

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Wednesday, August 20, 2025 — 8:30 to 11:30 a.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.

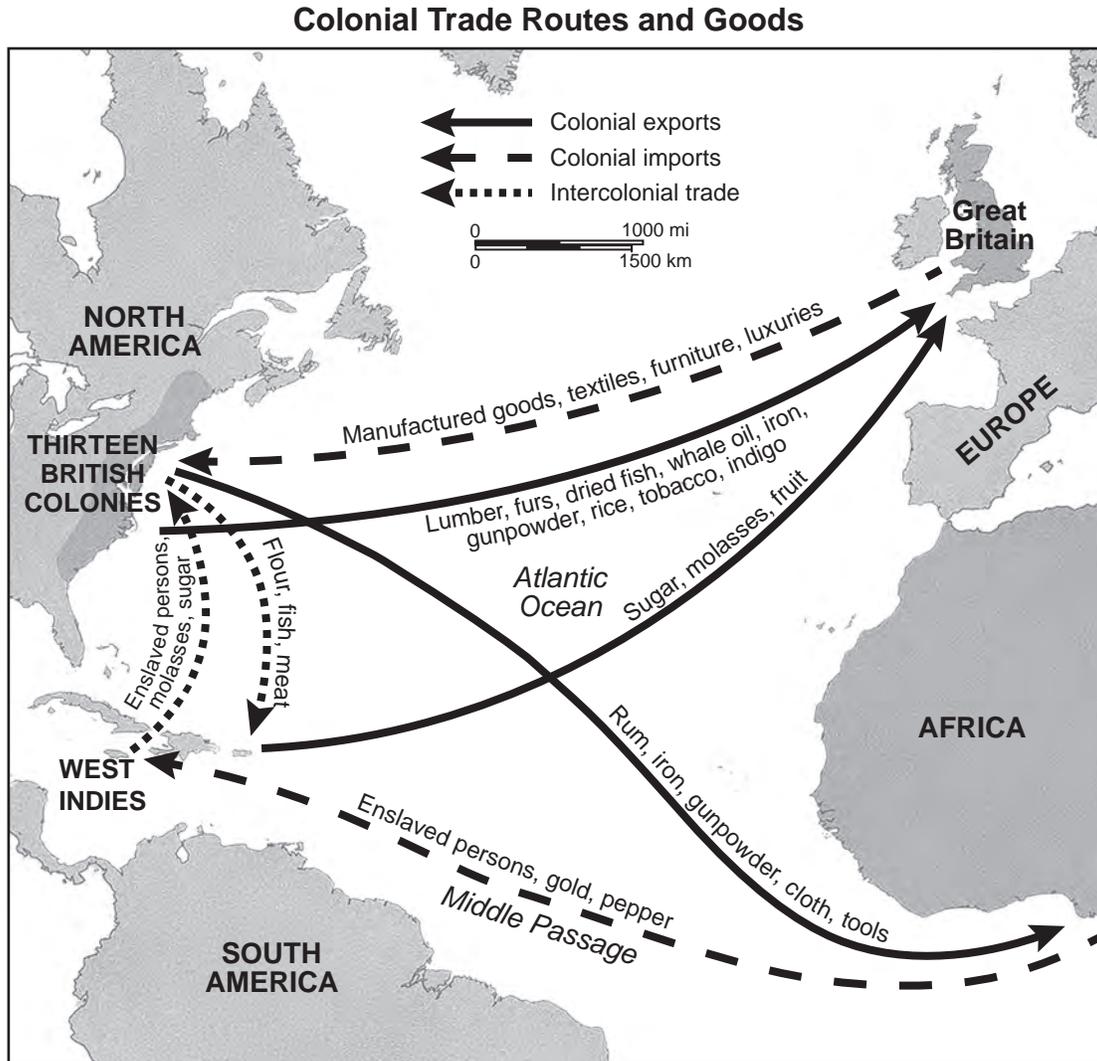
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

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 map below and on your knowledge of social studies.



Source: *The Making of America*, National Geographic Society (adapted)

1 Which conclusion is best supported by the information on this map?

- (1) Manufacturing in the colonies was restricted.
- (2) The West Indies were excluded from British trade.
- (3) Africa was a leading supplier of gunpowder.
- (4) Great Britain relied upon trade with South America.

2 Which claim is best supported by the information on this map?

- (1) The colonies played an important role in Great Britain's economy.
- (2) The West Indies provided manufactured goods to the thirteen colonies.
- (3) Government in the thirteen colonies emphasized fair trade with other nations.
- (4) Great Britain promoted colonial economic independence.

Base your answers to questions 3 and 4 on the engraving below and on your knowledge of social studies.

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



Source: Paul Revere, engraver, 1770 (adapted)

- | | |
|---|--|
| <p>3 Paul Revere created this engraving to</p> <ul style="list-style-type: none">(1) increase British sympathy toward the colonists(2) discourage foreign support for colonial independence(3) encourage colonial resistance to British rule(4) convince King George III to expand colonial rights | <p>4 Which historical circumstance led to the event depicted in this engraving?</p> <ul style="list-style-type: none">(1) the signing of the Maryland Toleration Act(2) the quartering of British troops(3) the defeat of the British at the Battle of Saratoga(4) the drafting of the United States Constitution |
|---|--|
-

Base your answers to questions 5 and 6 on the passage below and on your knowledge of social studies.

To the Hebrew [Jewish] Congregation in Newport, Rhode Island
[August 18, 1790]
Gentlemen:
. . . The Citizens of the United States of America have a right to applaud themselves for having given to mankind examples of an enlarged and liberal policy: a policy worthy of imitation. All possess alike liberty of conscience and immunities [protections] of citizenship. It is now no more that toleration is spoken of, as if it was by the indulgence of one class of people, that another enjoyed the exercise of their inherent natural rights. For happily the Government of the United States, which gives to bigotry no sanction, to persecution no assistance, requires only that they who live under its protection should demean themselves as good citizens, in giving it on all occasions their effectual support. . . .
May the Children of the Stock of Abraham, who dwell in this land continue to merit and enjoy the good will of the other inhabitants. . . .
G. Washington

Source: President George Washington, Letter to the Hebrew Congregation of Newport, Rhode Island, August 18, 1790 (adapted)

- | | |
|---|--|
| 5 This passage would be most useful to a historian studying | 6 The ideas expressed in this passage were guaranteed by the |
| (1) colonial ideas about leadership in the Americas | (1) Articles of Confederation |
| (2) religious freedom in early United States history | (2) Great Compromise |
| (3) fair treatment for Native Americans | (3) Three-fifths Compromise |
| (4) presidential authority in immigration legislation | (4) Bill of Rights |
-

Base your answers to questions 7 and 8 on the excerpt below and on your knowledge of social studies.

SEC. 8. And be it further enacted. That in all that territory ceded by France to the United States, under the name of Louisiana, which lies north of thirty-six degrees and thirty minutes north latitude, not included within the limits of the state, contemplated by this act, slavery and involuntary servitude, otherwise than in the punishment of crimes, whereof the parties shall have been duly convicted, shall be, and is hereby, forever prohibited: Provided always, That any person escaping into the same, from whom labour or service is lawfully claimed, in any state or territory of the United States, such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labour or service as aforesaid.

Source: Missouri Compromise, 1820

- | | |
|---|---|
| <p>7 According to this excerpt, what would be the status of slavery in the Louisiana Territory?</p> <ul style="list-style-type: none">(1) Slavery would be determined by popular sovereignty.(2) All territory west of the Mississippi River would be open to slavery.(3) Each territory that applied for statehood would identify as free or slave.(4) Slavery would be illegal in areas north of 36°30' latitude, except for Missouri. | <p>8 Which government action repealed the Missouri Compromise?</p> <ul style="list-style-type: none">(1) Indian Removal Act(2) Kansas-Nebraska Act(3) Homestead Act(4) Dawes Act |
|---|---|
-

Base your answers to questions 9 and 10 on the poster below and on your knowledge of social studies.

The Fifteenth Amendment and Its Results



Source: E. Sachse & Co., lithographer, 1870 (adapted)

9 This poster was created to celebrate

- (1) the Emancipation Proclamation
- (2) African American suffrage
- (3) the Harlem Renaissance
- (4) the Great Migration

10 Which method was used after Reconstruction to deny African Americans the right illustrated in this poster?

- (1) passage of literacy tests and poll taxes
- (2) introduction of sharecropping
- (3) establishment of the Freedmen's Bureau
- (4) decision of the Supreme Court in *Brown v. Board of Education of Topeka*

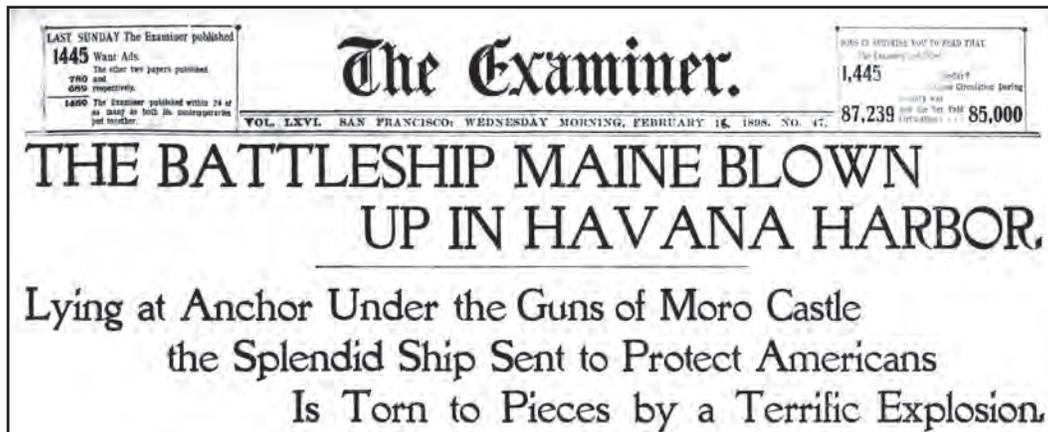
Base your answers to questions 11 and 12 on the excerpt below and on your knowledge of social studies.

. . . Save our children in their infancy from being forced into the maelstrom [turmoil] of wage slavery. See to it that they are not dwarfed in body and mind or brought to a premature death by early drudgery. Give them the sunshine of the school and playground instead of the factory, the mine and the workshop. . . .

Source: Samuel Gompers, Address to the International Labor Congress, September 1893

- | | | |
|--|--|---|
| 11 The problem that Samuel Gompers is discussing resulted from | | 12 Which action did Samuel Gompers support to correct the problem described in the excerpt? |
| (1) railroad abuses | | (1) state regulation of public transportation |
| (2) free public education | | (2) passage of child labor laws |
| (3) rapid industrialization | | (3) adoption of an equal pay act |
| (4) immigration quotas | | (4) strict enforcement of federal antitrust legislation |
-

Base your answers to questions 13 and 14 on the newspaper headlines below and on your knowledge of social studies.



Source: *San Francisco Examiner*, February 16, 1898

- 13 This newspaper headline is an example of
- (1) progressive reform
 - (2) yellow journalism
 - (3) nativist attitudes
 - (4) isolationist policies
- 14 As a result of the event described in this headline, what action was taken by President William McKinley?
- (1) He offered to purchase Cuba from Spain.
 - (2) He asked Congress to declare war against Spain.
 - (3) He demanded that Spain pay to repair the damaged ship.
 - (4) He sent troops to assist Spain against the Cuban rebellion.

Base your answer to question 15 on the passage below and on your knowledge of social studies.

... A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small States alike. . . .

Source: President Woodrow Wilson, 1918 (adapted)

- 15 In this statement, President Woodrow Wilson is proposing the
- (1) establishment of colonies in other regions of the world
 - (2) repeal of international trade restrictions
 - (3) return of the United States to its traditional policy of neutrality
 - (4) creation of an international organization to settle disputes

Base your answers to questions 16 and 17 on the passage below and on your knowledge of social studies.

. . . Let us, then, hear the conclusion of the whole matter. Science is a magnificent material force, but it is not a teacher of morals. It can perfect machinery, but it adds no moral restraints to protect society from the misuse of the machine. It can also build gigantic intellectual ships, but it constructs no moral rudders for the control of storm-tossed human vessels. It not only fails to supply the spiritual element needed but some of its unproven hypotheses rob the ship of its compass and thus endangers its cargo. . . .

Source: William Jennings Bryan, *State of Tennessee v. Scopes*, 1925

- | | |
|--|---|
| <p>16 Which statement best describes the author's point of view during the Scopes trial?</p> <ul style="list-style-type: none">(1) Separation of church and state is essential to democracy.(2) Scientific improvements do not promote the teaching of morality.(3) Technological developments have no place in society.(4) International trade is dependent upon technological developments. | <p>17 Which conclusion can be drawn from the Scopes trial?</p> <ul style="list-style-type: none">(1) It promoted the adoption of an open immigration policy.(2) It encouraged a large population shift from urban to rural areas.(3) It demonstrated a clash between modern and traditional values.(4) It led to less materialism and demand for consumer goods. |
|--|---|
-

Base your answers to questions 18 and 19 on the excerpt below and on your knowledge of social studies.

. . . All citizens alike, both in and out of uniform, feel the impact of war in greater or lesser measure. Citizenship has its responsibilities, as well as its privileges, and, in time of war, the burden is always heavier. Compulsory [mandatory] exclusion of large groups of citizens from their homes, except under circumstances of direst emergency and peril, is inconsistent with our basic governmental institutions. But when, under conditions of modern warfare, our shores are threatened by hostile forces, the power to protect must be commensurate with [equal to] the threatened danger. . . .

Source: Supreme Court Justice Hugo Black, Majority Opinion, *Korematsu v. United States*, 1944 (adapted)

18 Which policy is being discussed in this excerpt?

- (1) congressional restrictions on war powers
- (2) forced assimilation of Native Americans
- (3) internment of Japanese Americans
- (4) denial of legal counsel for the accused

19 Which statement is best supported by the opinion of Justice Black?

- (1) Civil liberties have been limited in times of war.
- (2) Freedom of speech is protected by the United States Constitution.
- (3) Military participation is a citizen's obligation.
- (4) Neutrality during wartime safeguards United States interests.

Base your answers to questions 20 and 21 on the statement below and on your knowledge of social studies.

. . . I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation [domination] by armed minorities or by outside pressures.

I believe that we must assist free peoples to work out their own destinies in their own way.

I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes. . . .

The seeds of totalitarian regimes are nurtured by misery and want. They spread and grow in the evil soil of poverty and strife. They reach their full growth when the hope of a people for a better life has died.

We must keep that hope alive.

The free peoples of the world look to us for support in maintaining their freedoms.

If we falter in our leadership, we may endanger the peace of the world—and we shall surely endanger the welfare of this Nation.

Great responsibilities have been placed upon us by the swift movement of events.

I am confident that the Congress will face these responsibilities squarely.

Source: President Harry Truman, Message to Congress, March 12, 1947 (adapted)

- 20 President Harry Truman made this statement in response to
- (1) Japan's occupation of Manchuria
 - (2) the signing of the United Nations Charter
 - (3) the communist threat to Greece and Turkey
 - (4) fighting in French Indochina
- 21 Which United States foreign policy is supported by Truman's message to Congress?
- (1) appeasement
 - (2) containment
 - (3) isolationism
 - (4) neutrality

Base your answers to questions 22 and 23 on the excerpt below and on your knowledge of social studies.

SEC. 703. (a) It shall be an unlawful employment practice for an employer—
(1) to fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual's race, color, religion, sex, or national origin; or
(2) to limit, segregate, or classify his employees in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his status as an employee, because of such individual's race, color, religion, sex, or national origin. . . .

Source: Civil Rights Act, 1964

- | | | | | | | |
|--|-------------------|--|--------------------|--------------|-----------------|-------------------|
| <p>22 These provisions in the 1964 Civil Rights Act are intended to</p> <ul style="list-style-type: none">(1) provide equal educational opportunities(2) end unfair practices in the workplace(3) desegregate the armed forces(4) mandate fair voter registration | | <p>23 The Civil Rights Act of 1964 was part of which federal program?</p> <table border="0"><tr><td>(1) Reconstruction</td><td>(3) New Deal</td></tr><tr><td>(2) Square Deal</td><td>(4) Great Society</td></tr></table> | (1) Reconstruction | (3) New Deal | (2) Square Deal | (4) Great Society |
| (1) Reconstruction | (3) New Deal | | | | | |
| (2) Square Deal | (4) Great Society | | | | | |
-

Base your answers to questions 24 and 25 on the passage below and on your knowledge of social studies.

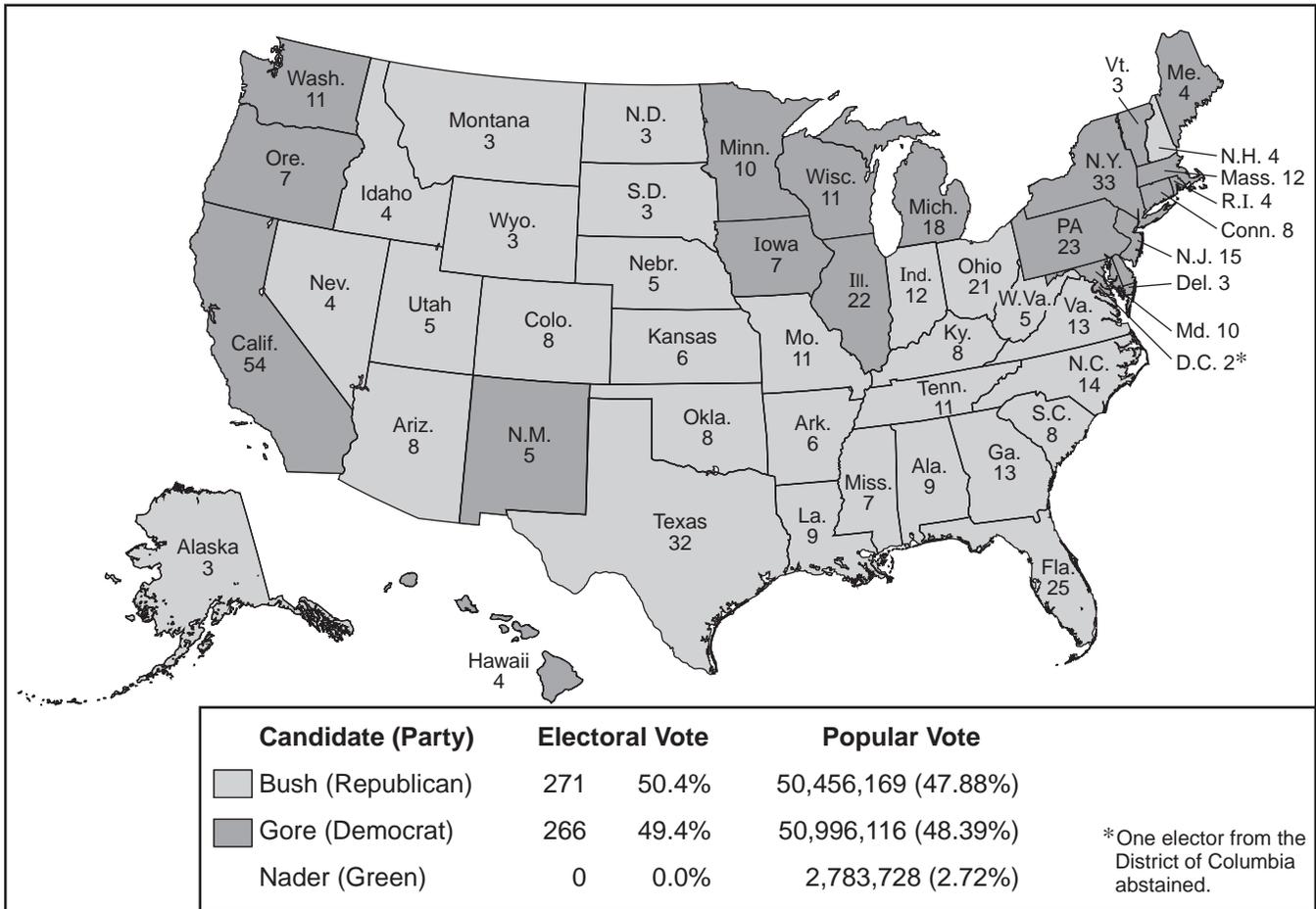
. . . You have the right to remain silent. Anything you say can and will be used against you in a court of law. You have the right to an attorney. If you cannot afford an attorney, one will be provided for you. Do you understand the rights I have just read to you? . . .

Source: *Miranda v. Arizona*, 1966

- | | | |
|---|--|--|
| <p>24 The Supreme Court ruling in this case</p> <ul style="list-style-type: none">(1) reinforced constitutional protections against self-incrimination(2) guaranteed equal economic opportunity(3) promoted separation of church and state(4) upheld freedom of speech as a constitutional right | | <p>25 Critics of this decision argued that it</p> <ul style="list-style-type: none">(1) created mandatory sentencing guidelines(2) restricted attorney-client privilege(3) gave the accused an advantage over law enforcement(4) violated the equal protection clause |
|---|--|--|
-

Base your answers to questions 26 and 27 on the map below and on your knowledge of social studies.

2000 Election

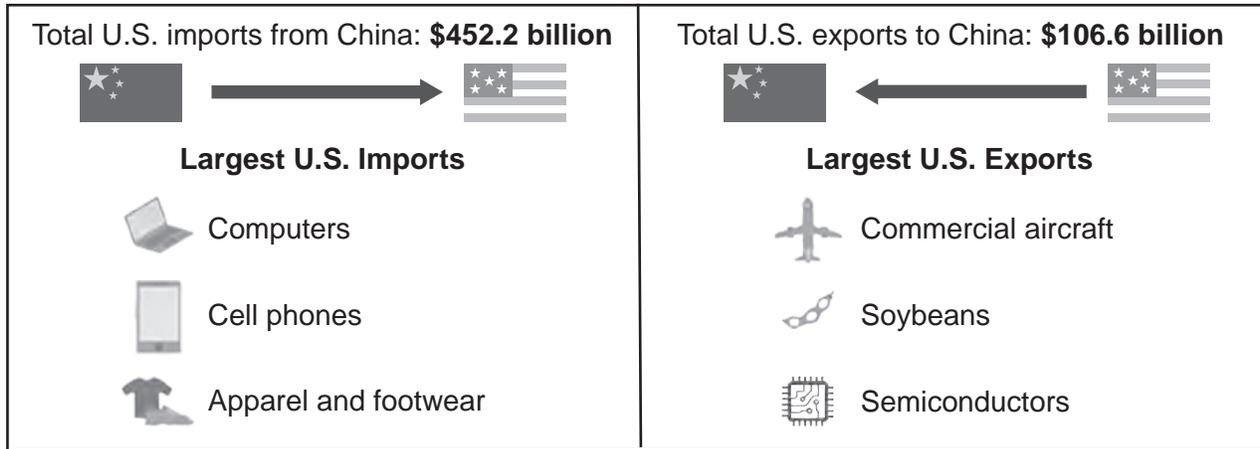


Source: Kennedy et al., *The American Pageant: A History of the Republic*, Houghton Mifflin (adapted)

- 26 According to this map, the results of the 2000 election indicate that
- (1) the candidate with the most popular votes can lose the election
 - (2) electoral votes had a limited impact on the election outcome
 - (3) third-party candidates have no effect on election results
 - (4) the South and Midwest voted overwhelmingly for Gore

- 27 The results of the 2000 election led directly to a national debate over
- (1) reforming the electoral college
 - (2) increasing the voting age
 - (3) expanding mail-in voting
 - (4) using social media in campaigns

Base your answer to question 28 on the graphic below and on your knowledge of social studies.



Source: "US Trade Deficit With China and Why It's So High," *The Balance*, 2020 (adapted)

- 28 What is one reason for the conditions illustrated in this graphic?
- (1) Labor unions have consistently demanded more Chinese imports.
 - (2) China has outsourced many of its technology jobs to America.
 - (3) Companies in China often have lower production costs.
 - (4) China has a monopoly on the sale of commercial aircraft.
-

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

. . . We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient [fleeting] causes. . . . But when a long train of abuses and usurpations, pursuing invariably the same Object evinces [demonstrates] a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. . . .

Source: Declaration of Independence, July 4, 1776 (adapted)

Document 2

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America. . . .

Source: Preamble, United States Constitution, 1787

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.

This page left blank intentionally.

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

Bruce Craven is responding to one of President Franklin D. Roosevelt's fireside chats.

July 25, 1933

Dear Mr. President;

. . . The forgotten man has been forgotten, if he was ever really remembered. I happen to be an approved attorney for the Federal Land Bank, and on publication of the information about the new loan legislation, the little man came to see me vainly hoping that at last he had been remembered. He is representative of thousands of farmers in North Carolina, owning maybe 50 acres of land and doing all of his own work, and about to lose his farm under a mortgage. But to get the loan he is obliged to pay \$20 in advance for appraisals, and another \$10 for a survey, and he no more has that much cash than he has the moon. I have written to everyone from Mr. [Treasury Secretary Henry] Morgenthau on down about this, and no one is interested. The prevailing idea seems to be that if a man is that poor, he should stay poor.

Before any of this loan and public works legislation was enacted, I wrote you that you ought to put at least one human being in each supervising body, and by that I meant a man who actually knows there is a "little man" in this nation and that he never has had a fair chance, and that he deserves one. I hope yet that somehow you may remember this forgotten little man, who has no one in high places to befriend him.

Respectfully yours,
Bruce Craven
Trinity, North Carolina

Source: Levine and Levine, *The People and the President: America's Conversation with FDR*, Beacon Press, 2002

Document 2

“Yes, You Remembered Me”



Source: C. D. Batchelor, *New York Daily News*, October 11, 1936

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.

This page left blank intentionally.

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: Government Regulation of Business

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 *the government regulation of business*.

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 extent to which the efforts were successful

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”

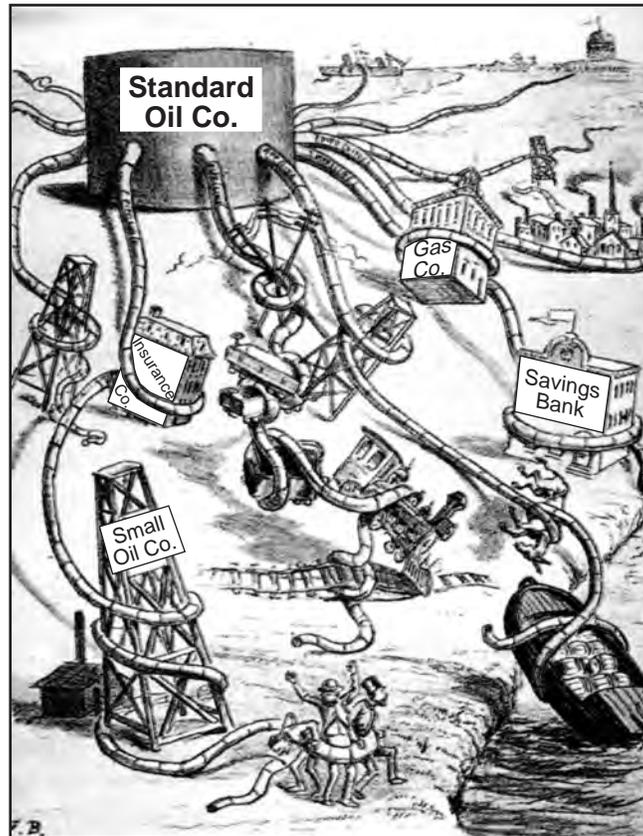
Civic Literacy Essay

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 1a



Source: Frank Beard, *The Judge*, July 19, 1884 (adapted)

Document 1b

. . . In my Message to the present Congress at its first session I discussed at length the question of the regulation of those big corporations commonly doing an interstate business, often with some tendency to monopoly, which are popularly known as trusts. . . . We can do nothing of good in the way of regulating and supervising these corporations until we fix clearly in our minds that we are not attacking the corporations, but endeavoring to do away with any evil in them. We are not hostile to them; we are merely determined that they shall be so handled as to subserve [serve] the public good. We draw the line against misconduct, not against wealth. . . .

No more important subject can come before the Congress than this of the regulation of interstate business. . . The power of the Congress to regulate interstate commerce is an absolute and unqualified grant, and without limitations other than those prescribed by the Constitution. The Congress has constitutional authority to make all laws necessary and proper for executing this power, and I am satisfied that this power has not been exhausted by any legislation now on the statute books. It is evident, therefore, that evils restrictive of commercial freedom and entailing restraint upon national commerce fall within the regulative power of the Congress, and that a wise and reasonable law would be a necessary and proper exercise of Congressional authority to the end that such evils should be eradicated. . . .

Source: President Theodore Roosevelt, Second Annual Message to Congress, December 2, 1902

- 31 Based on these documents, what is **one** historical circumstance surrounding the government regulation of business? [1]

Score

Document 2

. . . I deny emphatically the assertion that opportunity has been restricted or individual effort stifled by reason of the growth of the trusts. On the contrary, the trusts have opened wider avenues and greater opportunities to the young men of to-day than those of any other generation ever enjoyed. In the old days, before the union of interests, murderous competition made any business venture precarious; but aside from that, through lack of time, opportunity, and capital, the young man was kept within a very restricted field. It is combination that has produced the capital to open up mines and factories, to build great industrial plants and the monster wholesale and retail establishments. It is combination and capital that have sent the railroads shooting in a hundred different directions all over the continent. . . .

Yes, decidedly, the opportunities for the young American boy are greater to-day than they have ever been before; and no boy, however lowly—the barefoot country boy, the humble newsboy, the child of the tenement—need despair. I see in each of them infinite possibilities. They have but to master the knack of economy, thrift, honesty, and perseverance, and success is theirs.

Source: J. D. Rockefeller, "Opportunity in America," *Cosmopolitan*, September 1, 1907

32 What is **one** reason John D. Rockefeller believed that trusts were good for the country? [1]

Score

Document 3

. . . Journalism and publicity played important roles in promoting the goals of the progressives, especially with regard to corruption in government and the monopolistic practices of business and industry. During the period, scores of articles appeared in magazines—revealing the truth, as the reformers saw it—about the way America was really ruled. Novels were also written to expose evil. The use of journalism to further a social cause was made possible by new magazines of mass circulation, a number of them counting their readers in the hundreds of thousands. Such magazines included *McClure's*, *Munsey's*, *Everybody's*, *Cosmopolitan*, *Collier's*, and the *American Magazine*. The men and women who wrote these articles were called muckrakers, although the name was applied some time after they began their work. It was applied to them in 1906 by Theodore Roosevelt who, while basically on their side, feared their revelations would get people too worked up and indignant. . . .

Source: Fon Boardman, *America and the Progressive Era, 1900–1917*, Henry Z. Walck, Inc., 1970

33 Based on this document, what was **one** effort made to address the government regulation of business? [1]

Score

Document 4

The Northern Securities Company was a combination of three railroads that monopolized transportation in several western states. Theodore Roosevelt considered the company to be in violation of the Sherman Antitrust Act and, in 1904, the Supreme Court agreed.

. . . More sophisticated than most Progressives, Roosevelt recognized that the large corporation was a fact of modern economic life and that a general rise in the standard of living depended far more on increased productivity than on radical redistribution of existing wealth. Rather than follow the common Progressive line that by their nature all trusts were inherently evil, he divided them into “good” and “bad” trusts. If a trust was charging fair prices and offering good service, he favored allowing it to continue. If it was restraining trade and jacking up prices, then it was evil. The line was to be drawn on conduct, not bigness. Roosevelt and Roosevelt alone decided which trust was good and which was bad, however. Northern Securities, he decided, was bad—and should be broken up. Roosevelt also advocated selective prosecutions because the government did not have enough lawyers to prosecute all monopolies and because he realized that the conservatism of the courts would make all prosecutions difficult. . . .

Specifically, Roosevelt called for the establishment of a Bureau of Corporations in a Cabinet-level Department of Commerce to determine if regulation was warranted—a program he had advocated as governor of New York. The bureau would provide the president with information on the trusts, which he could at his own discretion make public and present to the Justice Department as a basis for indictments. . . .

Source: Nathan Miller, *Theodore Roosevelt: A Life*, William Morrow and Company, 1992

34 According to Nathan Miller, what was **one** effort made to address the government regulation of business? [1]

Score

Document 5

. . . Roosevelt’s brand of progressivism put him foursquare in the middle of the national mood: for while people wanted change, they did not want radical change, and while Roosevelt’s reforms were progressive, they were a *conservative* sort of progressivism that policed more by threat than by action (it was TR who declared the presidency as a “bully pulpit”), more by regulation than by prosecution, and used power more symbolically and rhetorically than in fact. In a very public confrontation, Roosevelt did prosecute John D. Rockefeller and J. P. Morgan, two of the most celebrated titans of American business, for their railroad monopoly in the Northwest; he righteously took the side of labor and the consumer in the great coal strike of 1902; and by 1906, two years after he had been elected in his own right, TR increased the pace of reform by creating standards for food and drugs, tackling the corruption in the meat industry (in response to novelist Upton Sinclair’s best-selling *The Jungle*), and, in the cause that he perhaps held dearest, aggressively limiting development of public lands (he would double the number of national parks and establish fifty-one wild bird refuges). . . .

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

35 Based on this document, what is **one** result of efforts to address the government regulation of business? [1]

Score

Document 6

. . . America's prosperity is built on hard work, open markets, and fair competition. But right now we're facing a monopoly problem as dominant digital platforms like Amazon increasingly use their power to increase prices, preference their own products and services, and harm small businesses. These anticompetitive practices are bad for consumers, entrepreneurs, and businesses, and I commend the Federal Trade Commission for taking action.

The case for reinvigorating competition policy and putting in place rules of the road for Big Tech companies is clear. I will continue to push for updates to the antitrust laws, including the bipartisan *American Innovation and Choice Online Act*, to strengthen our economy and make sure consumers can get the fair treatment they deserve.

Source: Senator Amy Klobuchar, Statement on the Antitrust Lawsuit Against Amazon, September 26, 2023

36 According to this document, what is **one** result of efforts to address the government regulation of business? [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: Government Regulation of Business

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 *the government regulation of business*.

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 extent to which the efforts were successful

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

August 2025 Regents Examination in United States History and Government

Scoring Key: Part I (Multiple-Choice Questions)

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

MC = Multiple-choice question

August 2025 Regents Examination in United States History and Government

Scoring Key: Parts II, IIIA, and IIIB

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
United States History & Government	August '25	Part II: SEQ I - 29	-	ES	5	1
United States History & Government	August '25	Part II: SEQ II - 30	-	ES	5	1
United States History & Government	August '25	Part IIIA - 31	-	SCF	1	1
United States History & Government	August '25	Part IIIA - 32	-	SCF	1	1
United States History & Government	August '25	Part IIIA - 33	-	SCF	1	1
United States History & Government	August '25	Part IIIA - 34	-	SCF	1	1
United States History & Government	August '25	Part IIIA - 35	-	SCF	1	1
United States History & Government	August '25	Part IIIA - 36	-	SCF	1	1
United States History & Government	August '25	Part IIIB: CLE - 37 Essay	-	ES	5	3

SCF = Scaffold Question

ES = Essay

The chart for determining students' final examination scores for the **August 2025 Regents Examination in United States History and Government** will be posted on the Department's web site at <https://www.nysedregents.org/us-history-govt/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, August 20, 2025 — 8:30 to 11:30 a.m., only

RATING GUIDE FOR PART II (SHORT-ESSAY QUESTIONS) AND 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 website 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. Each score level has one paper. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper

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. Each score level has one paper. 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

Copyright 2025

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Mechanics of Rating

The following procedures 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*.

Rating the Essay Questions – Part II and Part III B

(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 where applicable—

- 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) The Part II Short Essays (Set 1 and Set 2) must each be scored by only **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.
- (3) 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.
- (4) For the Civic Literacy Essay portion of the exam (Part III B), each 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.
- (5) 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.

Rating the Scaffold (Open-Ended) Questions – Part III A

- (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.

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/> and must be used for determining the final examination score.

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 guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately. Teachers may not score their own students’ answer papers.

United States History and Government
Short-Essay Question Set 1 (Question 29)
August 2025

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

. . . We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient [fleeting] causes. . . . But when a long train of abuses and usurpations, pursuing invariably the same Object evinces [demonstrates] a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. . . .

Source: Declaration of Independence, July 4, 1776 (adapted)

Document 2

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America. . . .

Source: Preamble, United States Constitution, 1787

United States History and Government
Content-Specific Rubric
Short-Essay Question Set 1 (Question 29)
August 2025

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)
- Integrates relevant outside information (See Relevant 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)
- Includes relevant outside information
- Supports the theme with relevant facts and/or examples from the documents

Score of 3:

- Develops *both* aspects of the task in some depth
- Is more descriptive than analytical (applies and may analyze information)
- Includes some relevant outside information
- Includes some relevant facts and/or examples from the documents; may include some minor inaccuracies

Note: If only *one* aspect of the task is thoroughly developed in depth and if the response meets most of the other Level 5 criteria, the response may be a Level 3 paper.

Score of 2:

- Minimally develops *both* aspects of the task *or* develops *one* aspect of the task in some depth
- Is primarily descriptive; may include faulty analysis
- Includes little relevant outside information
- Includes a few relevant facts and/or examples from the documents; may include some inaccuracies

Score of 1:

- Minimally addresses the task
- Is descriptive; may lack understanding or application
- Includes minimal or no relevant outside information
- Includes a few relevant facts and/or examples from the documents; may make only vague, unclear references to the documents; may include inaccuracies

Score of 0:

Fails to develop the task; *OR* includes no relevant facts or examples; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

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

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

Key Ideas from the Documents

(This list is not all-inclusive.)

<p>Document 1—Truths are self-evident All men are created equal God-given rights are unalienable Life, liberty, and the pursuit of happiness Consent of the governed Right to alter or abolish a destructive government Change of a long-established government should only come after a long train of abuses and usurpations, not fleeting causes</p>	<p>Document 2—We the People in order to form a more perfect union Establish justice Ensure domestic tranquility Provide for the common defense Promote the general welfare Secure liberty</p>
---	--

Relevant Outside Information

(This list is not all-inclusive.)

<p>Democratic roots in colonial experience (House of Burgesses; Mayflower Compact; New England town meetings) Efforts by British to gain greater political and economic control over colonies (Proclamation of 1763; Stamp Act; Tea Act; Boston Massacre) Declaration of Independence primarily written by Thomas Jefferson (revolutionary political concepts; social contract; Enlightenment; John Locke) Formation of weak central government during Revolutionary War (Articles of Confederation) Revision of Articles of Confederation called for after Shays' Rebellion Source of inspiration to future human rights movements Agreement of delegates at Constitutional Convention that stronger central government needed Influence of Declaration of Independence on Founding Fathers and writing of United States Constitution Structure of the federal government created by United States Constitution to avoid tyranny (division of power between federal and state government; separation of powers; checks and balances; sovereignty of people) Debate over ratification results in Federalist promise to add Bill of Rights to Constitution Effort to balance power and liberty in Constitution</p>

Relationship Between the Documents

(This list is not all-inclusive.)

<p>Turning Point: The Declaration of Independence was a turning point for America as the colonists rejected monarchy and British rule, leading to full independence and a stable, “more perfect” Union under the Constitution.</p>	<p>Similarity: Both documents incorporate John Locke’s consent of the governed in justifying independence from Great Britain and in establishing a constitution based on “We the People.” Both documents reflect a commitment to a democratic form of government.</p>	<p>Cause and Effect: The Declaration of Independence justified the Revolutionary War, eventually resulting in the Constitution based on consent of the governed.</p>
	<p>Difference: The Declaration is a statement of independence that began the Revolutionary War, while the Constitution creates a framework for a new permanent government.</p>	

Prior to 1776, the USA existed as several colonies ruled by the British parliament. They served as mercantilist colonies, which is evident through the many acts passed by the British. Examples of these include the navigation acts, which controlled colonial trade, the quartering acts, and the tea act. The tea act ultimately led to the Boston Tea Party, in which the Sons of Liberty poured British tea in the Boston Harbor. The rebellious response was manifested by ideologies that were extremely prevalent in colonial America in the 1770s, such as “no taxation without representation.” The colonists felt as though it was unjust for the British to tax goods so heavily, as the colonists had very little to no say in the government. The British responded to this by saying the colonists had virtual representation, which was in general a false doctrine. Enlightenment ideals further spread anti-British sentiments in the colonies, which led to written works like *Common Sense* by Thomas Paine. The colonists wanted “...life, liberty, and the pursuit of happiness” (Doc 1) and other rights that led to “general welfare” (Doc 2), which they were denied under the pretences of a royal colony.

The Declaration and the Preamble are similar because they both are heavy proponents of enlightenment ideals. Jefferson’s Declaration of Independence (Doc 1) and the Preamble (Doc 2) focused on the ideal of social contract, making them similar in nature. Doc 1 asked for “unalienable rights,” which was a phrase inspired by John Locke writings. Similarly, the Constitution asked for “domestic tranquility, . . . general welfare, and secure the Blessings of Liberty” (Doc 2). These ideologists really are calling for the same thing, which is a representative government that the colonies had lacked under the royal government.

Set 1, Anchor Level 5

The response:

- Thoroughly develops **both** aspects of the task in depth
- Is both analytical and descriptive
Historical Context: They served as mercantilist colonies, which is evident through the many acts passed by the British; the British responded to this by saying the colonists had virtual representation, which was in general a false doctrine
Similarity: The Declaration and the Preamble are similar because they both are heavy proponents of Enlightenment ideals; these ideologies really are calling for the same thing, which is a representative government that the colonies had lacked under the royal government
- Integrates relevant outside information
colonies ruled by the British parliament; mercantilist; Navigation Acts; Tea Act; Boston Tea Party; Sons of Liberty; “no taxation without representation”; virtual representation; Enlightenment ideals; “Common Sense” by Thomas Paine; Jefferson’s Declaration of Independence; social contract; John Locke; includes a minor inaccuracy (the USA existed as several colonies)
- Supports the theme with many relevant facts and/or examples from the documents
Document 1: life, liberty, and the pursuit of happiness; unalienable rights
Document 2: the Constitution asked for “domestic Tranquility . . . general Welfare, and secure the Blessings of Liberty”

Conclusion: Overall, the response fits the criteria for Level 5. The historical context includes a strong analysis of the relationship between the colonies and Great Britain. Information is nicely integrated, while showing the influence of the Enlightenment on both documents.

The historical context that surrounds both of these documents were the US colonies being under the colonial rule of Great Britain. When Great Britain originally established their colonies in the Western Hemisphere they took a hands off approach in regulating the colonies. The term for this was salutary neglect and both England and the colonies benefitted from this process. This lack of regulation allowed the colonies to set up their own local government. Examples of this self-government would be the Mayflower Compact and the Virginia House of Burgesses. When England ended the period of salutary neglect and started to regulate the colonies, tensions arose between the two sides. Thomas Jefferson created the Declaration of Independence (Document 1) to leave Britain rule. After the colonies won the Revolutionary War they needed a form of government so the same representatives that created the Declaration of Independence created the US Constitution (document 2) which is the pillar of the US government.

The events in Document 1 and 2 have a cause and effect relationship because the creation and background of the Declaration of Independence allowed for the constitution to be created. In document 1, the Declaration of Independence states that people have the right to overthrow a government that does not serve its people. Since Parliament did not have any representatives from the colonies, the colonies decided to write this article to leave a government that did not benefit themselves. The effect of the Declaration of Independence was the creation of the US Constitution. Since Americans won the war, they needed a government that represented the people it governed. After the Revolutionary War, US representatives created the Articles of Confederation but it proved to be ineffective. The US Constitution was then created with the intention

to unite colonies under one federal government (document 2) and also establish a government that expressed the same values that the Declaration of Independence expressed.

Set 1, Anchor Level 4

The response:

- Develops aspects of the task in some depth
- Is both analytical and descriptive

Historical Context: When Great Britain originally established their colonies in the Western Hemisphere, they took a hands-off approach in regulating the colonies; when England ended the period of salutary neglect and started to regulate the colonies, tensions arose between the two sides

Cause and Effect: the Declaration of Independence states that people have the right to overthrow a government that does not serve its people; since Americans won the war, they needed a government that represented the people it governed

- Includes relevant outside information
Western Hemisphere; salutary neglect; self-government; Mayflower Compact, Virginia House of Burgesses; Thomas Jefferson; Revolutionary War; Parliament did not have any representatives from the colonies; Americans won the war; Articles of Confederation; includes inaccuracies (the same representatives that created the Declaration of Independence created the U.S. Constitution; after the Revolutionary War, U.S. representatives created the Articles of Confederation; unite the colonies)
- Supports the theme with relevant facts and/or examples from the documents
Document 1: Declaration of Independence; the right to overthrow a government that does not serve its people
Document 2: the U.S. Constitution

Conclusion: Overall, the response meets the criteria for Level 4. The relationship between Britain’s “salutary neglect” and colonial government is very strong. However, the explanation of the relationship between the documents in paragraph 2 is weaker and includes some errors.

The American Revolution was fought for the establishment of an independent nation separate of the United Kingdom consisting of the original 13 colonies. Prior to the rise of the Patriot cause—the French and Indian Wars, involving Great Britain, France, and Britain’s 13 colonies, kicked out the French from the North American continent. The British saw fit to raise taxes specifically on the colonies as a means for them to pay for the war Britain had won for them. The Olive Branch Petition attempted to calm down the tensions between the colonists and Britain, but was ignored by King George III and Parliament. As a result, tensions rose until it erupted to rebellion.

The Declaration of Independence declared the 13 colonies separate from Great Britain and free of the influence of King George III. Created in 1776 by the First Continental Congress, the declaration voiced the colonies frustrations with the British and created the drive in the Patriot cause to form a government which does not infringe on the rights listed as the British had. The Declaration of Independence caused the creation of the Constitution because it created the need for an independent American government. The Constitution directly protected and guaranteed the rights listed in the Declaration of Independence, including the right to ‘Life, Liberty, and the pursuit of Happiness.’ The ideas expressed in the Declaration resulted in an American government who’s goals were to be “of the People, for the People”—in order to right the wrongs the British had committed.

Set 1, Anchor Level 3

The response:

- Develops *both* aspects of the task in some depth
- Is primarily descriptive

Historical Context: the French and Indian Wars, involving Great Britain, France, and Britain's thirteen colonies, kicked the French out of the North American continent; the British saw fit to raise taxes specifically on the colonies as a means for them to pay for the war Britain had won for them; includes an inaccuracy (created in 1776 by the First Continental Congress)

Cause and Effect: The Declaration of Independence caused the creation of the Constitution because it created the need for an independent American government; the ideas expressed in the Declaration resulted in an American government whose goals were to be "of the people, for the people"—in order to right the wrongs the British had committed

- Integrates relevant outside information
13 colonies; Patriot cause; French and Indian War; French out of North America; raised taxes; Olive Branch Petition; King George III and Parliament; "of the people, for the people"; includes an inaccuracy (the Constitution directly protected and guaranteed the rights listed in the Declaration of Independence, including the right to "Life, Liberty and the pursuit of Happiness")
- Includes some relevant facts/examples from the documents
Document 1: 1776; life, liberty, and the pursuit of happiness
Document 2: goals of the Constitution

Conclusion: Overall, the response fits the criteria for Level 3. The response shows an understanding of the documents and the time period, but provides limited relevant information from the documents and very limited analysis.

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

The documents shown demonstrate a turning point from 13 American colonies under the mother country of Great Britain to independence. The Olive Branch Petition was designed to put ease between America and Great Britain; it was an article written so that the colonists might have a chance to be heard. Only after this petition was rejected did the American Revolution began.

When declaring their independence, America needed a legal written form establishing their presence and virtues as a country. The first draft that had been written held ideas from men like John Locke and Thomas Paine, great philosophers from the enlightenment (Doc 1). Then eventually, the constitution was written as a permanent government solidified with the words “We the People” (Doc 2).

Set 1, Anchor Level 2

The response:

- Minimally develops *both* aspects of the task
- Is primarily descriptive

Historical Context: The Olive Branch Petition was designed to put ease between America and Great Britain; it was an article written so the colonists might have a chance to be heard

Turning Point: The documents shown demonstrate a turning point from thirteen American colonies under the mother country of Great Britain to independence; when declaring their independence, America needed a legal written form establishing their presence and virtues as a country; then, eventually, the Constitution was written as a permanent government, solidified with the words “We the People”

- Integrates relevant outside information:
13 American colonies; mother country of Great Britain; Olive Branch Petition; American Revolution; John Locke; Thomas Paine; the Enlightenment; permanent government
- Includes a few relevant facts and/or examples from the documents
Document 1: declaring their independence
Document 2: “We the People”

Conclusion: Overall, the response meets the criteria for Level 2; the opening statement indicates why the documents demonstrate a major turning point, but the response clearly lacks depth and development.

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

During the late 1700s, American colonists were irritated by the British government. This is because the British were passing unfair laws, such as placing high tariffs on products, without consulting with the colonists. This ultimately led to the Revolutionary War between the colonies and Britain.

The 2 documents are similar because they both led to American independence. The Declaration of Independence was written to tell the British that the colonies wanted to be free from their rule. The constitution explained how the US would run the country.

Set 1, Anchor Level 1

The response:

- Minimally addresses the task
- Is descriptive

Historical Context: During the late 1700s, American colonists were irritated by the British government; this is because the British were passing unfair laws

Similarity: The two documents are similar because they both led to American independence

Difference: The Declaration of Independence was written to tell the British that the colonies wanted to be free from their rule; the Constitution explained how the U.S. would run the country

- Includes minimal outside information
unfair laws; Revolutionary War
- Includes very few facts and/or examples from the documents
Documents 1 and 2: during the late 1700s

Conclusion: Overall, the response fits the criteria for Level 1. There is evidence of understanding the goals of each document, but the response does not support that understanding with additional outside or document information.

United States History and Government
Short-Essay Question Set 2 (Question 30)
August 2025

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

Bruce Craven is responding to one of President Franklin D. Roosevelt's fireside chats.

July 25, 1933

Dear Mr. President;

. . . The forgotten man has been forgotten, if he was ever really remembered. I happen to be an approved attorney for the Federal Land Bank, and on publication of the information about the new loan legislation, the little man came to see me vainly hoping that at last he had been remembered. He is representative of thousands of farmers in North Carolina, owning maybe 50 acres of land and doing all of his own work, and about to lose his farm under a mortgage. But to get the loan he is obliged to pay \$20 in advance for appraisals, and another \$10 for a survey, and he no more has that much cash than he has the moon. I have written to everyone from Mr. [Treasury Secretary Henry] Morgenthau on down about this, and no one is interested. The prevailing idea seems to be that if a man is that poor, he should stay poor.

Before any of this loan and public works legislation was enacted, I wrote you that you ought to put at least one human being in each supervising body, and by that I meant a man who actually knows there is a "little man" in this nation and that he never has had a fair chance, and that he deserves one. I hope yet that somehow you may remember this forgotten little man, who has no one in high places to befriend him.

Respectfully yours,
Bruce Craven
Trinity, North Carolina

Source: Levine and Levine, *The People and the President: America's Conversation with FDR*,
Beacon Press, 2002

Document 2

“Yes, You Remembered Me”



Source: C. D. Batchelor, *New York Daily News*, October 11, 1936

United States History and Government
Content-Specific Rubric
Short-Essay Question Set 2 (Question 30)
August 2025

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)
- 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)
- Includes relevant outside information
- Supports the theme with relevant facts and/or examples from the documents

Score of 3:

- Develops *both* aspects of the task in some depth
- Is more descriptive than analytical (applies and may analyze information)
- Includes some relevant outside information
- Includes some relevant facts and/or examples from the documents; may include some minor inaccuracies

Note: If only *one* aspect of the task is thoroughly developed in depth and if the response meets *most* of the other Level 5 criteria, the response may be a Level 3 paper.

Score of 2:

- Minimally develops *both* aspects of the task *or* develops *one* aspect of the task in some depth
- Is primarily descriptive; may include faulty analysis
- Includes little relevant outside information
- Includes a few relevant facts and/or examples from the documents; may include some inaccuracies

Score of 1:

- Minimally addresses the task
- Is descriptive; may lack understanding or application
- Includes minimal or no relevant outside information
- Includes a few relevant facts and/or examples from the documents; may make only vague, unclear references to the documents; may include inaccuracies

Score of 0:

Fails to develop the task; *OR* includes no relevant facts or examples; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

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

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

Key Ideas from the Documents

(This list is not all-inclusive.)

<p>Document 1—Letter to president in 1933 from Federal Land Bank attorney Forgotten man has been forgotten Farmers given hope by new loan legislation Many farmers lost farms under a mortgage To get a loan, farmers must pay \$20 for appraisal and \$10 for survey but do not have cash Craven has written to Secretary of the Treasury and others who have not helped Craven urges the president to put people in supervisory roles who know the “little man” If a man is poor he should stay poor</p>	<p>Document 2—Cartoon from <i>New York Daily News</i>, 1936 The Forgotten Man thanking Franklin D. Roosevelt for remembering him</p>
---	---

Relevant Outside Information

(This list is not all-inclusive.)

<p>Document 1—Long history of aggrieved farmers fighting injustice (Populists) 1929 stock market crash Purpose of “fireside chats” Overproduction and low prices hurt agricultural interests after WWI Depression, drought, Dust Bowl result in farm failures/abandoned farms/westward migration</p>	<p>Document 2—New Deal legislation during Hundred Days Congress and throughout President Franklin Roosevelt’s first term offers “relief, recovery, and reform” Details about farmers recovery efforts (Agriculture Adjustment Acts, Tennessee Valley Authority, Soil Conservation and Domestic Allotment Act, Resettlement Act) Details about job programs for unemployed (Civilian Conservation Corps, Worker Progress Administration) Franklin D. Roosevelt’s landslide victory in 1936, despite continuation of Depression (appeal to forgotten man)</p>
---	--

Reliability of Document 1

(This list is not all-inclusive.)

<p>Reliable—<i>Point of View</i>: As an attorney for the bank, Craven has firsthand knowledge of the bank’s procedures. <i>Purpose</i>: Craven is providing factual information about banking procedures that the president can use in his New Deal programs to help farmers.</p>	<p>Unreliable—<i>Bias</i>: Mr. Craven might be motivated by his and the bank’s economic self-interest in attempting to make it easier for farmers to access loans for mortgage payments.</p>
--	---

The historical context surrounding these documents is FDR's historic New Deal plan that tried to help people improve economically during the Great Depression. A quarter of the work force was unemployed and Americans were losing their homes and life savings as the banks were failing.

Document 1 presents someone named Bruce Craven responding to FDR's fireside chats where the president talked to the American people through the radio. Craven explains how, even with efforts to improve the financial state of people who are struggling, there are still flaws that make it difficult for these people to benefit. People who are already on the brink of losing their home due to not being able to pay their mortgage are expected to pay additional fees to get a loan. However, they are clearly unable to pay for this and just end up remaining financially unstable. The audience of this document is President Roosevelt because Craven wants FDR to make changes to his policies in order for the poorer class to gain some financial success. Craven wants FDR to be aware that many people in the lower class are stuck due to current banking policies about getting money and these need to be reevaluated. This affects the documents use as a reliable source of evidence in a positive way as Craven is speaking on behalf of all the "forgotten men" or citizens in financial distress. He discusses the thousands of farmers unable to pay their mortgage or afford loans and wants FDR, who is receiving this message, to figure out a solution to help these thousands of people financially.

Document 2 shows that Craven's letter was reliable because FDR paid attention to information about the "forgotten man" (farmers and the lower class) who had been financially neglected. FDR imposed the

new deal which gave jobs to unemployed and helped people gain more economic benefits.

Set 2, Anchor Level 5

The response:

- Thoroughly develops *both* aspects of the task in depth
- Is both analytical and descriptive

Historical Context: A quarter of the workforce was unemployed, and Americans were losing their homes and life savings as the banks were failing; people who are already on the brink of losing their home due to not being able to pay their mortgage are expected to pay additional fees to get a loan

Audience: Craven wants FDR to be aware that many people in the lower class are stuck, due to current banking policies about getting money that needed to be reevaluated; Document 2 shows that Craven’s letter was reliable because FDR paid attention to information about “the forgotten man”

- Integrates relevant outside information
New Deal; Great Depression; a quarter of the workforce was unemployed; Americans were losing their homes and life savings, banks were failing; talked to people through the radio; gave jobs to unemployed
- Supports the theme with many relevant facts and/or examples from the documents
Document 1: Bruce Craven responding to FDR’s fireside chats; flaws make it difficult for people to benefit; people who are not able to pay their mortgage are expected to pay additional fees to get a loan; Craven is speaking on behalf of all the “forgotten men”
Document 2: shows that FDR paid attention to information about the forgotten man

Conclusion: Overall, the response meets the criteria for Level 5. By fully using the documents and the integration of outside information, the response demonstrates a clear understanding of both the time period and Roosevelt’s forgotten man.

Before the Great Depression, the US was experiencing an economic boom during the roaring 20s. However, after the stock market crash on October 20th, 1929, it became apparent that the prosperity previously enjoyed was temporary, built upon over optimism and inflated values, and that the nation plunged into the Great Depression of the 30s. With unemployment growing towards its peak of almost 25% of the population, the people felt neglected by Herbert Hoover's laissez-faire economic policy. Although he eventually shifted to direct monetary action to increase the money supply, it was too little too late, and the population was impelled to elect Franklin Roosevelt, who restored faith in the American government and convinced citizens he cared for them. These "forgotten men" felt appreciated by FDR's interventionist fiscal policy, characterized by increased spending on public work projects in an attempt to "pump prime" the economy back to normal. This economic theory was heavily influenced from the preavailing Keynesian perspective, and continues to play a significant impact on the role of the government today, despite modern monetarism and neoliberalism viewpoints. Nonetheless, even though FDR's policies didn't actually alleviate the economic crisis until the onset of WWII, and they significantly increased federal debt, they showed the forgotten man that he was cared for, and brought hope as the economy slowly began to recover.

The purpose for document 1 taints its reliability, since Bruce Craven is attempting to convince FDR to continue the enactment of loan and public works legislation because he's an attorney for the Federal Land Bank. This would influence the document because Craven likely is exaggerating the despair experienced by "the forgotten man" to pressure Roosevelt into increased spending.

Set 2, Anchor Level 4

The response:

- Develops *both* aspects of the task, but does so unevenly by discussing the historical context more thoroughly than the reliability of Document 1
- Is more analytical than descriptive

Historical Context: the nation plunged into the Great Depression of the '30s; with unemployment growing toward its peak of almost 25% of the population, the people felt neglected by Herbert Hoover's laissez-faire economic policy; these "forgotten men" felt appreciated by FDR's interventionist policy, characterized by increased spending on public works projects in an attempt to "pump prime" the economy back to normal; includes an inaccuracy (although he [Hoover] eventually shifted to direct monetary action to increase the money supply)

Purpose: the purpose for Document 1 taints its reliability, since Bruce Craven is attempting to convince FDR to continue the enactment of loan and public works legislation because he's an attorney for the Federal Land Bank; Craven likely is exaggerating the despair experienced by "the forgotten man" to pressure Roosevelt into increased spending

- Integrates relevant outside information
Great Depression; Roaring '20s; stock market crash on October 29, 1929; unemployment; 25% of the population; Herbert Hoover's laissez-faire economic policy; elected Franklin Roosevelt; restored faith in the American government; FDR's interventionist fiscal policy; public works projects; "pump prime"; Keynesian perspective; continues to play a significant impact on the role of the government today; monetarism; neoliberalism; FDR's policies didn't actually alleviate the economic crisis until the onset of World War II; increased federal debt
- Supports the theme with many relevant facts and/or examples from the documents
Document 1: Bruce Craven is attempting to convince FDR; an attorney for the Federal Land Bank; despair experienced by the "forgotten man"
Document 2: these "forgotten men" felt appreciated by FDR

Conclusion: Overall, the response fits the criteria for a Level 4. It demonstrates a very strong understanding of economic issues during the Great Depression. The discussion of Document 1's reliability, however, lacks adequate development.

Both documents are from FDR's presidency during the 1930s. At this time, the U.S. was suffering through the Great Depression so many people were unemployed and homeless and looked for help from the government. FDR addressed these issues through his New Deal economic policies and fireside chats. This provided relief, recovery, and reform to America and established programs such as social security and the Civilian Conservation Corps.

The point of view of document 1 makes it a reliable source of evidence. Bruce Craven has seen the effects of the Great Depression on hard working farmers first hand so he wants President Roosevelt to do something about it. In his address to the president, he shares his accounts of watching the "forgotten man" struggle, unable to escape poverty. He has to pay cash fees to get a loan. This primary source recounts the struggles of many American farmers and can be considered a reliable source of evidence about life of farmers during the Great Depression.

Set 2, Anchor Level 3

The response:

- Develops *both* aspects of the task in some depth
- Is primarily descriptive

Historical Context: the U.S. was suffering through the Great Depression so many people were unemployed and homeless and looked for help from the government; this provided relief, recovery, and reform to America and established programs such as Social Security and the Civilian Conservation Corps

Point of View: Bruce Craven has seen the effects of the Great Depression on hard-working farmers firsthand, so he wants President Roosevelt to do something about it; he shares his accounts of watching the “forgotten man” struggle, unable to escape poverty

- Includes some relevant outside information
Great Depression; unemployed and homeless; New Deal; relief, recovery, and reform; Social Security; Civilian Conservation Corps; primary source
- Includes some relevant facts and/or examples from the documents

Document 1: fireside chats; Bruce Craven; effects of the Great Depression on farmers; shares his accounts of watching the forgotten man struggle; cash fees to get a loan

Document 2: from FDR’s presidency during the 1930s

Conclusion: Overall, the response meets the criteria for a Level 3 paper. The response demonstrates understanding of the documents and the task, but it lacks the analysis and depth of a higher level paper.

Prior to the Great Depression, new reason for commerce had risen in the early 1900's. House appliances, fashion, and other wants, became popular among the younger citizens of the time. Many bought said goods via a new form of pay called buying on credit, which allowed people to pay for items in installments. The stock market also became popular, with buyers taking loans from their banks to buy stocks. With credit debt increasing and the eventual stock market crash, the U.S fell into the Great Depression. The president of the time neglected the citizens, believing if he funneled money into businesses, then that equity would eventually trickle down to the citizens. This did not work, and citizens began to starve to death. That president being Hoover, was also disliked for demolishing Hoovervilles, makeshift villages from the poverty that Hoover had maintained. With the election of Franklin D. Roosevelt, people begged for change shown in document 1. Roosevelt knew the people didn't trust the banks or presidency thanks to Hoover, so he created the "fireside chats" to ease tensions. He eventually convinced the citizens to put their money into banks, and the Great Depression began to lift, showing how Franklin remembered the "forgotten man" shown in Doc 2.

The purpose of Doc 1 makes the source reliable, as Doc 1 advises President Roosevelt to make sure that any loan and public works legislation is enacted by people who know what its like to be a little man who deserves a fair chance. The president took his advice and is later shown shaking hands with the forgotten man.

Set 2, Anchor Level 2

The response:

- Develops *one* aspect of the task in some depth
- Is primarily descriptive

Historical Context: With credit debt increasing and the eventual stock market crash, the U.S. fell into the Great Depression; Roosevelt knew the people didn't trust the banks or the presidency, thanks to Hoover, so he created the fireside chats to ease tensions

Purpose: Document 1 advises President Roosevelt to make sure that any loan and public works legislation is enacted by people who know what its like to be a little man who deserves a fair chance; the President took his advice and is later shown shaking hands with the forgotten man

- Includes some relevant outside information
Great Depression; buying on credit; pay for items in installments; stock market; taking loans from their banks to buy stocks; stock market crash; funneled money into businesses; trickle down; President Hoover; Hoovervilles; election of Franklin D. Roosevelt
- Includes a few relevant facts and/or examples from the documents:
Document 1: fireside chats; an attorney who has seen the poor struggle
Document 2: The president is shown shaking hands with the forgotten man

Conclusion: Overall, the response fits the criteria for Level 2. The response presents a good description of the historical context surrounding the documents, but only presents a brief discussion of Document 1's reliability.

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

Both point of view and bias affects how reliable this document is to be used as a source of evidence. The author of document 1s bias of knowing a “forgotten” or “little man” makes the document unreliable as the knowing of this person or people is the basis of the whole document. His point of view as an attorney for the federal land bank however gives him an inside look and more information. The authors point of view does give the document more reliability to be used as a source of evidence.

Set 2, Anchor Level 1

The response:

- Minimally addresses the task
- Is descriptive

Point of View: His point of view as an attorney for the Federal Land Bank, however, gives him an inside look and more information; the author’s point of view does give the document more reliability to be used as a source of evidence

- Includes no relevant outside information
- Includes few relevant facts and/or examples from the documents

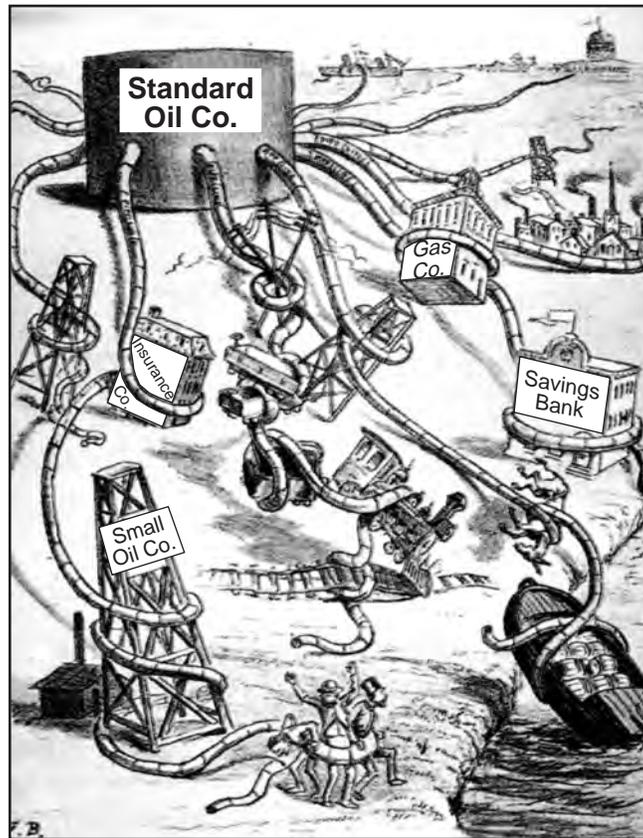
Document 1: “forgotten” or “little man”; an attorney for the Federal Land Bank

Conclusion: Overall, the response fits the criteria for Level 1. The response recognizes the author’s point of view and how it makes Document 1 more reliable, but fails to place either document in any historical context.

**United States History and Government
Content-Specific Rubric (Questions 31-36)
Civic Literacy Essay Question (Question 37)
August 2025**

Go on to the next page ➡

Document 1a



Source: Frank Beard, *The Judge*, July 19, 1884 (adapted)

Document 1b

. . . In my Message to the present Congress at its first session I discussed at length the question of the regulation of those big corporations commonly doing an interstate business, often with some tendency to monopoly, which are popularly known as trusts. . . . We can do nothing of good in the way of regulating and supervising these corporations until we fix clearly in our minds that we are not attacking the corporations, but endeavoring to do away with any evil in them. We are not hostile to them; we are merely determined that they shall be so handled as to subserve [serve] the public good. We draw the line against misconduct, not against wealth. . . .

No more important subject can come before the Congress than this of the regulation of interstate business. . . . The power of the Congress to regulate interstate commerce is an absolute and unqualified grant, and without limitations other than those prescribed by the Constitution. The Congress has constitutional authority to make all laws necessary and proper for executing this power, and I am satisfied that this power has not been exhausted by any legislation now on the statute books. It is evident, therefore, that evils restrictive of commercial freedom and entailing restraint upon national commerce fall within the regulative power of the Congress, and that a wise and reasonable law would be a necessary and proper exercise of Congressional authority to the end that such evils should be eradicated. . . .

Source: President Theodore Roosevelt, Second Annual Message to Congress, December 2, 1902

31 Based on these documents, what is *one* historical circumstance surrounding the government regulation of business?

Score of 1:

- States a historical circumstance surrounding the government regulation of business, based on these documents

Examples: Standard Oil Company taking over many different aspects of business/smaller oil companies; big corporations/trusts doing interstate business often have some tendency to monopoly; corporations might have some evil/misconduct in them, which needs to be done away with; corporations need to serve public good; Congress has power to regulate interstate commerce except for limitations prescribed by Constitution; evils restrictive of commercial freedom/entailing restraint upon national commerce fall within regulative power of Congress

Score of 0:

- Incorrect response
Examples: small oil companies putting Standard Oil Company out of business; Congress has no power to regulate interstate commerce; the line must be drawn against wealth
- Vague response
Examples: message to present Congress; question discussed at length; nothing of good can be done; corporations need to be handled; make laws necessary and proper
- No response

Document 2

. . . I deny emphatically the assertion that opportunity has been restricted or individual effort stifled by reason of the growth of the trusts. On the contrary, the trusts have opened wider avenues and greater opportunities to the young men of to-day than those of any other generation ever enjoyed. In the old days, before the union of interests, murderous competition made any business venture precarious; but aside from that, through lack of time, opportunity, and capital, the young man was kept within a very restricted field. It is combination that has produced the capital to open up mines and factories, to build great industrial plants and the monster wholesale and retail establishments. It is combination and capital that have sent the railroads shooting in a hundred different directions all over the continent. . . .

Yes, decidedly, the opportunities for the young American boy are greater to-day than they have ever been before; and no boy, however lowly—the barefoot country boy, the humble newsboy, the child of the tenement—need despair. I see in each of them infinite possibilities. They have but to master the knack of economy, thrift, honesty, and perseverance, and success is theirs.

Source: J. D. Rockefeller, "Opportunity in America," *Cosmopolitan*, September 1, 1907

32 What is *one* reason John D. Rockefeller believed that trusts were good for the country?

Score of 1:

- States a reason John D. Rockefeller believed that trusts were good for the country, based on this document

Examples: growth of trusts has not restricted opportunity/stifled individual effort; trusts opened wider avenues/greater opportunities to young men of today than those of any other generation; before union of interests/murderous competition made business ventures precarious; before union of interests lack of time/opportunity/capital kept young men within very restricted field; combination produced capital to open up mines/factories/build great industrial plants/build monster wholesale/retail establishments/led to railroads being established in a hundred different directions all over continent; all young boys no matter how lowly have infinite possibilities/can find success

Score of 0:

- Incorrect response
Examples: growth of trusts restricted opportunity/stifled individual effort; trusts have limited opportunities for young men; mines/factories being closed; number of railroads decreasing
- Vague response
Examples: assertion emphatically denied; on the contrary; murderous competition; shooting in hundred different directions
- No response

Document 3

. . . Journalism and publicity played important roles in promoting the goals of the progressives, especially with regard to corruption in government and the monopolistic practices of business and industry. During the period, scores of articles appeared in magazines—revealing the truth, as the reformers saw it—about the way America was really ruled. Novels were also written to expose evil. The use of journalism to further a social cause was made possible by new magazines of mass circulation, a number of them counting their readers in the hundreds of thousands. Such magazines included *McClure's*, *Munsey's*, *Everybody's*, *Cosmopolitan*, *Collier's*, and the *American Magazine*. The men and women who wrote these articles were called muckrakers, although the name was applied some time after they began their work. It was applied to them in 1906 by Theodore Roosevelt who, while basically on their side, feared their revelations would get people too worked up and indignant. . . .

Source: Fon Boardman, *America and the Progressive Era, 1900–1917*, Henry Z. Walck, Inc., 1970

33 Based on this document, what was *one* effort made to address the government regulation of business?

Score of 1:

- States an effort made to address the government regulation of business, based on this document

Examples: journalism/publicity played important roles in promoting the goals of Progressives; Progressives promoted goals with regard to corruption in government/monopolistic practices of business/industry; scores of articles appeared in magazines about the way America really ruled according to reformers; novels written exposing evil; journalism used to further social cause; mass circulation of new magazines; number of new magazines counted readers in hundreds of thousands; new magazines included *McClure's/Munsey's/Everybody's/Cosmopolitan/Collier's/American Magazine*; work of muckrakers; Theodore Roosevelt basically supported muckrakers

Score of 0:

- Incorrect response
Examples: circulation of magazines decreased; Progressives/muckrakers became inactive; journalists opposed the goals of Progressives; Progressives opposed goals regarding corruption in government
- Vague response
Examples: important roles played; reformers saw it; social cause made possible; after they began their work; America really ruled
- No response

Document 4

The Northern Securities Company was a combination of three railroads that monopolized transportation in several western states. Theodore Roosevelt considered the company to be in violation of the Sherman Antitrust Act and, in 1904, the Supreme Court agreed.

. . . More sophisticated than most Progressives, Roosevelt recognized that the large corporation was a fact of modern economic life and that a general rise in the standard of living depended far more on increased productivity than on radical redistribution of existing wealth. Rather than follow the common Progressive line that by their nature all trusts were inherently evil, he divided them into “good” and “bad” trusts. If a trust was charging fair prices and offering good service, he favored allowing it to continue. If it was restraining trade and jacking up prices, then it was evil. The line was to be drawn on conduct, not bigness. Roosevelt and Roosevelt alone decided which trust was good and which was bad, however. Northern Securities, he decided, was bad—and should be broken up. Roosevelt also advocated selective prosecutions because the government did not have enough lawyers to prosecute all monopolies and because he realized that the conservatism of the courts would make all prosecutions difficult. . . .

Specifically, Roosevelt called for the establishment of a Bureau of Corporations in a Cabinet-level Department of Commerce to determine if regulation was warranted—a program he had advocated as governor of New York. The bureau would provide the president with information on the trusts, which he could at his own discretion make public and present to the Justice Department as a basis for indictments. . . .

Source: Nathan Miller, *Theodore Roosevelt: A Life*, William Morrow and Company, 1992

34 According to Nathan Miller, what was *one* effort made to address the government regulation of business?

Score of 1:

- States an effort made to address the government regulation of business, according to Nathan Miller

Examples: Supreme Court agreed with Theodore Roosevelt that Northern Securities Company in violation of Sherman Antitrust Act; recognition by Roosevelt that large corporations a fact of modern economic life/general rise in standard of living depended far more on increased productivity than on radical redistribution of existing wealth; Roosevelt divided trusts into “good” and “bad”; Roosevelt allowed trusts charging fair prices/offering good services to continue; Roosevelt labeled trusts “evil” if restraining trade/jacking up prices; Roosevelt drew line on conduct not bigness; Roosevelt and Roosevelt alone decided which trusts good and which were bad; Roosevelt decided Northern Securities should be broken up; Roosevelt advocated selective prosecutions of trusts because government lacked enough lawyers to prosecute all monopolies and conservatism of courts would make all prosecutions difficult; Roosevelt called for establishment of Bureau of Corporations in cabinet-level Department of Commerce; Bureau of Corporations would provide president with information on trusts; information on trusts could be made public at president’s discretion; president could present information to Justice Department as basis for indictments

Score of 0:

- Incorrect response

Examples: general rise in standard of living did not depend on increased productivity; Roosevelt labeled all trusts “bad”; Northern Securities one of the “good” trusts; all trusts prosecuted

- Vague response

Examples: Roosevelt advocated program as governor of New York; basis for indictments; more sophisticated than most Progressives; common Progressive line

- No response

Document 5

. . . Roosevelt's brand of progressivism put him foursquare in the middle of the national mood: for while people wanted change, they did not want radical change, and while Roosevelt's reforms were progressive, they were a *conservative* sort of progressivism that policed more by threat than by action (it was TR who declared the presidency as a "bully pulpit"), more by regulation than by prosecution, and used power more symbolically and rhetorically than in fact. In a very public confrontation, Roosevelt did prosecute John D. Rockefeller and J. P. Morgan, two of the most celebrated titans of American business, for their railroad monopoly in the Northwest; he righteously took the side of labor and the consumer in the great coal strike of 1902; and by 1906, two years after he had been elected in his own right, TR increased the pace of reform by creating standards for food and drugs, tackling the corruption in the meat industry (in response to novelist Upton Sinclair's best-selling *The Jungle*), and, in the cause that he perhaps held dearest, aggressively limiting development of public lands (he would double the number of national parks and establish fifty-one wild bird refuges). . . .

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

35 Based on this document, what is *one* result of efforts to address the government regulation of business?

Score of 1:

- States a result of efforts to address the government regulation of business, based on this document

Examples: Roosevelt's reforms were a conservative sort of progressivism; Roosevelt's reforms policed more by threat than by action/more by regulation than prosecution/used power more symbolically/rhetorically than in fact; John D. Rockefeller/J.P. Morgan prosecuted in public confrontation by Roosevelt for railroad monopoly in Northwest; Roosevelt took side of labor/consumer in great coal strike of 1902; Roosevelt created standards for food and drugs/tackled corruption in meat industry/aggressively limited development of public lands; Roosevelt doubled number of national parks/established fifty-one wild bird refuges

Score of 0:

- Incorrect response

Examples: Roosevelt did not prosecute John D. Rockefeller/J.P. Morgan; Roosevelt took the side of the coal companies in the coal strike of 1902; aggressively sold public lands/limited number of national parks
- Vague response

Examples: brand of progressivism; middle of the national mood; people wanted radical change; public confrontation; Roosevelt held the cause dearest; elected in his own right
- No response

Document 6

. . . America's prosperity is built on hard work, open markets, and fair competition. But right now we're facing a monopoly problem as dominant digital platforms like Amazon increasingly use their power to increase prices, preference their own products and services, and harm small businesses. These anticompetitive practices are bad for consumers, entrepreneurs, and businesses, and I commend the Federal Trade Commission for taking action.

The case for reinvigorating competition policy and putting in place rules of the road for Big Tech companies is clear. I will continue to push for updates to the antitrust laws, including the bipartisan *American Innovation and Choice Online Act*, to strengthen our economy and make sure consumers can get the fair treatment they deserve.

Source: Senator Amy Klobuchar, Statement on the Antitrust Lawsuit Against Amazon, September 26, 2023

36 According to this document, what is *one* result of efforts to address the government regulation of business?

Score of 1:

- States a result of efforts to address the government regulation of business, according to this document

Examples: in 2023 America still facing monopoly problem; dominant digital platforms like Amazon increasingly use power to increase prices/preference own products/services/harm small businesses; use anticompetitive practices which is bad for consumers/entrepreneurs/businesses; Federal Trade Commission has taken action against Amazon; case for reinvigorating competition policy/putting in place rules of road for Big Tech companies clear; Senator Amy Klobuchar continues to push for updates to antitrust laws/ bipartisan *American Innovation and Choice Online Act* to strengthen the economy/make certain consumers get fair treatment they deserve; antitrust lawsuit brought against Amazon

Score of 0:

- Incorrect response

Examples: America has solved monopoly problem; Federal Trade Commission refuses to take action; antitrust laws have been eliminated; Senator Amy Klobuchar ended her push for updates to antitrust laws

- Vague response

Examples: America's prosperity built on hard work/open markets/fair competition; Big Tech companies are on a road; digital platforms used by Amazon

- No response

United States History and Government
Content-Specific Rubric
Civic Literacy Essay (Question 37)
August 2025

Historical Context: Government Regulation of Business

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 *government regulation of business*.

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 extent to which the efforts were successful

Scoring Notes:

1. This civic literacy essay has a minimum of **four** components (describing the historical circumstances surrounding the issue of government regulation of business, explaining *at least two* efforts to address this issue by individuals, groups, and/or governments, and discussing the extent to which the efforts were successful).
2. The description of historical circumstances may focus on immediate or long-term circumstances.
3. The efforts to address the issue of government regulation of business may focus on efforts by individuals, efforts by groups, efforts by governments, or any combination of these.
4. Individuals, groups, and/or governments do not need to be specifically identified as long as they are implied in the discussion.
5. The efforts to address the issue of government regulation of business may be positive, negative, or a combination of both.
6. The discussion of the extent to which the efforts were successful may focus on immediate or long-term results.
7. 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.
8. The explanation of efforts to address the issue of government regulation of business may include the discussion of the extent to which those efforts were successful.
9. In the response, the use of language that appears in a document should not be penalized.
10. The response may discuss efforts to address the issue of government regulation of business and the extent to which the efforts were successful from different perspectives as long as the position taken is supported by accurate historical facts and examples.
11. For the purposes of meeting the criteria of using *at least four* documents in the response, Documents 1a and 1b may be considered separate documents *if* the response uses specific information from *each* selected document.
12. The rubric should not be used as a checklist, and no one bullet should prevent a paper from receiving a higher score, e.g., if a response lacks a conclusion, it could still receive a score of 5 if it meets the other criteria for that score point.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by describing the historical circumstances surrounding government regulation of business, explaining *at least two* efforts to address this issue of by individuals, groups, and/or governments, and discussing the extent to which the efforts were successful
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information)
- Incorporates relevant information from *at least four* documents (see Key Ideas chart)
- Incorporates relevant outside information (see Outside Information chart)
- Richly supports the theme with many 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 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)
- 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.

Government Regulation of Business

Key Ideas from the Documents

(This list is not all-inclusive.)

Historical Circumstances

Doc 1—Standard Oil eliminating competition

Big corporations commonly doing interstate business (tendency to monopoly; popularly known as trusts)

Government not attacking corporations but endeavoring to do away with evil in them

Government determined to handle corporations, so they serve public good (government not hostile to corporations but to make certain they serve public good)

Power of Congress to regulate interstate commerce absolute and unqualified and grant without limitations, other than those prescribed by Constitution (Congress constitutional authority to make all laws necessary and proper for executing this power)

Evident that evils restrictive of commercial freedom and entailing restraint upon national commerce fall within regulative power of Congress

Support of President Theodore Roosevelt for a wise and reasonable law that would be necessary and proper exercise of Congressional authority to eradicate evils of corporations

Doc 2—Assertion denied by Rockefeller that growth of trusts restricted opportunities or individual efforts

Support for trusts from Rockefeller (opened wider avenues and greater opportunities than previous generations; combination produced capital to open mines and factories, build great industrial plants and monster wholesale and retail establishments; combination and capital allowed railroads to expand in hundred different directions all over continent; before combinations young men kept in very restrictive fields through lack of time, opportunity, and capital; infinite possibilities for all who master knack of economy, thrift, honesty, and perseverance)

Doc 4—Northern Securities Company combination of three railroads that monopolized transportation in several western states

Government Regulation of Business

Key Ideas from the Documents (continued)

(This list is not all-inclusive.)

Efforts to Address

- Doc 1**—Political cartoons concerning evils of Standard Oil Company (Frank Beard)
Support of President Theodore Roosevelt in Second Annual Message to Congress and for wise and reasonable law that would be necessary and proper exercise of Congressional authority to eradicate evils of corporations
- Doc 2**—Assertion denied by Rockefeller in magazine article that growth of trusts restricted opportunities or individual efforts
- Doc 3**—Important roles played by journalism and publicity in promoting goals of Progressives (expose corruption in government and monopolistic practices of business and industry)
Scores of articles appeared in magazines by reformers
Novels written to expose evils
New magazines with mass circulation counting readers in hundreds of thousands (*McClure's*; *Munsey's*; *Everybody's*; *Cosmopolitan*; *Collier's*; *American Magazine*)
Magazine article writers called muckrakers by Theodore Roosevelt who feared revelations would get people too worked up and indignant
- Doc 4**—Agreement from Supreme Court in 1904 that consideration by Theodore Roosevelt that Northern Securities Company in violation of Sherman Antitrust Act
Division of trusts by Roosevelt into “good” and “bad” trusts (if trust charging fair prices and offering good services could continue; if trust restraining trade and jacking up prices then evil; line to be drawn on conduct, not bigness; Roosevelt alone decided which trusts good and which ones bad)
Selective prosecution advocated by Roosevelt (not enough government lawyers to prosecute all monopolies; realized conservatism of courts would make all prosecutions difficult)
Establishment of Bureau of Corporations in a cabinet-level Department of Commerce called for by Roosevelt to determine if regulation warranted (bureau to provide president with information on trusts; president at his discretion to make public and present to Justice Department as basis for indictments)
- Doc 5**—Roosevelt’s brand of progressivism (policed more by threat than action, more by regulation than by prosecution, used power more symbolically and rhetorically than in fact)
Prosecution of John D. Rockefeller and J.P. Morgan by Roosevelt for railroad monopoly in Northwest
Siding of Roosevelt with labor and the consumer in coal strike of 1902
Pace of reform increased by Roosevelt (created for food and drugs; corruption tackled in meat industry: development of public lands limited)
Upton Sinclair’s *The Jungle*
- Doc 6**—Senator Amy Klobuchar’s statement on antitrust lawsuit against Amazon

Government Regulation of Business

Key Ideas from the Documents (continued)

(This list is not all-inclusive.)

Extent to Which Efforts Successful

Doc 4—Agreement by Supreme Court in 1904 that Northern Securities Company violated Sherman Antitrust Act

Doc 5—Roosevelt supported by people who wanted change but not radical change (Roosevelt’s reforms policed more by threat than action; more by regulation than by prosecution; used power more symbolically and rhetorically than in fact)

Prosecution of John D. Rockefeller and J.P. Morgan for railroad monopoly in Northwest by Roosevelt; righteously took side of labor and the consumer in great coal strike of 1902; by 1906, increased pace of reform by creating standards for food and drugs, tackling corruption in meat industry, aggressively limiting development of public lands (doubled number of national parks and established fifty-one wild bird refuges)

Doc 6—Monopoly problem continues today

Amazon continually using power to increase prices, preference their own products and services, and harm small businesses

Consumers, entrepreneurs, and businesses suffering from anticompetitive practices

Federal Trade Commission taking action against anticompetitive practices of digital platforms

Case being made for rules to be put in place for Big Tech companies

Continued efforts to update antitrust laws (American Innovation and Choice Online Act; making sure consumers can get fair treatment they deserve)

Government Regulation of Business

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances

Factors contributing to post-Civil War economic growth (abundant natural resources; technological innovations; transportation revolution; new forms of business organization; techniques of mass production; plentiful supply of unskilled labor; energy sources; communication improvements)

Government policies supporting economic growth (laissez-faire policies; land grants; subsidies to railroads; high tariffs)

Business consolidation (monopolies; trusts; horizontal and vertical integration; railroad pooling)

Details about Rockefeller (use of horizontal consolidation; rebate favoritism; invention of trusts; elimination of competition)

Other leaders in business consolidation (Andrew Carnegie, steel; Cornelius Vanderbilt, railroads)

Definition of corporations as persons by courts (14th amendment protection)

“Gospel of Wealth” defense of business consolidation (literature; speeches; sermons; Social Darwinism)

Despite increase in standard of living and wage growth, most Americans not sharing in wealth created during Gilded Age (large gap between rich and poor; low wages; long hours; child labor)

Details about Jacob Riis’s *How the Other Half Lives*

Economic challenges faced by farmers (transportation costs; expensive machinery; overproduction)

Inequities in post-Civil War economy led to organizational activities (Grange; Farmer alliances; Populist party; Knights of Labor; American Federation of Labor)

Role of protests (railroad strikes, 1877; Haymarket; Homestead Steel Strike)

Growth of Socialist Party

Close relationship between business and government (U.S. Senate Millionaire’s Club)

Belief of New York State Governor Theodore Roosevelt that government responsibility to address social and economic problems

Growing public concern about monopolistic business practices

Government Regulation of Business

Relevant Outside Information (continued)

(This list is not all-inclusive.)

Efforts to Address

Railroads the first regulated industry (passage of Granger laws by states; Interstate Commerce Act outlawed rebates, pools, discriminatory rates; activities of Populist Party)
“Combinations in restraint of trade” made illegal in Sherman Antitrust Act (lack of enforcement by Justice Department; few successful prosecutions)
Progressive reform activities on local, state, and federal level targeting growing power of trusts (child labor laws; Meat Inspection Act; Pure Food and Drug Act)
Work of muckraker Ida Tarbell (*History of Standard Oil Company*)
Details about Theodore Roosevelt’s involvement in United Mine Workers strike
Strengthening Sherman Antitrust Act with passage of Clayton Antitrust Act
Unfair methods of competition targeted with establishment of Federal Trade Commission

Extent to Which Efforts Successful

Supreme Court decision in *Wabash, St. Louis and Pacific Railroad v. Illinois* that individual states have no power to regulate interstate commerce
Ineffectiveness of Interstate Commerce Commission because of pro-business appointments
Sherman Antitrust Act more effective in curbing labor unions because of legal loopholes
Theodore Roosevelt’s trust-busting of Northern Securities upheld by Supreme Court
inspiration for more cases
Role of muckraker Ida Tarbell’s *History of Standard Oil Company* in influencing public opinion/trustbusting activities
Decision by Supreme Court that Standard Oil Company in violation of Sherman Antitrust Act (divided into independent companies)
Progressive political reform successful in curbing corporate power in U.S. Senate (17th amendment)
Success of Federal Trade Commission in efforts against unfair trade practices
Limits on federal regulation of business during 1920s (antitrust laws ignored; return to laissez-faire practices)
Increase of government role in economy with New Deal (transition from laissez-faire to regulated capitalism)

Throughout the history of the United States, the citizens and government officials have been presented with many conflicts that need to be addressed. Some leaders and groups were successful with solving these civic issues while others were not. One of these civic issues is the government regulation of business. Government leaders, such as the president and congress have the right to “draw the line” when business practices become unethical and immoral and do not serve the public interests. The call for the government and agencies to regulate interstate business allows leaders to showcase what kind of reforms and regulations they can propose to better the lives of American citizens and laborers. Overall, efforts from the government to regulate business were successful as demonstrated by the efforts of Theodore Roosevelt and muckraker journalists in the Progressive Era.

In the 1890s and early 1900s, the United States’ economy soared. The age of industrialization was upon the nation and the American workplace was revolutionized. Instead of just operating small markets and shops for food, livestock and textiles, the American market was now filled with an increasing number of large corporations. These large corporations such as The Standard Oil Company created by John D. Rockefeller, and the Carnegie Steel Industries created by Andrew Carnegie amassed more and more power and capital. These companies would often buy out other companies that sold the same product to reduce competition and create a monopoly or trust. For example, The Standard Oil Company had used its power to buy and absorb the profits of other smaller oil companies often by pressuring them. As Standard oil became one of the richest companies it bought out gas companies, insurance companies and savings banks.

(Doc 1a). Americans soon saw clearly that these huge corporations posed a massive threat to American economic freedom since smaller businesses were now doomed from the start of opening due to the almost-guarantee that a larger company would be able to out-compete it and “steal” customers and offer lower prices before raising the price after the small business went bankrupt or was forced to sell out. Many Americans did not agree with Rockefeller who believed that the trusts created more opportunities and all you had to do was work hard and be honest to be successful. Trusts did not share profits with workers or consumers, wages were low, work hours were long, and prices for goods could be too high. Citizens and now government officials and groups realized the gargantuan civil threat these corporations posed and called for governmental regulation of business through restrictions and reform. The government had attempted to do this when Congress passed the Sherman Antitrust Act in 1890 but it did not seem to be working.

Theodore Roosevelt became president at the start of the 20th century after the death of William McKinley. Roosevelt was very involved with conservation of nature and clearly did not want to see the environment destroyed by massive corporations which is why he limited development of public land (Doc 5). He also didn't want commercial freedom or the public good destroyed by massive corporations (Doc 1b). By the passing of numerous reforms and enforcing the Sherman Antitrust Act while he was in office, Roosevelt's efforts to regulate business were generally successful. T. Roosevelt believed that large corporations such as the Northern Securities Company created by J P Morgan and Rockefeller's Standard Oil Company were evil in the way they operated which made them bad companies that should be broken up

into smaller companies. The Supreme Court agreed with him in its decision in the Northern Securities Co. v. US case and in its order for dissolution of the Standard Oil Company. (Doc 5). To restrict other massive corporations Roosevelt created the Bureau of Corporations in the Commerce Department. This governmental agency allowed officials to determine which corporations needed to be restricted, regulated, or indicted. (Doc 4). Although known as a Progressive and a trust buster, Roosevelt was not opposed to all big businesses and seemed to have even agreed with Rockefeller that business combinations have been important for the expansion of the economy and new opportunities. (Doc 2). In Roosevelt's message to Congress in 1902 he said he wasn't hostile to corporations or wealth, just misconduct which is the way he approached trust-busting. (Doc 1 b)

Another effort to call for governmental regulation of business comes from investigative journalists known as "muckrakers." These muckrakers revealed the true horrors and atrocities committed by trusts (Doc 3). Ida Tarbell investigated the truth about operations of the Standard Oil Company and Upton Sinclair exposed the completely unsanitary practices of the meat packing industry. These journalists' efforts were ultimately successful since the public was appalled by the evil practices committed by these trusts and started to call for more government regulation. What is more, Roosevelt was likely directly inspired by some muckraking journalists as Roosevelt supported pure food and drug reforms after reading *The Jungle* by Upton Sinclair (Doc 5) and signed the Meat Inspection Act. Before Theodore Roosevelt was president laissez-faire was the government attitude towards the economy. Businesses were left alone and could operate as they pleased.

Government attempts to regulate business such as the Interstate Commerce Act and the Sherman Anti-trust Act were not always effective. As Progressive reform became more popular, support for more direct government regulation of the economy grew. Laws passed by Congress restored consumer confidence and increased faith in the fairness of the economic system. People wanted change and they were accepting of Roosevelt's conservative Progressivism which gained him support for his efforts. Government regulating business is still a hot topic in the United States as many of the reforms made in the Progressive Era still exist today. Congress recently has asked to limit some power of marketing giants such as Amazon, proving that the civic issue of governmental business restrictions still needs to be addressed and updated in order to effectively monitor the digital age.

Anchor Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the government regulation of business
- Is more analytical than descriptive (president and Congress have right to “draw the line” when business practices become unethical and immoral; call for government and agencies to regulate interstate business allowed leaders to better the lives of American citizens and laborers; instead of small markets and shops for food, livestock, and textiles, American market filled with increasing number of large corporations; Americans saw that huge corporations posed a massive threat to American economic freedom since smaller businesses doomed because a larger company would outcompete it and steal customers by offering lower prices; many Americans disagreed with Rockefeller who believed trusts created more opportunities to be successful; Roosevelt did not want commercial freedom or public good destroyed by massive corporations; Roosevelt’s efforts to regulate business generally successful with passing of numerous reforms and enforcing Sherman Antitrust Act; Roosevelt not opposed to all big business and seemed to agree with Rockefeller that business combinations important for expansion of economy; Roosevelt not hostile to corporations, just misconduct; muckrakers revealed true horrors and atrocities committed by trusts; muckrakers ultimately successful as public started to call for more government regulation; as Progressive reform became more popular, support for more direct government regulation of economy grew)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (in 1890s and early 1900s Age of Industrialization economy soared; trusts did not share profits with workers or consumers and wages low, work hours long, and prices for goods too high; Supreme Court agreed with Roosevelt and ordered dissolution of Standard Oil Company; Ida Tarbell investigated Standard Oil Company; before Roosevelt was president, there was a laissez-faire government attitude toward economy; laws passed by Congress restored consumer confidence and increased faith in fairness of economic system; people wanted change and accepting of Roosevelt’s conservative Progressivism gaining him support for his efforts)
- Richly supports the theme with many relevant facts, examples, and details (Standard Oil Company created by Rockefeller and Carnegie Steel created by Carnegie amassed power and capital; large companies would often buy out other companies that sold same product to reduce competition and create a monopoly or trust; Standard Oil Company used its power to buy and absorb profits of smaller oil companies often by pressuring them; Standard Oil Company bought out gas companies, insurance companies, and savings banks; Sinclair exposed unsanitary practices of meat packing industry; Roosevelt did not want to see environment destroyed by massive corporations so he limited development of public land; Roosevelt believed Morgan’s Northern Securities was evil in the way it operated and should be broken up, and Supreme Court agreed with him)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Analytical statements employed throughout the narrative demonstrate effective insights as to why government regulation of business was necessary. Different contemporary perspectives influence interpretation of document information and serve as the basis for thoughtful conclusions.

Government regulation of business has been a debate since the Industrial Revolution after the Civil War when business owners combined different corporations into monopolies. Many rich business owners would dominate their respective industries, leaving little room for competition. Many workers were left working with pitiful wages in bad conditions thanks to the lack of government regulations. The government usually did things to help business not regulate them. Companies building railroads were helped with land grants and loans and striking workers were sent back to work by federal troops. When the government did try to regulate monopolies with the Sherman Antitrust Act more monopolies were formed which is why Theodore Roosevelt was determined to regulate business.

One effort to address this issue was the writing of books that exposed the horrors of industries. For example, Upton Sinclair wrote "The Jungle," which exposed how meat was processed in the meat-packing industry. The book depicted poison, mold, and chemicals being packaged with the meat. This particular novel was effective because it convinced President Theodore Roosevelt to investigate this situation and sign the Meat Inspection and Pure Food and Drug Acts (doc 5). Before this other books, such as "How the other half lives" depicted horrible living conditions, promoting him to sign the Tenement Reform Act when he was governor of New York State. When he was governor he also advocated for a bureau to give him information about trusts (doc 4). Considering popular sentiment against big business, evident after a portrayal of Standard oil by Ida Tarbell, it was clear that the people wanted positive change. Roosevelt defined "good" and "bad" trusts and he was the one who decided which was which (doc 4). Roosevelt knew

that labling all trusts as bad and breaking them up would not be good for the economy. After all, some captains of industry really did serve the public good. This viewpoint allowed him to concentrate his efforts on particularly “devious” industries, like Northern Securities Company and Standard Oil (doc 5). Focusing his efforts on the bad companies and not all companies gained him the affection of the masses, which allowed him to more easily gain support for progressive legislation. His efforts were successful because Roosevelt was able to disband over 40 “bad” trusts, cementing that governments could control business, not the other way around (doc 1b).

one effort to address the issue was the promotion of trusts. “Survival of the fittest” was better for the economy than government regulation. In the Gospel of Wealth Carnagie said rich people should donate money to schools and libraries. Doing this would help make government regulation unnecessary. Another example is that Rockefeller denied that trusts were bad, declaring they presented more and better opportunities to all (doc 2). In these cases, deregulation of business was promoted. These efforts, however, were generally not effective due to the existing sentiment against big business. One reason this sentiment existed was due to muckrakers. Muckrakers published articles to expose corruption in businesses (doc 3). Since literacy rates were on the rise, many people would be reading these articles, and turn against big business, and become “pro-regulation-ers”.

In conclusion, several efforts were made to address government regulation of business. The writing of books to expose corruption and the separation of good and bad trusts for prosecution were effective because they led to new legislation that protected Americans and to the

dissolution of many trusts. Another effort was the promotion of trusts. This effort wasn't successful because anti-big business sentiments were strong and constantly reinforced by newspaper articles.

Anchor Level 4

The response:

- Develops all aspects of the task for the government regulation of business
- Is both descriptive and analytical (many rich business owners would dominate their respective industries, leaving little room for competition; government usually did things to help businesses, not regulate them; Roosevelt defined “good” and “bad” trusts and decided which was which; he concentrated his efforts on particularly devious industries such as Northern Securities and Standard Oil; focusing his efforts on bad companies gained Roosevelt affection of masses which allowed him to more easily gain support for his Progressive legislation; many people read articles of muckrakers and became pro-regulationers of business; articles of muckrakers and work of Roosevelt led to dissolution of many trusts)
- Incorporates relevant information from Documents 1, 2, 3, 4, and 5
- Incorporates relevant outside information (government regulation of business a debate since Industrial Revolution after Civil War when business owners combined different corporations into monopolies; many workers working for pitiful wages in bad conditions, thanks to lack of government regulations; companies building railroads helped with land grants and loans and striking workers sent back to work by federal troops; Sinclair’s book depicted poison, mold, and chemicals being packaged with meat; Roosevelt signed Meat Inspection Act and Pure Food and Drug Act; book “How the Other Half Lives” depicted horrible living conditions prompting Roosevelt to sign Tenement Reform Act when governor of New York State; Ida Tarbell wrote about Standard Oil; some “captains of industry” really did serve public good; Roosevelt able to bring cases against 40 bad trusts, cementing that government could control business; “Survival of the Fittest” better for economy than government regulation; in “Gospel of Wealth,” Carnegie said rich people should donate money to schools and libraries and this would make government regulation unnecessary; Social Darwinists and Rockefeller promoted deregulation of some businesses)
- Supports the theme with relevant facts, examples, and details (when government tried to regulate monopolies with Sherman Antitrust Act more monopolies formed; books such as Sinclair’s “The Jungle” about meat-packing industry exposed horrors of industries; Roosevelt advocated for a bureau to give him information about trusts when governor of New York; Rockefeller declared trusts presented more and better opportunities to all; muckrakers published articles to expose corruption in business)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Good relevant outside information supports document interpretation and thoughtful conclusions surrounding the efforts to address government regulation of business. Analytic statements are included but would have benefited from further explanation.

In the late 19th century, after the Civil War, the West began to boom. Congress had passed the Homestead Act which gave Americans the opportunity to move out west and the Transcontinental Railroad Act was passed which helped connect the country. The country had become more economically connected after the Market and Transportation Revolutions which led to the Industrial Revolution. Businesses and entrepreneurs like Rockefeller who bought oil refineries and Carnegie who built steel companies became extremely successful selling their products all over the country. They made monopolies of their companies buying out their competition. Then they expanded into other businesses such as shipping companies (Doc 1a). They did help the economy grow but people started to question their methods of success. Some even thought that it was the government's responsibility to regulate these businesses.

Many individuals took action to get the government involved in business and get them to move away from their laissez-faire policies. The US government believed in laissez-faire economics which consisted of the government not being involved with businesses. After big business started to form trusts and monopolies many individuals believed that the US government should become more involved because they were hurting smaller businesses and making unsafe food and drugs. Doc 3 states that journalism and muckrakers promoted the goals of the progressives by exposing corruption and monopolistic behavior in magazines (Doc 3). These journalists were very successful in getting the people's and the government's attention. Theodore Roosevelt was very influenced by the works of these journalists and even coined the name Muckrakers. Doc 5 states that after Muckraker

Upton Sinclair's novel *The Jungle*, Roosevelt created standards for food and drugs (Doc 5). The Pure Food and Drug Act was a direct result of muckraker activity. Another successful progressive reformer and muckraker was Ida Tarbell. She wrote the *History of the Standard Oil Company* and successfully investigated Rockefeller's unfair business practices which led to the break-up of the Standard Oil trust.

The government itself also made an effort to address the issue of government regulation on business. For example, Teddy Roosevelt played a crucial role. Doc 4 states that Roosevelt took direct action to regulate business by prosecuting "bad" trusts that were restraining trade and jacking up prices. Roosevelt was successful at this and eventually was known as a "trust buster." However, Roosevelt did not accomplish all of the goals that the progressives had. Presidents after him, like Taft, broke apart even more trusts. The Government has increased its control over businesses over time, however, some think that the government still has more work to do to get business more under control. In Doc 6, it states that the government needs to update their anti-trust laws to promote fair competition because old anti-trust laws aren't working because of the dominance of Big Techs. This demonstrates how the government has not succeeded in achieving all of the goals that some had for government regulation and more has to be done to protect the people.

Both the government and individuals played an active role in increasing regulation of business. However, not all of the progressive goals were accomplished during that era and more has to be done.

Anchor Level 3

The response:

- Develops all aspects of the task with some depth for the government regulation of business
- Is more descriptive than analytical (Rockefeller and Carnegie helped economy grow but people started to question their methods of success; some people thought it was government's responsibility to regulate business; after big business started to form trusts and monopolies, many believed government should become more involved because they were hurting smaller businesses and making unsafe food and drugs; muckrakers successful in getting peoples' and government's attention; Roosevelt took direct action to regulate business by prosecuting "bad" trusts that were restraining trade and jacking up prices; Roosevelt did not accomplish all the goals of Progressives; although government has increased control over businesses, some think government has more work to do to get businesses more under control; antitrust laws need to be updated to promote fair competition because old laws not working because of dominance of Big Tech; more has to be done to protect people)
- Incorporates some relevant information from Documents 1, 3, 4, 5, and 6
- Incorporates relevant outside information (in late 19th century after Civil War, West began to boom; Congress passed Homestead Act which gave Americans opportunity to move out west; Transcontinental Railroad Act passed which helped connect country; country became more economically connected after Market and Transportation Revolutions which led to Industrial Revolution; many wanted government to move away from laissez-faire policies; laissez-faire economics meant government not involved with businesses; Pure Food and Drug Act direct result of muckraker activity; Ida Tarbell another successful Progressive reformer and muckraker wrote "History of the Standard Oil Company"; Tarbell successfully investigated Rockefeller's unfair business practices which led to break-up of Standard Oil; Taft, who followed Roosevelt as president, broke up even more trusts)
- Includes relevant facts, examples, and details (entrepreneurs such as Rockefeller, who bought oil refineries, and Carnegie, who built steel companies, became extremely successful selling their products all over the country; Rockefeller and Carnegie made monopolies of their companies buying out their competition and expanded into other businesses such as shipping companies; many individuals took action to get government involved in business; journalism and muckrakers promoted goals of Progressives by exposing corruption and monopolistic behavior; Roosevelt coined term muckrakers for journalists; after Upton Sinclair's "The Jungle" Roosevelt created standards for food and drugs; Roosevelt became known as "trust buster")
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Important concepts about 19th century economic development are linked to industrial growth and the movement away from laissez-faire. The discussion would have been strengthened with additional supporting facts and details.

Throughout history, many ideas and practices have been challenged. In the US, the idea of having trusts and monopolies has been debated for decades. Many citizens have advocated for change and regulation of business. These efforts changed America as a society.

During the 1920s, the US experienced an economic boom. Because of this, many new business ideas began to arise. As these businesses and monopolies continued to grow, so did corruption within the system. Business owners such as John D. Rockefeller and J.P. Morgan became more concerned with wealth than the country. Corruption began to rise, while monopolies and trusts continued to decrease competition and harm small businesses. US citizens began to get frustrated and called out to congress to regulate business (doc 1). People asked congress to ensure all businesses are fair and without corruption. The United States then saw a rise in journalism and the publishing of writing and images related to business, asking for change (doc 3). The Progressives did not like monopolies and trusts, and asked for radical changes and reforms. They wrote about changes they wish to see while exposing these trusts. Muckrakers also began writing and publishing truths about the government. Because of this, the US made some changes regarding the business industry.

Once Progressives and Muckrakers began to speak out on the horrors of businesses and the government, changes started to be made. Roosevelt stepped forward and began analyzing trusts. He decided which trusts were helpful and which one's were harmful, and tried to put a stop to all harmful trusts (doc 4). President Roosevelt called out for the establishment of a Bureau of Corporations in a cabinet level Department of Commerce to help regulate business. The idea of

the Bureau was to provide Roosevelt with information on trusts, so he could determine whether or not to break them up. A series of reforms were also passed to further the Progressive movement throughout America. President Roosevelt continued to take action and passed multiple reforms. (doc 5) He passed reforms directed at food and drug industries, demanding they be inspected and deemed safe to consume and buy. This was a response to Upton Sinclair exposing the meat industry. He also sided with coal miners during strike, and pushed for better wages and fair hours. In response to corruption and issues within America, reforms and change were brought about.

The regulation of business has been a well-debated subject throughout US history. In response to these debates, changes have been made. While it isn't perfect, the government continues to grow and make changes depending on the needs of the people.

Anchor Level 2

The response:

- Minimally addresses all aspects of the task for the government regulation of business
- Is primarily descriptive (idea of having trusts and monopolies debated for decades; many citizens advocated for change and regulation of business; as businesses and monopolies continued to grow so did corruption; business owner John D. Rockefeller more concerned with wealth than the country; corruption began to rise while monopolies and trusts continued to decrease competition and harm small businesses; United States citizens began to get frustrated and called on Congress to regulate business to be fair and without corruption; United States made some changes regarding business industry because of writings of muckrakers; Roosevelt decided which trusts were helpful and which ones were harmful and tried to put a stop to harmful trusts; Bureau of Corporations would provide Roosevelt with information on trusts so he could decide whether or not to break them up; Roosevelt continued to take action and reforms passed directed at food and drug industries demanding they be inspected and deemed safe; while changes not perfect government continues to make changes depending on needs of people); includes faulty application (during 1920s United States experienced an economic boom and as a result many new businesses began)
- Incorporates limited relevant information from Documents 1, 3, 4, and 5
- Presents little relevant outside information (Roosevelt sided with coal miners during strike and pushed for better wages and fair hours)
- Includes few relevant facts, examples, and details (United States saw a rise in journalism and the publishing of writing related to business asking for a change; Progressives did not like monopolies and trusts; Roosevelt called out for establishment of Bureau of Corporations in a cabinet-level Department of Commerce to help regulate business; Upton Sinclair exposed meat industry)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Relevant statements indicate an understanding of the documents and their links to the task. A few thoughtful conclusions are included, but lack of development weakens their impact.

Throughout the entirety of United States history, many constitutional and civil issues have been debated and changed by Americans. These specific debates have resulted in efforts by individuals, groups, and even governments to address these specific issues. These efforts have achieved varying degrees of success. One of the constitutional and civic issues is the government Regulation of business.

The government Regulation of business isn't something that was seen as positive most times. It's gotten so bad that President Roosevelt had to step in and try to get the situation under control. Document 5 Roosevelt "increased the pace of Reform by creating standards for food and drugs, tackling the corruption in the meat industry". Since Roosevelt is the President he would be apart of the government. He would be a Prime example of the government addressing these specific events. When we get down to whether or not the efforts were successful, I would say that they were. I say the efforts was successful because in response to this action by Roosevelt. The number of national parks doubled etc. This could also be due to the action took by an individual who wrote a book about the problem which initially opened President Roosevelt's eyes. Another effort to adress the regulation of business was taken by a group of people but mostly a main person. Amy Klobuchar took it upon herself to talk about this unfair topic. Document six states "American's prosperity is built on hard work, open markets and fair competition. But right now were facing a monopoly problem as dominant digital platforms like amazon increasingly using their platforms

Anchor Level 1

The response:

- Minimally addresses some aspects of the task for the government regulation of business
- Is descriptive (government regulation of business not seen as positive most of the time; President Roosevelt had to step in and try to put situation under control; Roosevelt increased pace of reform by tackling corruption in the meat industry; individual wrote a book about the problem which initially opened Roosevelt's eyes; facing a monopoly problem today as digital platforms such as Amazon dominate)
- Includes minimal information from Documents 5 and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Roosevelt created standards for food and drugs; American prosperity built on hard work, open markets, and fair competition)
- 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. Although historical circumstances are not referenced, a few simplistic statements and quotations from the documents address the other aspects of the task. Generalizations further weaken the effort.

During the American Industrial Revolution, companies strive to outdo their competitors. Some corporations attempt to achieve this by eliminating the competition. This tendency to monopoly, the control of an industry by one entity without significant competition, was a major issue, as it resulted in corruption and exploitation. Document 5 cites Upton Sinclair's "The Jungle" as an example of this corruption, as the book describes the terrible conditions in the meat packing facilities at the time.

These conditions led to many efforts to address the regulation of business. One example of these efforts is investigative journalism of muckraking. Muckrakers would write articles exposing corruption and abusive business practices. According to Document 3, Theodore Roosevelt felt that while muckraking did expose a lot of evil, he feared that it would "get people too worked up and indignant." Another way in which the issue was approached was Roosevelt's selective persecution. According to Document 4, he called for the creation of a Bureau of Corporations in order to determine whether a trust should be prosecuted. This essentially separated trusts into "good" and "bad" trusts based on their conduct.

As a result of these efforts, many trusts were broken up and famous businessmen such as John D. Rockefeller and J.P. Morgan were prosecuted using anti-trust laws which were passed also as a result of these efforts. However, while these anti-trust laws were effective against physical businesses, Document 6 shows how the internet complicates the issue. It demonstrates that the law needs to be updated to be used effectively against electronic commerce platforms.

After the Civil War railroad building, government policies that helped business, and new inventions encouraged industrial growth. Generally, the laissez-faire attitude of the federal government meant little oversight of businesses during this Gilded Age. While some businesses operated for the public good, others were bad and guilty of misconduct. (Doc 1b) Multitudes of trusts had been growing at an alarming rate, too often destroying competition and often exploiting consumers and workers. One of the most prominent of these was Standard Oil Company, which, as shown in Document 1a, wrapped its metaphorical tendrils around numerous other industries in order to gain a major foothold in the seemingly endless reservoir of corporate economic prosperity during the Second Industrial Revolution.

Spearheading monopolization of industries were figures such as John Rockefeller and Andrew Carnegie, thriving off of the titanous industrial powerhouses they built. They horizontally and vertically consolidated their businesses with the help of investment bankers such as J P Morgan and controlled much of the economy.

As the years progressed, however, the public began to demand change in order to combat the corruption and unfairness found within many of these trusts. Although Rockefeller insisted that opportunities had not been restricted by trusts, many workers and consumers felt threatened by them as the gap between the rich and poor got wider and small businesses found it difficult to survive. (Doc 2) Muckrakers, as described in Document 3, utilized their expertise in journalism so as to make their fellow Americans aware of the happenings within certain monopolies. Whether it was Upton Sinclair exposing the meat industry's corruption, bad working conditions, and blatant health

risks or Ida Tarbell discussing all of the wrongdoings with Standard Oil Company, word got out that monopolies were taking advantage of their increasing power. Furthermore, [conservative] progressives such as President Theodore Roosevelt noticed the negative socioeconomic impact many trusts had, prompting him to, as mentioned in Document 4, break up those that confined trade and boosted prices. This act of trust busting was a novel notion, as Roosevelt was one of the first presidents to use the Sherman Anti-trust Act to side with the consumer against Big Business. Not sending in troops against striking coal miners and demanding fairness from the mine owners, Roosevelt also supported a "Square Deal" for workers. Consequently in Document 5, Roosevelt prosecuted Rockefeller and Morgan and proved the government was in charge not the monopolies. He created standards for food and drugs (displayed in the passing of the Pure Food and Drug Act and the Meat Inspection Act, which were derived from the publications of Upton Sinclair), and dedicated land for the formation of national parks, effectively preventing monopolies from expanding and destroying the natural landscapes and ecosystems.

Efforts to address government regulation of business in the early 20th century were successful. All three branches of government made decisions that began to curb the power of trusts. Roosevelt's insistence that Congress had the right to regulate interstate commerce with "wise and reasonable" laws meant legislation was passed protecting people from bad foods, drugs, and corporate behavior. It also meant that workers and small businesses would have more opportunities to get ahead because of successful anti-trust cases decided by the Supreme Court. Progressing into the Digital Age decades later, rules

and regulations established by the Sherman Clayton Anti-Trust Acts and the Federal Trade Commission have to be followed by Big Tech companies for the same reasons as during the presidencies of Roosevelt and Taft, which is evidenced by Document 6. However, new laws might have to be passed to protect consumers from 21st century Big Tech.

Ultimately, for the past century, monopolies have been put under a metaphorical microscope in order to prevent further exploitation by them. Rockefeller's horizontal integration methods, as well as Carnegie's vertical integration method, while successful for them effectively killed off competition and created an unfair environment for new businesses and consumers. As such, the government has worked to ensure bad businesses are mitigated as best they can be.

During the time of the progressive era many large businesses were overtaking smaller ones, increasing their prices and overall too powerful. Many efforts were put into place to help regulate and reduce the amount of power they held. Such as making new laws and rules, making the public aware of these issues and even having the government step in.

Journalism became popular at this time because it promoted the recent and current events happening for the citizens. The “men and women who wrote these articles were called muckrakers” (Source 3) which meant people who try and expose the evil that’s going around, such as the “monopolistic practices of businesses and industries” (source 3). Without journalism no one would know what is happening around them.

As a result to journalism and publishing, new laws were introduced in effort to regulate monopolies and businesses.

With industrialization, cities began to develop rapidly and gain bigger populations with many immigrants coming to find work in factories. While this helped the country grow, it also increased social issues in the country that gave a rise to the progressive movement in the late 19th and early 20th century. This was also a time period when businesses organized themselves into trusts and pushed their competitors out of business. The government would find it necessary to look into how trusts could be regulated to ensure fair competition and practices. There were efforts by both the government and individuals to address the far-reaching power of American businesses such as Standard Oil Company which crushed competition and made huge profits. The government responded to the Progressive reform movement by paying more attention to consumers protection, social justice, and the misconduct of big companies.

Progressive reform was successfully led by President Theodore Roosevelt and then President William Taft especially seen with their trust busting policies. Roosevelt enforced the Sherman Anti Trust Act, which hadn't been strictly followed before his presidency. Taking several businesses to court in order to establish their monopolistic role in the economy as seen with the case against the Northern Security Company. (Doc 4) This effect made by the president to go against "bad" trusts was successful as the supreme court would agree that these monopolies violated the Sherman Anti-Trust Act and could no longer operate as they were in his presidency. President Theodore Roosevelt believed the Constitution allowed government regulations of interstate business essentially pointing out it's flaws and asking Congress to pass laws that would eliminate the evils of their businesses. (Doc 1b)

This reinforces the idea of how government methods of dealing with business changed as the government began to take on a bigger role overseeing the economy and ensuring fair practices. Taft continued Roosevelt's trust-busting actions bringing more anti trust prosecutions to court.

Other efforts made by the Congress in regulating business is by passing laws acts to protect consumers such as the Meat Inspection act and the Pure food and Drug Act of 1906. Both of these laws were supported by President Roosevelt and the American people in response to Upton Sinclair's "The Jungle". (Doc 3) This effort showed that Muckrackers carried the movement beyond the government and illustrated the impact that novels and magazines had on the public who learned the truth about the way America was ruled. Although Roosevelt did not completely agree with all the muckrakers there was no doubt their research did impact his decision-making. The passage of the meat inspection act aligns with the idea that the government should be regulating the multiple food industries in the public interest to protect them from unsanitary practices and unsafe drugs.

Yes, trusts offered opportunities to young men and helped with the economy's growth as claimed by one of America's greatest titans, John D. Rockefeller. (Doc 2) But that isn't the full story as trusts also damaged small businesses, didn't promote fair competition, and often time harmed its employees with inhumane working conditions. Many laws were passed with the help of Progressives at the state and federal level that handled these issues. The government decision to intervene/regulate business was a controversial issue then as the United States had been practicing the economic policy of "Let be" where

Civic Literacy Essay—Practice Paper – D

the government would have little to no intervention with businesses. To then switch into a progressive form of governments where changes were made to improve the economy and social life of Americans. The governments efforts in regulating business were not entirely successful as seen with the rise of the Progressive Party also known as The Bull Moose party which wanted more change. A stronger antitrust act is still needed to deal with todays big tech companies that seem to be dominating the economy.

In the late 19th century and early 20th century, industrialization was becoming big and widespread in America. This led to mass manufacturing in factories and a lot of money for factory owners. Business leaders such as Andrew Carnegie owned steel factories and everything he needed to produce the steel so he didn't have to depend on anyone else. This meant he had total control over the product. John D. Rockefeller organized the Standard Oil Company into a trust giving that company control over oil. Trusts were often seen as harmful and too powerful since the start of the 20th Century when many debates on if and how to regulate them took place.

One of the greatest examples of this was Theodore Roosevelt's policy of "Trust busting." His belief was that trusts were not inherently bad, were good for the economy, and the standard of living (Doc 4). But there was some evil within them and he stated that "We draw the line against misconduct, not against wealth" (Doc 1B). By this, he determined whether or not a monopoly was harmful, and would act based on that determination. For example, he decided that Northern Securities, a combination of three railroad companies that monopolized transportation in western states was a bad trust and used his power to take the case against them to the Supreme Court and break it up (Doc 4).

Actions were also taken by citizens, separate of government, to address this issue. Journalism was used by those called "muckrakers" to expose the evils of large corporations. Articles were published in major magazines, novels were written (Doc 3), and people like Riis used the new camera technology to publish photos in a book called "How the Other Half Lives" and allow in people to see what it was like for the

poor living during the Age of Industrialization when business leaders were making so much money (outside info). Muckrakers like Upton Sinclair were overall successful because many laws were passed in light of their activism to eliminate the unsafe and unfair business practices in the meat and drug industries.

However, not everyone was in support of government regulation of business. The argument from those in support of trusts usually coming from big businessmen was that they provide a stable backing to the economy and provided jobs in new industries and infinite possibilities (Doc 2). While this is ideally true, ultimately this argument was unsuccessful due to the fact that many trusts went against this as it was almost impossible to compete with monopolists. They specifically hired immigrants and children, paid unfair wages, and allowed unsafe factory conditions so they could make as much money as possible. (OT).

Ultimately, large corporations and businesses were regulated in the 20th century and still are being regulated today. Today, they even are being regulated by antitrust laws similar to Roosevelt's policy, some monopolies that are beneficial remain, but digital companies like Amazon should be better regulated through laws such as the "American Innovation and Choice Online Act" (Doc 6), which Senator Amy Klobuchar supported in 2023.

Practice Paper A—Score Level 2

The response:

- Minimally addresses all aspects of the task for the government regulation of business
- Is primarily descriptive (some corporations attempted to achieve dominance by eliminating competition; a monopoly controlled an industry without significant competition resulting in corruption and exploitation; investigative journalism by muckrakers exposed corruption and abusive business practices; Roosevelt feared muckrakers would get people too worked up and indignant; Roosevelt used selective persecution; Roosevelt separated trusts into “good” and “bad” depending on their conduct; internet has complicated situation; laws need to be updated to be used effectively against electronic commerce platforms)
- Incorporates limited relevant information from Documents 3, 4, 5, and 6
- Presents little relevant outside information (during American Industrial Revolution, companies strived to outdo their competitors)
- Includes few relevant facts, examples, and details (Upton Sinclair’s “The Jungle” describes the terrible conditions in meat packing facilities; Roosevelt called for creation of a Bureau of Corporations to determine if a trust should be persecuted; many trusts broken up and Rockefeller and Morgan prosecuted using antitrust laws)
- Demonstrates a general plan of organization; includes an introduction and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Interpretation of document information leads to mostly accurate conclusions that demonstrate a basic understanding of government regulation of business. Additional explanations and more supporting facts and details would have strengthened the discussion.

Practice Paper B—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the government regulation of business
- Is more analytical than descriptive (multitudes of trusts growing at alarming rate, destroying competition and exploiting consumers and workers; Standard Oil Company wrapped its metaphorical tendrils around other industries to gain foothold in seemingly endless reservoir of corporate economic prosperity; public began to demand change to control corruption and unfairness found within many trusts; Rockefeller insisted opportunities not restricted by trusts, but many workers and consumers felt threatened as gap between rich and poor got wider and small businesses found difficult to survive; Progressive Theodore Roosevelt noticed negative socioeconomic impact of trusts; Roosevelt prosecuted Rockefeller and Morgan proving government in charge, not monopolies; Roosevelt’s insistence that Congress’s right to regulate interstate commerce with “wise and reasonable” laws meant legislation passed protecting people from bad corporate behavior; workers and small businesses would have more opportunities to get ahead because of successful antitrust cases; new laws might have to be passed to protect consumers from 21st century Big Tech; government worked to ensure bad businesses mitigated as best they can be)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (after Civil War railroad building, government policies that helped business, and new inventions encouraged industrial growth; laissez-faire attitude of federal government during Gilded Age; Rockefeller and Carnegie horizontally and vertically consolidated businesses with help of investment bankers such as Morgan; Ida Tarbell discussed wrongdoings of Standard Oil Company getting out word that monopolies taking advantage of increasing power; Roosevelt one of first presidents to use Sherman Antitrust Act to side with consumers against Big Business; not sending in troops against striking coal miners and demanding fairness from mine owners, Roosevelt supported “Square Deal” for workers; progressing into Digital Age decades later rules and regulations established by Sherman and Clayton Antitrust Acts and Federal Trade Commission have to be followed by Big Tech companies)
- Richly supports the theme with many relevant facts, examples, and details (muckrakers used their expertise in journalism to make fellow Americans aware of happenings within certain monopolies; Upton Sinclair exposed meat industry’s corruption, working conditions, and blatant health risks; standards derived from publications of Upton Sinclair; dedicated land to formation of national parks, preventing monopolies from expanding and destroying natural landscapes and ecosystems; efforts to address government regulation of business in early 20th century successful; all three branches of government made decisions that began to curb power of trusts)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Substantive relevant historical details effectively support the critical appraisal of document information. Analytical conclusions reflect a thoughtful understanding of the economic evolution that took the country from laissez-faire to support for government regulation of business by all three branches of government.

Practice Paper C—Score Level 1

The response:

- Minimally addresses all aspects of the task for the government regulation of business
- Is descriptive (during Progressive Era many large businesses overtaking smaller ones, increasing their prices, and, overall, becoming too powerful; many efforts put into place to help regulate and reduce amount of power held by big businesses; journalism became popular because it promoted recent and current events happening for citizens; muckrakers tried to expose evil such as monopolistic practices of businesses and industries; as result of journalism and publishing, new laws introduced in effort to regulate monopolies and businesses)
- Includes minimal information from Documents 1 and 3
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (new laws and rules made; public made aware of issues and government stepped in; men and women who wrote articles known as muckrakers)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. General statements briefly summarize document information and indicate a basic understanding of government regulation of business. All aspects of the task are superficially addressed, but the attempt lacks specific supporting facts and details.

Practice Paper D—Score Level 4

The response:

- Develops all aspects of the task for the government regulation of business
- Is both descriptive and analytical (government found it necessary to look into trusts to see how they could be regulated to ensure fair competition and practices; government responded to Progressive Movement by paying more attention to consumer protection, social justice, and misconduct of big companies; Roosevelt enforced Sherman Antitrust Act which was not strictly followed before his presidency; effort made by president to go against “bad” trusts successful as Supreme Court agreed monopolies violated Sherman Antitrust Act and could no longer operate as they had before; Roosevelt believed Constitution allowed government regulations of interstate business; government methods of dealing with business changed as government began to take on bigger role overseeing economy; novels and magazines of muckrakers illustrated impact of movement on public; although Roosevelt did not completely agree with all muckrakers their research impacted his decision-making; Rockefeller right when he claimed trusts offered opportunities to young men and helped economic growth but trusts also damaged small businesses, did not promote fair competition, and often harmed their employees with inhumane working conditions; government efforts to regulate business not entirely successful as seen with rise of Progressive Party; a stronger antitrust act still needed to deal with today’s big tech companies who seem to be dominating economy)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (with industrialization, cities began to develop rapidly and gain bigger populations with many immigrants coming to work in factories; immigrants helped country grow but also created social issues; with industrialization businesses organized themselves into trusts and pushed competitors out of business; Progressive reform successfully led by President Theodore Roosevelt and then President Taft; Taft continued Roosevelt’s trust-busting actions bringing more antitrust prosecutions to court; supported by president and people, Congress passed Meat Inspection Act and Pure Food and Drug Act; passage of Meat Inspection Act aligns with idea government should be regulating multiple food industries to protect public from unsanitary practices and unsafe drugs; laws passed with help of Progressives at state and federal level; government decision to intervene/regulate business a controversial issue when United States practicing economic policy of “let it be” where government has little to no intervention in business; Progressive Party also known as “Bull Moose” Party)
- Supports the theme with relevant facts, examples, and details (Progressive Movement of late 19th and early 20th century; Standard Oil Company crushed competition and made huge profits; Supreme Court agreed; Roosevelt believed Constitution allowed government regulation of interstate business; Roosevelt asked Congress to pass laws to eliminate evils of big business; Upton Sinclair’s “The Jungle”)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Relevant outside information and good document interpretation support analytical conclusions throughout the discussion. Additional supporting facts and details, especially in the treatment of historical circumstances, would have strengthened the effort.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task with some depth for the government regulation of business
- Is more descriptive than analytical (industrialization led to mass manufacturing in factories and a lot of money for factory owners; since start of 20th century trusts often seen as harmful and too powerful as many debates on if and how to regulate them took place; Roosevelt believed trusts not inherently bad, good for economy and standard of living but some evil within them; Northern Securities a bad trust that monopolized transportation in western states and Roosevelt used his power to take case to Supreme Court and break it up; muckrakers such as Upton Sinclair overall successful because many laws passed in light of his activism to eliminate unsafe practices in meat and drug industries; argument of those in support of trusts usually came from big businessmen claiming they provide a stable backing for the economy, jobs in new industries, and infinite possibilities but almost impossible to compete with monopolists)
- Incorporates some relevant information from all the documents
- Incorporates limited relevant outside information (Andrew Carnegie owned steel factories and everything needed to produce steel, so he did not have to depend on anyone else giving him total control over the product; Jacob Riis used new camera technology to publish photos in a book, “How the Other Half Lives” allowing people to see what it was like for poor living during Age of Industrialization when business leaders making so much money; trusts specifically hired immigrants and children, paid unfair wages, and allowed unsafe factory conditions so they could make as much money as possible)
- Includes relevant facts, examples, and details (in late 19th and early 20th century industrialization becoming big and widespread in America; John D. Rockefeller organized Standard Oil Company into a trust, giving company control over oil; Theodore Roosevelt’s policy of “trust-busting”; Roosevelt determined if a monopoly harmful and would act based on that determination; muckrakers used journalism to expose evils of large corporations by publishing in major magazines and writing novels; today large corporations and businesses being regulated by antitrust laws similar to Roosevelt’s; Senator Amy Klobuchar supported American Innovation and Choice Online Act in 2023 to regulate digital companies such as Amazon)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Document interpretation includes some good relevant outside information, especially in the discussion of citizen actions. Analytical conclusions would benefit from additional explanation.

August 2025 Regents Examination in United States History and Government
Test Questions by Key Idea

Question Number	Key Idea
1	11.1
2	11.1
3	11.2
4	11.2
5	11.2
6	11.2
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	11.7
18	11.8
19	11.8
20	11.9
21	11.9
22	11.10
23	11.10
24	11.10
25	11.10
26	CT
27	CT
28	11.11
29- SEQ-1	11.2
30- SEQ-2	11.7
31- SCF- 1a/b	11.5
32- SCF- 2	11.5
33- SCF- 3	11.5
34- SCF- 4	11.5
35- SCF- 5	11.5
36- SCF- 6	CT
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 August 2025 Regents Exam in U. S. History and Government will be posted on the Department’s web site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students’ final scores for this administration.

Online Submission of 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. Click [Regents Examinations](#).
3. Complete the required demographic fields.
4. Select the test title from the [Regents Examination](#) dropdown list.
5. Complete each evaluation question and provide comments in the space provided.
6. Click the SUBMIT button at the bottom of the page to submit the completed form.

August 2025 Regents Exam in United States History and Government

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 **18** 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 **31** (= 18 + 8 + 5).

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 **4** and a total Part I, Part II and Part IIIA score of **31** would receive a final examination score of **80**.

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