieve equality with the males whom they felt were held in higher esteem and given too many advantages.

Many groups of people, coined suffragettes, took to the streets in protest of unfair sexist laws. Many held marches and rallies in open areas or cities, (Doc 2a) while some even took the issue to (Doc 2b) Pennsylvania Avenue, openly protesting the discrimination they faced. Women also wrote letters to Republican and Democratic Congressmen, many of whom had ignored their demands for suffrage for years because petitions rejecting suffrage were sent to them by influential anti-suffragists. Women faced much persecution by those who opposed their cause, and were even forced to counter a rival group that had a headquarters opposed (Doc 3a) to woman suffrage. These people opposed to women's (Doc 3b) suffrage typically justified their stance by saying that the elevation that women would receive as a result of suffrage would taint society and ruin what "already worked." These groups proved to be ineffective, however, as in 1920 the Constitution was amended to guarantee women the right to vote.

This victory inspired other victories and improved the status of women but it took time. While women exercised their newfound freedom to vote and entered new professions and eventually climbed the corporate ladder, they still had not caught up to men. Few women served in Congress as late as 1965 and although the numbers are (Doc 6) higher in 2017 they are far from equal to men. The number of women holding leadership positions in corporations also has not grown by much. Their suffrage victory did inspire (Doc 5) groups

such as African-American civil rights activists, anti-Vietnam War protestors, and other oppressed peoples who began to follow their example. Lobbying and protesting nonviolently, they in time reached their goals. African Americans achieved a less segregated society and protests against the Vietnam War helped to change minds about the United States continuing to fight that war. The fight for women's suffrage had proved to be a multidimensional battle, as it paved the way for America to be changed forever.

The battle for women's suffrage is one of the most inspirational and monumental conflicts in United States history. Starting with the simple goal of voting rights, it soon expanded into a metaphorical war for oppressed groups themselves. Through perseverance, patience, and sheer determination, not only are women still on (6b) the rise today, but so are the millions of inspired citizens who decided to follow the example of the women's suffragette movement and fight for what they believed was not only right, but necessary. In short, the world could not be what it is today without the earth-shaking efforts of the women's suffragette group.

Anchor Level 4-A

The response:

- Develops all aspects of the task for woman's suffrage
- Is both descriptive and analytical (women's rights activists began to question Constitution as it failed to explicitly guarantee anyone's right to vote; many women struggled with not being considered equal to men; public acceptance of women's declaration slow to develop; comfortable in roles as wives and mothers, and men comfortable with women in those roles; felt males held in higher esteem and given too many advantages; wrote letters to congressmen but many ignored their demands because petitions rejecting suffrage were sent by influential anti-suffragists; people opposed to suffrage feared elevation of women would taint society and ruin what already worked; suffrage victory inspired other victories and improved status of women but took time; inspired groups such as African American civil rights activists, anti-Vietnam War protesters, and other oppressed peoples who began to follow example; starting with simple goal of achieving voting rights, the suffrage movement soon expanded into metaphorical war for oppressed groups)
- Incorporates relevant information from documents 1, 2, 3, 5, and 6
- Incorporates relevant outside information (after 15th amendment passed American women determined to obtain suffrage; women at Seneca Falls hoped by expressing concerns about tyranny they experienced in a document similar to Declaration of Independence that Americans would be reminded of tyranny that led colonists to declare independence; unmarried educated women most often teachers because that seemed to be extension of proper role; occasionally a woman such as Elizabeth Blackwell defied stereotype and became a doctor; not many colleges admitted women but by 1917 women were attending many different colleges as result of changing attitudes that began in discussions at women's conventions such as Seneca Falls; African Americans achieved less segregated society and protests against Vietnam War helped change minds about United States continuing to fight that war)
- Supports the theme with relevant facts, examples, and details (roots of women's suffrage began before Civil War; women demanded expanded legal rights in marriage and divorce; held marches and rallies in open areas or cities while some took issue to Pennsylvania Avenue to protest discrimination; faced much persecution by those who opposed their cause; in 1920 Constitution amended to guarantee women right to vote; entered new professions and eventually climbed corporate ladder but still did not catch up to men; few women served in Congress as late as 1965 and although numbers higher in 2017 they are far from equal to men; number of women holding leadership positions in corporations has not grown by much; lobbying and nonviolent protests)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the Constitution's failure to guarantee woman's suffrage and a conclusion that discusses the woman's suffrage movement as both inspirational and a monumental conflict

Conclusion: Overall, the response fits the criteria for Level 4. Document interpretation reflects good cultural and political insights about the historical circumstances of woman's suffrage. Comparisons and conclusions lack the depth of a Level 5 response, especially in the treatment of impact.

Debates over constitutional and civic issues have gone on since the beginning of United States history. These debates started at the constitutional convention and continue today. One of the most important civic debates is the fight for woman's suffrage. For years, women were denied their rights as citizens, but the suffrage movement looked to establish their rights to vote. The woman's suffrage movement was a successful movement that through the hard work of thousands of women, increased the rights of women and inspired many future movements in the United States.

The woman's suffrage movement began in the 1840s as a backlash to the beliefs and laws of the period. From the 1800s to the mid-1900s, the cult of domesticity was the common moral belief. It meant that women would stay home, raise good children, clean the house and make it a nice place for husbands to come home to. Although this was an important responsibility in the development of the United States, many laws during this time unfairly discriminated against women. In custody disputes, fathers were favored by the laws, and women were denied equal education (doc 1). These laws were all aspects of society that women planned to change through the suffrage movement. Many men during this time were also very supportive of the cult of domesticity because they benefited from it. They wanted women to stay home and away from politics because it would degrade them and detract from their "high moral status." (doc. 3b). They didn't understand what more women could want and they believed that women already had much influence without the right to vote. Except for Frederick Douglass and a few others, woman's suffrage did not get much support from men. But small steps were taken as some states

began to allow married women to own property and more women were given a more equal education. Their suffrage demands unfortunately were generally ignored. A “new suffrage” movement evolved following the Civil War. Women who had worked for the cause were upset that African Americans and former slaves were given voting rights before them, especially since they had changed direction and devoted their time to ending slavery. This disappointment led to an increase in support for women’s suffrage. The continued denial of their rights led to women becoming better organizers, more militant, and less patient.

The efforts of many women and woman’s suffrage groups to fight peacefully for rights led to national discussion and debate over the issue. Suffrage groups of all sizes started to spring up all over the country and community debates became common. Some suffragettes tried to convince states and local governments to give women more rights with mixed results. Some women joined the National Women’s Party and became more aggressive in their fight to get Congress to support a suffrage amendment by standing outside the White House gates. The most common form of protesting for rights was picketing, marches, and rallies (doc. 2a) These forms of protest were both peaceful and visible which made the issue more acceptable within the country. Conventions such as the famous Seneca Falls Convention helped begin the push for suffrage and the Declaration of Sentiments that stated the rights of women was drafted, declaring that the goals women were fighting for became “a guiding light” for women as they mobilized after Reconstruction. Demanding the right to vote was actually a controversial goal to put in that document, since many people felt that it was too radical to push for in 1848 and many

anti-suffragists still thought it was too radical in 1917. However, Elizabeth Cady Stanton and others set the foundation for the suffrage movement and helped the movement be taken seriously one step at a time. After many years of protest, the goal was no longer seen as radical and the 19th Amendment was ratified.

The women's suffrage movement had one of the biggest impacts of any reform movement on American society. The women's suffrage movement actually inspired and supported many other movements like the Civil Rights Movement (doc. 5). The peaceful protests of the suffragettes actually inspired the peaceful protests and civil disobedience of Martin Luther King Jr. The woman's suffrage movement also inspired more modern movements such as the Gay Rights movement and MeToo. The Gay Rights movement began in the late 20th century and has continued to present day. Using techniques very similar to the suffrage movement, the LGBTQ+ community has fought to achieve basic rights like marriage, and equal treatment. The MeToo, and the larger Feminist movement have used peaceful methods like the suffrage movement, organizing marches and protests in major cities across the country. The woman's suffrage Movement has also led to more women pushing into male dominated fields. As of 2017, 5.4% of Fortune 500 CEOs were women, a record number. In 2016, 20.2% of Fortune 500 board members were women, another record number (doc. 6b). Women feel more empowered when they are given their rights and the same opportunities as men. Additionally, in 2018 more women ran for Congress and were elected than ever before, another win for women's rights movements.

Overall, the women's suffrage movement has been the most successful and influential movement in United States history thanks to the efforts of the groups in the 1800s and groups that came much later.

Anchor Level 4-B

The response:

- Develops all aspects of the task for woman's suffrage
- Is both descriptive and analytical (for years women denied rights as citizens; suffrage movement began in 1840s as backlash to beliefs and laws which unfairly discriminated against women; many men wanted women to stay home and away from politics because it would degrade them and detract from their moral status; suffrage groups of all sizes started to spring up all over country and community debates became common; forms of protest both peaceful and visible which made issue more acceptable within country; suffrage movement inspired and supported other movements such as civil rights movement)
- Incorporates relevant information from documents 1, 2, 3, 5, and 6
- Incorporates substantial relevant outside information (cult of domesticity meant women would stay home, raise good children, and clean house; many men supportive of cult of domesticity because they benefited; except for Frederick Douglass and a few others, woman's suffrage did not have much support from men; small steps taken as some states began to allow married women to own property and more women given a more equal education; women who worked for abolitionist cause upset that formerly enslaved persons given voting rights before them especially since women devoted time to ending slavery; some joined National Women's Party and became more aggressive in fight to get Congress to support suffrage amendment; demanding right to vote in Declaration of Sentiments thought to be too radical; Elizabeth Cady Stanton and others set foundation for suffrage movement and helped it to be taken seriously; peaceful protests of suffragettes inspired civil disobedience of Martin Luther King Jr; LGBTQ+ community has fought to achieve basic rights such as marriage and equal treatment; in 2018 more women ran for Congress and elected than ever before)
- Supports the theme with relevant facts, examples, and details (in custody disputes fathers favored by laws; women denied equal education; most common form of protesting was picketing, marches, and rallies; Seneca Falls Convention helped begin push for suffrage; as of 2017, 5.4 percent of Fortune 500 CEOs women; in 2016, 20.2 percent of Fortune 500 board members women)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the success of the woman's suffrage movement and its inspiration for future movements and a one-sentence conclusion that states groups of people made the woman's suffrage movement successful and influential

Conclusion: Overall, the response fits the criteria for Level 4. Substantive relevant outside information and thoughtful document interpretation support a critical appraisal of woman's suffrage as a constitutional and civic issue. Although recognition of the significant impact of the woman's suffrage movement leads to comparative statements and good conclusions, additional supporting facts and details would have benefited the discussion.

Up until 1920, about half of the American population could not vote in national elections. Laws were being established that they had to follow, yet these people, the women, had no say in what occurred in government. Throughout United States history, many constitutional and civic issues have been debated by Americans. These debates have resulted in efforts by individuals, groups, and governments to address these issues. These efforts have achieved varying degrees of success. One of these constitutional and civic issues is woman's suffrage.

In the years before women gained suffrage, a myriad of different injustices existed in the average woman's life. Even though the position as a mother made women important in the lives of her family, as document one explains, there were unfair custody laws biased towards the father if they became divorced. Prohibitions against women speaking in public made it difficult for them to become active citizens and denied them a right guaranteed in the Bill of Rights. Married women could not control their wages which meant their husbands did and married women were banned from attending state universities. For a long time women who wanted to express their point of view on an important issue or acquire a higher education could be denied it for the simple reason that they were not born a man or were considered by some to not be as smart as men. To think that women have a lower intellectual capacity was a widespread idea of those times and it was because they were not encouraged or allowed to attend many schools or colleges. As a result women often only had an elementary education. The activities women were prohibited from doing meant they did not have the opportunity to prove themselves equal to men. These injustices bounded and limited women's options

and experiences sometimes causing them to lead lives they did not always enjoy. Tremendous potential was often utterly crushed by the heavy foot of a male-dominated society. These injustices were the impetus to women beginning their campaign for suffrage. They figured if they gain the right to vote then they can fix the injustices by voting against them. Their early fight for suffrage began in 1848 at Seneca Falls but did not get very far. Women in different parts of the country, usually in the west, gradually got the right to vote in local elections and in Wyoming in national elections since the work of women pioneers on the frontier was vital. It would take women longer than former male slaves who got the right to vote soon after the Civil War. When 1900 came suffragette women were still protesting calmly and wisely, without the use of violence. They were still holding meetings and sending letters to their state legislators and congressmen but they were also protesting out in public. As document 2b shows, a common tactic of these women was to picket. In this way, they presented their ideas with poise proving they were polite “as women should be” even though they were becoming more impatient with the president and others for not supporting them. Document 2a adds that the women also rallied as well as sent out letters to get more people to volunteer for the movement and organize large marches in towns and cities all over the country. In this way, the suffragettes were reminding America that they were trying to attain the right to vote in order to make the United States a more democratic country. Women felt they deserved representation at all levels of government in order to promote their well-being and the well-being of their families. They fought back against anti-suffragists, some of whom believed

that the right to vote would be a burden for women. However, the real burden for women was not having political rights.

The impact on society that these efforts had were monumental.

First and foremost, it caused the government to pass the 19th ammendment giving women the right to vote. It could not be denied after women did so much during World War I. Additionally, these groups of womens who protested became models for many other groups that came later. As document four explains, these women protested strongly and seriously, but they did not set out to cause violence or death. Many groups were influenced by their way of protesting.

African Americans saw the practicality in these effective yet peaceful protests just as women did. African Americans who also had reason to be impatient stressed nonviolence in the Civil Rights movement in the 1960s. However, they too became targets of violence, as did some suffragettes. Document five describes how groups other than African American civil rights campaigners also used the suffragette model, as demonstrated by Susan B. Anthony's arrest when she tried to vote.

Anti-vietnam war protesters angry about the death and destruction of a war thousands of miles away did make many question the war.

And gay rights activists have convinced many Americans that they deserve equal rights. Women's efforts to attain suffrage are still impacting American society.

Throughout United States history, many constitutional and civic issues have been debated by Americans. These debates have resulted in efforts by individuals and groups to adress these issues. Women began their efforts to obtain suffrage when many injustices were forced upon them. They protested, marched, and rallied to get suffrage

and by doing this, they impacted American society forever. They became role models for future protests and most importantly they allowed all women in the future to be able to vote.

Anchor Level 3-A

The response:

- Develops all aspects of the task for woman's suffrage
- Is more descriptive than analytical (laws established that women had to follow yet women had no say in government; in years before women gained suffrage, myriad injustices existed in average woman's life; even though position as mother made women important in lives of family, custody laws were biased toward father; prohibitions against women speaking in public made it difficult to become active citizens; for a long time women who wanted to express point of view on important issue or acquire higher education could be denied because they were considered by some not as smart as men; women did not have opportunity to prove themselves equal to men; injustices limited women's options and experiences sometimes causing them to lead lives they did not enjoy; tremendous potential often crushed by male-dominated society; women thought right to vote could fix injustices; in 1900 suffragettes were still protesting calmly; becoming more impatient with president and others for not supporting them; felt they deserved representation at all levels of government; some anti-suffragists believed right to vote would be a burden for women)
- Incorporates some relevant information from documents 1, 2, 3, 4, and 5
- Incorporates relevant outside information (women often only had elementary education; women in different parts of country, usually in West, gradually got right to vote in local elections and in Wyoming in national elections; would take women longer than formerly enslaved males who got right to vote soon after Civil War; organized large marches in towns and cities all over country; right to vote could not be denied after women did so much during World War I; African Americans stressed nonviolence in civil rights movement in 1960s; civil rights protesters became targets of violence as did some suffragettes; Susan B. Anthony arrested when she tried to vote; anti-Vietnam War protesters angry about death and destruction of war thousands of miles away; gay-rights activists convinced many that they too deserve equal rights)
- Includes some relevant facts, examples, and details (until 1920 about half of American population could not vote in national elections; women could not control wages which meant husbands did; married women banned from attending state universities; early fight for suffrage began in 1848 at Seneca Falls; women held meetings, sent letters to state legislators and congressmen; protested in public; picketed)
- Demonstrates a satisfactory plan of organization, includes an introduction that is little more than a restatement of the theme and a conclusion that briefly summarizes all aspects of the task

Conclusion: Overall, the response fits the criteria for Level 3. Document information is used as a frame of reference for the discussion of all aspects of the task. While the treatment of historical circumstances includes some good historical references and analytic statements, the impact of woman's suffrage would benefit from additional supporting facts and details.

Throughout the history of the United States, various different constitutional and civic issues have come into focus. These issues have been fueled by organized movements and leaders who encouraged others to support their cause. These movements have had various different levels of success and have had different levels of impact. One such movement is the movement for woman's suffrage, which was successful in achieving its goal of giving women the right to vote and left a strong impact on the course of history.

The Women's Suffrage Movement was focused towards promoting female equality through the right to vote. Prior to the movement, the Cult of Domesticity was a much supported belief which involved the idea of how women were meant to tend to the duties of the house and care for their families. Since the beginning of United States history, men were generally given a position of greater importance due to generally different laws and rights that favored them. In the years prior to the civil war it was seen that laws for child custody favored men (Doc. 1). Ironically, laws of similar discriminatory nature were put into effect at the same time the Cult of Domesticity was an important idea. However, in the mid-nineteenth century, the Woman's Suffrage movement came into effect, starting with the Seneca Falls Convention in 1848. If women did not have the right to vote they could not do anything about discriminatory custody laws. Several different well-known female leaders such as Elizabeth Cady Stanton emerged into more prominence as a result of the convention and its Declaration of Rights. This Declaration stressed that since women were citizens they should have the right to vote. The Convention could be said to have been the beginning of organized female efforts for suffrage because

women decided they had to work on their own behalf, because no one was just going to give them the right to vote. Their goal was disrupted for many years by the Civil War. Following the precedent set at the Seneca Falls Convention, there were more conventions held and more woman's suffrage groups formed in the later half of the 1800's. Even though women could not vote they were involved in political life (Doc 4). Elizabeth Cady Stanton, still prominent in the 1890s, organized the National Woman's Suffrage Association. Women continued to share ideas about the rights they deserved in their work, attacking social problems in groups such as the WCTU. The Industrial Revolution led to working women joining unions and working for better conditions, especially after the Triangle Shirtwaist Factory fire. With support from Progressives and others, various different methods were used by women to gain attention for suffrage. Women participated in various different marches and protests in order to focus attention on the issue of woman's suffrage (Doc. 2). The overall reason for activism for suffrage was the lack of equality that continued to be seen in American society despite women's achievements and contributions. Women were grabbing the attention of their counterparts as the issue of suffrage inequality became a topic of national debate. Some still viewed women as not needing the vote or as intellectually inferior. This could be seen in the anti-suffragists argument that emerged as a result of the growing woman's suffrage movement. The anti-suffragists also presented various different traditional reasons for the lack of support for female suffrage. One of the key reasons was how the right for women to vote would be harmful for their domestic and maternal roles (Doc. 3). This concept goes back

to the idea of the Cult of Domesticity which many women had never really been a part of. Many men did not favor a monumental change in what they saw as the traditional roles of women in society. However, in 1920, the Nineteenth Amendment was passed and women were given the right to vote. Women had to wait for a long time for suffrage, primarily due to the lack of support from both men and women who were unsure of how their lives would be affected.

Once woman's suffrage was granted, the effects of it were seen to be quite vast. Primarily, it helped establish a sense of equality that increased because of the important roles they played in the Great Depression and World War II. Parallel to the Suffragist movement, the work of various different female reformers such as Dorothea Dix demonstrated the contributions of strong independent women. Additionally, the movement itself became an inspiration for different movements which aimed to establish a sense of equality regardless of individual obstacles. For example, the Civil Rights movement, anti-Vietnam protests and the gay rights movement could be said to be inspired by the Suffragist movement (Doc 5). The ideas of peaceful protests and marches were incorporated in other movements hoping to achieve justice and promote and expand upon the ideas of equality for all people. Additionally, winning suffrage had an effect on attitudes towards women. Women were able to realize more political equality with men resulting in many being elected to political office (Doc 6). Women became more politically prominent as more were elected governors and senators (Doc 6). Ultimately, the suffragist movement was able to impact the course of American History in many short and long term ways.

The movement for woman's suffrage took a long time and was seen to be very successful through the passage of the Nineteenth Amendment. The Suffragist movement was one of many movements which contributed to the development of the history of the United States.

Anchor Level 3-B

The response:

- Develops all aspects of the task for woman's suffrage
- Is more descriptive than analytical (movement focused toward promoting equality through right to vote; since beginning of United States history men generally given position of greater importance due to laws and rights that favored them; Seneca Falls beginning of organized female efforts for suffrage; even though women could not vote they were involved in political life; lack of equality continued to be seen in society despite women's achievements and contributions; suffrage inequality became topic of national debate; some still viewed women as intellectually inferior; anti-suffragists believed giving women right to vote harmful for domestic and maternal roles; many men did not favor monumental change to traditional roles of women in society; lack of support from men and women unsure of how their lives would be affected; movement an inspiration for other movements)
- Incorporates some relevant information from all documents
- Incorporates relevant outside information (cult of domesticity a belief of how women meant to tend to duties of house and care for families; Elizabeth Cady Stanton emerged into more prominence as result of Seneca Falls Convention and Declaration of Rights; goal of suffrage disrupted for many years by Civil War; Stanton still prominent in 1890s and organized National Woman's Suffrage Association; women continued to share ideas while attacking social problems in groups such as WCTU; Industrial Revolution led to working women joining unions and working for better conditions especially after Triangle Shirtwaist Factory fire; woman's suffrage helped establish sense of equality that increased because of important roles women played in Great Depression and World War II; work of reformers such as Dorothea Dix demonstrated contributions of strong independent women)
- Includes some relevant facts, examples, and details (in years prior to Civil War, laws for child custody favored men; women participated in marches and protests; 19th amendment passed in 1920 giving women right to vote; civil rights movement, anti-Vietnam protests, and gay-rights movement inspired by woman's suffrage movement; ideas of peaceful protests and marches incorporated into other movements; many women being elected to political office; more women elected governors and senators)
- Demonstrates a satisfactory plan of organization, includes an introduction and a conclusion that are little more than restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Important concepts about the role women played in American life prior to achieving suffrage are integrated into the discussion. The treatment of the impact of woman's suffrage on further equality includes good historical references but additional development and/or analysis would have strengthened the response.

“All men are created equal.” This is one of the most important quotes in American history, yet also one of the most disrespected. Over the years, several groups of people in America have been discriminated against and have had their rights infringed upon by fellow citizens & government. One of the groups of people in America that have fought for their rights is women. Women’s suffrage was a powerful movement that had a long lasting impact, even on society today.

Before gaining this right, women were commonly discriminated against in numerous areas in life. For example, there were “child custody laws that favored fathers to prohibitions against women speaking in public; the denial of equal education, and the existence of a double sex standard.” In the civil war, women were given jobs that proved their ability to be capable of more than house work. However, they were still denied their right to vote despite being a help in the war. Their role in the civil war was a step towards being seen as an equal to men but there was still more fighting to be done. Women made efforts to push their liberty. They organized protests and made signs to draw attention to the suffrage movement [Doc 2b]. They took the time out of their day to hold meetings, issue mailings to the members of the suffrage movement, and organize pickets, marches, and rallies [Doc 2a]. Men were often unsupportive of the movement but women continued to fight for these rights.

Their efforts did not go to waste, and the law giving women the right to vote was adopted in 1920. This has affected American history, even beyond voting or women. Expanding rights for women has paved the way for other groups of people, such as for the Civil Rights’ Movement, and anti-war protest. It had a domino-effect that hopefully

Anchor Paper – Civic Literacy Essay—Level 2 – A

continues, even in current society so that all people do not face as much discrimination. Additionally, it opened the doors for women to obtain jobs and government positions such as Congress, Senate, and more [Doc 6b] Women in today's society are encouraged to explore many fields of work for a career, and are not restricted to house work which would not have occurred without first giving women the right to vote.

Overall, the women's suffrage has changed American society for the better. It has helped American society into staying more truthful to the values in the Constitution, and has paved the way for women to make their important contributions to society without judgement. Also, it is possible without it, other groups of discriminated people could've never gotten their rights.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for woman's suffrage
- Is primarily descriptive (before gaining suffrage women commonly discriminated against in numerous areas of life; men often unsupportive of movement but women continued to fight for rights; expanding rights for women paved way for others such as civil rights movement and anti-war protests; suffrage movement had domino effect that will hopefully continue even in current society so people do not face as much discrimination; helped American society stay truthful to values of Constitution; helped pave way for women to make important contributions to society without judgment); includes faulty and weak application (role in Civil War a step toward being seen as equal to men but still more fighting to be done; law giving women right to vote was adopted in 1920)
- Incorporates relevant information from all the documents
- Presents little relevant outside information (still denied right to vote despite being a help in war; women in today's society encouraged to explore many fields of work for a career which would not have occurred without first giving women right to vote)
- Includes relevant facts, examples, and details (child custody laws favored fathers; women prohibited from speaking in public; equal education denied to women; existence of a double sex standard; organized protests and made signs to draw attention to suffrage movement; women took time out of their day to hold meetings, issue mailings to members of movement, and organize pickets, marches, and rallies; opened doors for women to obtain jobs and government positions in Congress and more)
- Demonstrates a general plan of organization; includes an introduction that states that "all men are created equal" is one of the most important but disrespected quotations in American history and a conclusion that discusses how the suffrage movement changed society for the better

Conclusion: Overall, the response fits the criteria for Level 2. Most of the response focuses on an interpretation of document information that minimally addresses all aspects of the task. A general understanding of women's efforts to gain rights is evident and the inclusion of a few analytic statements help the discussion.

One of the many constitutional and civic issues debated throughout American history is woman's suffrage. Women got the right to vote, but it was not a quick and easy process.

The movement for woman's suffrage started in 1848 at the Seneca Falls convention, where women decide that "all laws which . . . place her in a position inferior to that of a man are contrary to the great precept of nature and therefore of no force or authority." (Document 1). Women decided to fight for their right to vote for a lot of reasons. Their intention was to end significant legal, political, religious and cultural discriminations like, child custody laws that favored fathers, prohibitions against women speaking in public, the denial of equal education, the existence of a double sex standard and unequal pay (Document 3). Voting was the way to end all of those injustices and to have a representation in the government. To achieve that, women organized pickets, marches, rallies (Document 2), when some were arrested, they organized hunger protests and other non violence & civil disobedience protests.

Women finally got their right to vote with the ratification of the nineteenth amendment in 1920 and impacted the future. Women who participated in the movement became models of leadership like organizers, administrators, activists and lobbyists (Doc. 4). They gave new definitions of women in the national life (Doc. 4), influenced future movements with their strategies and tactics of nonviolence and civil disobedience like African American and Vietnam war movements (Doc. 5), and the amount of women in the government as representatives of the people grew (Doc. 6)

Women got the rights they deserved after a long time, the

movement started in 1848 but the amendment was ratified just in 1920. Women already achieved a great number of rights, but they still need to continue fighting for equality between them and men, which is still not entirely existent.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for woman’s suffrage
- Is primarily descriptive (women’s intention to end significant legal, political, religious, and cultural discrimination; voting a way to end injustices and have representation in government; suffrage movement influenced future movements with strategies of nonviolence and civil disobedience such as African American and Vietnam War movements)
- Incorporates limited relevant information from documents 1, 2, 4, 5, and 6
- Presents little relevant outside information (when some suffragettes arrested they organized hunger protests and other nonviolence and civil disobedience protests)
- Includes relevant facts, examples, and details (movement for woman’s suffrage started in 1848 at Seneca Falls Convention; women decided to fight for right to vote for a lot of reasons; discrimination included child custody laws that favored fathers, prohibitions against women speaking in public, denial of equal education, existence of a double sex standard, and unequal pay; women organized pickets, marches, and rallies; women got right to vote with ratification of 19th amendment in 1920; women who participated in movement became models of leadership such as organizers, administrators, activists, and lobbyists; amount of women in government as representatives grew)
- Demonstrates a general plan of organization; includes an introduction that states women got the right to vote but it was not a quick and easy process and a conclusion that states women have achieved a number of rights but need to continue fighting for equality

Conclusion: Overall, the response fits the criteria for Level 2. With document information framing the narrative, the inclusion of a few thoughtful statements and outside information about hunger protests add to the discussion. Additional explanations and more supporting facts and details would have strengthened the response.

Not that long ago, women were having problems getting suffrage. There were numerous historical circumstances that led to this, as well as efforts done on this and potential impacts.

Before women began their campaign for suffrage, there were problems that led to this. According to document 1, one problem was “Initially, suffrage was one of several reforms intended to end the significant legal, political, religious, and cultural discriminations against nineteenth-century women.” This means that women felt attacked in numerous ways, and as a result they thought it would be mandatory to gain suffrage.

To put the suffrage campaign into movement, actions had to be taken. According to document 2a, “The suffragettes organized pickets and marches and rallies.”

These were the peaceful protestors but there were some women who felt a violent approach was necessary. At this point anything was necessary to gain suffrage.

There were several outcomes that came out of this. One of them was job positions. According to document 4, “Here are the first women lawyers and doctors and ministers, the first women candidates, the first office-holders.” So the impact seen in this is that women gained very crucial jobs, making them more important.

Another important impact from the women's suffrage movement is the future influence it will have on future movements. According to document 5, “The lessons of the woman suffrage struggle deeply influenced later American social justice and advocacy [public interest] movements.”

This means that this suffrage movement would serve as a role

Anchor Paper – Civic Literacy Essay—Level 1 – A

model for the next few movements, to show that in fact, it is possible.
In conclusion, the women suffrage movement was a success that
will last. To this day, women are given more opportunities and
equality.

Anchor Level 1-A**The response:**

- Minimally develops all aspects of the task for woman's suffrage
- Is descriptive (women felt attacked in numerous ways and as a result thought it would be mandatory to gain suffrage; peaceful protestors but some women felt violent approach was necessary; women gained crucial jobs which made them more important; lessons of woman's suffrage struggle deeply influenced later American social justice and public interest movements)
- Includes minimal information from documents 1, 2, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (initially suffrage one of several reforms intended to end significant legal, political, religious, and cultural discrimination against 19th-century women; suffragettes organized pickets, marches, and rallies; first women lawyers, doctors, ministers, candidates, and officeholders)
- Demonstrates a general plan of organization; includes an introduction that states not that long ago women were having problems gaining suffrage and a conclusion that states the suffrage movement was a success and to this day women are given more opportunities and equality

Conclusion: Overall, the response fits the criteria for Level 1. A limited understanding of all aspects of the task is demonstrated with general but accurate statements. Brief summaries and quotations of document information are employed to make statements that would have benefited from more supporting facts and details.

Throughout the span of the United States many social, political, and economic inequalities have called for reforms. One example of this was the women's suffrage movement of the late 1800s. The women's suffrage movement was women fighting for the equal right/opportunities as men in America.

Before this movement women had limitations to what they were able to do or accomplish. This lifestyle entailed being raised on how to be feminine and once old enough become housewives. Women were prohibited from getting any jobs other than ones that involved cleaning or getting groceries. This was the lifestyle women were stuck to until the 1920's when they fought for the right to vote. One of the first rallies is shown in Document 1 which states "women at the 1448 convention resolved, among other injustices". This convention was a huge motivation for women to advocate their rights and lead to them planning further action. Some of the things women rights advocates did was "organize pickets, marches and rallies". (Doc 2a/2b). This was one of the first steps for women rights.

Their next duty was to gain the support of the people. As shown in Document 3a the majority created Headquarters opposed to women suffrage which was a huge challenge for the women of this era. Even women were in alliance with this organization because they were afraid of women rights. This was because they thought "The ballot would disrupt women's domestic and maternal roles and create disharmony in families". Despite the lack of support the 15th amendment was passed and gave women the right to vote. This later caused development in other injustices to be addressed and reforms to be made. Some of these injustices were "non-violent protests and civil

disobedience and African American civil right" (Doc 5).

While women's civil rights was a huge turning point in American history there were many more situations like it. Overall this was a very important point in history.

Anchor Level 1-B

The response:

- Minimally develops all aspects of the task for woman's suffrage
- Is descriptive (before the movement women had limitations as to what they were able to do or accomplish; lifestyle entailed being raised on how to be feminine and once old enough become housewives; Seneca Falls Convention a huge motivation for women to advocate for rights and plan further action; opposition was huge challenge; some women were in alliance with opposition because they were afraid of women's rights disrupting domestic and maternal roles and creating disharmony in families); lacks understanding and application (women prohibited from getting any jobs other than ones that involved cleaning or getting groceries; some of these injustices were nonviolent protests, civil disobedience, and African American civil rights)
- Includes minimal information from documents 1, 2, 3, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (women organized pickets, marches, and rallies; headquarters created to oppose woman's suffrage); includes inaccuracies (women fought for the right to vote in 1920s; 1448 convention; 15th amendment passed giving women right to vote)
- Demonstrates a general plan of organization; includes an introduction that states women are fighting for the same opportunities as men and a conclusion that states while women's civil rights were a turning point in American history there were other situations like it

Conclusion: Overall, the response fits the criteria for Level 1. Although all aspects of the task are addressed, development is very limited. Quotations from documents and weak generalizations frame the response; however, the inclusion of a few thoughtful statements demonstrates a basic understanding of the suffrage movement.

Civic Literacy Essay—Practice Paper – A

Throughout United States History, many constitutional and civil issues have been debated by Americans. These debates have resulted in efforts by individuals, groups, and governments to address these issues. These efforts have achieved varying degrees of success. One of these constitutional and civic issues is woman's suffrage.

Initially suffrage was a reform intended to end legal, political, religious and cultural discriminations. And one circumstance women had gone through was that they were unable to speak their mind, they weren't given the right to vote. (Doc 1) Since they couldn't vote they couldn't improve their statuses. Many women didn't feel liberated, according to (doc 2a,) groups of women came together to write letters, and protest while being non-violent. Women's suffrage opened a new idea to many people, some agreed and some disagreed. Throughout the efforts it created a new image of how people looked at women.

America, being a relatively young country, has had to deal with many issues in the past concerning unjust laws, government policies, and the denial of rights. In the early 20th century one of the largest issues was women's suffrage. This social debate began with years of women fighting against their oppression, protesting, and eventually gaining the right to vote.

To begin, many people found reasons to support woman's suffrage, that trace back to an early onset of oppression assigned to them by the deemed superior beings – in the case of the early 1800s, the superior beings were men. Women worked hard along with their husbands and fathers to take care of their farms and communities but societal equality was restricted to men. In the Declaration of Independence, Jefferson wrote that "all men are created equal" and he didn't include women. At Seneca Falls, Elizabeth Cady Stanton wrote that "all men and women are created equal". She was responding to laws that were made by men for men which meant that women were often treated unfairly by federal, state, and local laws. The men of the era acted as though they were saving women from political corruption but they were actually withholding a right from women which is, undoubtedly, no favor (Doc 3b). Along with preventing women from voting, men in charge also oppressed women in other ways, such as establishing a double sex standard, and unequal marriage and divorce laws. By creating laws that leaned in males' favor, prejudice developed against women that left them out of schools and economically subservient to men. This led women to believe that if they could earn the basic right of voting, they could end the remaining injustices they faced as well, according to Document 1.

Women were not just concerned about their own situation. Speaking in public was often considered to be improper for women and was discouraged. But women had been doing this for years. Before the colonies declared independence, women were outspoken and organized protests against British injustices. In the 1840s women such as Dorothea Dix were outspoken about improving conditions for the mentally ill. Elizabeth Cady Stanton spoke out in favor of a woman's right to be outspoken and the right to vote.

Next, once announcing their fight for suffrage, women and male supporters demonstrated their opposition to the then-current sexist laws. The women's rights convention at Seneca Falls exposed their many complaints but not much was done by government or individuals to address the problems women faced. Many of their resolutions were ignored and their efforts were often laughed at. However, women were not discouraged despite the efforts and arguments used against them, especially when it came to voting. Women reorganized in the early 1900s and their suffrage battle became intense. The most common method they used was protesting. Forms of protesting for suffrage included hosting marches, standing outside of the gates of government buildings with 'provocative' signs that hopefully the president would see. They also organized and managed rallies (Docs 2a, 2b). The women who joined suffrage organizations, although mostly well-to-do, were still a diverse group. They were Republicans and Democrats and lawyers, doctors, and ministers. Very importantly, they came together and unified as ordinary citizens for the suffrage fight on behalf of all women (Doc 4). Another popular method that killed two birds with one stone

Civic Literacy Essay—Practice Paper – B

was the writing of pro-woman's suffrage literature, that proved women were intelligent while defending their own rights. These writings included works by Carrie Chapman Catt, Susan B. Anthony, and Elizabeth Cady Stanton.

Lastly, all the protesting for so many years demonstrated resilience and perseverance, as women's suffrage was guaranteed in a new amendment and ratified. The battle to earn this right had many lasting effects, such as the encouragement of later women's rights groups and their fight for equal pay and equal job opportunities. For example, there has been an increase in female leaders in politics and corporations (Doc 6b). Women have become astronauts, race car drivers, and football coaches. There is almost nothing they are kept from doing by law or by societal attitudes. Yet we still have not elected a woman president. Of course, the suffrage movement also acted as a precedent for future protests such as the 2017 Women's March. This indicated that the women of America can still unify to fight for what they believe in (Doc 5).

Alas, woman's suffrage was a great journey that the women of the 21st century may take for granted. Although many of woman's rights have been earned, society still might see more rebellions to improve America.

Woman's suffrage has been a long-standing example of the fight for equal rights throughout American history. Women have been unfairly treated throughout the history of the United States, and there have always been women who pushed for equality for women. The 1890's to present day have experienced a huge feminist movement that has been incorporated into society, the economy, and politics.

The 1890's until 1920 was a time that women pushed hard for their right to vote. During the Progressive Era, women campaigned for many different reforms. They campaigned to end child labor and improve working conditions for women working in factories. Getting the right to vote would be important for them to achieve many of their goals. Also, many women wanted the right to vote because of their involvement in the fight for Prohibition. The Prohibition movement was one that was led mainly by women such as Carrie Nation and it showed that women could have an important impact on society and politics, especially if they had the right to vote. As women became more involved in their communities, they realized that they were capable of much more and believed they deserved the same rights as men. As the women's rights and suffrage movement expanded, many people were opposed to it, as seen in Document 3a and 3b. The popular idea that equal rights for women could disrupt American family life spread like wildfire. Despite the antisuffrage movement, women continued to fight for their rights. Women participated in picket lines, rallies, marches and other public displays of their unhappiness with their status, as shown in Documents 2a and 2b. Eventually, in 1920, women gained the right to vote.

Despite gaining the right to vote, women were still not treated

equally. Even after participating in the war movements during WWI and WWII, women were often still not welcome when they wanted to work outside the home. In the 1950s, the media portrayed women as housewives, and women were encouraged to give up their career once they had children. When Betty Friedan's book *The Feminine Mystique* came out, many of these housewives felt their want for more was validated, and a second wave of feminism sprung up. Though some women had participated in politics, like Jeannette Rankin in Document 6a, Document 6b shows that as of 1965, hardly any women had political offices in comparison to men.

This second women's movement led to acts like Title IX, and the push for the Equal Rights Amendment. Title IX helped women's sports be recognized more and finally showed that women's athletics deserved more respect. The ERA was an attempt to secure equal-treatment all over America for women, but it was shot down due to the movement against it. Led by Phyllis Schlafly, the anti-ERA movement claimed that it might force women to have to be part of the draft and lose favor of the courts in divorce scenarios.

Despite the failure of the ERA, women have made huge strides in gaining equal rights. The methods of the women's movement have set a precedent for future activists (document 5), and more and more women are accomplishing things that previously had been reserved for men. While America still has a ways to go in order to reach full equality, the feminist movement has been largely successful, as was the suffrage movement that led to it.

American history has experienced many struggles for equal rights and some have been ongoing. The idea that “History is a series of class struggles” as espoused by Karl Marx and Engels certainly holds true in American society. Women spent centuries advocating for equal rights and equal protection of the law which continues to be a political issue today. Female leaders across the country and spanning many decades, fought for change in a positive and lasting way.

Following the American Revolution and the failure of the Articles of Confederation, the creation of a functional government became a primary issue. Founding Fathers including James Madison and John Adams sought to formulate a just system of government in the United States Constitution. Many people including women, however, were not given political rights or enfranchisement. John Adams’ wife, Abigail Adams implored him to “remember the Ladies” when creating legal principles in 1776 but she did not ask for the vote and woman’s suffrage was not considered at the Constitutional Convention. Young, unmarried New England women began quietly moving out of their “home sphere” by working for low wages during the early Industrial Revolution, mostly in textile industries. However, most married women continued to support the ideals of the “Cult of domesticity” and “republican motherhood.” Both groups of women had less legal status. In 1848, the women who outwardly supported more rights for women, including the right to vote, organized a convention at Seneca Falls, because they believed all men and women were created equal. Lucretia Mott and Elizabeth Cady Stanton, who worked together to oppose slavery, were at the forefront of the movement. Stanton as the main author of the Declaration of Sentiments included the demand

that women be given the right to vote. But the demands in the document were pushed aside as other issues were dominant, including growing sectionalism and debates over the extension of slavery, which led to the Civil War. Following the Civil War, the Reconstruction amendments, the thirteenth, fourteenth, and fifteenth recognized African Americans as free citizens, and gave them equal protection of the law with the right to vote. Stanton and Susan B. Anthony supported these amendments and hoped the fifteenth would include women. When women were not included in the fifteenth amendment it showed them that their rights were again being dismissed, even after they worked so hard to end slavery and mostly favored voting rights for freedmen (Document 1). This sparked a new movement in the wake of Susan B. Anthony's advocacy for women's voting rights and the important leadership role women played in Progressive reform. Women like Jane Addams and Margaret Sanger emerged as supporters of woman's suffrage and role models for women. Addams supported women's right to vote because of the important decisions they had to make for their families, and Sanger advocated for increased availability of birth control, which gave women more power over their lives. Women working at the grassroots level advanced political Progressivism. They used tactics such as mailing letters and picketing to make their case known (Document 2). They were not happy with President Wilson in the 1916 election because he refused to directly support the suffragettes and the NWP and NAWSA. Their peaceful protests and powerful march in Washington before Wilson's inauguration day led to some violent responses and controversy. But they continued to push forth a constitutional Amendment, which they

finally achieved when President Wilson decided to support a suffrage amendment after World War I. The unyielding efforts of incredible women for well over 75 years created political and social change that had important impacts on American society.

The efforts of women in the suffrage movement gave incentive to later battles for equality. For instance, the peaceful protests and logical arguments utilized by women was adopted by Martin Luther King Jr. during the Civil Rights Movement. American women did not entirely avoid the violence experienced by women in England, but their approach resulted in success (Document 2). Rosa Park's civil disobedience and the unity of the community displayed during the Montgomery Bus Boycott were consistent with the effective methods used by women seeking enfranchisement. Their movement "stood as a model for mid-century African American civil rights campaigners, Anti-Vietnam War protest groups, and gay rights advocates", which although generally peaceful, saw violent responses in the assassination of Martin Luther King Jr., Kent State, and Stonewall. (Document 5). With more states giving women the right to vote and the ratification of the 19th amendment allowing women in all states to vote, their representation in government increased. Their votes allowed Jeanette Rankin to take office as the first female member of Congress saying "I may be the first woman member of Congress but I won't be the last" which was a resoundingly positive message for growing political equality (Document 6a). The women's rights struggle has achieved a legacy that honors the movement as "stories of achievement, ingenious strategies, and outrageous tactics that were used to outwit the opponents" (Document 4). There are more educated

Civic Literacy Essay—Practice Paper – D

and professional women than ever before. Women make up more than half of all college graduates and in 2017 female senators have twenty one seats (Document 6B). The work done by suffragettes paved the way for some of these gains and social change but more needed to be done for women's equality. Betty Friedan's "Feminine Mystique" and groups like NOW made women think about the ways in which gender equality had still not been achieved by the 1960s. Women still frequently earn less than men and have less representation in the medical and legal fields and on Fortune 500 boards (Document 6). There should also have been more women serving in elected government positions as well. The 1973 Roe vs. Wade case and the proposed but not ratified Equal Right Amendment of the 1970s showed that women had to continue to advocate for themselves on issues that were important to them. They still do.

Women throughout American history faced opposition and a lack of political rights for many decades. Their creative and effective tactics provided the precedent for future change, which represents an ongoing struggle.

Throughout American history, injustices and inequalities that developed from laws and regulation resulted in efforts by groups to address these problems. One group were women suffragists. Since the formation of colonies in the United States, patriarchal societies evolved giving men more power and authority in jobs and roles than women. A degree of efforts to address this civic issue has been made which resulted in a lasting impact on society and groups/individuals.

Women went to a great degree of effort to gain the right to vote although there were many who opposed it. To start, women would organize rallies, pickets, and marches to protest the inequalities placed on them. (Doc 2a) For example, they were denied equal access to education, there were prohibitions against women speaking in public, and child custody laws that favored fathers (Doc 1) which led women to seek the right to vote. Additionally, women met at the Seneca Falls convention to discuss women's rights, and resolve the injustices by issuing the Declaration of Sentiments which was similar to the Declaration of Independence. The efforts to gain the right to vote also resulted from the African American's gain of voting.

The efforts to achieve women's suffrage had a lasting impact on society. The efforts served as a model to African American civil rights campaigners by promoting the use of non-violence and civil disobedience to achieve their goals (Doc 5) of gaining equality as combating the laws placed on African Americans. The efforts shown by women also had an impact on society today by persuading others to protest and fight for their own rights against injustices and inequalities and strive to hold higher roles than in the previous decade. (Doc 4) For instance, women would hold jobs as lawyers, doctors,

Civic Literacy Essay—Practice Paper – E

ministers, and first office holders. This can be seen today in the graphs that depict the increasing role of women in the senate, House, State government, and major corporations in the U.S. (Doc. 6b)

Women went to great efforts to gain their right to vote as a result of the injustices and inequalities that were placed on them and by doing so, their efforts had a lasting impact on later movements and society today.

Practice Paper A—Score Level 1**The response:**

- Minimally addresses all aspects of the task for woman's suffrage
- Is descriptive (initially suffrage was a reform intended to end legal, political, religious, and cultural discrimination; since women could not vote they could not improve status; many women did not feel liberated; suffrage opened a new idea to many people); lacks understanding and application (women unable to speak their mind, they were not given right to vote)
- Includes minimal information from documents 1, 2, 3
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (groups of women came together to write letters and protest while being nonviolent; some people agreed with suffrage and some disagreed)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Simplistic statements address all aspects of the task, although the discussion of the impact of the efforts is particularly weak. The use of generalizations and a lack of explanation further weaken the effort.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task for woman’s suffrage
- Is both descriptive and analytical (support for woman’s suffrage traced back to oppression assigned to women by men; by creating laws that favored men, prejudice developed that left women out of schools and economically subservient; women believed basic right of voting could end remaining injustices; speaking in public often considered to be improper for women; many women’s resolutions were ignored and efforts often laughed at; diverse group came together and unified as ordinary citizens for suffrage fight; battle to earn suffrage encouraged later woman’s rights groups and their fight for equal pay and equal job opportunities; women can still unify to fight for what they believe in)
- Incorporates relevant information from all documents
- Incorporates relevant outside information (although women worked with husbands and fathers to take care of farms and communities societal equality restricted to men; in Declaration of Independence Jefferson wrote “all men are created equal” and did not include women; at Seneca Falls Elizabeth Cady Stanton wrote “all men and women are created equal”; often treated unfairly by federal, state, and local laws; before colonies declared independence women outspoken and organized protests against British injustices; Dorothea Dix outspoken about improving conditions for mentally ill; Stanton spoke out in favor of woman’s right to be outspoken and vote; convention at Seneca Falls exposed many complaints of women but not much done by government or individuals to address problems; writings for pro-suffrage included works by Carrie Chapman Catt, Susan B. Anthony, and Stanton; women have become astronauts, race car drivers, and football coaches yet a woman still not elected president; movement set precedent for future protests such as 2017 Women’s March)
- Supports the theme with relevant facts, examples, and details (double sex standard and unequal marriage and divorce laws established by men; protesting most common method used; stood outside gates of government buildings with signs that hopefully president would see; organized and managed rallies; Republicans, Democrats, lawyers, doctors, and ministers joined suffrage organizations; woman’s suffrage guaranteed and ratified in amendment; increase in female leaders in politics and corporations)
- Demonstrates a logical and clear plan of organization; includes an introduction that states women fought against oppression, protested, and eventually gained the right to vote and a conclusion that states women of the 21st century may take woman’s suffrage for granted but America might still see more rebellions to improve the nation

Conclusion: Overall, the response fits the criteria for Level 4. The treatment of historical circumstances surrounding woman’s suffrage is supported by good references to women’s longtime social and political activism. Although document interpretation leads to some good conclusions, especially in the discussion of impact, lack of development weakens the response.

Practice Paper C—Score Level 3

The response:

- Develops all aspects of the task for woman’s suffrage
- Is more descriptive than analytical (getting right to vote was important for women to achieve goals; many wanted right to vote because of involvement in fight for Prohibition; as women became more involved in communities they realized that they were capable of much more and believed they deserved same rights as men; idea that equal rights for women would disrupt American family life spread like wildfire; women were often still not welcome when they wanted to work outside home; though some women such as Jeannette Rankin had participated in politics as of 1965 hardly any women held political offices; despite failure of ERA women have made huge strides in gaining equal rights; methods used by women set precedent for future activists; more and more women accomplishing things previously reserved for men)
- Incorporates some relevant information from documents 2, 3, 5, and 6
- Incorporates relevant outside information (during Progressive Era women campaigned to end child labor and improve working conditions in factories; Prohibition movement led by women such as Carrie Nation showed they could have important impact on society and politics especially if they have right to vote; women still not treated equally even after participating in World War I and World War II; 1950s media portrayed women as housewives who were encouraged to give up career once they had children; when Betty Friedan’s book *The Feminine Mystique* came out many housewives felt validated and a second wave of feminism sprung up; second women’s movement led to acts such as Title IX and push for Equal Rights Amendment; Title IX helped women’s sports be recognized and deserved more respect; ERA attempt to secure equal treatment all over America but shot down due to movement led by Phyllis Schlafly; anti-ERA movement claimed amendment might force women to be part of draft and lose favor of courts in divorce scenarios)
- Includes some relevant facts, examples, and details (women pushed hard for right to vote from 1890s until 1920; many people opposed movement as it expanded; despite anti-suffrage movement women continued to fight for rights; participated in picket lines, rallies, marches, and other public displays of unhappiness with their status; gained right to vote in 1920)
- Demonstrates a satisfactory plan of organization, includes an introduction that states woman’s suffrage has been a long-standing example of the fight for equal rights in American history and a conclusion that discusses while America still has not reached full equality the feminist movement has been largely successful as was the suffrage movement that led to it

Conclusion: Overall, the response fits the criteria for Level 3. Good outside historical references support the conclusion that gaining suffrage did not necessarily promote equality for women. The discussion of efforts made to address woman’s suffrage focuses on limited document interpretation.

Practice Paper D—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for woman’s suffrage
- Is more analytical than descriptive (women working at grassroots level advanced political Progressivism; not happy with President Wilson because he refused to directly support suffragettes; unyielding efforts of women for over 75 years created political and social change; efforts of women gave incentive to later battles for equality; American women did not entirely avoid violence experienced by women in England; with more states giving women right to vote and ratification of 19th amendment, representation of women in government increased; still frequently earn less than men and have less representation in medical and legal fields and on Fortune 500 boards)
- Incorporates relevant information from documents 1, 2, 4, 5, and 6
- Incorporates substantial relevant outside information (young unmarried New England women began moving out of their home sphere during early Industrial Revolution; most married women continued to support ideals of cult of domesticity and republican motherhood; demands in Declaration of Sentiments pushed aside as other issues were dominant, including growing sectionalism and debates over extension of slavery; Elizabeth Cady Stanton and Susan B. Anthony supported Reconstruction amendments; women not included in 15th amendment even after they worked hard to end slavery; Addams supported women’s right to vote because of important decisions they had to make for their families; suffragettes, National Woman’s Party, and National American Woman Suffrage Association held peaceful protests and marches in Washington; peaceful protests adopted by Martin Luther King Jr. during civil rights movement; Rosa Parks’ civil disobedience consistent with effective methods used by women; although generally peaceful, some protests saw violent responses in assassination of Martin Luther King Jr., Kent State, and Stonewall; Betty Friedan’s *Feminine Mystique* and groups such as National Organization of Women made women think about ways in which gender equality still not achieved; 1973 *Roe v. Wade* and proposed but not ratified Equal Rights Amendment showed women had to continue to advocate for themselves)
- Richly supports the theme with many relevant facts, examples, and details (women spent centuries advocating for equal rights; in 1848 women organized a convention at Seneca Falls; used tactics such as mailing letters and picketing; ratification of 19th amendment allowed women to vote in all states; Jeannette Rankin took office as first female member of Congress; in 2017 female senators had 21 seats)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how struggles for equal rights have been ongoing and a conclusion that discusses how the creative and effective tactics used by women provided the precedent for future change

Conclusion: Overall, the response fits the criteria for Level 5. Substantive historical details effectively support a critical appraisal of document information and demonstrate the continuity and integration of women’s social and political activism. Analytic conclusions appear throughout the response and reflect a good understanding of the role played by individuals and the ongoing advocacy for civil rights.

Practice Paper E—Score Level 2

The response:

- Minimally develops all aspects of the task for woman’s suffrage
- Is primarily descriptive (women went to a great degree of effort to gain right to vote; African Americans gaining right to vote influenced efforts of women to gain right to vote; efforts served as model to African American civil rights campaigners by promoting use of nonviolence and civil disobedience to achieve goals; women persuaded others to protest and fight for rights and hold higher roles than in previous decades)
- Incorporates limited relevant information from documents 1, 2, 4, 5, and 6
- Presents no relevant outside information
- Includes relevant facts, examples, and details (many opposed to giving women right to vote; women organized rallies, pickets, and marches to protest inequalities; women denied equal access to education; prohibitions against women speaking in public; child custody laws favored fathers; women met at Seneca Falls to discuss rights; issued Declaration of Sentiments which was similar to Declaration of Independence; women hold jobs as lawyers, doctors, ministers, and officeholders; roles of women in Senate, House, state governments, and corporations in the United States have increased)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that discuss how injustices and inequalities in society resulted in the woman’s suffrage movement

Conclusion: Overall, the response fits the criteria for Level 2. Interpretation of document information leads to basic but mostly accurate conclusions that demonstrate a fundamental knowledge of the woman’s suffrage movement. Although a few analytic statements are scattered throughout the response, the lack of supporting facts and details limits their effectiveness.

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.

June 2023 Regents Exam in United States History and Government (Framework)

Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

To determine the total score for Part I, Part II and Part IIIA, add together the total number of Part I multiple-choice questions answered correctly, the total credits received for Part II (Set 1 and Set 2) and the total credits received for Part IIIA. For example, a student answering 22 multiple-choice questions correctly on Part I, receiving 8 credits on Part II and receiving 5 credits on Part IIIA would have a total score for Part I, Part II and Part IIIA of 35: $22 + 8 + 5 = 35$.

To determine the student's final score, locate the student's total Part IIIB essay score across the top of the chart and the total Part I, Part II and Part IIIA score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 3 and a total Part I, Part II and Part IIIA score of 35 would receive a final examination score of 82.

Total Part IIIB Essay Score

	0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5	
Total Part I, Part II, and Part IIIA Score	0	0	4	8	12	16	20	24	27	31	35	38
	1	3	7	11	14	18	22	26	30	34	37	41
	2	5	9	13	17	21	25	29	32	36	39	43
	3	8	12	16	20	24	27	31	35	38	42	45
	4	11	14	18	22	26	30	34	37	41	44	47
	5	13	17	21	25	29	32	36	39	43	46	49
	6	16	20	24	27	31	35	38	42	45	48	51
	7	18	22	26	30	34	37	41	44	47	50	53
	8	21	25	29	32	36	39	43	46	49	52	55
	9	24	27	31	35	38	42	45	48	51	54	57
	10	26	30	34	37	41	44	47	50	53	56	59
	11	29	32	36	39	43	46	49	52	55	58	60
	12	31	35	38	42	45	48	51	54	57	59	62
	13	34	37	41	44	47	50	53	56	59	61	63
	14	36	39	43	46	49	52	55	58	60	63	65
	15	38	42	45	48	51	54	57	59	62	64	66
	16	41	44	47	50	53	56	59	61	63	66	68
	17	43	46	49	52	55	58	60	63	65	67	69
	18	45	48	51	54	57	59	62	64	66	69	70
	19	47	50	53	56	59	61	63	66	68	70	72
	20	49	52	55	58	60	63	65	67	69	71	73
	21	51	54	57	59	62	64	66	69	70	72	74
	22	53	56	59	61	63	66	68	70	72	74	75
	23	55	58	60	63	65	67	69	71	73	75	76
	24	57	59	62	64	66	69	70	72	74	75	77
	25	59	61	63	66	68	70	72	74	75	77	78
	26	60	63	65	67	69	71	73	75	76	78	79
	27	62	64	66	69	70	72	74	75	77	79	80
	28	63	66	68	70	72	74	75	77	78	80	81
	29	65	67	69	71	73	75	76	78	79	81	82
	30	66	69	70	72	74	75	77	79	80	82	83
	31	68	70	72	74	75	77	78	80	81	83	84
	32	69	71	73	75	76	78	79	81	82	84	85
	33	70	72	74	75	77	79	80	82	83	84	86
	34	72	74	75	77	78	80	81	83	84	86	87
	35	73	75	76	78	79	81	82	84	85	86	88
	36	74	75	77	79	80	82	83	84	86	87	89
	37	75	77	78	80	81	83	84	86	87	89	90
	38	76	78	79	81	82	84	85	86	88	90	91
	39	77	79	80	82	83	84	86	87	89	91	93
	40	78	80	81	83	84	86	87	89	90	92	94
	41	79	81	82	84	85	86	88	90	91	93	95
	42	80	82	83	84	86	87	89	91	93	95	97
	43	81	83	84	86	87	89	90	92	94	96	98
44	82	84	85	86	88	90	91	93	95	98	100	

Scale Scores to Performance Levels

Level 1:	Level 2:	Level 3:	Level 4:	Level 5:
0-54	55-64	65-75	76-84	85-100