

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

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

Wednesday, January 22, 2025 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE FOR PART II (SHORT-ESSAY QUESTIONS)

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

Contents of the Rating Guide

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

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

General:

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

Mechanics of Rating

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

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Rating the Essay Questions

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

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

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

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

AMENDMENT XIV (1868)

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

AMENDMENT XV (1870)

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Source: 14th and 15th amendments, United States Constitution

Document 2

. . . *Miss Anthony*—When I was brought before your honor for trial, I hoped for a broad and liberal interpretation of the Constitution and its recent amendments, that should declare all United States citizens under its protecting aegis [shield] that should declare equality of rights the national guarantee to all persons born or naturalized in the United States. But failing to get this justice—failing, even, to get a trial by a jury not of my peers—I ask not leniency at your hands—but rather the full rigors of the law. . . .

Judge Hunt—The sentence of the Court is that you pay a fine of one hundred dollars and the costs of the prosecution.

Miss Anthony—May it please your honor, I shall never pay a dollar of your unjust penalty. All the stock in trade I possess is a \$10,000 debt, incurred by publishing my paper—The Revolution—four years ago, the sole object of which was to educate all women to do precisely as I have done, rebel against your man-made, unjust, unconstitutional forms of law, that tax, fine, imprison and hang women, while they deny them the right of representation in the government; and I shall work on with might and main to pay every dollar of that honest debt, but not a penny shall go to this unjust claim. And I shall earnestly and persistently continue to urge all women to the practical recognition of the old revolutionary maxim, that “Resistance to tyranny is obedience to God.”

Source: *An Account of the Proceedings on the Trial of Susan B. Anthony on the Charge of Illegal Voting*, Rochester, New York, 1874

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

Document 1— Protection of civil liberties against state infringement

Definition of citizenship

Due process and equal protection of the law

Right of citizens to vote cannot be denied based on race, color, or previous servitude

Document 2—Hope of Anthony for broad interpretation of Constitution and amendments to guarantee equality

Refusal of Anthony to pay fine based on unconstitutional law

Encouragement of women to resist tyranny in obedience to God

Relevant Outside Information

(This list is not all-inclusive.)

Seneca Falls convention

Declaration of Sentiments and Resolutions demanding ballots

Involvement of women’s rights activists in abolition reform movement (Susan B. Anthony, Elizabeth Cady Stanton, Sojourner Truth, Lucretia Mott, Sarah and Angelina Grimké)

Omission of women from 15th amendment inspired continued activism (Susan B. Anthony, Elizabeth Cady Stanton)

Judge in case instructed the all-male jury to issue a guilty verdict without any deliberation

More militant National American Woman’s Suffrage Association

Role of western frontier in promotion of woman’s suffrage (Wyoming)

Activism for suffrage during progressive reform (Carrie Chapman Catt, Alice Paul)

Link between women’s WWI work and passage of 19th amendment

Relationship between the Documents

(This list is not all-inclusive.)

Cause and Effect: After the 14th and 15th amendments were added, Susan B. Anthony decided to test whether she would be allowed to vote under their provisions (she was born in the U.S. and was not disqualified by race).

Turning Point: The narrow interpretation of the 14th and 15th amendments by conservative judges in Susan B. Anthony’s trial showed that women would need a separate amendment to ensure their suffrage, leading to the woman’s suffrage movement and the 19th amendment.

Difference: The 14th and 15th amendments expanded voting rights to one group of Americans—African Americans—while the trial of Susan B. Anthony denied voting rights to another group: women.

America was immersed in strife in the years of the Civil War (1861-1865). Political tensions started to arise between the North and South over what the south called their “peculiar institution”, alluding to the practice of slavery. After the North won the war an era of Reconstruction followed (1865-1877), during which Radical Republicans added the 14th and 15th amendments to the constitution which guaranteed citizenship to former slaves and the right for citizens to vote, which could not be taken away due to color or former condition of servitude (Document 1). However, this attempt to grant suffrage to blacks led many women to question when they would enjoy rights, such as voting, as well.

The 14 and 15 amendments and Anthony’s response (Doc 1; Doc 2 respectively) show a cause and effect relationship. Women’s rights reformers, the most famous one being Susan B. Anthony, demanded woman’s suffrage as well. It is because of the amendments’ shortcomings that Susan B. Anthony boldly entered a polling site in Rochester and cast her vote. Since the 15th amendment gave “citizens” the right to vote Anthony argued that she should not be denied. She refused to pay the fine for her act of civil disobedience and she “urged all women” to resist this tyranny (being disenfranchised) [Doc 2] and to fight for suffrage.

These amendments were a monumental step for equality of ex slaves. The failure of the fifteenth amendment, to not clearly include women caused feminists to organize for action and their movement was a turning point in U.S. History. They would finally receive the right to vote in the 19th amendment which was added to the Constitution after WWI.

Set 1, Anchor Level 5

The response:

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

Historical Context: after the North won the war an era of Reconstruction followed, during which Radical Republicans added the 14th and 15th amendments to the Constitution; this attempt to grant suffrage to Blacks led many women to question when they would enjoy rights such as voting as well

Cause and Effect: it is because of the amendments' shortcomings that Susan B. Anthony boldly entered a polling site in Rochester and cast her vote; since the 15th amendment gave "citizens" the right to vote, Anthony argued that she should not be denied the vote

Turning Point: the failure of the 15th amendment to not clearly include women caused feminists to organize for action, and their movement was a turning point in United States' history; they finally received the right to vote in the 19th amendment, which was added to the Constitution after World War I

- Integrates relevant outside information
Civil War; North and South; "peculiar institution"; slavery; North won; Reconstruction; Radical Republicans; Rochester; cast her vote; civil disobedience; 19th amendment; after World War I
- Supports the theme with many facts and/or examples from the documents
Document 1: 14th and 15th amendments to the Constitution; citizenship; the right for every citizen to vote, which could not be taken away because of color or former condition of servitude
Document 2: she refused to pay the fine; she urged all women to resist this tyranny

Conclusion: Overall, the response fits the criteria for Level 5. The response shows a good understanding of the adoption of the two amendments and the frustration of feminists who were not specifically included in them. Further, the response includes strong analysis in establishing two relationships between the documents.

In the 1860s as the Civil War ends, new amendments are passed after the abolitionists come out victorious from the war. These new changes bring forth new rights with new layers of injustices.

The 14th and 15th amendments led to the Susan B. Anthony trial on the charge of illegal voting. Amendment 14 states all persons born or naturalized in the US are citizens and amendment 15 states the right of citizens to vote cannot be denied based on race, color or previous servitude which Anthony interpreted to mean that everyone, including African Americans, women and men are allowed to vote. Therefore, according to amendments 14 and 15, Susan B. Anthony was exercising her right as a US citizen when she tried to vote. However, the judge ruled that her actions were illegal as all persons, even of all color and race, does not mean women. Susan B. Anthony is fined for trying to vote but she argues back by reasoning that women are citizens as well and should be given equal rights as men. She is fighting against injustice.

Women were not considered to be legal citizens and Susan B. Anthony's arrest and trial proved how truly unequal men and women were. This began the modern women's suffrage movement that gained momentum but was a very long/strenuous fight. Even though women eventually got the right to vote, today, many people still won't accept a woman president.

Set 1, Anchor Level 4

The response:

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

Historical Context: as the Civil War ends, new amendments are passed after the abolitionists came out victorious from the war; these new changes bring forth new rights with new layers of injustices

Turning Point: Susan B. Anthony's arrest and trial proved how truly unequal men and women were; this began the modern woman's suffrage movement that gained momentum but was a very long/strenuous fight

- Includes some relevant outside information

Civil War; abolitionists; fighting against injustice; women were not considered to be legal citizens; woman's suffrage movement; women eventually got the right to vote; today, many people still won't accept a woman president

- Supports the theme with relevant facts and/or examples from the documents

Document 1: the 14th amendment states all persons born or naturalized in the U.S. are citizens; 15th amendment states the right of citizens to vote cannot be denied based on race, color, or previous servitude

Document 2: according to amendments 14 and 15, Susan B. Anthony was exercising her right as a U.S. citizen when she tried to vote; fined for trying to vote; she is fighting against injustice

Conclusion: Overall, the response meets the criteria for Level 4. The response shows strong understanding of the task and of the relationship between the two documents. It lacks the analysis and historical detail, however, of a higher level paper.

The 14th and 15th amendments were both put into place after the end of the Civil War. Both were meant to give rights to African Americans. Before the Civil War, most African Americans were enslaved in the Southern states, and worked for no money. Slaves were considered property of the slave owner, and had no rights. Once the Civil War started, African-Americans in the North started to gain more respect, they even helped fight in the war. The Emancipation Proclamation was eventually passed during the war and gave the North a cause to fight for, which was to end slavery. When the North won many were expecting new laws regarding African Americans in the country, and two examples of this were the 14th and 15th amendment.

The two documents show a relationship of difference as the documents relate to the same topic but the amendments extend suffrage while the trial denies it. The first document shows how the 14th and 15th amendments are and how they bring every person born in the U.S. citizenship and the right to vote. Document two is an excerpt of a trial in which Susan B. Anthony claims these two amendments are not being enforced fairly. The first document shows how the amendments were supposed to protect the rights of all Americans, but in reality they did not apply to women as shown in the proceedings of Susan B Anthony's trial. She was arrested, tried and given a large fine for voting even though she should have been allowed to.

Set 1, Anchor Level 3

The response:

- Develops **both** aspects of the task in some depth
- Is more descriptive than analytical
 - Historical Context:* slaves were considered property of the slave owner and had no rights; when the North won, many were expecting new laws regarding African Americans in the country, and two examples of this were the 14th and 15th amendments
 - Difference:* the documents relate to the same topic but the amendments extend suffrage while the trial denies it; the first document shows how the amendments were supposed to protect the rights of all Americans, but in reality they did not apply to women as shown in the proceedings of Susan B. Anthony's trial
- Includes some relevant outside information
 - Civil War; rights to African Americans; African Americans were enslaved in the Southern states; worked for no money; property of the slave owner; helped fight in the war; Emancipation Proclamation; includes an inaccuracy: the Emancipation Proclamation was originally passed
- Includes some relevant facts and/or examples from the documents
 - Document 1:* citizenship; right to vote
 - Document 2:* excerpt of a trial; Susan B. Anthony; these two amendments are not being enforced fairly; she was arrested, tried, and given a large fine

Conclusion: Overall, the response meets the criteria for Level 3. The description of the historical context is more thorough than the explanations of the relationship between the two documents. However, it does recognize that the first document granted suffrage while the second document shows that suffrage was granted in Document 1 but withheld in Document 2.

The historical context surrounding the documents is that they both occur after the Civil War and deal with the effects of the war on United States society. Document 1 is the 14th and 15th amendments, both adopted after the Civil War. The 14th amendment gave all people born in the U.S. the rights of citizens, and the 15th amendment gave freed slaves the right to vote. This was a result of the abolition of slavery and was meant to give African Americans equal rights. Document 2 is a trial case over the right to vote. The trial occurred after the 15th amendment was established, and Susan B. Anthony tried to vote. But since she was a woman, she was not allowed to. Due to the 15th amendment Anthony argued that the right to vote was also being extended to women, but according to the court it was not.

The events in these documents have a cause and effect relationship. The 14th and 15th amendments gave all citizens of the United States equal rights and the right to vote. This led to some women challenging societal norms. With these new amendments guaranteeing equal rights for all, women attempted to better their societal standings and gain the rights that Anthony thought she deserved. Susan B. Anthony's court case resulted from her trying to gain the equal rights promised to her under the 14th and 15th amendments.

Set 1, Anchor Level 2

The response:

- Minimally develops *both* aspects of the task
- Is primarily descriptive
Historical Context: they both occur after the Civil War and deal with the effects of the war on United States society; this was a result of the abolition of slavery and was meant to give African Americans equal rights
Cause and Effect: the trial occurred after the 15th amendment was established and Susan B. Anthony tried to vote; Susan B. Anthony's court case resulted from her trying to gain the equal rights she thought she deserved under the 14th and 15th amendments
- Includes little relevant outside information:
Civil War; abolition of slavery; give African Americans equal rights; trial case over the right to vote
- Includes a few relevant facts and/or examples from the documents
Document 1: 14th and 15th amendments; 14th amendment gave all people born in the United States the rights of citizens and the 15th amendment gave all people the right to vote
Document 2: the trial occurred after the 15th amendment was established; Anthony argued that the right to vote was also being extended to women, but according to the court it was not; Anthony's court case resulted from her trying to gain the equal rights promised to her under the 14th and 15th amendments

Conclusion: Overall, the response meets the criteria for Level 2. The response lacks depth and analysis, however, it demonstrates an understanding of the task and important parts of the documents.

The 14th and 15th Amendments were both added to stop discrimination. The 14th Amendment states, "...nor deny to any person within its jurisdiction the equal protection of the laws" (Doc.1). This shows that American citizens need to have the same rights no matter the race, age, or gender. The 15th Amendment states that, "The right of citizens of the United States to vote shall not be denied." (Doc.1). This shows that every American citizen is able to vote no matter the race or gender. So, both of these Amendments try to limit discrimination and try to keep everyone equal.

Amendments 14 and 15, and the trial of Susan B. Anthony are connected. First off, the 14th and 15th Amendments both tried making every American citizen equal in rights. In Miss Anthony's trial, she says, "I hoped for a . . . liberal interpretation of the Constitution. . . that should declare all United States citizens under its protecting aegis" (Doc. 2). This shows that Miss Anthony was convicted of something that every citizen has a right to have or do. The judge then fined her a hundred dollars. This shows that the 14th and 15th Amendment did not include woman and wasn't really enforced correctly.

Set 1, Anchor Level 1

The response:

- Minimally addresses the task
- Is descriptive; may lack understanding or application
Historical Context: The 14th and 15th amendments were both added to stop discrimination; includes inaccuracies: 14th amendment. . . shows that American citizens need to have the same rights, no matter the race, age, or gender; the 15th amendment. . . shows that every American citizen is able to vote, no matter the race or gender
- Includes minimal or no relevant outside information
amendments added to stop discrimination; amendments tried making every citizen equal in rights
- Includes a few relevant facts and/or examples from the documents
Document 1: the 14th amendment states. . . nor deny any person within its jurisdiction the equal protection of the laws; the 15th amendment states that “the right of citizens of the United States to vote shall not be denied”
Document 2: in Miss Anthony’s trial, she says, “I hoped for a. . . liberal interpretation of the Constitution”; the judge then fined her a hundred dollars

Conclusion: Overall, the response meets the criteria for Level 1. The response begins by incorrectly noting that the 14th and 15th amendments do not deny rights on the basis of gender. And although it recognizes that the amendments were not interpreted fairly, it does not clearly identify a relationship between the two documents.

Rights are something many take for granted, without acknowledging the history of the struggle. In the early days of the republic only rich, white men had suffrage. In the mid nineteenth century at the Seneca Falls Convention, women reformers called for women's suffrage but were ignored. After the Civil War ended slavery, the 14th and 15th Amendments of the U.S. constitution, were added in 1868 and 1870, respectively, granting citizenship rights and voting rights to men of non-white races. Susan B. Anthony was tried for illegal voting in 1874, even though she and many other women believed that they should have had the right to vote under these new amendments. The court case ruled against Anthony and required that she pay a fine, but she refused to on the grounds that it was an unjust law.

The difference between Document 1 and Document 2 is that only one of them shows a step toward voting rights for all. Document 1, consisting of two amendments to the national Constitution, depicts a step forward by guaranteeing all men that were born/naturalized in the U.S. U.S. citizenship, and giving them a right to vote that cannot be prevented or deterred on the grounds of race. On the other hand, Document 2 is a clear example of how these laws still remained sexist and unopen to all, as women weren't specifically included. A conservative approach was taken in the interpretation of these amendments, and thus women were still not considered citizens legally eligible to vote. Furthermore, the trial refused Anthony due process. Therefore, document 1 shows rights strengthened for African Americans but document 2 clearly denied women the same rights.

The Civil War contributed to a series of changes in the United States both politically and culturally. As any significant change would, these had repercussions. The amendment of the U.S. Constitution in the late 19th century led to challenges from women's rights advocates such as Susan B. Anthony.

The Civil War was a complex conflict from which radical changes were born. The war was the result of years of tension between the North and South that had developed because of conflicting ideologies. Members of southern states still valued the superiority of the white man and relied heavily on the practice of slavery, unlike the more greatly industrialized North. The abolition movement flourished at this time and when slaves were emancipated by President Lincoln, the time for lasting change had come. Thus, the 14th and 15th amendments to the constitution were created, extending citizenship and voting rights to every American regardless of race.

Increased advocacy by women in the 19th century was caused by their exclusion from new amendments that were intended to expand voting and citizenship rights. Though the addition of the 14th and 15th amendments was a triumph for those fighting for abolition and the rights of black Americans, it served as a stepping stone for the women's rights movement and caused unrest. Women such as Susan B. Anthony could use the amendments, which were made to be inclusive, to argue that the lack of rights for women in the United States was unjust. Therefore, the addition of new amendments in the late 1800s inspired the growth of the women's rights movement.

Slavery was abolished by the 13th amendment at the end of the bloody Civil War, Radical Republicans then pushed through two amendments to grant freedmen citizenship and suffrage. The 14th Amendment was the recognition of Birthright Citizenship which meant any freed slaves were automatically recognized as American citizens. The 15th Amendment meant that no person would be denied the vote by race or color. Susan B. Anthony was born in the United States but denied the right to vote in the 1874 election in Rochester. Conservative judges narrowly interpreted the 15th amendment to keep women from participating in elections. Like other women who had fought for abolition and freedmen's rights, Anthony was bitter that women had not received suffrage in the 15th amendment. She decided to cast a ballot knowing that she would be arrested.

After an unfair trial before an all-male jury, the judge found her guilty and she was fined \$100. She defiantly said "resistance to tyranny is obedience to God." The trial showed that women would need a separate amendment to ensure their suffrage, making it a turning point for the womens suffrage movement and eventually passage of the 19th amendment.

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

The 14th and 15th amendments were added to the constitution after the Civil War. Originally a war fought by Abraham Lincoln to preserve the union, turned into a war to also end slavery. The North ultimately won the war and passed these amendments to help the now freed slaves to survive. The 14th amendment grants citizenship to "all persons born or naturalized in the United States", and the 15 amendment grants voting rights not to be denied "on account of race, color, or previous condition of servitude."

Womens rights has always been a topic of adversity. As the early colonists settled in America, women were used to have children and take care of them as housewives. There was little opportunity for women to get a good education and be independent. After the Civil War, Susan B. Anthony became a well known women's rights activist. She urged other women to speak out against the injustices they faced because of their gender and she even refused to pay a fine for voting claiming she will not even pay a penny for an unjust crime.

With the passing of the 15th amendment, women assumed with the expansion of voting rights for freed slaves they would also get suffrage. However this was not the case and in fact the courts did not apply the 15th amendment to women which angered women's rights activists. Susan B. Anthony saw this injustice and voted because she knew it should be within her freedoms. The 15th amendment had a lasting impact on pushing women to speak out against gender bias and led to a women's suffrage movement which helped achieve passage of the 19th Amendment, protecting women's right to vote.

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

The Civil Rights movement led to an increase in many rights for people of different genders, races, and nationalities. The 14th and 15th amendments were passed in an effort to give more rights to these groups along with civil disobedience.

Document 1 and Document 2 both show people wanted change. In Document 1 the 14th and 15th amendments are explained. These were passed to give rights to mainly African Americans at the time. Although they were "citizens" they could not vote, and the 15th amendment changed that. The 15th amendment also gave women the right to vote which was not a previous right. Document 2 shows the result of a woman voting before the 15th amendment was passed. Susan B. Anthony was charged and refused to pay her fines because she knew she was right. This practice of disobedience was non-violent and made her point obvious. Document 1 was a result of events like document 2. If the women did not protest for their rights, the equality of today would not exist.

Set 1, Practice Paper A—Score Level 4

The response:

- Develops *both* aspects of the task in depth
- Is both descriptive and analytical
Historical Context: in the early days of the republic, only rich, white men had suffrage; in the mid-nineteenth century, at the Seneca Falls convention, women reformers called for woman's suffrage but were ignored
Difference: the difference between Document 1 and Document 2 is that only one of them shows a step toward voting rights for all; Document 1 shows rights strengthened for African Americans but Document 2 clearly denied women the same rights
- Includes relevant outside information
Seneca Falls convention; only rich, white men had suffrage; Anthony and other women believed that they should have had the right to vote under these new amendments; these laws still remained sexist; women weren't specifically included; a conservative approach was taken in the interpretation
- Supports the theme with relevant facts and/or examples
Document 1: the 14th and 15th amendments were added in 1868 and 1870; granting citizenship rights and voting rights to men of non-white races
Document 2: Susan B. Anthony was tried for illegal voting in 1874; the court case ruled against Anthony and required she pay a fine; she refused to pay the fine on the grounds that it was an unjust law

Conclusion: Overall, the response meets the criteria for Level 4. The response focuses on the theme of suffrage and how the two documents expand that right to one group while denying it to another. Additional details and analysis would have strengthened the response.

Set 1, Practice Paper B—Score Level 2

The response:

- Minimally develops *both* aspects of the task
- Is both descriptive and analytical

Historical Context: the Civil War was a complex conflict from which radical changes were born; the war was the result of years of tension between the North and South that had developed because of conflicting ideologies

Cause and Effect: women such as Susan B. Anthony could use the amendments, which were made to be inclusive, to argue that the lack of rights for women was unjust; the addition of new amendments in the late 1800s inspired the growth of the women’s rights movement

- Includes some relevant outside information

Civil War; years of tension between the North and South, practice of slavery; industrialized North; abolition movement; emancipated by President Lincoln

- Includes a few relevant facts and/or examples from the documents

Document 1: 14th and 15th amendments; extending citizenship and voting rights

Document 2: women such as Susan B. Anthony could use the amendments to argue that the lack of rights for women in the United States was unjust

Conclusion: Overall, the response meets the criteria for Level 2. The response addresses both aspects of the task but neglects Document 2 and makes only weak connections between the documents.

Set 1, Practice Paper C—Score Level 5

The response:

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

Historical Context: slavery was abolished by the 13th amendment at the end of the bloody Civil War, Radical Republicans then pushed through two amendments to grant freedmen citizenship and suffrage

Turning Point: like other women who had fought for abolition and freedmen's rights, Anthony was bitter that women had not received suffrage in the 15th amendment; the trial showed that women would need a separate amendment to insure their suffrage, making it a turning point for the woman's suffrage movement and eventual passage of the 19th amendment

- Integrates relevant outside information
slavery; 13th amendment; bloody Civil War; Radical Republicans; freedmen; birthright citizenship; election in Rochester; conservative judges narrowly interpreted the 15th amendment; women had fought for abolition; all-male jury; Anthony found guilty; woman's suffrage movement; 19th amendment; includes a minor inaccuracy: 1874 election
- Supports the theme with many relevant facts and/or examples from the documents
Document 1: two amendments to grant freedmen citizenship and suffrage; freed slaves were automatically recognized as American citizens; the 15th amendment meant that no person would be denied the vote by race or color
Document 2: an unfair trial; fined \$100; "Resistance to tyranny is obedience to God"

Conclusion: Overall, the response fits the criteria for Level 5. The response makes a strong connection between the two documents, using a balance of outside information and an analysis of the documents.

Set 1, Practice Paper D—Score Level 3

The response:

- Develops *both* aspects of the task in some depth
- Is more descriptive than analytical

Historical Context: originally a war fought by Abraham Lincoln to preserve the Union; turned into a war to also end slavery; there was little opportunity for women to get a good education and be independent

Cause and Effect: the courts did not apply the 15th amendment to women, which angered women’s rights activists; the 15th amendment had a lasting impact on pushing women to speak out against gender bias and led to a woman’s suffrage movement, which achieved the right to vote years later

- Includes some relevant outside information

Civil War; Abraham Lincoln, preserve the Union; end slavery; North ultimately won; women were used to have children and take care of them; little opportunity for women to get a good education and be independent; after the Civil War, Susan B. Anthony became a well-known civil rights activist; led to a woman’s suffrage movement, which helped achieve passage of the 19th amendment, protecting women’s right to vote.

- Includes some relevant facts and/or examples from the documents

Document 1: 14th and 15th amendments were added to the Constitution; the 14th amendment grants citizenship to “all persons born or naturalized in the United States”; the 15th amendment grants voting rights not to be denied “on account of race, color, or previous condition of servitude.”

Document 2: she urged other women to speak out against injustices; she even refused to pay a fine for voting; not even pay a penny for an unjust crime; women assumed that with the expansion of voting rights for freed slaves they would also get suffrage

Conclusion: Overall, the response meets the criteria for Level 3. The response makes a strong connection between the two documents by recognizing the frustration of Anthony and others when freedmen were given suffrage and women were excluded, but it lacks the analysis and detail of a higher level paper.

Set 1, Practice Paper E—Score Level 1

The response:

- Minimally addresses the task
- Is descriptive; may lack understanding or application
Historical Context: these were passed to give rights to mainly African Americans at the time; although they were “citizens”; they could not vote, and the 15th amendment changed that; includes an inaccuracy: the 15th amendment also gave women the right to vote, which was not a previous right
- Includes minimal or no relevant outside information
the 14th and 15th amendments were passed in an effort to give more rights to these groups, along with civil disobedience; Susan B. Anthony was charged and refused to pay her fines because she knew she was right; this practice of disobedience was nonviolent and made her point obvious; if the women did not protest for their rights, the equality of today would not exist
- Includes a few relevant facts and/or examples from the documents
Document 2: shows the result of a woman voting; Susan B. Anthony was charged and refused to pay her fine

Conclusion: Overall, the response meets the criteria for Level 1. The response shows understanding of the content of the documents but fails to discuss their relationship.

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

Thomas Whately served as Great Britain's Secretary to the Treasury from 1763–1765 under Prime Minister George Grenville and was the primary author of the Stamp Act.

. . . The Revenue that may be raised by the Duties which have been already, or by these if they should be hereafter imposed, are all equally applied by Parliament, *towards defraying* [paying] *the necessary Expenses of defending, protecting, and securing, the British Colonies and Plantations in America.* . . . They have indeed their own civil Governments besides to support; but *Great Britain* has her civil Government too; she has also a large Peace Establishment to maintain; and the national Debt, tho' so great a Part, and that the heaviest Part of it has been incurred [assumed] by a War undertaken for the Protection of the Colonies, lies solely still upon her. . . .

Source: Thomas Whately, *The Regulations Lately Made Concerning the Colonies, and the Taxes Imposed Upon Them, Considered*, January 1765 (adapted)

Document 2

The Stamp Act Congress met to discuss colonists' concerns about British taxation.

. . . I. That his Majesty's Subjects in these Colonies, owe the same Allegiance to the Crown of *Great-Britain*, that is owing from his Subjects born within the Realm, and all due Subordination to that August [noble] Body the Parliament of *Great-Britain*.

II. That his Majesty's Liege [obligated] Subjects in these Colonies, are entitled to all the inherent Rights and Liberties of his Natural born Subjects, within the Kingdom of *Great-Britain*.

III. That it is inseparably essential to the Freedom of a People, and the undoubted Right of *Englishmen*, that no Taxes be imposed on them, but with their own Consent, given personally, or by their Representatives.

IV. That the People of these Colonies are not, and from their local Circumstances cannot be, Represented in the House of Commons in *Great-Britain*.

V. That the only Representatives of the People of these Colonies, are Persons chosen therein by themselves, and that no Taxes ever have been, or can be Constitutionally imposed on them, but by their respective Legislature. . . .

XIII. That it is the Right of the *British* Subjects in these Colonies, to Petition the King, or either House of Parliament. . . .

Source: Declaration of Rights and Grievances, Stamp Act Congress, October 19, 1765 (adapted)

United States History and Government
Content-Specific Rubric
Short-Essay Question Set 2 (Question 30)
January 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 2** 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 2**, although information from Document 1 may be included in the discussion.
4. The analysis of reliability of **Document 2** 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 2** 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—Thomas Whately was Secretary of the Treasury under Prime Minister George Grenville Whately primary author of Stamp Act Revenue from stamps used to pay expenses of defending colonies Colonies have civil governments to support but Great Britain has large peace establishment to maintain Heaviest part of Great Britain’s national debt was from war to protect colonies</p>	<p>Document 2—Colonies owe same loyalty to King and Parliament of Great Britain as those born in Great Britain Colonists entitled to same liberties as natural born citizens The rights of all Englishmen guarantee that no taxes imposed without their consent, either directly or from their representatives, which colonists have not been allowed Only colonial legislatures can impose taxes because chosen by colonists</p>
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Relevant Outside Information

(This list is not all-inclusive.)

Tradition of colonial self-government
Mayflower Compact and Fundamental Orders of Connecticut
Virtual representation rejected by colonists
Sugar Act
First direct revenue bill passed by Parliament
Organized boycotts of taxed goods
Debts from French and Indian War
End of Salutary Neglect
Proclamation of 1763
Stamps required on all legal and commercial documents
Threats to colonial commercial efforts
Stamp Act Congress was the first intercolonial meeting to protest British actions
“No taxation without representation”
Sons of Liberty
Colonists entered into non-importation agreements
Caused British commercial losses
Intimidation of stamp collectors
Destruction of stamps
Petitions for repeal
Repealed in 1766
Declaration sets precedent for future resistance to British policies
Declaratory Act 1766

Reliability of Document 2
(This list is not all-inclusive.)

<p>Reliable—<i>Purpose</i>: The Stamp Act Congress’s declaration is a reliable statement of the colonists’ outrage in 1765 over the issue of taxation without representation.</p> <p><i>Point of View</i>: The declaration’s argument that there is no such thing as virtual representation is a reliable source of the colonists’ beliefs in the natural rights of “Englishmen” based on Enlightenment doctrines.</p>	<p>Unreliable—<i>Bias</i>: Colonists’ grievances do not consider that the French and Indian War and the continued presence of troops in the colonies were for their protection.</p> <p><i>Point of View</i>: Colonists needed to consider Whately’s argument that many British subjects had only virtual representation like American colonists.</p>
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Although the colonies were created under British rule, they were largely self-governed. In the era of statutory neglect, the British did not enforce laws strictly and let the colonial governments rule for the most part. For example, the Virginia House of Burgesses governed over the Chesapeake colony. However, border disputes in the Ohio River valley erupted into a war known as the French and Indian War. The British, joined by the colonists, fought against the French who allied with native American tribes. Despite the British winning the war, they suffered heavy debts and to cover the expenses they passed laws that taxed the colonists. Items such as sugar, paper, and tea were heavily taxed, which made colonists furious. However, the British reasoned that the war was fought “for the protection of the Colonies,” so the taxes were justified. The colonists protested against these taxes in various ways such as boycotts, smuggling, and through official requests developed at continental meetings. The Stamp Act was particularly disturbing because it taxed goods made in the colonies. The point of view in the Declaration of Rights and Grievances increases the reliability of this source. It is written in the point of view of the colonists fighting against taxation. One reliable point that is made is that the colonies still remained loyal to the British government. However, they are petitioning parliament because they are being taxed without representation. The colonists clarify that parliament is not representative of the colonies, and that the colonists are entitled to equal rights and not just “virtual representation.” Furthermore, they justify their petition as it is the right of British citizens. This point of view makes the Declaration of Rights and Grievances a valuable and reliable source of evidence. It shows that, at this point, the colonists

remained loyal but they demanded their rights as Englishmen and immediate repeal of the Stamp Act.

Set 2, Anchor Level 5

The response:

- Thoroughly develops *both* aspects of the task
- Is more analytical than descriptive

Historical Context: despite the British winning the war, they suffered heavy debts, and to cover the expenses they passed laws that taxed the colonists; the British reasoned that the war was fought “for the protection of the colonies,” so the taxes were justified

Point of View: one reliable point that is made is that the colonies remained loyal to the British government; the colonists clarify that Parliament is not representative of the colonies and that the colonists are entitled to equal rights and not just “virtual representation”

Integrates relevant outside information

colonists were largely self-governed; salutary neglect; Virginia House of Burgesses; border disputes in the Ohio River Valley; French and Indian War; British victory in war; heavy debts; sugar, paper, and tea were heavily taxed; boycotts, smuggling; continental meetings; eventually the colonies would declare independence; virtual representation

- Supports the theme with many relevant facts and/or examples from the documents

Document 1: they suffered heavy debts and to cover the expenses they passed laws to tax the colonists; British reasoned that the war was fought “for the protection of the colonies”

Document 2: the colonies still remained loyal to the British government; they are being taxed without representation; Parliament is not representative of the colonies; petitioning is the right of British citizens

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates a strong understanding of early United States history and the evolving relationship between the colonists and the British.

The historical context surrounding documents one and two is the end of the period of salutary neglect for the American colonies. Because the French and Indian war had gone on for so long and was so expensive, Great Britain increasingly began taxing the colonies, for whom it felt it had fought the war and on whose land a lot of the fighting had taken place (doc 1). The colonies, however, did not agree with this perspective; they had lost men to the war just as Great Britain did. Furthermore, they felt they were unable to reap the biggest gain of the war, which was the expansion of British territory into the Ohio River valley. Therefore, the colonists felt that sudden and heavy taxation was unwarranted, especially considering they had no representatives in Parliament (doc 2). This caused the conflict seen in these two documents.

Document two is a rejection of the British enforcement of the Stamp Act, and is one of the first examples of the idea “no taxation without representation.” This concept would be referenced several times throughout the Revolutionary years, and in fact was the basis for Thomas Jefferson’s argument for American independence in the Declaration of Independence. This document’s purpose—to convince the British government that the colonies should not be taxed without representation in Parliament—makes it a very reliable source, because it is a direct reflection of the ideologies that America was founded on.

Set 2, Anchor Level 4

The response:

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

Historical Context: because the French and Indian War had gone on for so long and was so expensive, Great Britain increasingly began taxing the colonies, for whom it felt it had fought the war; they felt they were unable to reap the biggest gain of the war, which was the expansion of British territory into the Ohio River Valley

Purpose: one of the first examples of the idea “no taxation without representation”; this document’s purpose—to convince the British government that the colonies should not be taxed without representation in Parliament—makes it a very reliable source, because it is a direct reflection of the ideologies that America was founded on

- Includes relevant outside information
salutary neglect; French and Indian War; Ohio River Valley, “no taxation without representation”; Revolutionary years; Thomas Jefferson; Declaration of Independence
- Supports the theme with relevant facts and/or examples from the documents

Document 1: war had gone on for so long and was so expensive, Great Britain felt it had fought the war for the colonies

Document 2: colonists felt taxation was unwarranted considering they had no representation in Parliament; rejection of British enforcement of the Stamp Act

Conclusion: Overall, the response meets the criteria for Level 4. The response shows good understanding of Britain’s new taxation policies and connects the purpose of Document 2 to the principle of no taxation without representation, but lacks the depth of a Level 5 response, especially related to the Stamp Act and its provisions.

After the French & Indian War, Great Britain was left in severe debt. In order to pay off this debt Britain turned to taxing the colonies in North America. The colonies did not respond well to this, as they had been allowed to be self-governing before this through salutary neglect, and colonists saw the taxation as unfair due to not having representatives in Parliament. The Stamp Act specifically taxed documents by using a certain seal on them, such as legal documents and playing cards. The Stamp Act was one of many regulations that the colonists protested.

In Document 2, the Stamp Act Congress writes a list of grievances concerning said act to Parliament in order to protest the tax. Since this document was written in opposition to the tax, it serves as a reliable source of the colonists' perspective at the time. It is valuable as evidence of the first time leaders from different colonies gathered in anger over an act passed by the British parliament.

Set 2, Anchor Level 3

The response:

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

Historical context: after the French and Indian War, Great Britain was left in severe debt; the colonies did not respond well to this, as they had been allowed to be self-governing before this through salutary neglect

Point of View: since this document was written in opposition to the tax, it serves as a reliable source of the colonists' perspective at the time; it is valuable as evidence of the first time the colonists gathered in anger over an act passed by the British

- Includes some relevant outside information
French and Indian War; salutary neglect; certain seal on them; legal documents and playing cards; first time leaders from different colonies gathered in anger over an act passed by the British Parliament
- Includes some relevant facts and/or examples from the documents
Document 1: severe debt; Britain turned to taxing the colonies in North America
Document 2: The Stamp Act Congress writes a list of grievances; the document was written in opposition to the tax

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

The purpose of the colonies was for their mother country to profit off of their land, resources and labor. In the case of the colonies of America, their Mother country was Great Britain and the English used the different resources that could be gathered by the colonies, but also used taxes as a form of profit. Great Britain taxed many everyday items such as tea, sugar and stamps. The Stamp Act was placed on the colonies after Great Britains war, and was meant to help refund the money lost from the war (Doc 1). Many colonists were against the taxes being imposed on them, which allowed for tensions to arise resulting in aggression between British soldiers and colonists. In 1765, the Declaration of Rights and Grievances was sent to the King from colonists. This Declaration expressed how the colonists felt about being taxed with no representation (Doc 2). This was not perceived or taken into account by the King of Great Britain.

In Document 2, point of view can be used to better understand the meaning of the text and it can also make it easier to decide whether the document is reliable. In Document 2, the colonists are writing to the King of Great Britain wanting to either be represented more or to abolish the taxes being imposed on them (Doc 2). Point of view is being used because it was written in the perspective of a colonist who was experiencing taxes while under the mother country of Great Britain. This source is reliable because it is a first hand document meaning it was written at the time of taxation, and by a colonist who was being taxed.

Set 2, Anchor Level 2

The response:

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

Historical Context: the purpose of the colonies was for their mother country to profit off their land, resources, and labor; the Stamp Act was placed on the colonies after Great Britain's war and was meant to help refund the money lost from the war

Point of View: it was written in the perspective of a colonist who was experiencing taxes while under the mother country of Great Britain; this source is reliable because it is a first-hand document, meaning it was written at the time of taxation and by a colonist who was being taxed

- Includes some relevant outside information
mother country was Great Britain, the English used the different resources; Great Britain taxed everyday items such as tea, sugar; tension between British soldiers and colonists; includes an inaccuracy: (taxed items such as stamps)

- Includes a few relevant facts and/or examples from the documents

Document 1: Stamp Act was meant to help refund the money lost from the war

Document 2: the declaration expressed how the colonists felt about being taxed with no representation; the colonists either wanting to be represented more or to abolish the taxes

Conclusion: The response addresses both aspects of the task but does so in limited detail.

Economic development has constantly been refuted, challenged, and built upon. The earliest economic development that is still used today is the use of taxes. During the time period of early 1760's the Stamp Act was a prime historical event that further developed the concept of taxation and whether or not it was constitutional or not. In Document 1 the following is stated "...the necessary Expenses of defending, protecting, and securing the British colonies and Plantations in America." Britain deems taxes as a necessity. There is a major difference in Document 2. This is because credibility is questionable because of the POV being from Americans who don't want to pay taxes. This establishes a clear bias because of course tax payers don't want to give their money away to support British government, they feel as if they gain no benefit from taxes. This is clearly stated here "...no taxes ever have been, or can be constitutionally imposed on them...". Document 1 sees taxes as necessity, and Document 2 sees imposed taxes as unconstitutional, further showing taxes in a historical context.

Set 2, Anchor Level 1

The response:

- Minimally addresses the task
- Is descriptive

Historical Context: in Document 1 the following is stated "...the necessary Expenses of defending, protecting, and securing the British colonies and Plantations in America"; Britain deems taxes a necessity

Point of View: from Americans who don't want to pay taxes; "...no taxes ever have been or can be, constitutionally, imposed on them..."

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

Document 1: the necessary expenses of defending, protecting, and securing the British colonies and plantations in America

Document 2: no taxes ever have been or can be, constitutionally, imposed on them

Conclusion: Overall, the response meets the criteria for Level 1. The response focuses on taxation in general but fails to relate it to the passage of the Stamp Act or the reliability of the declaration opposing it.

For many years, America was a colony of Great Britain. Although they were technically British subjects, colonists had their own economy and smaller legislative governments, and were not able to participate in the British government. When these imperialistic rulers started to tax the colonists, because the colonists did not benefit from the money raised, they disagreed. As seen in Document 1, the British government imposed the Stamp Act which was a tax within the colonies on all paper goods. The colonists saw this as an unjust tariff that takes money from them to be blindly given to Great Britain. The British government's main reasoning for this act was to help restore Great Britain's financial stability that was harmed through the "war undertaken for the protection of the colonies." The colonists were also angered by the Proclamation of 1763 because many wanted land in the west. In response to the stamp act, colonists created the Declaration of Rights and Grievances, as seen in Document 2, detailing how colonists – who are not properly represented in Parliament – cannot be taxed by a government that does not give them a voice. This idea of "no taxation without representation" is something that directly led to the American Revolution.

Document 2's use as a reliable source is impacted by its point of view. The Declaration of Rights and Grievances was written as a pro-colonist declaration that is condemning the British government and its lack of representation. The point of view of Document 2 only shows the colonists' side of the situation taking away some of the source's reliability.

In the mid 1700s, tax acts imposed by Great Britain onto the colonies in North America led to tension, and eventually revolution. After the British fought the Seven Years War, they were left with a lot of debt. To combat this, Great Britain enacted a variety of new taxes. The most hated was the Stamp Act because it was a direct tax on paper goods printed in the colonies like newspapers and all legal documents. The British explained the policy arguing that the colonies must be taxed for the war debt and to maintain the British troops that were left to protect them. Colonists were angry with the Act, which led them to write Document 2, the Declaration of Rights and Grievances. This Declaration argues that taxes cannot be imposed without consent of the governed, and that without proper representation in Parliament, no tax on the colonies can be considered fair. This dispute and opposing viewpoints between the British and the colonists led later to the Declaration of Independence and the Revolutionary War.

The Declaration of Rights and Grievances is a powerfully worded piece meant to sway colonists into action. Written by colonists who were furious over the Stamp Act, both its point of view and purpose may not make it an accurate or trustworthy reliable source. Colonists against British rule may tend to exaggerate their complaints, while a neutral figure would speak on the issue with greater accuracy. The purpose of getting colonists to take actions such as boycotting British goods also led them to exaggerate their grievances making their position less reliable.

The historical context surrounding documents 1 and 2 was that Britain was trying to increase its control over the colonies in the Americas. This including increasing the number of taxes on certain goods, banning the colonies from trading with other nations besides Britain, and enforcing stricter regulations on the colonists, including forcing them to house British soldiers when necessary. This upset many people of the American colonies as they felt that it was unjust for Britain to exert its authority in the colonies when the colonists did not even have proper representation within British government. Thus many colonists would rebel against British authority, creating the foundation for the American Independence movement.

Document 2, the Declaration of Rights and Grievances, serves as a reliable source of evidence because it introduces a specific point of view from within this time period that argues for no taxation without the consent of the colonists and equal rights for the subjects in the colonies as the subjects of Great Britain. The reason why this point of view makes this a reliable document is because it reflects the perspective that colonists had from individuals who lived within this time period and experienced the British taxation and oppression of the colonists first-hand.

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

In document one the revenue raised by duties payed the expense of defending and protecting British colonies. And in document two taxes have never been or can be constitutionally imposed on them by there legislature.

The purpose of document two is to tell the reader that no taxes what so ever can be imposed on the people in the colonie unless they give consent personally or by their representatives.

Following the French and Indian war, in which the British attempted to gain control of the Ohio River valley, an area that would prove to be crucial to international commerce, the British were left with a huge debt as a result of the war. In order to pay this debt, the British government decided to levy taxes against the colonies, which was greatly upsetting to educated Americans of the upper class. They were especially impacted as a result of the Stamp Act, which taxed printed goods like those needed by well educated individuals. The Stamp Act was an internal revenue tax, not a tax on trade, which increased the colonists' hostility. The imposition of these taxes ended the British policy of salutary neglect toward the colonies, and began a period in which mercantilism was strengthened as the driving economic system.

Document 2 highlights the reaction by wealthy educated Americans to the Stamp Act. And its reliability is certain, as it was the first intercolonial meeting to protest a British policy by directly addressing the Stamp Act. The audience of the declaration was the British King and Parliament, with the purpose of getting the Stamp Act removed, and the colonists recognized as Englishmen, and having the full rights of Englishmen. While this was not representative of the view of all Americans, as its bias is that of the most aware and politically active men. However, that does not take away from its creditability, but instead makes it a valuable tool to investigate the origins of the Sons of Liberty who would be at the forefront of the revolutionary movement with their cry "no taxation without representation." Therefore, this document is an extremely useful primary source.

Set 2, Practice Paper A—Score Level 3

The response:

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

Historical Context: although they were technically British subjects, colonists had their own economy and smaller legislative governments and were not able to participate in the British government; the British government’s main reasoning for this act was to help restore Great Britain’s financial stability that was harmed through the “war undertaken for the protection of the colonies”

Point of View: the Declaration of Rights and Grievances was written as a pro-colonist declaration that is condemning the British government and its lack of representation; the point of view of Document 2 only shows the colonists’ side of the situation, taking away some of the source’s reliability

- Includes some relevant outside information
America was a colony of Great Britain; British subjects; colonists had their own legislative governments; attacks within the colonies on all paper goods; Proclamation of 1763; no taxation without representation; American Revolution
- Includes some relevant facts and/or examples from the documents

Document 1: the British government imposed the Stamp Act; to help restore Great Britain’s financial stability; “war undertaken for the protection of the colonies”

Document 2: colonists created the Declaration of Rights and Grievances; colonists – who are not properly represented in Parliament – cannot be taxed; a pro-colonist declaration that is condemning the British government

Conclusion: Overall, the response meets the criteria for Level 3. The response includes a good general description of the historical context. However, the explanation of Document 2’s reliability is only briefly stated and lacks the development found in higher level papers.

Set 2, Practice Paper B—Score Level 4

The response:

- Develops *both* aspects of the task but does so somewhat unevenly by discussing the historical context more thoroughly than the reliability of Document 2
- Is more descriptive than analytical
Historical Context: the most hated was the Stamp Act because it was a direct tax on paper goods printed in the colonies like newspapers and all legal documents; the British explained the policy, arguing that the colonies must be taxed for the war debt and to maintain the British troops that were left to protect them
Purpose and Point of View: the Declaration of Rights and Grievances is a powerfully worded piece meant to sway colonists into action; colonists against British rule may tend to exaggerate their complaints
- Includes relevant outside information
Seven Years War; most hated tax; direct tax; newspapers and all legal documents; consent of the governed; Declaration of Independence; Revolutionary War; boycotting British goods
- Supports the theme with relevant facts and/or examples
Document 1: the colonies must be taxed for the war debt; maintain the British troops that were left to protect them
Document 2: colonists were angry with the act; Declaration of Rights and Grievances; taxes cannot be imposed without proper representation in Parliament

Conclusion: Overall, the response meets the criteria for a Level 4 paper. The discussion of the historical context includes detailed information about the Stamp Act and the colonists' resentment about its contents, but the discussion of the reliability of the declaration needs further analysis.

Set 2, Practice Paper C—Score Level 2

The response:

- Minimally addresses the task
- Is primarily descriptive

Historical Context: Britain was trying to increase its control over the colonies in the Americas; increasing the number of taxes on certain goods, banning the colonies from trading with other nations besides Britain, and enforcing stricter regulations on the colonists

Point of View: Document 2, the Declaration of Rights and Grievances, serves as a reliable source of evidence because it introduces a specific point of view from within the time period that argues for no taxation without the consent of the colonists; it reflects the perspective the colonists had from individuals who lived in this time period and experienced the British taxation and oppression of the colonists firsthand

- Includes relevant outside information
Britain was trying to increase its control over the colonies; increasing the number of taxes; enforcing stricter regulations on the colonies; forcing them to house British soldiers; foundation for the American independence movement
- Includes a few relevant facts and/or examples from the documents
Document 2: argues for no taxation without the consent of the colonists; equal rights for the subjects in the colonies as the subjects of Great Britain

Conclusion: Overall, the response meets the criteria for Level 2. The response fails to use information from Document 1, weakening the discussion of the historical context. However, it does establish Document 2 as a reliable primary source.

Set 2, Practice Paper D—Score Level 1

The response:

- Minimally addresses the task
- Is descriptive

Historical Context: paid the expense of defending and protecting British colonies

Purpose: to tell the reader that no taxes whatsoever can be imposed on the people in the colony unless they give consent

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

Document 1: the revenue raised by duties paid the expense of defending and protecting British colonies

Document 2: no taxes whatsoever can be imposed on the people in the colony unless they give consent by their representatives; includes incorrect wording: (Document 2: taxes have never been or can be constitutionally imposed on them by there legislature)

Conclusion: The response includes one major point from each document but fails to effectively relate them to the task.

Set 2, Practice Paper E—Score Level 5

The response:

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

Historical Context: they were especially impacted as a result of the Stamp Act, which taxed printed goods like those needed by well-educated individuals; the imposition of these taxes ended the British policy of salutary neglect toward the colonies and began a period in which mercantilism was strengthened as the driving economic system

Bias: this was not representative of the view of all Americans, as its bias is that of the most aware and politically active men; that does not take away from its credibility but instead makes it a valuable tool to investigate the origins of the Sons of Liberty who would be at the forefront of the revolutionary movement with their cry “no taxation without representation”

- Integrates relevant outside information
French and Indian War; Ohio River Valley, crucial to international commerce; levying taxes against the colonies; upsetting to educated Americans of the upper class; Stamp Act taxed printed goods; ended the British policy of salutary neglect; mercantilism; Sons of Liberty; revolutionary movement; primary source; the purpose of removing the Stamp Act

- Supports the theme with many relevant facts and/or examples from the documents

Document 1: debt as a result of the war

Document 2: it directly addressed the Stamp Act; the British King and Parliament; colonists recognized as Englishmen; having the full rights of Englishmen

Conclusion: The response shows a strong understanding of history and identifies the Stamp Act, Congress’s audience, purpose, and bias, using bias to show that Document 2 is a reliable primary source for investigating colonial dissent.

January 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	11.3
10	11.3
11	11.5
12	11.5
13	11.5
14	11.7
15	11.6
16	11.6
17	11.7
18	11.7
19	11.8
20	11.8
21	11.9
22	11.9
23	11.10
24	11.9
25	11.9
26	11.10
27	CT
28	CT
29- SEQ-1	11.4
30- SEQ-2	11.2
31- SCF- 1	11.6
32- SCF- 2	11.6
33- SCF- 3	11.6
34- SCF- 4	11.6
35- SCF- 5a/5b	11.6
36- SCF- 6	11.6
37- CLE	CT

CT= Cross Topical: test items that cover more than one Key Idea

The Chart for Determining the Final Examination Score for the January 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.