

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Wednesday, August 13, 2008 — 12:30 to 3:30 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate answer sheet.

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

Part III is based on several documents:

Part III A contains the documents. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

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

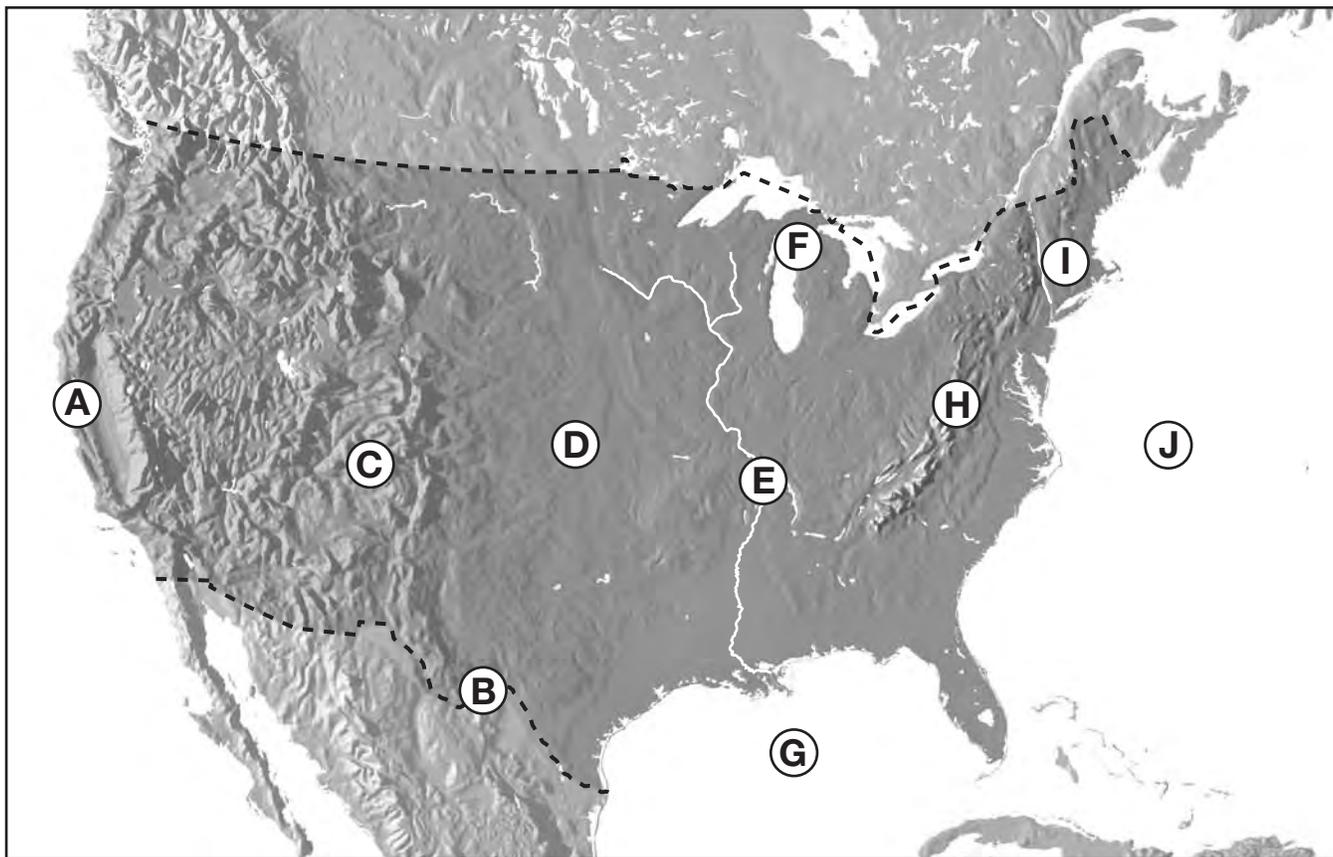
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, write on the 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. Each letter on the map represents a specific geographic feature.



Source: *Mountain High Maps* (adapted)

1 Which geographic feature most limited the westward movement of American colonists before 1750?

(1) *H*

(2) *I*

(3) *C*

(4) *F*

2 At the end of the Revolutionary War, which geographic feature became the western boundary of the United States?

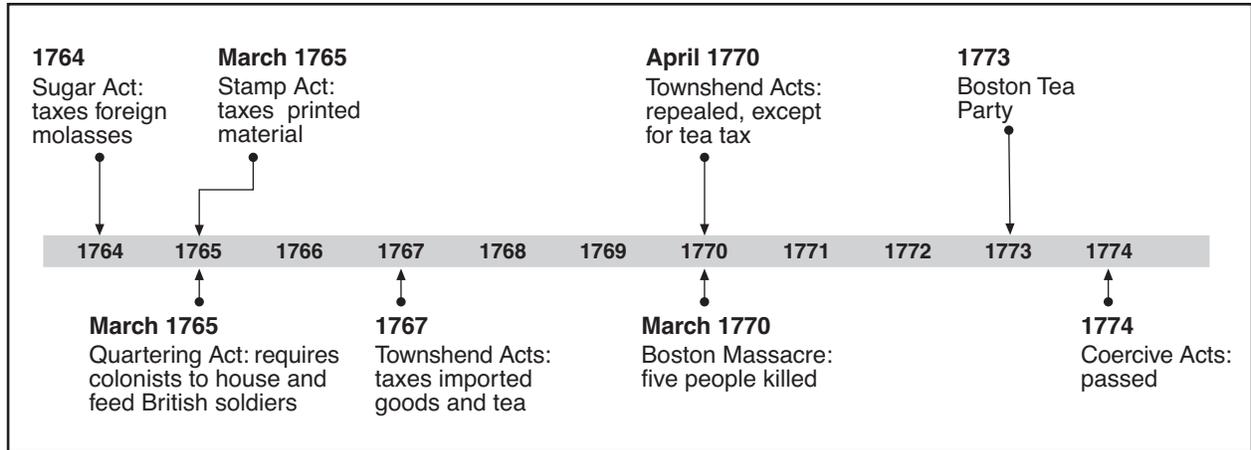
(1) *A*

(2) *B*

(3) *E*

(4) *G*

Base your answer to question 3 on the time line below and on your knowledge of social studies.



3 Which title is most accurate for this time line?

- (1) Forms of Colonial Protest
- (2) Effects of British Navigation Laws
- (3) Causes of the American Revolution
- (4) Abuse of Power by Colonial Legislatures

- 4 The Land Ordinance of 1785 and the Northwest Ordinance of 1787 are considered achievements under the Articles of Confederation because they
- (1) established processes for settling and governing the western territories
 - (2) settled boundary disputes with Great Britain and Spain
 - (3) provided the basic methods of collecting taxes and coining money
 - (4) created a system of state and federal courts

- 5 “The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.”
- United States Constitution, 10th amendment

- This part of the Bill of Rights was intended to
- (1) give the people the right to vote on important issues
 - (2) reduce the rights of citizens
 - (3) limit the powers of the federal government
 - (4) assure federal control over the states

- 6 The creation of the presidential cabinet and political parties are examples of
- (1) the unwritten constitution
 - (2) separation of powers
 - (3) the elastic clause
 - (4) judicial review

- 7 The term *supreme law of the land* refers to which document?
- (1) Fundamental Orders of Connecticut
 - (2) Constitution of the United States
 - (3) Articles of Confederation
 - (4) Declaration of Independence

- 8 Which principle of the United States Constitution is intended to ensure that no one branch of government has more power than another branch?
- (1) checks and balances
 - (2) federalism
 - (3) limited government
 - (4) rule of law

- 9 A geographic and economic motivation for the Louisiana Purchase (1803) was the desire to
- (1) annex California
 - (2) secure land for the Erie Canal
 - (3) control the port of New Orleans
 - (4) own all of the Great Lakes
- 10 The principal goal of the supporters of Manifest Destiny in the 1840s was to
- (1) convince Canada to become part of the United States
 - (2) expand United States territory to the Pacific Ocean
 - (3) build a canal across Central America
 - (4) acquire naval bases in the Caribbean
- 11 The climate and topography of the southeastern United States had a major impact on the history of the United States before 1860 because the region
- (1) became the center of commerce and manufacturing
 - (2) developed as the largest domestic source of steel production
 - (3) was the area in which most immigrants chose to settle
 - (4) provided agricultural products that were processed in the North and in Europe
- 12 Abolitionists in the pre-Civil War period were most likely to support the
- (1) removal of the Cherokee Indians from Georgia
 - (2) passage of the Fugitive Slave Act
 - (3) activities of the Underground Railroad
 - (4) use of popular sovereignty in the territories
- 13 Which Supreme Court decision created the need for a constitutional amendment that would grant citizenship to formerly enslaved persons?
- (1) *Marbury v. Madison*
 - (2) *McCulloch v. Maryland*
 - (3) *Worcester v. Georgia*
 - (4) *Dred Scott v. Sanford*

Base your answer to question 14 on the quotation below and on your knowledge of social studies.

... With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.

— Abraham Lincoln, Second Inaugural Address,
March 4, 1865

- 14 This statement reveals President Lincoln's support for
- (1) a new peace treaty with Great Britain
 - (2) universal male suffrage
 - (3) a fair and generous peace
 - (4) harsh punishment for Confederate leaders
-
- 15 The passage of Jim Crow laws in the South after Reconstruction was aided in part by
- (1) a narrow interpretation of the 14th amendment by the United States Supreme Court
 - (2) a change in the southern economy from agricultural to industrial
 - (3) the growth of Republican-dominated governments in the South
 - (4) the rise in European immigration to the South
- 16 During the late 1800s, pools and trusts were used by big business in an effort to
- (1) increase imports
 - (2) limit competition
 - (3) improve working conditions
 - (4) reduce corporate income taxes
- 17 In the late 1800s, which group most often supported the views of the Populist Party?
- | | |
|--------------------|------------------|
| (1) factory owners | (3) farmers |
| (2) nativists | (4) labor unions |

18 . . . “You are our employers, but you are not our masters. Under the system of government we have in the United States we are your equals, and we contribute as much, if not more, to the success of industry than do the employers.” . . .

— testimony, United States Congress, April 29, 1911

The point of view expressed in the quotation was most likely that of a

- (1) recent immigrant responding to discrimination
- (2) government official campaigning for reelection
- (3) woman demanding the right of suffrage
- (4) labor leader speaking about the rights of workers

19 In the late 1800s and early 1900s, many members of Congress supported legislation requiring literacy tests for immigrants in an attempt to

- (1) stop illegal immigration from Latin America
- (2) provide highly skilled workers for industry
- (3) limit the power of urban political machines
- (4) restrict immigration from southern and eastern Europe

20 **“Hawaiian Planters Urge American Annexation”**
“U.S. and Germany Negotiate for Control of the Samoan Islands”
“U.S. Gains Control of Wake Island and Guam”

Which conclusion can best be drawn from these headlines?

- (1) The Anti-Imperialist League strongly influenced Congress.
- (2) Respect for native cultures motivated United States foreign policy.
- (3) United States territorial expansion increased in the Pacific Ocean.
- (4) Construction of a railroad to Alaska was a major policy goal.

21 The Federal Reserve System was created in 1913 to

- (1) protect endangered species
- (2) reduce tariff rates
- (3) collect income taxes
- (4) regulate the nation’s money supply

22 The initiative and referendum are considered democratic reforms because they

- (1) permit citizens to have a more direct role in lawmaking
- (2) let all registered voters select their state’s presidential electors
- (3) extend the right to vote to 18-year-old citizens
- (4) allow residents of one state to bring lawsuits against residents of another state

23 During the early 1900s, the term *muckrakers* was used to describe

- (1) pacifists who demonstrated against war
- (2) writers who exposed the evils in American society
- (3) newspaper columnists who reported on celebrities
- (4) politicians who criticized Progressive Era presidents

24 President Woodrow Wilson’s policy of strict neutrality during the early years of World War I was challenged by

- (1) German violations of freedom of the seas
- (2) British disrespect for the Roosevelt corollary
- (3) attacks by Mexicans on United States border towns
- (4) the refusal of the League of Nations to supply peacekeepers

25 What was a main result of national Prohibition during the 1920s?

- (1) Respect for the law decreased.
- (2) Woman’s suffrage was restricted.
- (3) Racial prejudice increased.
- (4) Religious tolerance grew.

26 Which foreign policy did Warren G. Harding support when he used the phrase “return to normalcy” during his presidential campaign of 1920?

- (1) appeasement
- (2) internationalism
- (3) containment
- (4) isolationism

27 Which event led to the start of the Great Depression?

- (1) Red Scare (1919–1920)
- (2) election of President Herbert Hoover (1928)
- (3) stock market crash (1929)
- (4) passage of the Emergency Banking Act (1933)

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

**Until He Gets the Key the Door
Cannot Be Opened**



“The people in this country whose incomes are less than two thousand dollars a year buy more than two-thirds of the goods sold.”

— President Roosevelt

Source: G. R. Spencer, *Omaha World-Herald*, 1934 (adapted)

28 Based on this cartoon, economic recovery would require

- (1) fewer regulations by the federal government
- (2) increased taxes on the working class
- (3) more money in the hands of lower-income families
- (4) protective tariffs on foreign goods

Base your answers to questions 29 and 30 on the song below and on your knowledge of social studies.

Brother, Can You Spare a Dime?

They used to tell me I was building a dream
And so I followed the mob.
When there was earth to plow or guns to bear,
I was always there, right on the job.
They used to tell me I was building a dream
With peace and glory ahead —
Why should I be standing in line, just waiting
for bread?

Once I built a railroad, I made it run,
Made it race against time.

Once I built a railroad, now it's done —
Brother, can you spare a dime? . . .

Once in khaki suits, gee, we looked swell
Full of that Yankee Doodle-de-dum.
Half a million boots went slogging through hell,
And I was the kid with the drum. . . .

— E. Y. Harburg and J. Gorney, 1932

29 Which statement most accurately expresses the main idea of this song?

- (1) Railroad workers were often overpaid.
- (2) The average wage in 1930 was 10 cents an hour.
- (3) Soldiers never have difficulty finding jobs when they return from war.
- (4) Hard times threaten economic opportunity.

30 Which program was created to deal with the problem identified in this song?

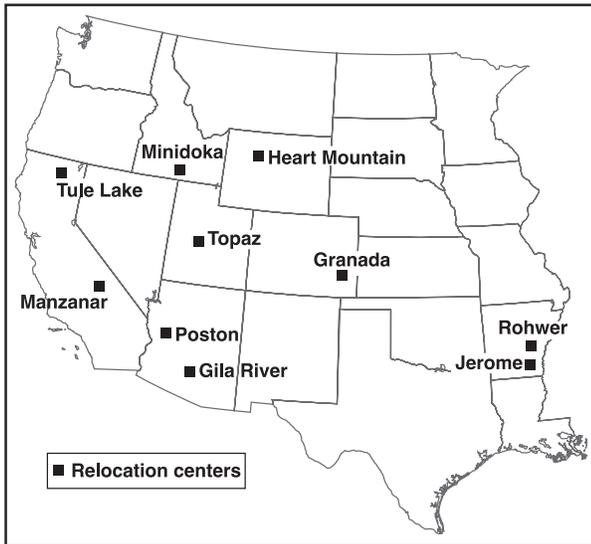
- (1) Interstate Commerce Commission (ICC)
- (2) Works Progress Administration (WPA)
- (3) Federal Trade Commission (FTC)
- (4) Federal Deposit Insurance Corporation (FDIC)

31 President Franklin D. Roosevelt's reelection in 1940 created a controversy that eventually led to

- (1) the Supreme Court declaring the election unconstitutional
- (2) the establishment of presidential term limits
- (3) an effort to increase voter participation
- (4) an attempt to increase the number of Justices on the Supreme Court

Base your answers to questions 32 and 33 on the map below and on your knowledge of social studies.

Relocation Centers for Japanese Americans from the West Coast, 1942–1945



Source: National Park Service, U.S. Department of the Interior (adapted)

32 Which statement is best supported by the information on the map?

- (1) Government officials used abandoned mining towns to house Japanese Americans.
- (2) Western states did not support the decision to create the relocation centers.
- (3) Relocation centers had to be placed near rivers.
- (4) The government considered Japanese Americans a threat to national security.

33 The relocation camps shown on the map were mainly a reaction to the

- (1) Japanese military attack on Pearl Harbor
- (2) capture of Japanese war prisoners
- (3) need to train Japanese Americans for military service
- (4) attacks by Japanese Americans on United States military bases

34 The D-Day invasion in June 1944 was important to the outcome of World War II because it

- (1) opened a new Allied front in Europe
- (2) avoided use of the atomic bomb against civilian targets
- (3) forced Italy to surrender
- (4) stopped Soviet advances in eastern Europe

35 The Marshall Plan (1948–1952) was a United States effort to assist the nations of Europe by

- (1) forming a strong military alliance
- (2) providing economic aid
- (3) sending United States troops to trouble spots
- (4) continuing Lend-Lease aid to the Soviet Union

Base your answers to questions 36 and 37 on the statement below and on your knowledge of social studies.

... But this secret, swift, and extraordinary buildup of Communist missiles—in an area well known to have a special and historical relationship to the United States and the nations of the Western Hemisphere, in violation of Soviet assurances, and in defiance of American and hemispheric policy—this sudden, clandestine [secret] decision to station strategic weapons for the first time outside of Soviet soil—is a deliberately provocative and unjustified change in the status quo which cannot be accepted by this country, if our courage and our commitments are ever to be trusted again by either friend or foe. . . .

— President John F. Kennedy, October 22, 1962

36 This statement is most closely associated with the

- (1) Bay of Pigs invasion
- (2) Cuban missile crisis
- (3) United States-Soviet space race
- (4) nuclear test ban controversy

37 What is a valid conclusion based on this statement?

- (1) Strategic weapons of the United States should be stationed on foreign soil.
- (2) An isolationist foreign policy is the most effective way to preserve peace.
- (3) Presidential attempts were made to end military alliances.
- (4) Geographic location plays an important role in determining foreign policy.

- 38 **“Martin Luther King Jr. Delivers ‘I Have a Dream’ Speech to Civil Rights Demonstrators in D.C.”**
“Rachel Carson Awakens Conservationists with Her Book, *Silent Spring*”
“Cesar Chavez Organizes Migrant Farm Workers”

A valid conclusion based on these headlines is that

- (1) individuals have a great impact on movements for change
- (2) social reforms progress faster with support from big business
- (3) the press discouraged efforts at reform in the 1960s
- (4) mass movements often continue without strong leaders

Base your answers to questions 39 and 40 on the statement below and on your knowledge of social studies.

. . . In 1961, James Farmer orchestrated and led the famous Freedom Rides through the South, which are renowned for forcing Americans to confront segregation in bus terminals and on interstate buses. In the spring of that year, James Farmer trained a small group of freedom riders, teaching them to deal with the hostility they were likely to encounter using nonviolent resistance. This training would serve them well. . . .

— Senator Charles Robb, “A Tribute to an American Freedom Fighter,” U.S. Senate

- 39 The principal goal of the activity described in this statement was to
- (1) achieve racial integration of public facilities
 - (2) encourage change through violent means
 - (3) expand voting rights for African Americans
 - (4) force the president to send military troops into the South
- 40 The activities described in this statement helped lead to
- (1) President Harry Truman’s order to desegregate the military
 - (2) passage of the Civil Rights Act of 1964
 - (3) ratification of the Equal Rights Amendment
 - (4) a decision by the Supreme Court to integrate public schools

- 41 Which term is most commonly used to describe President Richard Nixon’s foreign policy toward the Soviet Union?
- (1) collective security
 - (2) brinkmanship
 - (3) détente
 - (4) neutrality

- 42 Since the 1970s, many people have moved from the Midwest and Northeast to the South, Southwest, and West Coast. This migration has resulted in
- (1) support for increasing the membership of Congress
 - (2) a decrease in immigration from Asia and Latin America
 - (3) increased pressure to eliminate the electoral college
 - (4) some states gaining and others losing seats in the House of Representatives

Base your answer to question 43 on the cartoon below and on your knowledge of social studies.



Source: Dana Summers, *The Orlando Sentinel*, 1999

- 43 Which issue in the United States is the focus of this cartoon?
- (1) poor diets of many older Americans
 - (2) high cost of many medicines
 - (3) increased competition among drug manufacturers
 - (4) government-controlled prices of prescription drugs

Base your answer to question 44 on the cartoon below and on your knowledge of social studies.



Source: Etta Hulme, *The Fort Worth Star-Telegram*, 2004

- 44 The graduating student pictured in this cartoon is confronted by a problem caused in part by
- (1) cheaper foreign labor
 - (2) increasing tariff rates
 - (3) high-cost imports
 - (4) lack of education

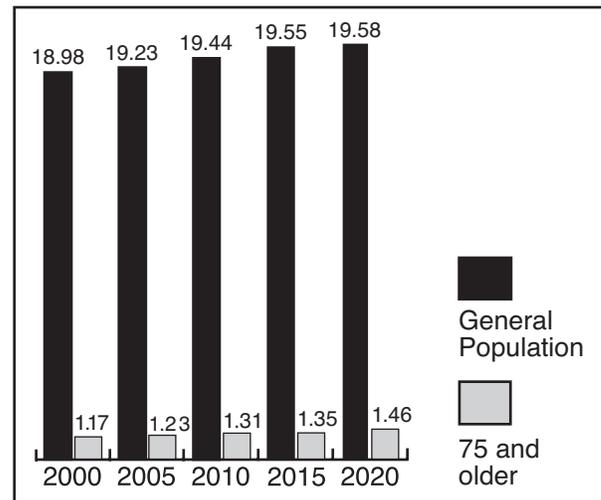
- 45 **“Gasoline Prices Soar in 2008”**
“U.S. Oil Consumption and Imports Continue to Rise”
“OPEC Votes to Reduce Oil Production”

Which conclusion is most clearly supported by these headlines?

- (1) The United States exports more oil than it imports.
- (2) Energy policies are not affected by domestic events.
- (3) The demand for alternative energy sources is declining.
- (4) United States dependence on foreign oil is a major problem.

Base your answer to question 46 on the graph below and on your knowledge of social studies.

Projected New York State Population
(in millions)



Source: U.S. Bureau of the Census, 2005 (adapted)

- 46 Which generalization about the projected population in New York State is most clearly supported by the information on the graph?
- (1) The death rate will slowly increase by 2020.
 - (2) The number of citizens 75 and older will double by 2020.
 - (3) The number of citizens 75 and older will steadily decline by 2020.
 - (4) The population of both groups shown on the graph will increase by 2020.
- 47 The decision in *Gibbons v. Ogden* (1824) and the decision in *Wabash, St. Louis & Pacific Railroad v. Illinois* (1886) addressed the issue of
- (1) congressional privileges
 - (2) regulation of interstate commerce
 - (3) state taxation of federal property
 - (4) contract rights
- 48 Which economic policy argues that government should limit, as much as possible, any interference in the economy?
- (1) socialism
 - (2) laissez-faire
 - (3) mercantilism
 - (4) protectionism

49 Which pair of Supreme Court cases demonstrates that the Supreme Court can change an earlier decision?

- (1) *Schenck v. United States* and *United States v. Nixon*
- (2) *Korematsu v. United States* and *Miranda v. Arizona*
- (3) *Gideon v. Wainwright* and *Heart of Atlanta Motel v. United States*
- (4) *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*

50 The disputed elections of 1876 and 2000 were similar because in both contests the

- (1) winner was chosen by a special electoral commission
- (2) states were required to hold a second election
- (3) winner of the popular vote did not become president
- (4) election had to be decided in the House of Representatives

Answers to the essay questions are to be written in the separate essay booklet.

Part II

THEMATIC ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Government Role in the Economy

Throughout history, the United States government has taken various actions to address problems with the nation's economy.

Task:

Choose **two** actions that addressed a problem with the nation's economy and for **each**

- Discuss the historical circumstance that led to the action
- Discuss the impact of this action on the economy of the United States

You may use any example from your study of United States history. Some suggestions you might wish to consider include assumption of Revolutionary War debts, building the transcontinental railroad, passage of tariff laws, passage of the Interstate Commerce Act, creation of the Federal Deposit Insurance Corporation, adoption of the Social Security system, passage of federal minimum wage laws, Reagan Era tax cuts, and ratification of the North American Free Trade Agreement (NAFTA).

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

- Develop all aspects of the task
- 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 simple restatement of the theme

In developing your answer to Part II, be sure to keep this general definition in mind:

discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

In developing your answers to Part III, be sure to keep this general definition in mind:

discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the 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.

Historical Context:

The automobile has had an important influence on the United States since the early 20th century. Perhaps no other invention has had such a significant impact on production methods, the American landscape, the environment, and American values.

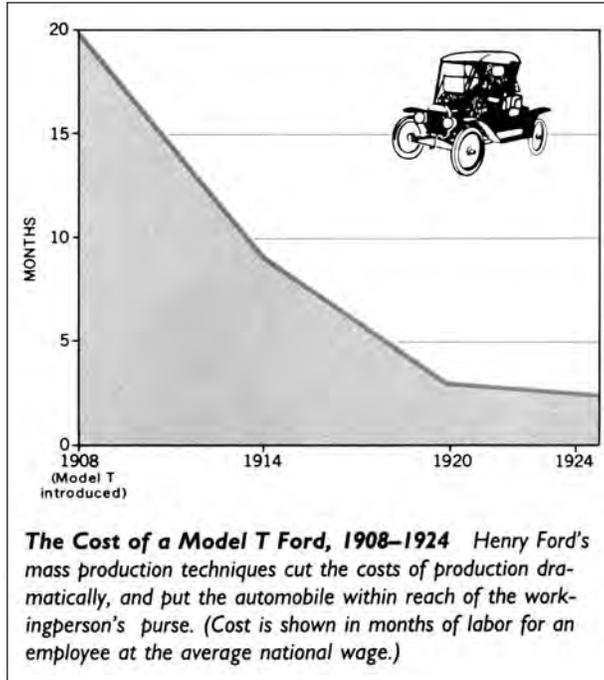
Task: Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay, in which you will be asked to

- Discuss the political, economic, *and/or* social impacts of the automobile on the United States

Part A
Short-Answer Questions

Document 1

Length of Time an Average American Employee Must Work to Purchase a Car



Source: Bailey and Kennedy, *The American Pageant*, D.C. Heath and Company, 1987

- 1 According to Bailey and Kennedy, how did Henry Ford's mass production techniques influence the cost of the automobile? [1]

Score

Document 2

. . . The result [of buying a car] upon the individual is to break down his sense of values. Whether he will or no, he must spend money at every turn. Having succumbed [given in] to the lure of the car, he is quite helpless thereafter. If a new device will make his automobile run smoother or look better, he attaches that device. If a new polish will make it shine brighter, he buys that polish. If a new idea will give more mileage, or remove carbon, he adopts that new idea. These little costs quickly mount up and in many instances represent the margin of safety between income and outgo. The over-plus [surplus] in the pay envelope, instead of going into the bank as a reserve-fund, goes into automobile expense. Many families live on the brink of danger all the time. They are car-poor. Saving is impossible. The joy of security in the future is sacrificed for the pleasure of the moment. And with the pleasure of the moment is mingled the constant anxiety entailed by living beyond one's means. . . .

Source: William Ashdown, "Confessions of an Automobilst," *Atlantic Monthly*, June 1925

2 According to William Ashdown, what were **two** negative impacts of automobile ownership in 1925? [2]

(1) _____

Score

(2) _____

Score

Document 3

. . . Massive and internationally competitive, the automobile industry is the largest single manufacturing enterprise in the United States in terms of total value of products and number of employees. One out of every six U.S. businesses depends on the manufacture, distribution, servicing, or use of motor vehicles. The industry is primarily responsible for the growth of steel and rubber production, and is the largest user of machine tools. Specialized manufacturing requirements have driven advances in petroleum refining, paint and plate-glass manufacturing, and other industrial processes. Gasoline, once a waste product to be burned off, is now one of the most valuable commodities in the world. . . .

Source: National Academy of Engineering, 2000

3 Based on this article, state **two** ways the automobile industry has had an impact on the American economy. [2]

(1) _____

Score

(2) _____

Score

Document 4a

. . . The automobile allowed a completely different pattern. Today there is often a semi-void of residential population at the heart of a large city, surrounded by rings of less and less densely settled suburbs. These suburbs, primarily dependent on the automobile to function, are where the majority of the country's population lives, a fact that has transformed our politics. Every city that had a major-league baseball team in 1950, with the exception only of New York—ever the exception—has had a drastic loss in population within its city limits over the last four and a half decades, sometimes by as much as 50 percent as people have moved outward, thanks to the automobile.

In more recent years the automobile has had a similar effect on the retail commercial sectors of smaller cities and towns, as shopping malls and superstores such as the Home Depot and Wal-Mart have sucked commerce off Main Street and into the surrounding countryside. . . .

Source: John Steele Gordon, "Engine of Liberation," *American Heritage*, November 1996

4a According to John Steele Gordon, what has been **one** impact of the automobile on cities? [1]

Score

**Shopping Malls and Interstate Highways
in and around the Suburbs of Atlanta, Georgia**



Source: James M. Rubenstein, *The Cultural Landscape: An Introduction to Human Geography*, Pearson Prentice Hall, 2005 (adapted)

4b Based on the information on this map, what is **one** impact of the automobile on suburbs? [1]

Score

Document 5

. . . What did the automobile mean for the housewife? Unlike public transportation systems, it was convenient. Located right at her doorstep, it could deposit her at the doorstep that she wanted or needed to visit. And unlike the bicycle or her own two feet, the automobile could carry bulky packages as well as several additional people. Acquisition of an automobile therefore meant that a housewife, once she had learned how to drive, could become her own door-to-door delivery service. And as more housewives acquired automobiles, more businessmen discovered the joys of dispensing with [eliminating] delivery services—particularly during the Depression. . . .

Source: Ruth Schwartz Cowan, "Less Work for Mother?," *American Heritage*, September/October 1987

- 5 According to Ruth Schwartz Cowan, what was **one** way life changed for the American housewife as a result of the automobile? [1]

Score

Document 6

The Influence of the Automobile, 1923–1960 (Selected Years)

- 1923** Country Club Plaza, the first shopping center, opens in Kansas City.
- 1924** In November, 16,833 cars cross the St. John’s River into Florida, the beginning of winter motor pilgrimages to Florida.
- 1930** Census data suggest that southern cities are becoming more racially segregated as car-owning whites move to suburbs that have no public transportation.
King Kullen, first supermarket, Queens, New York City. Supermarkets are an outgrowth of the auto age, because pedestrians cannot carry large amounts of groceries home.
- 1932** One-room rural schools decline because school districts operate 63,000 school buses in the United States.
- 1956** Car pools enable Montgomery, Alabama, blacks [African Americans] to boycott successfully the local bus company, beginning the modern civil rights movement.
National Defense and Interstate Highway Act passed. President Eisenhower argues: “In case of atomic attack on our cities, the road net [network] must allow quick evacuation of target areas.”
- 1957** Sixty-six-year-old gas station operator Harlan Sanders, facing bankruptcy because the interstate has bypassed him, decides to franchise his Kentucky Fried Chicken restaurant.
- 1960** Organization of Petroleum Exporting Countries (OPEC) formed.

Source: Clay McShane, *The Automobile: A Chronology of Its Antecedents, Development, and Impact*, Greenwood Press, 1997 (adapted)

6a According to Clay McShane, what were **two** economic impacts of the automobile on the United States? [2]

(1) _____

Score

(2) _____

Score

b According to Clay McShane, what was **one** impact of the automobile on race relations in the United States? [1]

Score

Document 7

Minor disruptions have begun to appear in the world oil trade in the wake of the renewal of hostilities between the Arabs and the Israelis, and industry executives and Government officials in many countries are waiting to see whether the Arab states will make a serious attempt to use oil as a weapon in the conflict or any political confrontation that follows. The Egyptians are reported to have attacked Israeli-held oil fields in the occupied Sinai, and if true it would be the most ominous event so far in the oil situation. It would be the first direct attack by either side on oil production facilities in any of the conflicts thus far. If the Israelis retaliate it could mean major disruptions of supplies. . . .

Source: William D. Smith, "Conflict Brings Minor Disruptions in Oil Industry: Arab States' Moves Studied for Clues to Intentions," *New York Times*, October 9, 1973

- 7 According to William D. Smith, what could be **one** impact of the conflicts in the Middle East on the United States? [1]

Score

Document 8

WASHINGTON, July 17—President Reagan, appealing for cooperation in ending the "crazy quilt of different states' drinking laws," today signed legislation that would deny some Federal highway funds to states that keep their drinking age under 21.

At a ceremony in the White House Rose Garden, Mr. Reagan praised as "a great national movement" the efforts to raise the drinking age that began years ago among students and parents.

"We know that drinking, plus driving, spell death and disaster," Mr. Reagan told visitors on a sweltering afternoon. "We know that people in the 18-to-20 age group are more likely to be in alcohol-related accidents than those in any other age group."

Mr. Reagan indirectly acknowledged that he once had reservations about a measure that, in effect, seeks to force states to change their policies. In the past, Mr. Reagan has taken the view that certain matters of concern to the states should not be subject to the dictates of the Federal Government.

But in the case of drunken driving, Mr. Reagan said, "The problem is bigger than the individual states." . . .

Source: Steven R. Weisman, "Reagan Signs Law Linking Federal Aid to Drinking Age," *New York Times*, July 18, 1984

- 8 According to Steven R. Weisman, what was **one** reason President Reagan signed the law linking federal highway funds to the drinking age? [1]

Score

Document 9

. . . After a long and bitter debate, lawmakers in California today [July 2, 2002] passed the nation's strongest legislation to regulate emissions of the main pollutant that can cause warming of the planet's climate, a step that would require automakers to sell cars that give off the least possible amount of heat-trapping gases. . . .

California is the largest market for automobiles in the United States, as well as the state with more serious air pollution problems than any other. Under federal clean air legislation, the state's air quality regulators are allowed to set standards for automobile pollution that are stricter than those imposed by federal law. In the past, many other states have followed California's lead in setting pollution rules on vehicles, and ultimately American automakers have been forced to build cars that meet California's standards and to sell them nationwide. . . .

Source: John H. Cushman Jr., "California Lawmakers Vote to Lower Auto Emissions,"
New York Times, July 2, 2002

9 According to John H. Cushman Jr., what is **one** impact of the automobile on the United States? [1]

Score

Part B

Essay

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

Historical Context:

The automobile has had an important influence on the United States since the early 20th century. Perhaps no other invention has had such a significant impact on production methods, the American landscape, the environment, and American values.

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

- Discuss the political, economic, *and/or* social impacts of the automobile on the United States

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least five* 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

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, August 13, 2008 — 12:30 to 3:30 p.m., only

ANSWER SHEET

Male

Female

Student

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

1.....	26.....
2.....	27.....
3.....	28.....
4.....	29.....
5.....	30.....
6.....	31.....
7.....	32.....
8.....	33.....
9.....	34.....
10.....	35.....
11.....	36.....
12.....	37.....
13.....	38.....
14.....	39.....
15.....	40.....
16.....	41.....
17.....	42.....
18.....	43.....
19.....	44.....
20.....	45.....
21.....	46.....
22.....	47.....
23.....	48.....
24.....	49.....
25.....	50.....

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature _____

Tear Here

Tear Here

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, August 13, 2008 — 12:30 to 3:30 p.m., only

SCORING KEY FOR PART I AND RATING GUIDE FOR PART II (THEMATIC ESSAY)

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 <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

Contents of the Rating Guide

For **Part I** (Multiple-Choice Questions):

- Scoring Key

For **Part II** (thematic) essay:

- A content-specific rubric
- Prescored answer papers. Score levels 5 and 1 have two papers each, and score levels 4, 3, and 2 have three papers each. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

General:

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

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

VOLUME
1 OF 2
MC & THEMATIC

United States History
and Government

August 13, 2008

Part I

1. 1 or H	26... 4 ...
2. 3 or E	27... 3 ...
3... 3 ...	28... 3 ...
4... 1 ...	29... 4 ...
5... 3 ...	30... 2 ...
6... 1 ...	31... 2 ...
7... 2 ...	32... 4 ...
8... 1 ...	33... 1 ...
9... 3 ...	34... 1 ...
10... 2 ...	35... 2 ...
11... 4 ...	36... 2 ...
12... 3 ...	37... 4 ...
13... 4 ...	38... 1 ...
14... 3 ...	39... 1 ...
15... 1 ...	40... 2 ...
16... 2 ...	41... 3 ...
17... 3 ...	42... 4 ...
18... 4 ...	43... 2 ...
19... 4 ...	44... 1 ...
20... 3 ...	45... 4 ...
21... 4 ...	46... 4 ...
22... 1 ...	47... 2 ...
23... 2 ...	48... 2 ...
24... 1 ...	49... 4 ...
25... 1 ...	50... 3 ...

Cut Here

Cut Here

Mechanics of Rating

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

Scoring the Part I Multiple-Choice Questions

On the detachable answer sheet, indicate by means of a checkmark each incorrect or omitted answer to multiple-choice questions; do not place a checkmark beside a correct answer. Use only red ink or red pencil. In the box provided on the answer sheet, record the number of questions the student answered correctly in Part I.

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

United States History and Government
Content-Specific Rubric
Thematic Essay
August 2008

Theme: Government Role in the Economy

Throughout history, the United States government has taken various actions to address problems with the nation's economy.

Task: Choose *two* actions that addressed a problem with the nation's economy and for *each* action

- Discuss the historical circumstance that led to the action
- Discuss the impact of this action on the economy of the United States

You may use any example from your study of United States history. Some suggestions you might wish to consider include assumption of Revolutionary War debts, building the transcontinental railroad, passage of tariff laws, passage of the Interstate Commerce Act, creation of the Federal Deposit Insurance Corporation, adoption of the Social Security system, passage of federal minimum wage laws, Reagan Era tax cuts, and ratification of the North American Free Trade Agreement (NAFTA).

Scoring Notes:

1. This thematic essay has a minimum of *four* components (the historical circumstance that led to each of *two* different actions that addressed a problem with the nation's economy *and* an impact of the action on the economy of the United States for *each* action).
2. The problem discussed must be related to the nation's economy.
3. The action that addressed a problem with the nation's economy may be from any time since the inception of the United States government. Economic events of the colonial era, such as the Intolerable Acts and the Boston Tea Party, should not receive credit as they occurred prior to the establishment of the first United States government.
4. The actions chosen may be similar or from the same time period as long as different and specific supporting information is included for each, e.g., adoption of the Social Security system and establishment of the Works Progress Administration during the New Deal.
5. A description of the action may be included in the discussion of the historical circumstances.
6. The impact of the action on the economy of the United States may be immediate or long term and may be either positive or negative.
7. The impact of the action on the United States economy may be discussed from any perspective as long as the position taken is supported by related historical facts and examples.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by discussing the historical circumstances that led to each of two different actions that addressed a problem with the nation's economy and discussing the impact of each action on the economy of the United States
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information) (*assumption of Revolutionary War debts*: connects Hamilton's proposal that Congress should pay debts contracted by the Continental Congress during the Revolutionary War and take over all remaining states' debts from the war to the economic problems of the new nation generated by the existence of thirteen separate financial systems; connects Hamilton's proposal to the inability of some states to meet their obligations and to his determination to establish the credit of the United States; connects Hamilton's proposal to the federal government's involvement in credit and trade, to economic growth and to increased sectional conflict over taxation; *building the transcontinental railroad*: connects the achievement of Manifest Destiny, the rapid West Coast settlement during the gold rush, and the Union's advantage in rail transportation during the Civil War to the United States government's use of land grants and support for private investors in building a transcontinental railroad; connects the completion of the transcontinental railroad to the extinction of the buffalo, the settlement of the Great Plains, the creation of a national economy, and the formation of new industries)
- Richly supports the theme with relevant facts, examples, and details (*assumption of Revolutionary War debts*: Articles of Confederation; imbalance of trade; Washington's cabinet; Federalist Party; Secretary of the Treasury; bond speculators; agrarian versus manufacturing economy; Jefferson's opposition; Bank of the United States; location of the federal capital; federal power over the states; *building the transcontinental railroad*: wagon trains; desire for Asian trade; Lincoln's 1860 campaign; subsidies; Pacific Railway Act of 1862; Homestead Act; Union Pacific and Central Pacific Railroads; Chinese immigrant labor; Promontory Point; golden spike; growth of towns and cities; Credit Mobilier; Grange movement; Interstate Commerce Act; cattle and meatpacking; oil and steel; telegraph; railroad innovations; economic interdependence)
- 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 more thoroughly than the other aspect of the task for both actions *or* discussing one action more thoroughly than the second action
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information) (*assumption of Revolutionary War debts*: discusses the inability of some of the thirteen states to pay war debts and the need for credit and economic stability leading to Hamilton's plan for the assumption of state debts; discusses how the economy grew because the United States honored its commitment to creditors; discusses the increase in sectionalism because southern states who had paid their debts resented the plan; *building the transcontinental railroad*: discusses the need of the United States, which controlled all the land from the Atlantic to the Pacific, for a faster way to reach the west coast because of the gold rush; discusses the concept of Manifest Destiny; discusses the impact of the Lincoln administration's promotion of the transcontinental railroad with land grants to private companies; discusses the impact the completion of the railroad had on eastern markets for western farmers, the impact of the creation of new towns and cities, and/or the impact on the Plains Indians)
- 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

Note: At score levels 5 and 4, all *four* components should be developed.

Holistic Scoring Reminder: This note applies only to bullet 1 of the rubric.

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)
- 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

Note: If *both* components of the task for *one* action are thoroughly developed evenly and in depth and *if* the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

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
- 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
- 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 theme, task, or suggestions as 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.

Throughout the history of the United States, there have been many situations where this nation's economy has been in great need of reform. The United States government has taken action to address these problems and hopefully improve the economy. Two prime examples of this situation are Alexander Hamilton's Federalist policies after the Revolutionary War and Franklin D. Roosevelt's action in the 1930s to 1940s during the Great Depression.

After the Revolutionary War, America was a brand-new country. Decisions made during this critical time would become precedents in later years, so issues such as international reputation, the structure of government and the economy needed to be addressed as soon as possible. Alexander Hamilton, Washington's Secretary of Treasury, created ways to fund the government and started economic systems that help the U.S. thrive today. Hamilton was a Federalist so he believed in a stronger central government, and his decisions reflected these views. First, he called for the elimination of all state Revolutionary War debt and the assumption of all debt under the federal government. Then, he designed the First National Bank that regulates funds, currency, and taxes. Although this decision was very controversial because Southern states had already paid their Revolutionary War debts (Thomas Jefferson, James Monroe, and other anti-Federalists disagreed with Hamilton), the National Bank greatly benefited the United States. First, it helped bring the economy under the control of the Federal government. By giving the federal government

control of the economy, it created a unified currency, the power to tax and grant funds was no longer in the states' powers, and the economy improved as creditors were encouraged to invest in the nation's future. It also improved the United States' international reputation because they could start paying back debts to countries such as France. Alexander Hamilton's actions greatly improved the economy by establishing the nation's credit.

In the 1930s, the United States economy was in disarray. Because of overproduction by farmers, and overspeculation in the 1920s leading up to the stock market crash in 1929, the United States had entered a Great Depression. Millions lost jobs, homes, and all material possessions, and President Hoover was not doing his job in helping the economy improve. All of his attempts were futile, especially when homeless villages were beginning to be called "Hoovervilles." However, when Franklin D. Roosevelt was sworn into the presidency, he vowed to change the state of the United States. His first action as president was, he called for a bank holiday and arranged for an emergency Congress meeting, where he decided the state of the economy and discussed programs to implement in order to improve the U.S. His program, called the New Deal, promised relief, recovery, and reform, and in the period known as the First 100 Days, he implemented numerous programs to improve the state of the economy. First, he opened solvent banks

and called for the government to assume control of banks that were too weak to reopen. People's confidence in the banks began to increase as runs on the banks decreased. Roosevelt's actions demonstrated increasing federal regulations, moving toward a more mixed economy. He also opened increased federal authority with programs to help the farmers control their production. What had happened before was, farmers were losing money, so to make up for their loss they increased production. This created a big problem because by overproducing, farm prices dramatically decreased. To solve this problem, FDR created the Agricultural Adjustment Act, which gave money to farmers for cutting production. To relieve the unemployed, FDR created programs such as the CCC, which created federal jobs for those who didn't have one, giving people a feeling that the federal government would assist them with their economic problems. In addition, FDR created the Social Security Act and the National Recovery Act in the second New Deal to improve the economy further. FDR improved the economy greatly after the Great Depression.

The United States experienced periods of need in the economy, but the government has taken actions to address these problems. Alexander Hamilton's federalist policies after the Revolutionary War and FDR's new deal programs are two examples of expanding federal power over the

economy. Today, people look to the national government for ~~helping~~ help during hard economic times.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances that led to assumption of Revolutionary War debts and the New Deal response to the Great Depression and by discussing the impact of each action on the economy of the United States
- Is more analytical than descriptive (*assumption of Revolutionary War debts*: decisions made during this critical time would become precedents in later years, so issues such as international reputation, the structure of government, and the economy needed to be addressed as soon as possible; started economic systems that help the United States thrive today; Alexander Hamilton’s actions greatly improved the economy by establishing the nation’s credit; *New Deal response to the Great Depression*: because of overproduction by farmers, and over-speculation in the 1920s leading up to the stock market crash in 1929, the United States had entered a Great Depression; Roosevelt’s action demonstrated increasing federal regulation, moving toward a more mixed economy; gave people a feeling that the federal government would assist them with their economic problems)
- Richly supports the theme with relevant facts, examples, and details (*assumption of Revolutionary War debts*: Secretary of the Treasury; Federalist; National Bank; unified currency; creditors encouraged to invest; pay back debt to France; *New Deal response to the Great Depression*: 1930s; President Hoover; “Hoovervilles”; bank holiday; emergency Congress meeting; relief, recovery, and reform; first one hundred days; solvent banks; Agricultural Adjustment Act; Civilian Conservation Corps; Social Security Act; second New Deal); includes a minor inaccuracy (*assumption of Revolutionary War debts*: Thomas Jefferson, James Monroe, and other anti-federalists disagreed with Hamilton)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that connects the two actions to expanding the economic power of the federal government

Conclusion: Overall, the response fits the criteria for Level 5. The response employs insightful analysis and rich detail to illustrate the crucial issues during the early days of the United States government and the Great Depression. The expansion of federal power over the economy is a unifying theme.

Throughout history, the United States government has taken various actions to address problems with the nation's economy. Two actions that addressed a problem with the nation's economy are the building of the trans continental railroad and passage of Tariff laws.

The first action that addressed a problem with the nation's economy was the building of the trans continental railroad. The discovery of gold in California had led to rapid settlement of the West, and had shown the need for a safer, faster method of travel than the wagon train. The project began in 1862 shortly after the beginning of the Civil War. President Lincoln had promised voters that a trans continental railroad would be completed and the war proved how important railways could be. Government involvement was vital, it was too big of a project for private investors so the federal government awarded huge grants to two private companies.

By 1870 railroads carried goods + passengers from coast to coast, but the trains were noisy, dirty, and uncomfortable. In spite of the problems, ~~the~~ train travel continues to expand + improve. New industries grew and the nation prospered as steel replaced iron rails, track gauges and signals became standardized. Companies improved safety with the development of the air brakes and the telegraph lines for faster communication.

with moving trains, ushering in the age of Big Business. Along the railroad lines, towns and cities grew such as Abilene, Kansas which connected the cattle trails with rail lines.

The second action that addressed a problem with the nation's economy was the passage of the tariff laws. Henry Clay's "American System" had proposed tariffs to make the United States more self-sufficient by protecting new industry. The tariff was also the main source of revenue for the nation. Congress passed the Tariff of 1828, a heavy tax on imports. The tariff benefited the industrial north but forced Southerners to pay higher prices. It prompted South Carolina to declare that states had the right to judge when federal gov't exceeded its authority.

In 1832, after another tariff was passed, South Carolina threatened to withdraw from the Union if its nullifications weren't respected. In 1833 Congress passed the Force Bill, which required South Carolina to collect the tariff. President Jackson threatened to send 50,000 troops to enforce the law. Senator Henry Clay engineered a compromise, Congress reduced some of the import duties, and South Carolina ~~was~~ canceled its nullification act. The tariff continued

to be a major source of sectional conflict because the South saw it as a threat to their agricultural economy. Throughout history, the United States gov't has taken various actions to address problems with the nation's economy. Two actions that directly affected the economy of the nation throughout the 19th century were the building of the Transcontinental Railroad and the passage of the Tariff Laws.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances that led to building the transcontinental railroad and the passage of tariff laws and by discussing the impact of each action on the United States economy
- Is more analytical than descriptive (*building the transcontinental railroad*: the discovery of gold in California had led to rapid settlement of the West and had shown the need for a safer, faster method of travel than the wagon train; the war proved how important railways could be; companies improved safety with the development of air brakes and telegraph lines for faster communication with moving trains, ushering in the age of Big Business; *passage of tariff laws*: Henry Clay's "American System" had proposed tariffs to make the United States more self-sufficient by protecting new industry; the tariff benefited the industrial North but forced southerners to pay higher prices; the tariff continued to be a major source of sectional conflict because the South saw it as a threat to their agricultural economy)
- Richly supports the theme with relevant facts, examples, and details (*building the transcontinental railroad*: Civil War; private investors; President Lincoln; 1870; steel replaced iron rails; track gauges and signals became standardized; Abilene, Kansas; cattle trails; *passage of tariff laws*: Tariff of 1828; main source of revenue; heavy tax on imports; South Carolina; 1832; nullification; Force Bill; President Jackson's threat; Henry Clay's compromise)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that notes both actions affected the nation's economy throughout the 19th century

Conclusion: Overall, the response fits the criteria for Level 5. The response explores the connection between the needs of the expanding nation and innovation in the railroad industry. In addition, the response takes the suggestion of passage of tariffs and successfully narrows the discussion to the landmark Tariff of 1828 within the context of sectionalism.

A nation's economy is always in a constant flux between rises and recessions. It is the responsibility and goal of a nation's government to benefit and insure a rising economy. Today when the United States's economy is in peril, it is the responsibility of its government to take action and correct its downward path. During the Great Depression and the Progressive Era, the United States government sought to correct the nation's financial injustices and further the path to a beneficial economy for the American people.

In a post-WWI society, American manufacturers found foreign demands substantially lower than they had been in the war era. By the end of the 1920s production slowed, consumption slowed, and thus, the economy slowly waned. Combined with failing dust-bowl farms on the Great Plains, the nation's economy was in serious peril. In an effort to regain all money before its value was lost completely, stockholders went on a selling frenzy. With no buyers, the nation plunged into a depression which ultimately lasted until WWII. However, during this era Franklin Delano Roosevelt, with the help of the legislative branch, enacted "alphabet agencies" to right the economy and get formerly employed men off the streets and into a job. These agencies became a major United States employer. The U.S. government created the TVA (Tennessee Valley Authority), ~~whose~~ whose prime goal was to control floods and provide cheap electricity. The PWA (Public Works Administration) was made responsible

for constructing schools, airports, and electricity-generating dams. Under FDR, the United States ^{Government} enacted endless legislation to bring the economy out of the depression. However, ultimately, it was the country's decision to enter WWII that restimulated manufacturing to a level unparalleled in previous years, thus reviving the economy. Even so, the New Deal established the idea that government was responsible for the economic well-being of the people.

The early 20th century is also characterized by its infinitely ~~unfair~~ ^{unfair} business practices and ethics. By the end of the 19th and beginning of the 20th centuries, the robber barons were at their pinnacle. These business leaders utilized shrewd and often manipulative business practices in order to out-compete all competitors. Once all competitors were eliminated, the company now had a monopoly, able to manipulate the entire industry in which it was situated. Common business practices included child-labor and long hours in perilous conditions. Since jobs were scarce, the poor American population was forced to accept these jobs and endure. However, this furthered the expanding gap between the poor majority with the rich minority. Paralleling the unfair business era, was the Progressive Era, marked by good ethics and morals. The new age rivaled the practices of inhumane "captains of industry" and sought to restrict their unfair practices. Due to increased support, the Progressives had key legislation passed such as child labor laws and reduced work hours

which addressed conditions in the workplace. A progressive income tax lessened the increasing rift between the upper and lower-class.

Today, it is the job of government to ensure the greatest economy possible for its people. During the Great Depression, the government under FDR created alphabet agencies to give people jobs and stimulate the economy. Under presidents like Woodrow Wilson, the progressives gained rights for the workers, so they weren't taken advantage of as badly by wealthy business owners.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the historical circumstances that led to the New Deal and Progressive legislation more thoroughly than discussing the impact of each action on the economy of the United States
- Is more analytical than descriptive (*introduction of the New Deal*: by the end of the 1920s, production slowed, consumption slowed, and the economy slowly waned; combined with failing Dust Bowl farms on the Great Plains, the nation's economy was in serious peril; legislation enacted to get formerly employed men off the streets and into a job; alphabet agencies became a major United States employer; ultimately, it was the country's decision to enter World War II that re-stimulated manufacturing to a level unparalleled in previous years, thus reviving the economy; *Progressive legislation*: the early 20th century is also characterized by its infinitely unfair business practices and ethics; these business leaders utilized shrewd and often manipulative business practices in order to out-compete all competitors; child labor laws and reduced work hours addressed conditions in the work place; the progressive income tax lessened the increasing rift between the upper and lower classes)
- Supports the theme with relevant facts, examples, and details (*introduction of the New Deal*: post-World War I; stockholders; selling frenzy; depression; Franklin Delano Roosevelt; Tennessee Valley Authority; Public Works Administration; *Progressive legislation*: robber barons; monopoly; child labor; captains of industry; income tax; Woodrow Wilson)
- 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. The response is a careful and fairly thorough review of the historical circumstances that led to the need for economic reform, including the premise that Americans periodically have faced economic injustice. However, the impact of each action is expressed in a single statement without sufficient examination.

Throughout the United States extensive history, there have been times when it has been deemed necessary for the federal Government to step in on our relatively free economy. Fortunately, our governments actions taken usually worked, resulting in an answer to these problems. With the completion of the transcontinental railroad and the power of the Works Progress Administration during the depression, our government fully realized our problems and both actions definitely worked in the end.

When the last golden spike was hammered down, and the first transcontinental railroad was complete, our country performed a huge sigh of relief. In previous years, our country was developing quickly, in both the east and the west. California was a gold mine, with business and cities sprouting up like wildfire. Back in the east, industrialization was in full swing, with new products and ideas being thought up all the time. The problem was a 3000 mile barrier between these two cultures. With federal land grants, the transcontinental railroad was under way, and the thousands of pounds of dynamite, workers, and steel needed were right there when they wanted it. When the terminal strike of the hammer was laid down, our country was now connected, being able to share information, money, ideas, goods and all other sorts of things at the speed of steam. This convergence of the two cultures allowed for economic prosperity for years to come. The transcontinental railroad created a true national economy where western resources could supply eastern ^{industry} ~~industries~~ and farm products from the west could fill the mouths of hungry immigrants in eastern cities. Now, land across the Plains became desirable for settlement and people ^{bought} ~~brought~~ land from ^{the} railroad, establishing towns

and cities across the heartland.

The American Depression was one of the worst slumps in any nation's history. With ^{unemployment} ~~employment~~ skyrocketing and wages at an all time low, the future for the USA looked bleak. Then came F. D. R., a leader with a voice, a message of a savior. He preached his New Deal with that idea that he could save our once prosperous nation. One of the many programs installed was the Works Progress Administration (WPA). This was the answer to the prayers of many. Providing thousands of jobs for unemployed workers, it was an organization responsible for the construction of bridges, parks, roadways, and other government works. This not only provided an answer to depression, but ^{it} also raised the morale of the country. After ~~depression~~ ^{years of hunger} ~~but~~ hopelessness and unemployment, this surge of work helped ~~to~~ alleviate the effects of the depression.

When the nation's economy seemed to be in jeopardy, the United States government stepped in with authority. With the completion of the transcontinental railroad and the success of the WPA, the national government addressed both these problems with vigor and triumph. The impact on the economy was both influential and positive on our nation's situation. In both of these cases, the power of the federal government was expressed to the fullest.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so unevenly by discussing the historical circumstances that led to building the transcontinental railroad and its impact on the United States economy more thoroughly than discussing the historical circumstances of the creation of the Works Progress Administration and its impact on the United States economy
- Is more analytical than descriptive (*building the transcontinental railroad*: California was a gold mine, with businesses and cities sprouting up like wildfire; the problem was a 3000-mile barrier between these two cultures; our country was now connected, being able to share information, money, ideas, goods, and all other sorts of things at the speed of steam; the transcontinental railroad created a true national economy where western resources could supply eastern industry and farm products from the West could fill the mouths of hungry immigrants; *creation of the Works Progress Administration*: with unemployment skyrocketing and wages at an all time low, the future for the United States of America looked bleak; the WPA was the answer to the prayers of many; this not only provided an answer to the depression, but it also raised the morale of the country)
- Supports the theme with relevant facts, examples, and details (*building the transcontinental railroad*: golden spike; industrialization; federal land grants; thousands of pounds of dynamite, workers, and steel; *creation of the Works Progress Administration*: Franklin Delano Roosevelt; construction of bridges, parks, and roadways)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that express the positive nature of government intervention in the economy

Conclusion: Overall, the response fits the criteria for Level 4. The response utilizes expressive language in its fairly sophisticated analyses. The section about the Works Progress Administration lacks the depth evident in the discussion about building the transcontinental railroad.

Over the years many problems have faced the United States economically and the government has been forced to take action. The most difficult economic time in US history was the Depression of the 1920's. This brought many people into poverty, job loss and terrible living conditions. The economy had to be changed to get the citizens out of these situations. President Franklin Delano Roosevelt's New Deal was a plan that included many acts. The adoption of the Social Security System and the passage of minimum wage laws were passed by the government to improve the economic situation of the United States.

The government was forced to enact the Social Security system to protect the economic interests of the elderly and impoverished because so many citizens were demanding that something be done. The nation had never set up a system to aid people once they got older. Now, for the first time, money would be taken out of each worker's check to be used for retirement for older workers. This forced the older generation, who had been working with ailing bodies, ~~and~~ weakening minds and competing for jobs against the younger workers, to retire. The Depression brought the issue of the future of the younger generation to the forefront because eventually they would become

elderly and have no savings to sustain living needs. This Act brought a strong sense of security for the younger generation; that their future is safe. The Social Security system gave the people of the Depression security in another way as well. If a person were to lose their job, they would be guaranteed money from the government to support themselves for a set amount of time. This unemployment insurance gave them a chance to get back on their feet and not fall into complete poverty ~~that~~ that was inescapable. This kept the economy going in the US because the elderly were able to hand off their jobs to the younger generation and the poor were able to break the cycle of poverty. This system gave a generation faced with great economic hardship hope.

The New Deal also saw the passage of minimum wage laws. These laws were set up to make sure the workers of the US were paid enough to support families. During the Depression the United States faced the failure of many businesses and therefore a lot of unemployment. Business owners could then pay workers much less than they should because people were so desperate for jobs. This made it nearly impossible for a person to live, let alone contribute to the economy. With a set minimum wage

(25¢ per hour at first) employers couldn't take advantage of their workers and the workers could sustain a living since maximum hours were set also. This allowed people to be able to afford goods and help spur the economy out of its depression.

The government put in place the Social Security system and minimum wage laws to help protect the economy of the United States. These acts by the government showed how their intervention was crucial to keeping the economy alive. The Depression's devastating impact on the US spurred the government into action. Their intervention helped save the economy from an even greater fall and they still exist today. Through many different government programs they have been able to save the US economy from a drastic fall.

Anchor Level 4-C

The response:

- Develops all aspects of the task in some depth by discussing the historical circumstances that led to the adoption of the Social Security system and the passage of federal minimum wage laws and discussing the impact of each action on the United States economy
- Is more descriptive than analytical (*adoption of the Social Security system*: now, for the first time, money would be taken out of each worker's check to be used for retirement of older workers; eventually, the younger generation would become elderly and have no savings to sustain living needs; unemployment insurance gave them a chance to get back on their feet and not fall into complete poverty; *passage of federal minimum wage laws*: business owners could then pay workers much less than they should because people were so desperate for jobs; this allowed people to be able to afford goods and helped spur the economy out of its depression; they still exist today)
- Supports the theme with relevant facts, examples, and details (*adoption of the Social Security system*: Franklin Delano Roosevelt; economic interests of the elderly; cycle of poverty; *passage of federal minimum wage laws*: big business; failure of many businesses; twenty-five cents per hour; maximum hours); includes an inaccuracy (*introduction*: depression of the 1920s)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that clearly connect the devastation of the Great Depression to two major New Deal actions

Conclusion: Overall, the response fits the criteria for Level 4. The response effectively conveys the economic difficulties faced by both seniors and workers during the Great Depression. However, the historical details used in the discussion are limited.

Through out the History of the United States, the National Government has faced many problems + has dealt with them in an appropriate way to solve that problems. The government a few times in the History of the United States intervend when they saw an economic problem that had to be fixed. The United states government had taken various steps to address various problems with the Nation. The United states government adressed economic problems with both the Hamilton Plan and the New Deal.

The Hamilton plan is a perfect example of how the gov't took steps to address a economic problems. After the Revolution, the nation was in a great debt. We owed money to the states, France, soldiers who fought in the war + to people who bought bonds to help support the colonies during the war. The first gov't we set up, the Articles of confederation failed to address these issues + made it worse. Finally, under the Presidency of Washington,

Alexander Hamilton stated his plan. It consisted of 4 parts. Pay back all the bonds, set up a national bank, place a high tariff, + place a tax on whiskey. The national bank was controversial + was fought over about in Congress.

Some thought it was unconstitutional.

Eventually it was ruled as constitutional.

In the long run, Hamilton's dream of a highly industrialized self sustaining country came true. The plan was a success.

The New Deal is a huge example for the gov't taking steps to solve an economic problem. During the time, the country was in the greatest depression it had ever seen. A majority of the people were out of work + poverty was at an all time high. Farmers were especially hard hit by low farm prices and the affects of the Dust Bowl. Things needed a change + F.D. Roosevelt set up the New Deal. It consisted of a

of plans to get people back on their feet. Things like the AAA were set up. The govt paid farmers not to grow crops so there wouldn't be a surplus + they would get money even though people couldn't buy the crops. The AAA helped raise crop prices. Also during this time, Anti-trust acts were being set up. This limited the power of monopolies + helped smaller businesses. This New Deal worked incredibly well + every president up to Nixon would have follow this new deal.

Both the New Deal + the Hamilton Plan are perfect examples of the govt taking steps to fix an economic problem. These events were extremely crucial + the way the govt dealt with them was impressive + key to the way the U.S.A. was shaped + how it is today.

Anchor Level 3-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the historical circumstances that led to Hamilton's financial plan and the New Deal more thoroughly than the impact of each action on the economy of the United States
- Is more analytical than descriptive (*Hamilton's financial plan*: the first government we set up, the Articles of Confederation, failed to address these issues and made it worse; National Bank thought to be unconstitutional by some; in the long run, Hamilton's dream of a highly industrialized, self-sustaining country came true; *New Deal*: during this time, the country was in the greatest depression it had ever seen; farmers were especially hard hit by low farm prices and the effects of the Dust Bowl)
- Supports the theme with relevant facts, examples, and details (*Hamilton's financial plan*: after the Revolution, the nation was in great debt; owed money to France; Presidency of Washington; pay back all of the bonds; tax on whiskey; *New Deal*: poverty was at an all time high; Franklin Delano Roosevelt; Agricultural Adjustment Act); includes an inaccuracy (*New Deal*: during this time, antitrust acts were being set up)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that observes that the actions by Hamilton and Roosevelt shaped economic policy today

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of the impact of Hamilton's plan and the New Deal is not adequately developed. However, the response reflects a good understanding of Hamilton's vision and of the terms of the Agricultural Adjustment Act.

THROUGHOUT HISTORY, THE GOVERNMENT OF THE UNITED STATES HAS HAD TO PASS LAWS AND MAKE DECISIONS TO IMPROVE THE NATION'S ECONOMY. THE PASSAGE OF FEDERAL MINIMUM WAGE LAWS AND OF THE SHERMAN ANTI-TRUST ACT WERE TWO ACTIONS TAKEN BY THE GOVERNMENT TO CORRECT PROBLEMS WITH THE ECONOMY.

WHEN THE UNITED STATES BECAME INDUSTRIALIZED, THERE WAS A HIGHER DEMAND FOR WORKERS TO PRODUCE THE MASS AMOUNTS OF NEW GOODS AVAILABLE TO THE PUBLIC. WORKERS WERE AT THE MERCY OF THEIR EMPLOYERS: WORKING HOURS, WAGES, AND DAYS OFF WERE UNNEGOTIABLE. MANY WORKERS MADE BARELY ENOUGH MONEY TO LIVE OFF OF, AND AS A RESULT EVEN THE CHILDREN OF FAMILIES WOULD SPEND LONG HOURS DOING ODD JOBS AROUND DANGEROUS FACTORY MACHINES. HOWEVER, WITH THE FORMATION OF LABOR UNIONS, WORKERS BEGAN TO FIGHT THESE INJUSTICES. IN PARTICULAR, THEY FOUGHT FOR THE PASSAGE OF A MINIMUM WAGE LAW. CONGRESS FINALLY HAD TO ACT, AND THE IDEA BECAME A REALITY. THE MINIMUM WAGE LAW HELPED MILLIONS OF EMPLOYED AMERICANS AFFORD WHAT THEY NEEDED TO LIVE AT LEAST A MORE EASILY THAN THEY HAD BEFORE, WHICH IN SOME CASES MEANT LIVES WERE SAVED. THE

STANDARD OF LIVING ROSE. THE MINIMUM WAGE TODAY SOMETIMES INCREASES TO REFLECT CHANGING TIMES.

WITH THE DEVELOPMENT OF BIG BUSINESS CAME THE THREAT OF MONOPOLIES. ROCKEFELLER WAS A MAJOR BUSINESS LEADER OF HIS TIME; HE OWNED AN ALMOST INDIVISIBLE OIL MONOPOLY. HE LOWERED HIS PRICES UNTIL HIS COMPETITORS WENT OUT OF BUSINESS, AND THEN INCREASED THEM DRAMATICALLY IN ORDER TO MAKE THE MOST MONEY HE COULD. CONSUMERS WERE OUTRAGED AND URGED THE GOVERNMENT TO GET INVOLVED. SOME MONOPOLIES FORMED TRUSTS; THEY GROUPED TOGETHER TO WIPE OUT THEIR COMPETITION AND THUS BECAME STRONGER THEMSELVES. WITH THE PASSAGE OF THE SHERMAN ANTI-TRUST ACT, TRUSTS SUCH AS THESE WERE OUTLAWED. UNFORTUNATELY, THIS LAW BACKFIRED. IT WAS USED BY EMPLOYERS TO PREVENT THEIR WORKERS FROM FORMING LABOR UNIONS. LATER, PRESIDENT THEODORE ROOSEVELT WOULD BREAK UP MONOPOLIES TO MAKE THINGS MORE FAIR.

THE SHERMAN ANTI-TRUST ACT AND THE PASSAGE OF FEDERAL MINIMUM WAGE LAWS WERE A FEW OF THE MANY EFFORTS OF THE UNITED STATES GOVERNMENT TO IMPROVE THE ECONOMY.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by discussing the historical circumstances that led to passage of federal minimum wage laws and the Sherman Anti-Trust Act and the impact of each action on the economy of the United States
- Is more descriptive than analytical (*passage of federal minimum wage laws*: workers were at the mercy of their employers; even the children of families would spend long hours doing odd jobs around dangerous factory machines; helped millions of employed Americans afford what they needed to live more easily than they had before; *passage of the Sherman Anti-Trust Act*: Rockefeller lowered his prices until his competitors went out of business; trusts grouped together to wipe out their competition and thus became stronger themselves; law backfired and was used by employers to prevent their workers from forming labor unions)
- Includes some relevant facts, examples, and details (*passage of federal minimum wage laws*: formation of labor unions; standard of living rose; *passage of the Sherman Anti-Trust Act*: monopolies; oil; trusts; President Theodore Roosevelt)
- Demonstrates a satisfactory 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 3. Although there is little detail about the passage of federal minimum wage laws, the response demonstrates knowledge of the economic issues discussed.

Throughout history, the United States of America has gone through periods of economic trouble. Although the problems would eventually solve themselves due to a period of wartime prosperity or other circumstance, the Government has often intervened in order to speed along the process of economic healing. Two examples of periods where the government took actions to better the economy were when the government assumed the Revolutionary war debts from the states, and when New Deal programs were initiated.

During the period of the Revolutionary war, states were indirectly called upon to spend money. This is because achieving independence was generally a colony wide effort, excluding the loyalists. Because the ~~colonies~~ ^{colonies} did not have any ^{previously} organized military, it was necessary for the states to provide money for everything that was needed, including guns, ammunition, travel, and food for the soldiers and militia men. After the war was over, ~~Andrew~~ Alexander Hamilton, the secretary of the treasury under Andrew Jackson's presidency came up with a financial plan. One of the goals of ~~the~~ Hamilton's financial plan was

to set up a National Bank. This was a controversial issue, because many believed that it was granting too much power to the federal government. Another part of his plan included that the government would assume the debt of the states, and eventually pay it off. This action took a large burden off the individual states and in turn allowed the country to prosper as a new nation. Alexander Hamilton's financial plan was one of the first examples of a government action taken to heal the economy after a national period of crisis.

Johnson's new deal was developed during the ~~1930's~~ 1930's with the intention of healing the country of its economic depression that was widespread during that time. Johnson took many actions to ensure that the country would benefit from his new deal. The new deal was composed of dozens of programs which were created to directly benefit the people. One program that he developed was the Tennessee Valley Authority. This program created jobs for the young men in that area by paying them to work on public works. Another program

established during this period was a type of welfare system, where those suffering from poverty were given money and often opportunity for jobs. Johnson's new deal was very helpful to the economy but is also looked on as controversial because of the large amount of direct involvement of the central government in the lives of the people.

The United States government has always showed effort during times of economic depression to help its people. Sometimes this amount of involvement has been looked on as negative because of how it goes against the *laissez faire* policy. The previously stated examples show positive ways that the government has helped the American economy.

Anchor Level 3-C

The response:

- Develops all aspects of the task but does so unevenly by discussing the historical circumstances that led to the assumption of Revolutionary War debt and the initiation of the New Deal more thoroughly than mentioning the impact of each action on the United States economy
- Is both descriptive and analytical (*assumption of Revolutionary War debts*: because the colonies did not have any previously organized military, it was necessary for the states to provide money for everything that was needed; this action took a large burden off the individual states and in turn allowed the country to prosper as a new nation; one of the first examples of a government action taken to heal the economy after a national period of crisis; (*initiation of the New Deal programs*: composed of dozens of programs which were created to directly benefit the people; Tennessee Valley Authority created jobs for the young men in that area by paying them to work; New Deal is also looked on as controversial because of the large amount of direct involvement of the central government on the lives of people)
- Includes some relevant facts, examples, and details (*assumption of Revolutionary War debts*: loyalists; militia; Secretary of the Treasury; Hamilton's financial plan; National Bank; *initiation of the New Deal programs*: 1930s; economic depression); includes major inaccuracies (*assumption of Revolutionary War debts*: under Andrew Jackson's Presidency; *initiation of the New Deal programs*: Johnson's New Deal; Johnson took many actions)
- Demonstrates a satisfactory plan of organization; includes an introduction that ties the process of government intervention to economic improvements in two eras and a conclusion that exaggerates the extent of government intervention in the economy

Conclusion: Overall, the response fits the criteria for Level 3. The response correctly recognizes the controversial nature of government intervention in the economy. The discussion of the historical circumstances that led to Hamilton's plan and the New Deal includes descriptive detail, but the impact of each is overgeneralized.

Economy is affected by all decisions in government. The U.S. government has taken steps to help improve the state of the U.S. economy. Some presidents succeeded while others simply wasted time. One policy that helped economy was the New Deal. Another was the passing of minimum wage laws in different states.

The New Deal was a plan prepared by Franklin Delano Roosevelt right after the great depression hit. Times were so hard for people so few jobs existed and little pay was around that the president felt that government needed to intervene. With this proposal jobs were set up and organizations designed to help the people. The New Deal did not truly fix economic problems but it did at least raise moral, which ~~helped~~ which in turn helped people get jobs, invest, and trust the U.S. economy. Passing of minimum wage laws ~~was~~ also important in supporting the economic development of the U.S. Children were

being taken advantage of in shops and in factories working long hard hours as well as adults who could work all day for very little. Something needed to be done to transfer some money from the business owner to the worker and this was the way to do it. The impact of min wage is clearly seen as it still exists in society today. People have a fixed min income so that stores or other people cannot take advantage of the citizens of the U.S. rightfully entitled to their share of the money.

If not for min wage and the need for no one can assuredly say what life would be like. Now one knows what the economy would be. President and the government need a good job in our country.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task by discussing the historical circumstances that led to the New Deal plan and the passage of federal minimum wage laws and discussing the impact of each action on the economy of the United States
- Is both descriptive and analytical (*New Deal plan*: the President felt the government needed to intervene; jobs were set up and organizations designed to help the people; the New Deal did not truly fix economic problems, but it did at least raise morale; *passage of federal minimum wage laws*: adults could work all day for very little; something needed to be done to transfer some money from the business owner to the worker; people have a fixed minimum income so that stores or other people cannot take advantage of the citizens); includes faulty application (*passage of federal minimum wage laws*: long, cruel hours)
- Includes few relevant facts, examples, and details (*New Deal plan*: Franklin Delano Roosevelt; Great Depression; few jobs; *passage of federal minimum wage laws*: still exist today)
- Demonstrates a general plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that implies the New Deal and the minimum wage were important in the economic life of the United States

Conclusion: Overall, the response fits the criteria for Level 2. The response includes some limited analysis but fails to develop the theme or to support it with sufficient detail.

Throughout the history of the United States, the government has taken various actions to address the nation's economic problems. Two of these actions are the construction of the transcontinental railroad and the passing of tariffs. Both of these actions helped expand or preserve the nation's economy.

During the time of westward expansion the economy slightly grew as new areas were populated. However when the railroad was developed towns began to flourish and cities were developed along the railroad. With this railroads were being built in west and the completion of the transcontinental railroad greatly increased the nation's economy. Now farm goods from the west could be shipped east faster and visa versa, industrial goods from the east could be shipped faster to the west. It also allowed for the population of areas once unreachable by wagon. The transcontinental railroad boosted the economy to the height of that time period.

Also, to preserve the nation's economy

and to protect small businesses, high tariffs were placed on imported goods. This made people want to buy the less expensive American made goods. These tariffs allowed the economy to thrive because mostly American made goods were being bought by the people. With high tariffs on imported goods, even if they were better than the American made goods, they made the American goods look more appealing to everyone than the foreign goods.

All throughout the United States history, the government has taken different actions to address the economic problems in the nation. The transcontinental railroad and tariffs are only a few examples of these actions. Both of these actions allowed the expansion or preservation of the nation's economy that allowed it to thrive and establish, in time, the US as an economic power in the world.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task by discussing the historical circumstances that led to building the transcontinental railroad and the passage of tariff laws and discussing the impact of each action on the economy of the United States
- Is primarily descriptive (*building the transcontinental railroad*: when the railroad was developed, towns began to flourish and cities were developed; now farm goods from the West could be shipped East faster; *passage of tariff laws*: to protect small businesses, high tariffs were placed on imported goods; high tariffs made the American goods look more appealing to everyone than the foreign goods); includes weak application (*building the transcontinental railroad*: it also allowed for the population of areas once unreachable by wagon)
- Includes few relevant facts, examples, and details (*building the transcontinental railroad*: westward expansion; industrial goods from the East)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that observe the positive nature of both government actions on the United States economy

Conclusion: Overall, the response fits the criteria for Level 2. The discussion of both the transcontinental railroad and the passage of tariff laws include relevant generalizations and an understanding of the issues. However, the response lacks sufficient historical information.

Throughout the history of the United States, there have been several instances when the federal government has passed regulations to aid the country when it was in economic peril. Two of these circumstances were Franklin D. Roosevelt's New Deal and the passing of minimum wage laws. Both of these situations were times when the government interfered in the economy to help our country.

After the Great Depression in the 1930's, Franklin D. Roosevelt took presidency and established his plan to rebuild the country, the New Deal. The New Deal was a series of laws and administrative agencies put in place to boost the national economy. The hope was that by increasing employment, consumers would have money to buy goods and the economy would start flowing again. Although Roosevelt's plan did lower unemployment and jump-start the economy, the Great Depression did not end until the United States entered World War II.

Another action the government took to regulate the economy was setting a minimum wage. These laws were passed in an effort to end the enormous social gap in our country which existed between big-businessmen and everyday people. The laws allowed for hourly wage-earners to live with their salary and work reasonable hours.

Anchor Paper – Thematic Essay—Level 2 – C

These laws which set a national minimum wage were very effective for the economy in that they offered more opportunities for the poor to survive or even change social classes.

The national government has intervened in the economy several times in history to stabilize or try to help an ailing economy. Two examples of this have been Roosevelt's New Deal and the minimum-wage laws. In general, the federal government allows the country to be laissez-faire, but when they feel it is appropriate, they intervene for the betterment of the country.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task by discussing the historical circumstances that led to the New Deal and the passage of federal minimum wage laws and mentioning the impact of each action on the economy of the United States
- Is both descriptive and analytical (*New Deal plan*: a series of laws and administrative agencies; the hope was that by increasing employment, consumers would have money to buy goods; although Roosevelt's plan did lower unemployment and jump-start the economy, the Great Depression did not end until the United States entered World War II; *passage of federal minimum wage laws*: these laws were passed in an effort to end the enormous social gap in our country; the laws allowed for hourly wage earners to live with their salary and work reasonable hours)
- Includes few relevant facts, examples, and details (*New Deal plan*: 1930s; *passage of federal minimum wage laws*: big-business men; social classes)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion with a faulty generalization

Conclusion: Overall, the response fits the criteria for Level 2. The response includes several perceptive observations about economic conditions during the Great Depression; however, it lacks relevant historical information.

In history, the government of the United States has taken various actions to address ~~with~~ the nation's economy. Two actions that addressed the nation's economy were the building of the transcontinental railroad and the passage of federal minimum wage laws. These actions have historical circumstances that led to the action and that have left an impact on the economy of the United States.

~~Building~~ The transcontinental railroad was made so that goods from the west could go to the east in less time, and the other way around. By doing this it ~~helped~~ helped the economy of the United States because the railroad was transporting the goods that people needed so people were able to buy it, ~~helped~~ helping the economy grow. ~~that's why it helped~~

The passage of federal minimum wage laws ~~was~~ was started because people would work for hours at a day and would not get the money they needed.

They would get less then they should have gotten, so the passage of federal minimum wages laws were made. This impacted the economy because that would mean they would have to give more money but if the people get money money then it would help the economy because they could buy more goods.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by mentioning a historical circumstance that led to passage of federal minimum wage laws and discussing the impact of building the transcontinental railroad and passage of federal minimum wage laws on the economy of the United States
- Is descriptive (*building the transcontinental railroad*: goods from the West could go to the East in less time, and the other way around; transporting the goods that people needed so people were able to buy it, helping the economy grow; *passage of federal minimum wage laws*: started because people would work for hours a day and would not get the money they needed; if the people get money, then it would help the economy because they could buy more goods)
- Includes very few relevant facts, examples, or details
- 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. The response makes several valid generalizations but suffers from a lack of detail and explanation.

Throughout history the United States has made beneficial changes in order to create a better economy. The nation of the United States has had negative problems that affected it as a whole, to fix these issues there needed to be government action to create a better living environment. Two major historical circumstances that took action that resulted in addressing the United States economy is building the transcontinental railroad and the passage of minimum wage laws.

As big business increased in the United States so did prices. Throughout the early 1900's industrialization was huge and kids all ages were taking home barely any money, it was just enough to survive. Because of this issue the minimum wage law was passed. This was a huge reform to millions of people and ultimately led to a better lifestyle for Americans. People became more free and independent and able to create their own lifestyle.

Americans did not have a huge choice of traveling, because the development of cars had just started only the rich could afford them. For that the United States had created the transcontinental railroad across the United States. This provides cheap transportation over a huge span. This affected both the economy

and the people of the United States in a very positive way. The railroad led to an expansion of settlement across the United States and a faster efficient way of traveling.

Because of both the passage of federal minimum wage laws and building the transcontinental railroad economy in the United States has grown tremendously in a much better place to live. Both ~~was~~ impacts led for more success for people and a much more sufficient living environment.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by mentioning the historical circumstances that led to the passage of federal minimum wage laws and its impact on the United States economy and mentioning an impact of building the transcontinental railroad on the United States economy
- Is descriptive (*passage of federal minimum wage laws*: throughout the early 1900s, industrialization was huge; this was a huge reform to millions of people; *building the transcontinental railroad*: provides cheap transportation over a huge span; the railroad led to the expansion of settlement across the United States); lacks understanding (*passage of the federal minimum wage laws*: people became more free and independent and able to create their own lifestyle; *building the transcontinental railroad*: because the development of cars had just started, only the rich could afford them); includes faulty application (*passage of federal minimum wage laws*: kids of all ages were taking home barely any money)
- Includes few relevant facts, examples, and details (*passage of federal minimum wage laws*: big business)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that comment on the overall success of government intervention in the economy of the United States

Conclusion: Overall, the response fits the criteria for Level 1. The response briefly discusses minimum wage laws, overstating their impact on the economic life of Americans. The discussion of the historical circumstances that led to building the transcontinental railroad is based on the faulty premise that the railroad came after the automobile.

The United States Government has used various Means, Such as the assumption of Revolutionary War debts and ~~the~~ Creating the FDIC, to confront the economic problems of the nation.

After the Revolutionary war ended almost every state owed money to individuals or businesses. These debts were ~~because~~ because the states needed money to buy ammunition supplies and other needs for the war. It was a great idea on part by the government to announce that they were going to assume the debts owed by the states. Now the National Government owed the people money, since it was usually their life savings, people were forced to support the National government because if it failed they would lose everything. This gave the economy a boost people would go out and work and do what they could to keep the government ~~working~~ going strong.

Another intelligent economic boost by the National Government was the creation of the Federal Deposit Insurance Corporation (FDIC). After the ~~the~~ Stock Market Crash, The Economy began to go down the drain. The New Deal was put in place to

try and keep the economy's head above the water, ~~and~~ soon after Banks began to run out of money and close so everyone who had money in the bank lost it. Once this happened to a few others began taking their savings out of the bank so they didn't lose them; this made things worse. Now even more money was leaving the economy. ~~and~~ The closing of banks spread like wild fire, so the National Government stepped in and created the FDIC. The FDIC was created to insure your money up to a certain amount so if your bank closed down you didn't lose everything. This caused the economy to level off a little, people knew had a little trust back in their banks so they would keep ~~and~~ ^{and} put money into them, hence putting money ~~into~~ into the economy.

Because of all the different actions the United States Government has taken to keep the economy in order, the economy had slowly become a stable environment.

Throughout ~~years~~^{times} of historical instability, the United States ~~have~~ has taken many measures to stimulate the economy. Though not always successful, many actions taken by the government have had beneficial results. ~~F~~ Franklin Delanor Roosevelt's "New Deal" Plan and the improvement of working condition have had a lasting effect on our nation's economy.

After the Great Depression in the 1930s, America's economy was left in chaos. The unemployment rate was at a record high, there was mass production and no consumer, ~~and~~^{and} the stock market had crumbled. ~~and~~ City life was unbearable and the rise of "Hoovervilles" was popular. "Hoovervilles" were slums of the city filled with the unemployed. These slums received their name because of Herbert Hoover, the President during the Great Depression who was blamed for the economic instability. ~~and~~ ~~time~~ ~~went~~ ~~on~~ The conditions remained the same until Franklin Delanor Roosevelt took office. In order to rebuild the society, he created the New Deal Program. This involved the creation of jobs and relief to all of those in need. The Alphabet Soup

Program was a system of jobs created to decrease the amount of unemployed people. These jobs consisted of government positions, building, landscaping and construction jobs, and ~~other~~ railroad jobs. Banks had also collapsed during the Depression. Many Americans began to buy on credit and then went into debt. This sparked the creation of the Federal Deposit Insurance Corporation. With all of these changes, the American economy slowly began to increase. The people began to trust the government and banks and therefore the economy was stimulated once again.

Another problem that was addressed was the working conditions and wages of laborers. Before reform, innocent children and people were injured because of unsafe machinery and unsanitary conditions. Also, the pay for long, hard hours of labor was extremely low. Men and women worked days and would come home with little money to support their families. Eventually, unions began to form and demanded better working conditions. They put on strikes and boycotts, some violent and some peaceful, to get their point ~~across~~ across. Soon after the government began to intervene. They passed the

minimum wage law, stating there was a minimum ~~above~~ amount of money a worker could receive an hour. The factories began to get inspected to make sure the conditions were clean and safe. Also, child labor was eliminated. No children would now be forced to work under any condition, without legal papers. This reform changed society greatly and is still in practice today.

Reforms that were made during times of trouble have had a lasting effect on America's economy. They have paved the way for a better life and workplace for all Americans.

From the very beginning our nation has dealt with severe economic crisis. From national debt, to depression, the government has always found a way to help the people.

When our nation was born, and our government was set up, the first problem that had to be dealt with was national debt. The country was going through a severe economic crisis due to the war of independence. Debts had to be paid off to foreign nations like France, for the aid they had given us throughout the war. Secretary of the Treasury Alexander Hamilton created a precedent-setting system to pay off these debts and bring prosperity to the land. He created the National Bank of the United States. This would help collect money to pay off debt. He also implemented a tariff system to help out those areas in United States hit the hardest. Through a period of ten years the United States would get on its feet, and the debt would be paid. The credit of the United States would be firmly established.

Our more severe economic crisis came in the early 1930's. The great Depression and the crash of the stock market left many unemployed and on the streets. President Franklin Roosevelt came up with his new deal plan. He promised the people jobs, food, housing, and

a way out of the depression. He used the construction of the Hoover dam to give jobs to people in the area. Social Security was implemented to give National pensions to the elderly after retirement. Created different programs like the NRA. He closed all banks on May 1933 to fix the problem and show the people that the banks are reliable. Although many New Deal programs had a profound effect and continue to do so today, what really got us out of the depression was World War II. The war brought new jobs for the mass production of military needs. Many men were sent to the front lines leaving jobs for those in need. The rise in the production of military goods got the United States back on its feet.

Throughout our nation's history, the economy has gone through its period of highs and lows. Though the United States has been faced with these adversities, the nation has always overcome their problems and succeed to a better future.

THROUGHOUT ITS HISTORY, THE UNITED STATES GOVERNMENT HAS INTERFERED IN A CRISIS IN ORDER TO HELP DEAL WITH A NATIONAL CRISIS. THE GOVERNMENT MIGHT EXPAND ITS POWER FOR A CERTAIN TIME IN ORDER TO INCREASE THE EFFECTIVENESS OF THEIR EFFORTS. TWO SUCH EXAMPLES OF GOVERNMENTAL INTERVENTION IN THE ECONOMY ARE THE EMBARGO ACT, SPARKED BY THE PROBLEM OF IMPRESSMENT, AND THE NEW DEAL, PUT INTO ACTION ~~by~~ BECAUSE OF THE GREAT DEPRESSION.

THE EMBARGO ACT WAS AN EXAMPLE OF THE GOVERNMENT INTERVENING IN THE ECONOMY DUE TO THE NEED TO RESOLVE A NATIONAL CRISIS. IN THE EARLY 19th CENTURY BRITAIN AND FRANCE, MOST OF ALL, WERE RUTHLESSLY LOOTING AMERICAN SHIPS AND IMPRESSING MANY AMERICANS INTO SERVICE FOR THEIR MILITARY. PRESIDENT JEFFERSON SAW THE NEED TO HALT THIS UNFAIR TREATMENT OF AMERICANS AND HE SOUGHT TO DO THIS BY THREATENING THE ECONOMIES OF THESE COUNTRIES. THROUGH THE EMBARGO ACT, JEFFERSON HALTED ^{AMERICAN} TRADE WITH ALL NATIONS, IMPLYING THAT BRITAIN AND FRANCE COULD NOT SURVIVE WITHOUT AMERICAN TRADE. LATER, WHEN AMERICAN (ESPECIALLY NORTHERN MERCHANTS) OPPOSITION GREW AGAINST THIS ACT, THE NON-INTERCOURSE ACT, HALTING TRADE ONLY WITH BRITAIN AND FRANCE, WAS PASSED. THIS, HOWEVER, DID NOT CHANGE THE FACT THAT AMERICAN TRADE WITH BRITAIN AND FRANCE WAS MORE BENEFICIAL TO THE ECONOMY OF THE UNITED STATES THAN IT ACTUALLY

WAS TO BRITAIN AND FRANCE, BOTH ACTS CAUSED SERIOUS STRAINS ON THE AMERICAN ECONOMY; MERCHANTS SAW THEIR FORTUNES RAPIDLY DISAPPEARING. THE ACT HAD FAILED TO DO WHAT IT PROMISED, AND THE UNITED STATES WAS FORCED TO PASS MASON'S BILL NO. 2, REPEALING THE NON-INTERCOURSE ACT. IN THE END, THE UNITED STATES WAS DRAWN INTO THE WAR OF 1812 OVER FREE TRADE ON THE HIGH SEAS WHICH ENDED UP RESOLVING BOTH THE ECONOMIC AND POLITICAL CRISIS.

ANOTHER EXAMPLE OF GOVERNMENT INTERFERENCE IN THE ECONOMY WAS THE NEW DEAL, INSPIRED BY THE NEED TO END THE GREAT DEPRESSION. IN 1929, THE AMERICAN STOCK MARKET CRASHED, BUT THIS WAS ONLY ONE OF THE HUGE PROBLEMS FACING THE AMERICAN ECONOMY. MILLIONS OF AMERICANS LOST THEIR JOBS AND SUCCUMBED TO POVERTY. PRESIDENT FRANKLIN DELANO ROOSEVELT SOUGHT TO RECTIFY THESE PROBLEMS AND HELP AMERICANS TO GET BACK ON THEIR FEET WITH THE NEW DEAL. THIS WAS A SERIES OF SOCIAL PROGRAMS DEVOTED TO FINDING WORK FOR AMERICANS IN REFORESTATION (CCL) AND BUILDING SCHOOLS/~~POST OFFICES~~ AND POST OFFICES (PWA) AND GIVING DIRECT RELIEF (FERA) AND OLD AGE PENSIONS (SOCIAL SECURITY). PRESIDENT ROOSEVELT ANGERED MANY AMERICANS WHO HAD A FIRM BELIEF IN A LAISSEZ-FAIRE ECONOMY, FEELING THE GOVERNMENT SHOULD NOT INTERVENE. ROOSEVELT HAD TO GREATLY INCREASE FEDERAL

POWER IN ORDER TO SUPPORT HIS CAMPAIGN. EITHER WAY, HOWEVER, THE NEW DEAL DID NOT COMPLETELY RESTORE THE ECONOMY, NO MATTER HOW WELL-INTENDED IT WAS. IT WAS WORLD WAR II THAT ULTIMATELY SPURRED THE AMERICAN ECONOMY AND PULLED THE UNITED STATES OUT OF THE GREAT DEPRESSION.

THROUGHOUT UNITED STATES HISTORY, THE FEDERAL GOVERNMENT HAS HAD TO INTERVENE IN ITS ECONOMY TO HELP RESOLVE A NATIONAL CRISIS. THOUGH THERE WAS OFTEN OPPOSITION, THE GOVERNMENT FELT INTERFERENCE WAS NECESSARY IN ORDER TO HELP ULTIMATELY RESOLVE THE CRISIS.

THE FEDERAL GOVERNMENT TRIED TO STOP BRITAIN + FRANCE FROM IMPRESSMENT WITH THE EMBARGO ACT, DAMAGING THE ECONOMY; PRESIDENT ROOSEVELT TRIED TO STOP THE GREAT DEPRESSION WITH HIS NEW DEAL, WITHOUT MUCH EFFECT. EVEN THE AMERICAN GOVERNMENT HAD TO CHANGE ITS IDEAS OF A TOTALLY FREE ECONOMY WHEN DEALING WITH SERIOUS CRISES.

A topic of debate for many politicians, historians, and regular members of society is that of federal and state government involvement. This juxtaposition of ideas can be seen as far back as the post-revolutionary war, when a battle broke out over the lack of individual protection granted to citizens under the Articles of Confederation. This debate over governmental power is also seen from an economic viewpoint. From the laissez-faire capitalists to the die hard mercantilist, amount of government regulation in economics has always been controversial. The Roosevelt's acts during Great Depression, and the populist legislation passed in the early 20th century both drew similar parallels as to how our government has reacted to economic crisis.

During the late 1800's and through the turn of the century, an aggregate political party composed of "revolutionary" independents, and dissatisfied republicans, primarily farmers and midwesterners, and democrats came together to form the Populist Party.

They highlighted a variety of pressing issues that they wanted the government to address, many of them economic. During this time, big business had begun a slow but gradual corruption. Monopolies were formed that dominated the markets they oversaw, and the imperial role of the farmer was slowly being forgotten. The government implemented a variety of acts such as the Free Silver Act and the Silver Purchase Act. These acts supported the need for a silver backed currency, and one act even forced the government to buy silver every month in order to

prevent inflation, a problem that the farmers often faced. William Jennings Bryan led the rally for government regulation of railroads, another problem forcing its way on the scene. The government did not take heed of all the wants and needs of the farmers, but it did increase government involvement in the economy and set the stage for the Progressives who wanted an increased involvement in all areas.

During the 1920's, after WWI, the people of the US no longer sought to make change, but rather live their lives to the fullest. During this time, farmers did not share in the wealth of the era. This, along with other factors, such as overextension of credit, little regulation of business and the ever increasing gap between poor and rich led to the stock market crash of 1929. Millions of Americans lost their life savings, and the country's economic status was in shambles. After Hoover failed to implement any substantial changes, Roosevelt took over and began a new era of government economic involvement with his New Deal programs. The FDIC was formed in order to prevent another crash due to overextension. Public Works agencies were created to provide jobs for the jobless. Also the Agricultural Adjustment Act supported farmers who suffered from overproduction. The Farm Credit Act helped farmers refinance their mortgages and prevented bankruptcy. It took many years to reach the ultimate success, but Roosevelt proved that sometimes in an unchangeable situation, government involvement is necessary.

The New Deal of Roosevelt and the Populist legislation provide two valid examples of government involvement in economics, especially in a sense of aid to farmer and how necessary they are during times of turmoil.

Practice Paper A—Score Level 2

The response:

- Minimally develops all aspects of the task by discussing the historical circumstances that led to the assumption of Revolutionary War debts and the creation of the Federal Deposit Insurance Corporation and discussing the impact of each action on the economy of the United States
- Is both descriptive and analytical (*assumption of Revolutionary War debts*: these debts were because the states needed money to buy ammunition, supplies, and other needs for the war; it was a great idea on the part of the government to announce that they were going to assume the debts owed by the states; *creation of the Federal Deposit Insurance Corporation*: the New Deal was put into place to try and keep the economy's head above the water; the Federal Deposit Insurance Corporation was created to insure your money up to a certain amount; people now had a little trust back in their banks); includes faulty analysis (*assumption of Revolutionary War debts*: now the national government owed the people money, since it was usually their life savings, people were forced to support the national government because if it failed they would lose everything; people would go out and work and do what they could to keep the government going strong)
- Includes few relevant facts, examples, and details (*passage of the Federal Deposit Insurance Corporation*: stock market crash)
- Demonstrates a general plan of organization; includes a brief introduction and a brief conclusion that mentions the government's role in achieving stability

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates little understanding of the process or impact of assumption of Revolutionary War debts. Despite a lack of detail, the discussion of the Federal Deposit Insurance Corporation does convey some comprehension of the banking crisis.

Practice Paper B—Score Level 3

The response:

- Develops most aspects of the task in some depth by discussing the historical circumstances that led to the New Deal plan and to the passage of workplace regulations and the impact of the New Deal on the United States economy
- Is more descriptive than analytical (*New Deal plan*: this involved the creation of jobs and relief to all of those in need; banks had also collapsed during the Depression; people began to trust the government and banks; *passage of workplace regulations*: before reform, innocent children and people were injured because of unsafe machinery and unsanitary conditions; the pay for long hard hours of labor was extremely low; there was a minimum amount of money a worker could receive an hour)
- Includes some relevant facts, examples, and details (*New Deal plan*: Great Depression; Hoovervilles; Herbert Hoover; Franklin Delano Roosevelt; alphabet soup programs; *passage of workplace regulations*: unions began to form; strikes and boycotts); includes an inaccuracy (*passage of workplace regulations*: no children would now be forced to work under any condition)
- Demonstrates a general plan of organization; lacks focus; includes an introduction that restates the theme and a conclusion that overgeneralizes the impact of government action

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates an understanding of the plight of workers during the Great Depression. It mentions several actions to improve poor working conditions but fails to focus on any of them.

Practice Paper C—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the historical circumstances that led to the New Deal plan and its impact more thoroughly than the historical circumstances that led to the repayment of Revolutionary War debts and its impact
- Is both descriptive and analytical (*repayment of Revolutionary War debts*: the first problem that had to be dealt with was national debt; Secretary of the Treasury Alexander Hamilton created a precedent-setting system to pay off these debts and bring prosperity to the land; the United States would get on its feet and the debt would be paid and the credit of the United States would be firmly established; *New Deal plan*: the crash of the stock market left many unemployed and on the streets; what really got us out of the Depression was World War II; the rise in the production of military goods got the United States back on its feet)
- Supports the theme with relevant facts, examples, and details (*repayment of Revolutionary War debts*: War of Independence; debt to France; National Bank; tariff system; *New Deal plan*: President Franklin Roosevelt; Hoover Dam; Social Security; National Recovery Act); includes an inaccuracy (*New Deal plan*: FDR closed all banks in May 1933)
- Demonstrates a logical and clear plan of organization; includes a brief introduction and conclusion that oversimplify the theme

Conclusion: Overall, the response fits the criteria for Level 4. Although both examples demonstrate an adequate understanding of the time periods, the discussion of the New Deal exhibits greater understanding of related issues.

Practice Paper D—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances that led to the Embargo Act and the New Deal and discussing the impact of each action on the economy of the United States
- Is more analytical than descriptive (*Embargo Act*: government intervening in the economy due to the need to resolve a national crisis; President Jefferson resolved to threaten Britain's and France's economies; both acts caused serious strains on the American economy; the United States was drawn into the War of 1812 over free trade on the high seas, ultimately resolving both the economic and political crises; *New Deal*: in 1929, the stock market crashed, but this was only one of the huge problems facing the American economy; President Roosevelt angered many Americans who had a firm belief in a laissez-faire economy; Roosevelt had to greatly increase federal power in order to support his campaign; it was World War II that ultimately spurred the American economy and pulled the United States out of the Great Depression)
- Richly supports the theme with relevant facts, examples, and details (*Embargo Act*: early 19th century; Britain and France were ruthlessly looting American ships and impressing many Americans into the military; northern merchants; Non-Intercourse Act; Macon's Bill Number 2; *New Deal*: millions of Americans lost their jobs; Civilian Conservation Corps; Works Progress Administration; Federal Emergency Relief Administration; Social Security)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that describe the fluctuating nature of United States government intervention in the economy

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates a good command of this aspect of United States history and includes strong and thoughtful descriptions.

Practice Paper E—Score Level 3

The response:

- Develops most aspects of the task in some depth by discussing the historical circumstances that led to passage of Populist legislation and the economic involvement of the New Deal and the impact of Populist legislation on the United States economy
- Is both descriptive and analytical (*passage of Populist legislation*: Populist Party highlighted a variety of pressing issues that they wanted the government to address, many of them economic; monopolies were formed that dominated the markets they oversaw; it set the stage for Progressives who wanted an increased involvement in all areas; *economic involvement of the New Deal*: overextension of credit, little regulation of business, and the ever-increasing gap between poor and rich led to the stock market crash of 1929; Roosevelt took over and began a new era of government economic involvement with his New Deal programs; public works agencies were created to provide jobs)
- Includes some relevant facts, examples, and details (*passage of Populist legislation*: Party composed of dissatisfied Republicans and Democrats, primarily farmers and Midwesterners; Silver Purchase Act; William Jennings Bryan; government regulation of railroads; *economic involvement of the New Deal*: Herbert Hoover; Federal Deposit Insurance Corporation; Agricultural Adjustment Act; Farm Credit Act); includes a minor inaccuracy (*economic involvement of the New Deal*: the Federal Deposit Insurance Corporation was formed in order to prevent another crash due to overextension)
- Demonstrates a satisfactory plan of organization; includes an introduction that contains irrelevant statements and concludes that government involvement is necessary

Conclusion: Overall, the response fits the criteria for Level 3. Irrelevant information detracts from the quality of the response. However, the focus on improving the economics of farmers in both eras strengthens the response.

United States History and Government Specifications August 2008

Part I Multiple-Choice Questions by Standard

Standard	Question Numbers
1—United States and New York History	3, 4, 10, 12, 14, 15, 17, 19, 20, 23, 24, 25, 26, 30, 32, 33, 35, 39, 40, 41, 43, 47
2—World History	34, 36
3—Geography	1, 2, 9, 11, 37, 42, 46
4—Economics	16, 18, 21, 27, 28, 29, 44, 45, 48
5—Civics, Citizenship, and Government	5, 6, 7, 8, 13, 22, 31, 38, 49, 50

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Government: Role in the Economy; Presidential Decisions and Actions	Standards 1, 4, and 5: United States and New York History; Economics; Civics, Citizenship, and Government
Document-based Essay	Impacts of the Automobile on the United States; Factors of Production; Environment; Science and Technology; Culture and Intellectual Life; Places and Regions; Foreign Policy; Presidential Decisions	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government

Part I and Part II scoring information is found in Volume 1 of the Rating Guide.

Part III scoring information is found in Volume 2 of the Rating Guide.

The *Chart for Determining the Final Examination Score for the August 2008 Regents Examination in United States History and Government* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

1. Go to <http://www.emsc.nysed.gov/osa/exameval>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, August 13, 2008 — 12:30 to 3:30 p.m., only

RATING GUIDE FOR PART III A AND PART III B (DOCUMENT-BASED QUESTION)

VOLUME
2 OF 2
DBQ

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 <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

Contents of the Rating Guide

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

- A question-specific rubric

For **Part III B** (DBQ) essay:

- A content-specific rubric
- Prescored answer papers. Score levels 5 and 1 have two papers each, and score levels 4, 3, and 2 have three papers each. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

Rating the Scaffold (open-ended) Questions

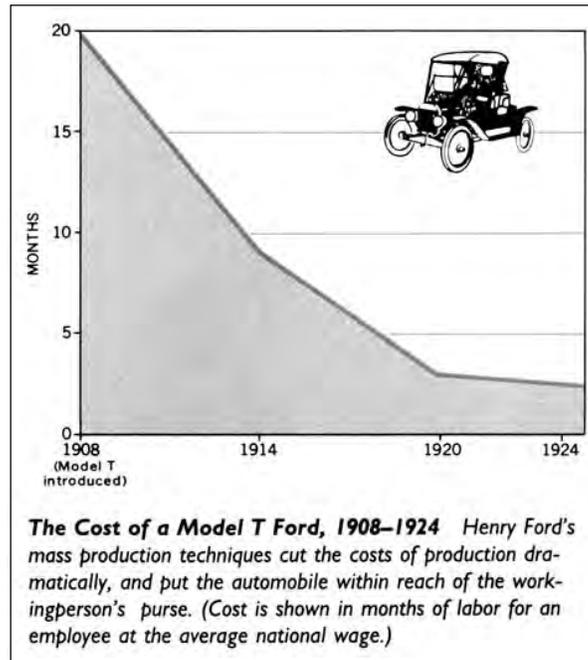
- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions need only be scored by one rater.
- (3) The scores for each scaffold question may be recorded in the student's examination booklet.

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 is located at <http://www.emsc.nysed.gov/osa/> and must be used for determining the final examination score.

United States History and Government
Part A Specific Rubric
Document-Based Question—August 2008

Document 1

Length of Time an Average American Employee Must Work to Purchase a Car



Source: Bailey and Kennedy, *The American Pageant*,
D.C. Heath and Company, 1987

1 According to Bailey and Kennedy, how did Henry Ford's mass production techniques influence the cost of the automobile?

Score of 1:

- States the way Ford's mass production techniques influenced the cost of the automobile according to Bailey and Kennedy
Examples: costs of production decreased; automobiles became more affordable for the working class; it reduced the cost; workers had to work fewer hours to buy a car

Score of 0:

- Incorrect response
Examples: automobiles became more expensive; workers had to work longer hours to buy a car; costs were higher; average national wage decreased
- Vague response that does not answer the question
Examples: Model-T was introduced; cars were purchased; national wage was average
- No response

Document 2

. . . The result [of buying a car] upon the individual is to break down his sense of values. Whether he will or no, he must spend money at every turn. Having succumbed [given in] to the lure of the car, he is quite helpless thereafter. If a new device will make his automobile run smoother or look better, he attaches that device. If a new polish will make it shine brighter, he buys that polish. If a new idea will give more mileage, or remove carbon, he adopts that new idea. These little costs quickly mount up and in many instances represent the margin of safety between income and outgo. The over-plus [surplus] in the pay envelope, instead of going into the bank as a reserve-fund, goes into automobile expense. Many families live on the brink of danger all the time. They are car-poor. Saving is impossible. The joy of security in the future is sacrificed for the pleasure of the moment. And with the pleasure of the moment is mingled the constant anxiety entailed by living beyond one's means. . . .

Source: William Ashdown, "Confessions of an Automobilst," *Atlantic Monthly*, June 1925

2 According to William Ashdown, what were *two* negative impacts of automobile ownership in 1925?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* negative impact of automobile ownership in 1925 according to William Ashdown

Examples: people lived beyond their means; extra money went into the car instead of the bank; sense of values was broken down; future security was traded for the pleasure of the moment; families lived on the brink of financial danger; people were car-poor; saving money was impossible

Note: To receive maximum credit, two *different* negative impacts of automobile ownership in 1925 must be stated. For example, *extra money went into the car instead of the bank* and *people spent their extra money on things for the car instead of saving it* is the same negative impact expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: bank savings increased; money was not needed; it promoted strong values; people had surplus money to spend on their automobile
- Vague response that does not answer the question
Examples: devices were attached; security was a joy; new ideas were adopted; people were helpless
- No response

Document 3

. . . Massive and internationally competitive, the automobile industry is the largest single manufacturing enterprise in the United States in terms of total value of products and number of employees. One out of every six U.S. businesses depends on the manufacture, distribution, servicing, or use of motor vehicles. The industry is primarily responsible for the growth of steel and rubber production, and is the largest user of machine tools. Specialized manufacturing requirements have driven advances in petroleum refining, paint and plate-glass manufacturing, and other industrial processes. Gasoline, once a waste product to be burned off, is now one of the most valuable commodities in the world. . . .

Source: National Academy of Engineering, 2000

3 Based on this article, state *two* ways the automobile industry has had an impact on the American economy.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way the automobile industry has had an impact on the American economy according to this article

Examples: it was primarily responsible for the growth of steel/rubber production; it is the largest single manufacturing enterprise in the United States; one of every six businesses in the United States is related to the automobile; it is the largest single user of machine tools; it helped gasoline become a valuable commodity

Note: To receive maximum credit, two *different* ways the automobile industry had an impact on the American economy must be stated. For example, *automobile has affected many industries* and *specialized manufacturing requirements have driven advances in petroleum refining, paint, and plate-glass manufacturing* are the same way expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: gasoline is a waste product; one of every six people work in the automobile industry; automobiles are the most valuable commodity in the world
- Vague response that does not answer the question
Examples: motor vehicles are manufactured; industry is massive; industry is responsible; one in every six businesses; it made things better
- No response

Document 4a

. . . The automobile allowed a completely different pattern. Today there is often a semi-void of residential population at the heart of a large city, surrounded by rings of less and less densely settled suburbs. These suburbs, primarily dependent on the automobile to function, are where the majority of the country's population lives, a fact that has transformed our politics. Every city that had a major-league baseball team in 1950, with the exception only of New York—ever the exception— has had a drastic loss in population within its city limits over the last four and a half decades, sometimes by as much as 50 percent as people have moved outward, thanks to the automobile.

In more recent years the automobile has had a similar effect on the retail commercial sectors of smaller cities and towns, as shopping malls and superstores such as the Home Depot and Wal-Mart have sucked commerce off Main Street and into the surrounding countryside. . . .

Source: John Steele Gordon, "Engine of Liberation," *American Heritage*, November 1996

4a According to John Steele Gordon, what has been *one* impact of the automobile on cities?

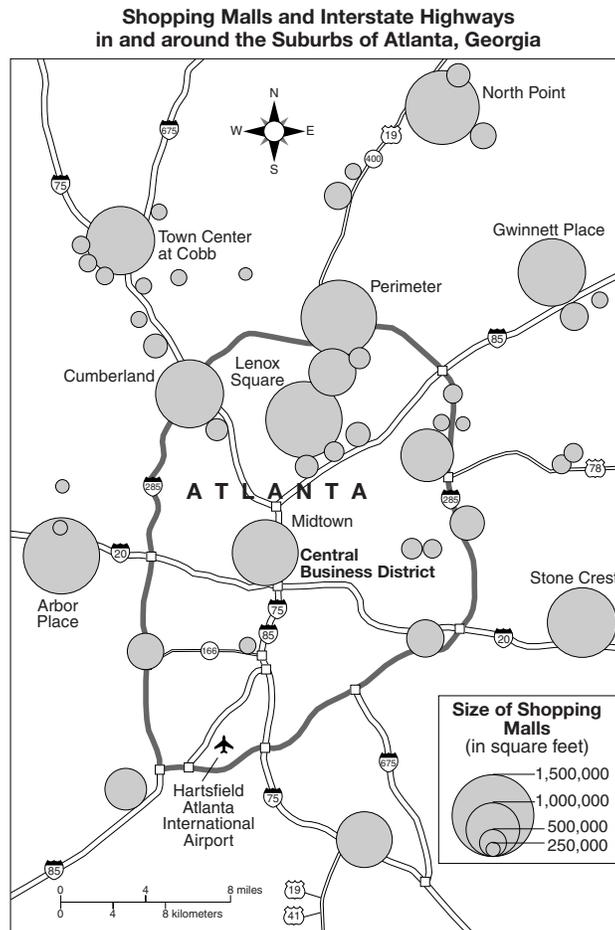
Score of 1:

- States an impact of the automobile on cities according to John Steele Gordon
Examples: there is often a semi-void of residential population at the heart of large cities; people moved away from cities; major cities lost population; many people moved from the cities to the suburbs; some retail stores found in cities moved into the surrounding countryside; retail business declined in cities as shopping malls/superstores opened in suburbs

Score of 0:

- Incorrect response
Examples: major-league baseball teams moved to the suburbs; New York City lost population; most people moved into the cities
- Vague response that does not answer the question
Examples: there was a different pattern; there were rings of suburbs; effects were similar
- No response

Document 4b



4b Based on the information on this map, what is *one* impact of the automobile on suburbs?

Score of 1:

- States an impact of the automobile on suburbs based on the information on this map
Examples: large and small shopping malls were built away from the central business district; shopping malls were built in the suburbs around Atlanta; there are more shopping malls in the suburbs than in the central business district; people can live and shop in the suburbs; interstates spurred the growth of suburbs/some interstates were built out to the suburbs

Score of 0:

- Incorrect response
Examples: there are no interstate highways in Atlanta; there are no shopping malls in the central business district; airports could not be built in the suburbs; shopping malls are round in Atlanta
- Vague response that does not answer the question
Examples: Hartsfield is an international airport; there are many roads; it made things grow; shopping malls have many sizes/shopping malls are big and small
- No response

Document 5

. . . What did the automobile mean for the housewife? Unlike public transportation systems, it was convenient. Located right at her doorstep, it could deposit her at the doorstep that she wanted or needed to visit. And unlike the bicycle or her own two feet, the automobile could carry bulky packages as well as several additional people. Acquisition of an automobile therefore meant that a housewife, once she had learned how to drive, could become her own door-to-door delivery service. And as more housewives acquired automobiles, more businessmen discovered the joys of dispensing with [eliminating] delivery services—particularly during the Depression. . . .

Source: Ruth Schwartz Cowan, "Less Work for Mother?," *American Heritage*, September/October 1987

5 According to Ruth Schwartz Cowan, what was *one* way life changed for the American housewife as a result of the automobile?

Score of 1:

- States a way life changed for the American housewife as a result of the automobile according to Ruth Schwartz Cowan
Examples: it made things more convenient; some deliveries to the home were not needed; bulkier packages/additional people could be transported; she could become her own door-to-door delivery service; advantages of automobiles encouraged women to learn to drive

Score of 0:

- Incorrect response
Examples: women could not drive; women no longer rode bicycles; public transportation was at her doorstep; women became delivery men
- Vague response that does not answer the question
Examples: businessmen discovered joy; the Depression ended; her own two feet were no longer used; it changed a lot
- No response

Document 6

The Influence of the Automobile, 1923–1960 (Selected Years)

- 1923** Country Club Plaza, the first shopping center, opens in Kansas City.
- 1924** In November, 16,833 cars cross the St. John's River into Florida, the beginning of winter motor pilgrimages to Florida.
- 1930** Census data suggest that southern cities are becoming more racially segregated as car-owning whites move to suburbs that have no public transportation.
- King Kullen, first supermarket, Queens, New York City. Supermarkets are an outgrowth of the auto age, because pedestrians cannot carry large amounts of groceries home.
- 1932** One-room rural schools decline because school districts operate 63,000 school buses in the United States.
- 1956** Car pools enable Montgomery, Alabama, blacks [African Americans] to boycott successfully the local bus company, beginning the modern civil rights movement.
- National Defense and Interstate Highway Act passed. President Eisenhower argues: "In case of atomic attack on our cities, the road net [network] must allow quick evacuation of target areas."
- 1957** Sixty-six-year-old gas station operator Harlan Sanders, facing bankruptcy because the interstate has bypassed him, decides to franchise his Kentucky Fried Chicken restaurant.
- 1960** Organization of Petroleum Exporting Countries (OPEC) formed.

Source: Clay McShane, *The Automobile: A Chronology of Its Antecedents, Development, and Impact*, Greenwood Press, 1997 (adapted)

6a According to Clay McShane, what were *two* economic impacts of the automobile on the United States?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* economic impact of the automobile on the United States as stated in this chart
Examples: led to people spending their time and money in Florida during the winter; interstate highways were built; new businesses opened; some businesses which were not located near interstate highways faced bankruptcy; led to opening of supermarkets; automobile became a factor in the successful boycott of the bus company in Montgomery, Alabama; made the United States vulnerable to OPEC

Note: To receive maximum credit, two *different* impacts of the automobile on the United States as mentioned in this chart must be stated. For example, *some businesses which were not located near interstate highways faced bankruptcy* and *Colonel Sanders faced bankruptcy when the interstate highway bypassed his business* are the same impact expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: suburbs have no public transportation; King Kullen is the first supermarket; pedestrians carry large amounts of groceries home
- Vague response that does not answer the question
Examples: rivers were crossed; road networks had target areas; public transportation was bankrupted
- No response

6b According to Clay McShane, what was *one* impact of the automobile on race relations in the United States?

Score of 1:

- States an impact of the automobile on race relations in the United States as stated in this chart
Examples: southern cities became more segregated; car pools were used by African Americans to boycott local buses in Montgomery; helped start the civil rights movement

Score of 0:

- Incorrect response
Examples: people moved south; segregation ended; only whites bought cars
- Vague response that does not answer the question
Examples: car pools began; it was a local bus boycott
- No response

Document 7

Minor disruptions have begun to appear in the world oil trade in the wake of the renewal of hostilities between the Arabs and the Israelis, and industry executives and Government officials in many countries are waiting to see whether the Arab states will make a serious attempt to use oil as a weapon in the conflict or any political confrontation that follows. The Egyptians are reported to have attacked Israeli-held oil fields in the occupied Sinai, and if true it would be the most ominous event so far in the oil situation. It would be the first direct attack by either side on oil production facilities in any of the conflicts thus far. If the Israelis retaliate it could mean major disruptions of supplies. . . .

Source: William D. Smith, "Conflict Brings Minor Disruptions in Oil Industry: Arab States' Moves Studied for Clues to Intentions," *New York Times*, October 9, 1973

7 According to William D. Smith, what could be *one* impact of the conflicts in the Middle East on the United States?

Score of 1:

- States what could be an impact of the conflicts in the Middle East on the United States according to William D. Smith
Examples: oil trade/supplies could be disrupted; oil could be used as a weapon against supporters of Israel (United States); there could be a shortage of oil; if oil production facilities are attacked, there could be a shortage of gasoline

Score of 0:

- Incorrect response
Examples: Arabs and Israelis could attack the United States; Israeli could gain oil fields in the Sinai; hostilities between Israel and the United States
- Vague response that does not answer the question
Examples: the oil situation is ominous; it was the first direct attack; hostilities have been renewed; things could change
- No response

Document 8

WASHINGTON, July 17—President Reagan, appealing for cooperation in ending the “crazy quilt of different states’ drinking laws,” today signed legislation that would deny some Federal highway funds to states that keep their drinking age under 21.

At a ceremony in the White House Rose Garden, Mr. Reagan praised as “a great national movement” the efforts to raise the drinking age that began years ago among students and parents.

“We know that drinking, plus driving, spell death and disaster,” Mr. Reagan told visitors on a sweltering afternoon. “We know that people in the 18–to–20 age group are more likely to be in alcohol-related accidents than those in any other age group.”

Mr. Reagan indirectly acknowledged that he once had reservations about a measure that, in effect, seeks to force states to change their policies. In the past, Mr. Reagan has taken the view that certain matters of concern to the states should not be subject to the dictates of the Federal Government.

But in the case of drunken driving, Mr. Reagan said, “The problem is bigger than the individual states.” . . .

Source: Steven R. Weisman, “Reagan Signs Law Linking Federal Aid to Drinking Age,”
New York Times, July 18, 1984

8 According to Steven R. Weisman, what was *one* reason President Reagan signed the law linking federal highway funds to the drinking age?

Score of 1:

- States why President Reagan signed the law linking federal highway funds to the drinking age according to Steven R. Weisman
Examples: people in the 18 to 20 age group were more likely to be in alcohol-related accidents than those in other age groups; drunk driving is a national problem; law would help make drinking laws throughout the nation more consistent; the problem of drinking was bigger than individual states; it would force states to change their laws

Score of 0:

- Incorrect response
Examples: it would keep the drinking age under 21; the national government wanted to outlaw alcohol; alcohol-related accidents were declining
- Vague response that does not answer the question
Examples: states should not be subject to dictates of federal government; Reagan wanted cooperation; it was a great national movement
- No response

Document 9

. . . After a long and bitter debate, lawmakers in California today [July 2, 2002] passed the nation's strongest legislation to regulate emissions of the main pollutant that can cause warming of the planet's climate, a step that would require automakers to sell cars that give off the least possible amount of heat-trapping gases. . . .

California is the largest market for automobiles in the United States, as well as the state with more serious air pollution problems than any other. Under federal clean air legislation, the state's air quality regulators are allowed to set standards for automobile pollution that are stricter than those imposed by federal law. In the past, many other states have followed California's lead in setting pollution rules on vehicles, and ultimately American automakers have been forced to build cars that meet California's standards and to sell them nationwide. . . .

Source: John H. Cushman Jr., "California Lawmakers Vote to Lower Auto Emissions,"
New York Times, July 2, 2002

9 According to John H. Cushman Jr., what is *one* impact of the automobile on the United States?

Score of 1:

- States an impact of the automobile on the United States according to John H. Cushman Jr.
Examples: its pollutants warm the climate; passage of legislation to regulate emissions; car emissions are one of the main pollutants of the atmosphere; establishment of standards for air quality/states set pollution rules on vehicles; American automakers have been forced to build cars that meet standards for automobile pollution

Score of 0:

- Incorrect response
Examples: California is the largest market for automobiles; American automakers are building fewer cars; states have refused to follow California's lead in setting pollution rules on vehicles
- Vague response that does not answer the question
Examples: it was a long and bitter debate; California passed the nation's strongest legislation; the nation's strongest legislation has been passed; it made things worse
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question
August 2008

Historical Context: The automobile has had an important influence on the United States since the early 20th century. Perhaps no other invention has had such a significant impact on production methods, the American landscape, the environment, and American values.

Task: Discuss the political, economic, *and/or* social impacts of the automobile on the United States

Scoring Notes:

1. The response to this document-based question should discuss *at least two* political, economic and/or social impacts of the automobile on the United States.
2. To incorporate the minimum number of documents, most responses will discuss more than two impacts.
3. Any combination of political, economic, and social impacts may be used to address the task.
4. The classification of impacts as political, economic, or social does not need to be specifically identified.
5. In some cases, the same information could be used to address different types of impacts, e.g., the social and economic impact of the automobile on the mobility of the population.
6. For the purposes of meeting the criteria of using *at least five* documents in the response, documents 4a and 4b may be considered as separate documents if the response uses specific facts from each individual document.

Score of 5:

- Thoroughly develops the task evenly and in depth by discussing political, economic, and/or social impacts of the automobile on the United States
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., connects widespread ownership of the automobile to environmental activism that led to the passage of the Clean Air Act and the continuation of a national discussion about automobile emissions and their connection to global warming; connects widespread ownership of the automobile and increased gasoline consumption to the effects of foreign policy objectives in the Middle East and the energy crises of the 1970s and 2008 and an increased awareness of the need to explore alternative fuel sources to help decrease United States dependence on foreign sources
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to impacts of the automobile (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., pollution; Environmental Protection Agency; OPEC; gas lines; oil embargo; 55-mile-per-hour speed limit; ethanol; Amtrak; “park-and-ride” programs
- 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 the task by discussing political, economic, and/or social impacts of the automobile on the United States but may do so somewhat unevenly such as discussing some impacts more thoroughly than other impacts
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., discusses expanding ownership of the automobile and concern about the impact of automobile emissions on cities such as Los Angeles and increasing public interest in the passage of environmental legislation; discusses increasing ownership of the automobile as it relates to gasoline consumption and public awareness of the benefits of fuel-efficient automobiles and finding alternative fuel sources
- Incorporates relevant information from *at least five* 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 the task with little 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 the task
- 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 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

Key Ideas from the Documents

Impacts of the Automobile on the United States

Political

Doc 4	Changes in politics because majority of population no longer lived in cities
6	Major factor in passage of National Defense and Interstate Highway Act
7	Disruption of oil supplies because of renewal of hostilities between Arabs and Israelis in 1973
8	Denial of federal highway funds to states that keep drinking age under 21
9	New state and federal regulations regarding auto emissions

Economic

Doc 1	More affordable because of Henry Ford's mass production techniques
2	Saving money difficult because of automobile expenses
3	Largest single manufacturing industry in 2000, responsible for growth of steel and rubber production, largest user of machine tools Advances in petroleum refining, paint and plate-glass manufacturing, and other industrial processes related to the automobile Dependence of many United States businesses on the manufacture, distribution, servicing, or use of motor vehicles Gasoline one of most valuable commodities
4	Shopping malls and superstores moving from the city to the suburbs/rural areas Building of shopping malls near interstate highways
5	Ability to carry bulky packages and additional passengers Less reliance on delivery services
6	Development of shopping centers Increases in travel and supermarkets Establishment of some new businesses near interstates Bankruptcy for some businesses when interstate highways bypassed them Vulnerability of the United States with the formation of OPEC
7	Disruption of oil supplies because of renewal of hostilities between Arabs and Israelis in 1973
9	Major pollutant contributing to warming of the planet's climate Forcing American automakers to build cars that meet new standards for automobile pollution

Social

Doc 4	Lack of residential population at the heart of large cities; majority of population living in suburbs
5	Change in role of housewife Convenience of automobile over public transportation
6	Decline in one-room rural schools More racial segregation in southern cities with movement of car-owning whites to suburbs Contribution of car pools to success of the Montgomery bus boycott
8	Denial of federal highway funds to states that keep drinking age under 21 Likelihood of 18- to 20-year-old age group to be in alcohol-related accidents

Relevant Outside Information

(This list is not all-inclusive.)

Impacts of the Automobile on the United States

Political

Influence of national oil needs on foreign policy objectives
Dependence on foreign oil a national issue for the United States (higher prices and gas station lines in the 1970s as a result of OPEC oil embargo, rising gas prices in 2008, influence of oil company lobby groups; state and federal campaign issue)
National and state legislation as a result of lobbyist activities (consumer advocates, Ralph Nader, MADD, SADD, seat belts, car safety standards)
Environmental concerns reflected in national and state legislative agendas (Environmental Protection Agency, National Energy Act)
Federal government establishing and recommending standards (55-mile-per-hour speed limit, emission standards, fuel-efficient automobiles)

Economic

“Democratization of automobile” because of affordability and installment buying
Role of automobile overproduction in eventual economic downturn in 1929
Creation of job opportunities in related industries (tires, motels, hotels, drive-ins, service stations, tourism, construction, automobile insurance)
Necessity of automobile(s) for suburban living
Opportunities for employment further from home
Additional details of school and church consolidation
Decrease in use of the railroad for public transportation
Increased investments in domestic oil exploration (Texas, Oklahoma, Florida, Alaska, offshore)
Contribution of increased oil prices to inflation (1970s)
Profit for farmers because of increased sales of ethanol
Demand for hybrid/fuel efficient automobiles and alternate fuel sources
Increased and more efficient mass transportation as a result of environmental concerns and high gas prices
Impact of gas-guzzling automobiles/SUVs on price of oil/gasoline (2008)

Social

Less isolation among geographic regions and for rural families
Change in dating rituals
Family members more independent of one another
Contribution to a wider gap between social classes (“white flight”)
Family vacations more common
Automobiles as status symbols (sports cars, SUVs)
Impact of gas prices on lifestyle (travel, food prices)

Without the invention of the automobile industry, the United States would not be the economic world power it is, nor would foreign policy be so concerned with conflicts in the Middle East, nor would so saturated a consumer culture have emerged. From the beginning, with Henry Ford's mass production of the Model-T which made the auto affordable, to today's gasoline shortages and high prices, the invention of the automobile and the growth of the automobile industry has had a powerful effect on national politics, the economy, and the American culture.

The economic effects of the automobile have been evident ever since the Model-T made automobile ownership less expensive and realistic for the average American household (Doc 1). The system of mass production used by Ford was adopted by many other industries, allowing for consumer goods to be produced more cheaply and plentifully. Also, the growth of automobile manufacturing necessitated the growth of other American and foreign industries to supply the auto industry, including steel, rubber, and petroleum. (Doc 3) New industries meant more job opportunities for both skilled and unskilled workers and for some, a higher standard of living. However, automobiles remained expensive, discouraging low income families from purchasing cars, and also forcing other families to buy on credit, increasing debt and decreasing personal savings (Doc 2). Car care replaced walking

as a major means of transportation, small local food markets were replaced by supermarkets customers drove to, and small shops were replaced by large malls where more goods were bought than could even have been carried home on foot (Doc 4A). The growth of the highway system, also drew people away from businesses located off the path of major highways, but also gave rise to diners, gas stations, and fast food establishments located right off the highway (Doc 6) (Doc 4B). Small towns that were not on the path of major highways also suffered and became almost ghost towns. Towns that had once been popular tourist destinations were ignored in favor of towns that were on new highways. Increased automobile use has also given greater economic power to national and foreign oil companies, whose importance and influence can be felt day to day at the gas pump, as prices rise and demand for bigger autos such as SUVs shows little sign of slowing. As gas prices have risen, they have become a matter of public debate as Congressmen have called oil industry executives to testify, and political parties have questioned the gas tax.

The use of the automobile has also had widespread and varied social consequences. The increase of auto ownership, caused by the Model-T innovation was open primarily to the middle and upper class whites, not ~~poor~~^{poor} immigrants, minority and older economically disadvantaged groups. This allowed whites living in cities to move out of inner city neighborhoods to the suburbs,

where they would continue to commute by car to work in the city (Doc 4A). This so-called "white flight" left poor blacks and other groups in urban neighborhoods and contributed to urban decline (Doc 6). As the tax base decreased, fewer services became available. In the suburbs, the car also changed the role of the American housewife giving her greater mobility, decreasing the dependence on delivery services, but also, in effect, increasing her work load (Doc 5). Taking children to soccer matches, and school and play dates became time-consuming. Suburban families experienced greater mobility as a whole, and took advantage of vacation time to visit other areas of the country, including Florida (Doc 6), which gave rise to the American tourism industry of hotels, motels, theme parks, and campgrounds. However, the automobile has created a crisis of environmental pollution and related health problems. Heavy automobile usage in large cities has led public health officials to be increasingly concerned about people who have lung problems. Cities are investigating ways to reduce smog, such as placing higher taxes on commuters. (Doc 9)

As the demand for gasoline & petroleum products increased with auto ownership, the U.S. government found its politics with regard to foreign relations with oil producers much more important. When OPEC was formed in 1960 (Doc 6), the balance of power shifted because the U.S. could no longer rely solely on

domestic oil sources and was at the mercy of foreign oil producers like Saudi Arabia, Venezuela, and Kuwait. Conflict in the Middle East, a source of rich oil fields, has become a matter of national interest, increasing the U.S.'s role in foreign politics (Doc 7). The automobile also influenced the power between the state and local government. The creation of the National Defense and Interstate Highway Act under President Dwight D. Eisenhower in 1956 (Doc 6) gave greater control over the states to the federal government, who under the Constitution, could control interstate commerce + appropriate federal aid. President Ronald Reagan took advantage of this power in 1984. He signed a law creating a national drinking age for states who received government funds for highway construction. The federal government has had to take on a new set of responsibilities with regard to auto manufacturing, transport, and licensing (as a result of increased private ownership).

The age of the automobile ushered in by the revolutionary Ford Model-T brought with it a shift in American politics, economics, and society. The isolationism prevalent after World War I had to give way to a greater U.S. role in the oil rich Middle East for purposes of enjoying a steady supply of ~~oil~~^{gas}. Socially, the gap between the wealthy, predominately white suburbanites, and poor, predominately black or minority urban dwellers became more apparent, illustrated geographically

by the growth of the suburbs. Economically, American industry as a whole took its cue from the auto industry's system of mass production and technological advancement to give the U.S. its place as an industrial world power. American values have changed to include standard automobile ownership, consumerism, and the new found mobility allotted by ~~the~~ four wheels on a highway and a full (?) tank of gas.

Anchor Level 5-A

The response:

- Thoroughly develops the task evenly and in depth by discussing impacts of the automobile on the United States
- Is more analytical than descriptive (automobiles forced families to buy on credit, increasing debt and decreasing personal savings; highway system drew people away from businesses; increased use of automobile gave greater power to oil companies whose importance can be felt at gas pumps; auto ownership was open primarily to middle and upper class whites, not to poor immigrants, minorities, and other disadvantaged groups; balance of power shifted because United States could no longer rely solely on domestic oil sources and was at mercy of foreign oil producers)
- Incorporates relevant information from all the documents
- Incorporates substantial relevant outside information (new industries meant more job opportunities for both skilled and unskilled workers and for some a higher standard of living; as cars replaced walking, small local food markets were replaced by supermarkets; small towns not on the path of major highways suffered and became almost ghost towns; towns that were once popular tourist destinations were ignored; gas prices continue to rise and demand for bigger cars such as SUVs show little signs of slowing; Congressmen have called oil industry executives to testify and political parties have questioned the gas tax; “white flight” left urban neighborhoods with fewer services as tax base decreased; taking children to soccer matches, school, and play dates became time-consuming; tourism industry increased; heavy use of the automobile has led public health officials to be concerned about lung problems; cities are investigating ways to reduce smog, such as higher taxes on commuters)
- Richly supports the theme with many relevant facts, examples, and details (Henry Ford’s mass production of the Model-T made the automobile more affordable; automobile allowed whites to move out of inner city neighborhoods to suburbs where they would continue to commute by car to work in the city; car changed the role of the American housewife by decreasing her dependence on delivery services; automobile has created a crisis of environmental pollution and related health problems; demand for gasoline and petroleum products increased with auto ownership; United States foreign relations with oil-producing countries became more important; conflict in the Middle East became a matter of national interest because of the oil fields; National Defense and Interstate Highway Act gave the federal government greater control over the states; President Reagan signed a law creating a national drinking age for states who received government funds for highway construction)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the impacts of the automobile from Ford’s Model-T to today’s gasoline shortages and high prices and a conclusion that discusses how four wheels on a highway and a full tank of gas have changed American life

Conclusion: Overall, the response fits the criteria for Level 5. Document information and outside historical and contemporary information are woven together in an analytical discussion that demonstrates a solid understanding of the economic, political, and societal shifts that occurred as a result of the automobile. The response effectively discusses the concept that the government has had to adapt its policies to reflect changes brought about by the automobile.

Since the invention of the car, and the later introduction of Henry Ford's affordable Model T in 1908, the automobile industry has changed the economic, political, and social forces of the world. Industry in general, American and world values, and the environment have all been impacted by the car.

Henry Ford, founder of the Ford Motor Company, which now thrives as one of the largest automobile companies in the United States, is remembered as one of the pioneers in modern industrial processes. Through his production of the Model T, he adapted the assembly line, shortening the time and cost of production of an automobile, and leading to other mass produced items. Because of this advance, the automobile suddenly became affordable to the general public, as shown by the change in the amount of time of work needed for an employee to afford a car after the Model T Ford's release (Doc.1). The automobile industry swelled within the United States, becoming the largest single manufacturing enterprise in America (Doc.3). Not only did the manufacturing industry that creates the automobile grow, but car-related businesses and industries did too, including the steel, rubber, glass, and paint industries.

The petroleum and gasoline industries have also changed drastically, becoming "black gold," one of the most valuable commodities in the world. Although the first mass produced automobiles didn't have many features or even a consumer-chosen paint color, more modern cars have millions of possibilities, from industry-provided standard parts to aftermarket add-ons. Even in the 1920s, only a little more than a decade after the Model T's introduction to the world, some people complained about the cost that a car took to own and drive, from gasoline to repair costs, and even parts to make the car look and run better, causing workers to live beyond their means (Doc. 2). Workers generally used more money on their automobile than they saved in banks which became a problem as the economy fell into a depression in 1929 and many lost their jobs.

Another major impact of the automobile is in politics, especially foreign ties to the United States. As the automobile industry has caused the gasoline industry to grow and gain in power, so have oil producing countries. In modern warfare, car factories were turned into tank and jeep factories by the government, and oil becomes a war-related product—that is to be saved for the military, such as in World War II.

Conflicts in the Middle East often involve the United States, because of American oil interests. One of these conflicts is the Persian Gulf War, in which Iraqi dictator Saddam Hussein claimed the bordering country of Kuwait to be "province 51," and a territory of Iraq. Taking over the country by force, Saddam Hussein captured the nation, and is only pushed back by a United Nations task force, led by the United States in Operation Desert Storm. One of the main reasons for the United States involvement was that Kuwait was a large oil producing nation. Oil was not only needed by the United States but also its allies. Other conflicts, like those between Egypt and Israel, have involved oil (Doc. 7), and in 1960, the organization of Petroleum Exporting Countries was formed. This organization is one of the more important economic organizations of the late 20th century, even contributing to the gas shortage in the 1970s in America and leading to high prices, inflation, and long lines at gas stations. Today their influence on the oil market continues to keep prices high for the American consumer.

In the United States, the social impact of the automobile has by far been the most far-reaching effort of the industry. As more people bought and used cars, suburbs developed. The cars allowed families to live outside of the densely populated

cities, but still work in them. For social^{and} economic reasons, car-owning whites in the south moved to suburbs, which contributed to the racial segregation in the cities. The poor who were left behind had to deal with rising crime rates, sub-standard schools and housing, and pollution. Other than New York City, every major city in the United States has lost population to the suburbs (Doc. 4A). Shopping centers and super markets, both dependant on the automobile for transportation of customers and products, were introduced and became common, especially outside of the city (Doc. 4B). Even the role of the house wife changed to one of driving the family and performing newly designated duties using the car (Doc. 5). The geography of suburban communities required expanded use of automobiles and often led a family to purchase a second car.

These changes that have been brought about through the automobile industry have impacted the United States, and even the world, in many different ways. Societies and cultures have been changed, and the areas of power around the globe have shifted. Even in 2008, almost a century after Henry Ford's first Model T came off the assembly line, the society of the United States is still feeling the effects of the auto industry, from pollution to high gas prices causing politics to shift. Never before has an invention had so much impact on the American way of life.

Anchor Level 5-B

The response:

- Thoroughly develops the task evenly and in depth by discussing impacts of the automobile on the United States
- Is more analytical than descriptive (Ford is remembered as one of the pioneers in modern industrial processes; in the 1920s, some people complained about the cost of owning and driving a car, from gasoline to repair costs and even parts to make the car look and run better; role of the housewife changed to one of driving the family and performing newly designated duties)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 6, and 7
- Incorporates substantial relevant outside information (Ford Motor Company thrives as one of the largest automobile companies in the United States; Ford's assembly line led to other mass produced items; first automobiles did not have many features; workers generally used more money on their automobile than they saved in banks, and this became a problem as the economy fell into a depression in 1929 and many workers lost their jobs; in World War II, car factories produced tanks and jeeps for the government, and oil became a war-related product that was to be saved for the military; United States involvement in Operation Desert Storm was mainly because Kuwait was a large oil-producing nation; OPEC's influence on the oil market continues to keep prices high for the American consumer; the poor who were left behind in the cities had to deal with rising crime rates, sub-standard schools and housing, and pollution; geography of suburban communities required expanded use of automobiles and often led a family to purchase a second car)
- Richly supports the theme with many relevant facts, examples, and details (Henry Ford founded the Ford Motor Company; Ford adapted the assembly line with his production of the Model-T and shortened the time and cost of production; assembly line helped the automobile become more affordable to the general public; automobile industry became the largest single manufacturing enterprise within the United States; car-related businesses and industries such as the steel, rubber, glass, and paint industries also grew; automobile industry caused the gasoline industry to grow and gain in power as well as oil-producing countries; conflicts in the Middle East often involve the United States because of oil needs and economic interests; OPEC, which was formed in 1960, is one of the more important economic organizations of the late 20th century; suburbs developed as more people bought and used cars; cars allowed families to live outside densely populated cities but still work in them; whites in the South moved to suburbs which contributed to racial segregation in the cities; other than New York City, every major city in the United States lost population to the suburbs; shopping centers and supermarkets were both dependent on the automobile)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Linking the automobile and its reliance on oil to world affairs and relating it back to domestic implications provides a good overview of the political impact of the automobile. Outside information and good document analysis are used effectively to appraise the economic impacts of the automobile from the founding of the Ford Motor Company to the status of the worker at the start of the Great Depression.

The automobile's invention in a cost effective form in the early twentieth century was monumental to all aspects of society; domestic and foreign policy, the economy, and social values. Politically, the automobile shifted the emphasis of foreign policy in the Middle East during the late twentieth century to the acquisition of oil when we could no longer meet our own needs. In the early twentieth century, both world wars were fought with automobiles playing a large role. Socially, the newfound mobility of an automobile allowed people to move away from civilization but to still be close enough to drive to work in a large city. Also, women were given new freedoms by the mobility of a car. Politically, automobiles gave politicians new avenues to load into the campaigning game. The impact of the automobile has been universal to the point where just as we depend on food to function, we also depend on the automobile to function as a society.

The last twenty years have been dominated by oil politics. Every day in the news we hear about a new proposal to solve the oil problem. But political crisis involving automobiles have not only been ~~involved~~^{arising} for the last 20 ~~years~~ years. World War I depended on automobiles for the transportation of troops in Europe. World War II and every war after have been dominated by the use of autos to facilitate the transportation of humans, supplies, and of weaponry essential to the continuance of war. The formation of OPEC in 1960 and the US dependence on Middle Eastern oil has focused US foreign policy on the Middle East for decades (Doeh). Various

conflicts in the middle east have attracted US attention because of the oil factor. (Doc 7) Not only has the US become dangerously entangled in alliances in the Middle East (we support Israel today, which makes us an enemy of the possibly nuclear Iran), but we have gone as far as fighting a war solely for the purpose of preserving our economic dependence on oil (Persian Gulf, Iraqi freedom) Because of the automobile, the United States political scene, especially foreign policy, has become fundamentally attached to the insurance of a constant supply of oil for our ever hungry cars.

The social impact of the automobile has been even more dramatic than in the political arena. Some believe the automobile has torn apart family values, and made American families financially unstable because of the automobile obsession (Doc). Families continue to spend a large proportion of their income on car-related expenses. Insurance costs, gasoline credit-card debt, and new devices such as GPS require large sums of money. The automobile has also caused implicit social segregation in the cities because the poor black families cannot move while the wealthier rich families buy cars and move to the suburbs (Doc 4A). Also, the country's population has become more spread out. What used to be a full day horse and buggy ride is now a 30 minute drive on the highway going 75 miles/hour. This has enabled the development of supermarkets for families to buy weeks worth of supplies at a time (Doc 6) and has all but eliminated the need for a main street in town because

shopping centers can be spread all over an area and still be accessible to anyone with a car. (Doc 4B) Living 70 miles from work is possible in this age of automobiles, but before automobiles a 70 mile trek would take 2 days. The automobile has also provided more social freedom to young adults and women. Before autos, both of these groups were stuck in their homes and could only have friends that were within walking distance. Now, however, young adults and women can venture from the home and experience a life outside of their homes (Doc 5).

Economically, the automobile has changed a number of things. First of all, the automobile and Eisenhower Interstate Highway system (Doc 6) has facilitated shipping throughout the entire country. And because there are so many cars on the road, the auto industry has become one of the largest in the world. The auto industry has boosted the business of numerous other supplier industries such as the steel and rubber ~~and~~ industries (Doc 3). Not only has the industry itself provided millions of jobs, but the product (trucks, mainly) has provided probably just as many jobs; cross-country truckers, delivery men, race car drivers, everything! The automobile's economic influence has been universal.

The ubiquity of the automobile today is amazing. Everything we do on a day to day basis has been influenced by an automobile. Whether it's sitting in our house which was made from materials delivered by a truck, driving to school, fighting a war, or just walking down a road. Everything we see, do, and touch has been influenced in some way by the vast political, economic, and social implications of the automobile.

Anchor Level 4-A

The response:

- Develops the task by discussing impacts of the automobile on the United States
- Is both descriptive and analytical (politically, the automobile shifted emphasis of foreign policy in the Middle East during late 20th century to acquisition of oil; automobile allowed people to move away from civilization and still be close enough to drive to work in a large city; women were given new freedom by mobility of a car; automobiles gave politicians new ammunition to load into their campaign gun; just as we depend on food to function, we also depend on the automobile to function in society; last 20 years have been dominated by oil politics; United States has become fundamentally attached to the insurance of a constant supply of oil for our ever-hungry cars; racial segregation occurred in cities because poor black families could not move while wealthier rich families bought cars and moved to suburbs; what used to be a full-day horse-and-buggy ride is now a thirty-minute drive on the highway; development of supermarkets has enabled families to buy weeks of supplies at a time; automobile has all but eliminated need for a Main Street in town because shopping centers could be spread all over an area and still be accessible to anyone with a car; automobile has also provided more social freedom to young adults and women; interstate highway system has facilitated shipping)
- Incorporates relevant information from documents 2, 3, 4, 5, 6, and 7
- Incorporates relevant outside information (World War I depended on automobiles for transportation of troops in Europe; World War II and every war after has been dominated by the use of automobiles to facilitate the transportation of humans, supplies, and weapons; not only has the United States become dangerously entangled in alliances in the Middle East, but we have gone as far as fighting a war solely for purpose of preserving our economic dependence on oil; our support of Israel makes us an enemy of the possibly nuclear Iran; insurance costs, gasoline credit-card debt, and new devices such as GPS require large sums of money)
- Supports the theme with relevant facts, examples, and details (formation of OPEC in 1960 and United States dependence on Middle Eastern oil has focused United States foreign policy on the Middle East; families continue to spend a large proportion of their income on car-related expenses; automobile has become one of the largest industries in the world; auto industry has bolstered business of numerous other supplier industries, such as steel and rubber)
- Demonstrates a logical and clear plan of organization; includes an introduction that summarizes political and social impacts of the automobile and a conclusion that discusses how the automobile affects us on a daily basis

Conclusion: Overall, the response fits the criteria for Level 4. A good understanding of the historical impact of the automobile is demonstrated by the use of outside information Interpretation of document information is enhanced by analytical statements; however, more facts and details could have been incorporated in the development of these statements.

Since the invention of the automobile in the late 1800's, American culture has been drastically reformed to comply with the ever increasing demands of the auto industry. Many aspects of American life have been altered, including various social and economic portions. Cars, which have been made ever more readily available to the common man (and housewife !!) by the year, have perpetuated a new America, one with different values and standards. One that is both progressive and counterproductive.

Henry Ford could be viewed as a founding father of modern industry. His mass production techniques have influenced more lives than can be imagined. Mass production of the automobile (most notable the Model T Ford) has made personal transportation that is fast and reliable accessible to the majority of Americans (doc. 1). Mass production lowers the ultimate cost of the automobile causing it to be the most affordable to the common man (doc. 1). It could easily be said that Henry Ford made America the nation it is today; a gas guzzling, consumer economy based country with densely populated cities and suburbs.

Suburbs, the home of strip malls, super markets, and the minivan, were created because the automobile allowed for the expansion of city limits (doc. 4A). Personal transport made it easier to move out of the city and into more rural areas because there was no longer as much of a reliance upon the public transport systems to get people to and from

work, school, or entertainment venues. Eisenhower's interstate highways supplied alternate means and the option to live outside the hubub and chaos of the inner cities (doc. 6).

With suburbs came the expansion of business. The economy boomed because the automobile created new areas for economic development (doc. 4B). Supermarkets and other shopping centers began appearing across the nation starting with the Country Club Plaza in 1923 (doc 6.) Housewives of America, rejoice! The automobile created a new method for getting groceries and running kids crosscountry (doc 5.) The hassle of public transportation had ended and thus began an era of domestic relief among women everywhere. once again, the automobile has proven to be a life saver and creator by providing new ways to settle and live comfortably.

Along with all the positive aspects of automobile utopia, there were created just as many negative ones. Gasoline and oil have become one of the most wanted and necessary products of American stability (doc 3.) Oil has become so valuable that it has created a possible danger to the American way of life. One of the nation's sources for oil lies in the Middle East where political controversies could determine whether or not the U.S. and her allies will receive their precious oil (doc 7.) If an oil embargo were

to develop like it did in the 1970s, a second and more deadly energy crisis would arise causing a major depression in the American economy. In fact, today's economy is suffering from the negative effects of rising fuel costs. Shipping, food costs, tourism, and delivery costs are a major concern for both businesses and families alike.

Another negative aspect of the auto industry is the environmental hazard. With so many fossil fuels being burned to keep America's motors running the risk of overextension of natural resources is taken. Increasing demands for ethanol in gasoline have influenced farmers to sell more of their corn crops to ethanol producers reducing their sales to food producers and leading to increasing food prices. Also, air pollution, and in turn, health risks, are perpetuated by the byproducts of burning oil and gasoline (doc 9.) and have made many American cities hazardous for the elderly and small children.

In some ways, the auto industry has created a successful way of life for the American people. It provides for easy and reliable transport, life in the suburbs and away from the busy inner cities, and the convenience of living our lives at the pace we want to live them. But, it has also created less valuable aspects such as environmental pollution and

governmental and economic vulnerability. Either way, the automobile is a prime focus in American society and way of life.

Anchor Level 4-B

The response:

- Develops the task by discussing impacts of the automobile on the United States
- Is more analytical than descriptive (mass-production techniques have influenced more lives than could be imagined; mass production of the automobile has made personal transportation that is fast, reliable, and accessible to the majority of Americans; Henry Ford made America the nation it is today—a gas guzzling, consumer-based economy with densely populated cities and suburbs; suburbs, home of strip malls, supermarkets, and mini-vans, were created because automobiles allowed for expansion of city limits; there was no longer as much reliance on the public transport systems to get people to and from work, school, or entertainment venues; Eisenhower’s interstate highways supplied alternate means and the option to live outside the hubbub and chaos of inner cities; automobile has proven to be a lifesaver and creator by providing new ways to settle and live comfortably; gasoline and oil have become one of most wanted and necessary products for American stability; oil has become so valuable that it has created a possible danger to the American way of life; if an oil embargo were to develop like it did in the 1970s, a second and more deadly energy crisis would arise causing a major depression in the American economy)
- Incorporates relevant information from documents 1, 3, 4, 5, 6, 7, and 9
- Incorporates relevant outside information (Henry Ford could be viewed as a founding father of modern industry; today’s economy is suffering from negative effects of rising fuel costs; shipping, food costs, tourism, and delivery costs are a major concern for both businesses and families alike; with so many fossil fuels being burned to keep America’s motors running, there is a risk of overextension of natural resources; increasing demands for ethanol and gasoline have influenced farmers to sell more of their corn crops to ethanol producers; pollution has made many American cities hazardous for the elderly and small children)
- Supports the theme with relevant facts, examples, and details (mass production lowered the cost of the automobile, causing it to be affordable to the common man; economy boomed because automobiles created new areas of economic development; Country Club Plaza in 1923; automobile created a new method for getting groceries; one of nation’s sources of oil lies in the Middle East where political controversies could determine whether or not the United States and her allies would receive their precious oil; air pollution and health risks are perpetuated by the by-products of burning oil and gasoline)
- Demonstrates a logical and clear plan of organization; includes an introduction that states that the automobile has perpetuated a new America with different values and standards and a conclusion that focuses on the positive and negative influence of the automobile on American society and its way of life

Conclusion: Overall, the response fits the criteria for Level 4. The response makes a strong case for the automobile’s role in making a “new America” through the integration of good document analysis and thoughtful commentary. Although more supporting facts and details could be included in the discussion, the outside information regarding the impact of oil on the economy and the environment is adequate.

When the automobile was first introduced, it was considered a luxury only the few could purchase while most remained dependent on the horse for transportation. Yet Henry Ford's use of the assembly line greatly increased the number of Model T cars. Immediately, mass amounts of cars were produced. Model T cars emerged in various colors although eventually, black became the standard color because it dried faster and sped up production. Unaware of the profound impact of the automobile, Americans clamored for the automobile, now within range of the common man's purse. The automobile had ~~such~~ significant impacts on the American economy, cities, suburbs, and the population.

Upon the introduction of the automobile, many changes were implemented on the American economy, cities, and suburbs. The first effect of Ford's Model T cars was the cutting of "the costs of production" and thereby allowing the common man to buy an automobile (Doc 1). As more cars were produced, the rubber and steel industries boomed and the automobile industry became "the largest single manufacturing enterprise" (Doc. 3). With so many people depending on the car for jobs and transportation, the American landscape changed dramatically. Interstate highways were erected to allow Americans to travel with ease. (Doc 4B). With more people moving to the suburbs, shopping malls of varying sizes and supermarkets were established to allow ~~for~~ people to shop for food and clothes by faster means (Doc. 6). Furthermore, the automobile could accommodate more groceries and also allowed

people to travel farther, such as over St. John's River to Florida. Going on family vacations became an annual event, ~~when~~ the automobile influenced the development of highways, supermarkets, and shopping malls.

While many significant and positive events occurred economically, the automobile greatly changed politics. Since more people were moving to the suburbs, politicians had to campaign more aggressively in the suburbs (when they initially had concentrated their efforts in the cities). With increasing number of purchased automobiles, the American dependence on oil forced politicians to be wary of Arab-Israeli conflicts. Continuing wars between the Arabs and Israelis could disrupt the flow of oil to the United States (Doc. 7) This was evidenced by the oil embargo in the 1970s, forcing Americans to carpool, buy oil only on certain days, or not drive at all due to increased fuel prices. As a result, OPEC was formed to control the price of oil, thus hurting Americans if OPEC increased the price of oil. Arab-Israeli conflict continued when Americans tried to protect Israelis, who ended up having no oil when they lost the Sinai. Furthermore, the American federal government under Reagan pressured states to raise the drinking age to prevent the deaths of the 18-20 year old kids who might die due to drunk driving (Doc 8). The federal and state governments have or should become more active in controlling health problems due to automobiles,

pollution, and traffic congestion (Doc 9). Regulations regarding auto emissions and more money spent on improving mass transit systems have begun to make a difference in urban areas across the nation.

Social impacts have also occurred due to the automobile. Since more people are moving to the suburbs, the population of cities has decreased (Doc 4A). Americans are often accused of ignoring traditional values because they are constantly tempted to spend money to upgrade their automobile, and thus do not save their money (Doc 2). While more whites initially moved to the suburbs, there was increased segregation as more African Americans remained in the cities (at first) (Doc 6). Housewives liked the automobile as it allowed them to travel about, carry more groceries, and generally be more mobile. Women were no longer confined to their homes.

When the automobile was first produced, few realized the vast changes it would have on the American landscape, population, American values, and the environment. One immediate result was the increase of steel and rubber and the automobile industry. With the shift of population to the suburbs, segregation and the civil rights movement arose. The government, realizing that it needed to act, passed drinking age laws and became more involved in Arab-Israeli affairs. The automobile greatly altered the American landscape, economy, and environment.

Anchor Level 4-C

The response:

- Develops the task by discussing impacts of the automobile on the United States
- Is both descriptive and analytical (with so many people depending on the car for jobs and transportation, American landscape changed dramatically; increasing sales of automobiles meant more dependence on oil and forced politicians to be wary of Arab-Israeli conflicts; federal and state governments have become more active in controlling health problems due to automobiles; regulations regarding auto emissions and more money spent on improving mass transit systems have begun to make a difference in urban areas across the nation; Americans are often accused of ignoring traditional values because they are constantly tempted to spend money to upgrade their automobile and not save money; while more whites initially moved to the suburbs, there was increased segregation as more African Americans remained in the cities; automobiles allowed women to travel about, carry more groceries, and generally be more mobile)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (when automobiles were first introduced, many continued to rely on the horse for transportation; Model-T cars emerged in various colors, although eventually black became the standard color because it dried faster and sped up production; family vacations became an annual event; politicians, who initially concentrated their efforts in cities, now had to campaign more aggressively in suburbs; oil embargo in 1970s forced Americans to carpool, buy oil only on certain days, or not drive at all; OPEC was formed to control the price of oil, thus hurting Americans if the price of oil increased; Arab-Israeli conflict continued when Americans tried to protect Israelites who ended up having no oil when they lost the Sinai)
- Supports the theme with relevant facts, examples, and details (Henry Ford's application of the assembly line greatly increased number of Model-Ts; rubber and steel industries boomed and automobile industry became largest single manufacturing enterprise; interstate highways were erected to allow Americans to travel with ease; with more people moving to suburbs, shopping malls of various sizes and supermarkets were established; automobiles could accommodate more groceries and also allowed people to travel further; continuing wars between Arabs and Israelites disrupted the flow of oil to the United States; federal government under President Reagan pressured states to raise drinking age to prevent deaths of 18- to 20-year-old kids; population of cities has decreased as more people moved to suburbs)
- Demonstrates a logical and clear plan of organization; includes an introduction that notes the automobile was first considered a luxury but that the assembly line put it within range of the common man's purse and a conclusion that summarizes some of the vast changes brought about by the automobile

Conclusion: Overall, the response fits the criteria for Level 4. The evaluation of the automobile's social and economic impacts relies primarily on document interpretation and includes few references to outside information. However, a good understanding of the automobile's influence on American politics and the increased role of federal and state governments supports the premise that few initially understood the profound impact that the automobile would have.

There is no greater invention, as far as global change is concerned, than the automobile. The changes it brought about were not only physical, but political and economical.

Prior to 1908, the automobile was too expensive to be practical to anyone but the most wealthy. Once Henry Ford created his assembly line process of construction, vehicles became easier to make and the price steadily went down over the years (Doc 1). Ford's ~~innovative~~ innovative method of construction was a great boon to the lives of many families, for he employed hundreds of people and paid well for their labor. This sudden financial jump allowed these families to spend more and thus the money was distributed over a great area. However, for automobile owners, who could have any color they wanted as long as it was black, the economic changes could easily become deleterious. Money that would have gone to savings was now spent on the automobile, gasoline, modifications, and more cost the owner more at every turn (Doc 2).

The automobile had far flung economic impacts as well, oil producing countries suddenly became rich and the industries that provided raw materials to the manufacturers grew and developed many advancements in technology and production (Doc 3). Within our own borders citizens found a new way to spend their money with the advent of ~~the~~ shopping centers and super markets. These could now be placed in outside locations and were practical because the automobile could carry large ~~amounts~~ amounts of goods (Doc 4).

Because the United States did (and does) not have enough petroleum to supply our fuel needs, it needed to make nice with the nations that did. Unfortunately, the region with the most oil is very volatile and diplomatic discussions are often strained (Doc 7). In some cases, diplomacy has been abandoned altogether and armed conflict occurs, such as the Gulf Wars. The possession of oil has united some countries, to a point, to work together under the banner of OPEC or

the Organization of Petroleum Exporting Countries (Doc 6). All ~~are~~ of these countries are located in the Middle East with the exception of Venezuela. They have become one of the most powerful organizations around and many political proceedings are centered on them. This shift in global policy would not have occurred if not for the explosion of automobile production in the early 1900s.

In conclusion, the automobile was an enormous catalyst of change in America, affecting cash flow, diplomatic relations, and not to mention the physical landscape. Without the practical production of the automobile, the United States would not have reached the state it is in today.

Anchor Level 3-A

The response:

- Develops the task with little depth by discussing impacts of the automobile on the United States
- Is both descriptive and analytical (Ford's innovative method of construction was a great boon to the lives of many families because he employed hundreds of people and paid them well; the automobile costs the owner more at every turn; with the advent of shopping centers and supermarkets, citizens found a new way to spend money; unfortunately, the region with the most oil is very volatile, and diplomatic discussions are often strained; shift in global policy would not have occurred without the explosion of automobile production in the early 1900s); includes weak application (automobile owners could have any color they wanted as long as it was black)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, 6, and 7
- Incorporates some relevant outside information (prior to 1908, the automobile was too expensive to be practical to anyone but the most wealthy; oil-producing countries suddenly became rich; because the United States did not have enough petroleum to supply our fuel needs, it needed to make nice with the nations that did; in some cases, diplomacy has been abandoned altogether and armed conflict has occurred, such as in the Gulf Wars; possession of oil has united some countries to work together under the banner of OPEC; OPEC has become one of the world's most powerful organizations)
- Includes some relevant facts, examples, and details (once Henry Ford created his assembly line process of production, vehicles became easier to make and the price steadily went down; money that would have gone to savings was now spent on the automobile, gasoline, and modifications; industries that provided raw materials to the automobile manufacturers grew and developed many advancements in technology and production; the automobile was practical because it could carry large amounts of goods); includes a minor inaccuracy (all of the OPEC countries are located in the Middle East with the exception of Venezuela)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response successfully demonstrates the evolution of the automobile from its original impracticality to its ownership becoming a necessity. Relevant outside historical information used in the discussion of global policy balances the primarily document-driven information used in assessing the economic impact of the automobile.

The advent of the automobile had many effects on American political, economic and social life. It was popularized by Henry Ford's Model T, which used mass production to make it available to almost everyone. After that, the industry grew until automobiles were a part of the daily life of this country. Automobiles had the effect of changing the ~~status quo~~ ^{of the} social, economic and political ways of America.

The automobile had many effects on the social structure of America. It made class distinctions much more apparent. In general, people of the lower class could not afford automobiles. They needed to live in the cities, where there was readily-available public transportation. (Doc 6). This heightened class distinctions, and in the south especially, race distinctions. From ~~the~~ the 30's and on, the cities became the home of ~~the~~ the lower class, while ~~a~~ upper class people could afford to live in the suburbs. ~~The~~ ^{Cars brought} ~~the~~ ^{about} the ability to cover large distances quickly and conveniently, and allowed for new residential districts to be much farther from commercial centers. This resulted in the rise of the suburbs and later, the shopping mall. Americans could drive to one area outside of the city and do all their shopping; (Doc 4A + 4B) The rise of the car also gave suburban housewives more independence (Doc. 5). Instead of being stuck at home, she could visit friends, go shopping or drive her children to and from school. All these effects gave rise to the stereotypical image of '50s suburban culture. No longer was the heart of America in the cities - now it was in the suburbs.

The economic effects of the automobile became readily apparent as well. Due to the good economy and the increased efficiency of producing an automobile, they were easily affordable by the 1920's (Doc 1). ~~Everyone~~ Almost everyone could afford the initial price, but the unseen maintenance costs channelled every automobile owning persons ~~excess~~ surplus income into the car industry (Doc 2). This large amount of money into the industry ~~de~~ helped America to become an automobile based economy (Document 3). 1 out of every 6 businesses in America relied on the car industry in the year 2000. The importance of gasoline rose with the importance of the car industry. What used to be a waste product had quickly turned into a commodity of world importance. OPEC, or the Organization of Petroleum Exporting Countries was founded in 1960 to ~~to~~ centralize ~~these~~ oil exports. The countries in OPEC quickly found out that the United States was very dependent on the oil they sold, and raised their prices in the ~~the~~ 1970's to get the most money they could. This was after conflicts between the Arabs and the Israelis disrupted oil supplies and raised the prices of gasoline in the United States (Doc 7). The United States entered the Gulf War to protect their oil interests in the Middle East. The rise of the automobile had the effect of making the U.S. economy ~~so~~ greatly dependent on other countries for their export of oil.

The suburban culture of the 50's was caused by the use of the automobile. It also affected the economy of the United States by causing dependence of foreign oil. The use of the automobile started with Henry Ford and continued on into the present. It greatly changed the economic and social life of the United States of America.

Anchor Level 3-B

The response:

- Develops the task with little depth by discussing impacts of the automobile on the United States
- Is both descriptive and analytical (automobile had many effects on the social structure of America by making class distinctions more apparent; people of the lower class could not afford automobiles and needed to live in cities where there was readily available public transportation; the automobile heightened race distinctions, especially in the South; with cars, large distances could be covered quickly and conveniently; no longer was the heart of America in the cities, it was in the suburbs; increased efficiency of producing an automobile made it more affordable; importance of gasoline rose with the importance of the car industry; what used to be a waste product quickly turned into a commodity of world importance; automobile had the effect of making the United States economy dependent on other countries for oil); includes weak and faulty application (unseen maintenance costs channeled every automobile-owning person's surplus income into the car industry; countries in OPEC quickly found out that the United States was very dependent on the oil they sold and raised their prices in the 1970s to get the most money they could)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, 6, and 7
- Incorporates limited relevant outside information (automobile gave rise to the stereotypical image of the '50s suburban culture; America became an automobile-based economy; the United States entered the Gulf War to protect their oil interests in the Middle East)
- Includes some relevant facts, examples, and details (automobile allowed new residential districts to be further from commercial centers; automobile resulted in the rise of suburbs and later the shopping mall; Americans could drive to areas outside the city and do all their shopping; one out of every six businesses in America relied on the car industry in the year 2000; conflicts between the Arabs and the Israelis disrupted oil supplies and raised the prices of gasoline in the United States)
- 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 information serves as a catalyst for discussing ideas; however, scattered overgeneralizations detract from the response. Some outside references are integrated and demonstrate an understanding of the automobile's role in the population shift to the suburbs and United States dependence on foreign oil.

The development of the automobile in the United States^(US) was an invention that would forever change society. Its impact in the US has influenced change in all the political, social, and economic areas. Based on the gradual development of production methods, American Landscape, environment, and American values.

Politically the automobile has shaped foreign policies as well as laws and regulations within the US itself. The ongoing conflict taking place in the Middle East has gotten the US involved based on the possibility that the distribution of oil could be disrupted. ~~The~~ The reason for the US being so interested in this conflict is that the resource of oil is essential for the ^{functioning of the} automobile ~~and its~~ (Doc. 7).

The US's interest in the conservation of good relations has developed a foreign policy to become increasingly involved in the Middle East. An issue relating to the automobile that pertains to national policy was brought into view of the public eye when the drinking age was being discussed. The automobile influenced many people, including President Reagan, to increase the drinking age because the automobile has been the leading cause to all the accidents taking place when alcohol is involved. (Doc. 8). The overall production of automobiles has forced the US to develop politics and policies around this invention that has become part of ~~the~~ ^{people's} everyday life.

The automobile has shaped American life socially by causing there to be a shift in roles of a housewife and allow traveling to become less of a hassle while providing more options of things to do. As a housewife before the invention of the automobile, women were unable to get much done by being only able to carry a limited amount of objects from one place to another. With the automobile women were able to carry an assortment of packages. Also, women were able to get around easier having a car at their disposal, without having to wait for public transportation (Doc. 5). With the eventual addition of interstate highways places were easily ~~was~~ accessible, such as shopping malls. Getting to and from places became less of a hassle with President Eisenhower's Highway System being established (Doc. 4B). The invention of the automobile added a sense of ease when it came to doing chores or getting from one place to the next; automobiles gradually raised the standard of living by making daily tasks a little bit easier.

~~Economically~~, The automobile unfortunately led to somewhat of a negative impact on American society as well. Economically the automobile led to the inability for people to measure their values. Once a car was purchased the individual had

walked over the threshold for an endless amount of spending. This meant once a car was purchased, the individual would not just stop there, but would continue to blow money on accessories for the car. All common sense would ~~be~~ dissipate as extra money earned at work was not put aside for a reserve fund for emergencies, but would be put towards additional parts for the car. This would ultimately put families on the fringe for a disaster waiting to happen. ^(Doc. 2) Another negative aspect ~~Another negative~~ taken from analysis of the car is the fact it is leading to pollution of the environment. As the years go by the population increases, more and more and ~~cars~~ cars are being created for each individual. The by products that are released by cars are hazardous to the environment, leading to the gradual destruction of nature. To prevent this, carpooling, ~~that~~ ~~also~~ ^{encouraging} public transportation, hybrid cars have been brought to the attention of the public. Hopefully these negative aspects of automobiles can be ignored and possibly be eliminated from the potential to get any worse. (Doc. 9).

After looking beyond the fact that cars cause reckless spending, alcohol related accidents, and potential destruction of nature, ~~the~~ automobile has shaped America into the nation is today. From the present standpoint

of the economy, it is pretty safe to say that the US is in good shape. The automobile has ultimately made ~~less~~ of life easier by ridding those once arduous tasks of getting around. Also millions of jobs have been created based on the involvement of automobiles (Doc. 3). If automobiles were not invented suburbs and towns that are distant from cities would never have been established. Without automobiles the people in the United States would be living in a whole different realm that would ultimately have a low standard of living.

Anchor Level 3-C

The response:

- Develops the task with little depth by discussing impacts of the automobile on the United States
- Is both descriptive and analytical (politically, the automobile has shaped foreign policies as well as laws and regulations within the United States itself; the United States has become involved in ongoing conflicts in the Middle East because of the possibility that the distribution of oil could be disrupted; automobiles have become part of people's everyday life; women could get around easier with a car at their disposal when they did not have to wait for public transportation; with the eventual addition of President Eisenhower's interstate highways, places were easily accessible; if automobiles were not invented, suburbs and towns that are distant from cities would never have been established); includes weak and faulty application (automobiles gradually raised the standard of living by making daily tasks easier; economically, the automobile led to the inability of people to measure their values; all common sense would dissipate as extra money earned at work was not put aside for emergencies, but would be put towards additional parts for the car; as population increases, more and more cars are being created for each individual; millions of jobs have been created based on the involvement of automobiles)
- Incorporates some relevant information from documents 2, 3, 4, 5, 7, 8, and 9
- Incorporates limited relevant outside information (the United States' interest in the conservation of good relations has led to increasing involvement in the Middle East; by-products that are released by cars are hazardous to the environment, leading to gradual destruction of nature; carpooling, encouraging public transportation, and hybrid cars have been brought to the attention of the public)
- Includes some relevant facts, examples, and details (oil is essential for the functioning of the automobile; automobile-related accidents influenced many people, including President Reagan to increase the drinking age; automobile led to a shift in the roles of the housewife; before the invention of the automobile, women could only carry a limited amount of objects from one place to another; automobile has led to pollution of the environment)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Statements that reflect a good understanding of the task are combined with over-generalized statements that weaken the discussion. Document interpretation and analysis are integrated with many facts and details to link the automobile to foreign and domestic policy as well as the changing role of women.

The invention of the automobile ~~has had a~~ in the 20th century has had a lasting impact on American social, political, and economic policies. The automobile has greatly changed almost every aspect of American life; some ^{changes} for the better, some for the worse. Through the introduction of the automobile into American life American landscape, ~~and~~ values, and health of the environment have all been affected.

Economically, the American system has been shaken up completely. While in the early 20th century skilled craftsmen were highly valued for their work, ~~to a~~ Henry Ford introduced the assembly line method of manufacturing (~~doc. 1~~). This greatly decreased the price of the automobile and put many skilled laborers out of work (doc. 1). American businesses have also felt the impact of American ~~investments~~ investments in the automobile industry. Every one-sixth of American ~~businesses~~ businesses depend on the usage of automobiles to keep their businesses flourishing (doc. 3). The usage of automobiles have widely influenced the economic system of the United States whether it be in new ways of production or in American businesses dependence on the usage of ~~the~~ Automobiles. ~~Socially, automobiles etc~~
Automobiles have widely ~~etc~~ impacted

the American way of life. Previous to the 20th century housewives were confined to the home. With the introduction of the automobile women find it easier to visit friends and deliver goods (doc. 5). Other major social impacts stemming from the usage of automobiles is the increase in racial segregation. More southern cities became racially divided due to the increase in automobile-owning whites moving to cities with no public transportation (doc. 6).

The social aspects of American life ranged from more power to women to an increase in racial segregation in the south. All in all, the social impact of the introduction of the automobile widely impacted the way of life in America.

① In the political sector of the United States, American automobile usage has become a wide source of conflict. For example in the 1970's and even through today, Arab countries have used oil and petroleum products as a weapon. ~~are~~ the Arab countries have held their oil fields ransom and have prevented other countries from gaining too much access (doc. 7). The Arab countries have on numerous occasions threatened to cut off other countries access to their oil. ~~Other sources of~~

② Another source of political concern with automobiles is pollution (doc. 9). With an increase in families owning numerous automobiles the amount of pollution has also increased.

~~The~~ In cities like San Francisco pollution is so thick that a "smog" rests over the city. All in all the usage of automobiles has created increased political angst in the United States.

The usage of automobiles has widely impacted the United States politically, socially, and economically. Political aspects come from conflict over foreign oil and pollution. Social aspects stem from the movement of housewives out of the home and an increase in racial segregation in the South in the 1960's. Economically the new production method introduced by Henry Ford has not only impacted the automobile industry but other industries as well. All in all, ~~the~~ American life has been impacted on many different fronts, both positively & negatively by the introduction of the automobiles in the 20th century.

Anchor Level 2-A

The response:

- Minimally develops the task by discussing impacts of the automobile on the United States
- Is primarily descriptive (many skilled laborers were put out of work by Ford's assembly line; investments in the automobile industry affected other American businesses; one-sixth of American businesses depended on automobiles to keep their businesses flourishing; automobiles have widely influenced the economic system of the United States both in production and business use; the automobile made it easier for women to visit friends and deliver goods; in the 1970s and even today, Arab countries have used oil and petroleum products as a weapon; automobiles have created increased political angst in the United States); includes faulty and weak application (more southern cities became racially divided due to an increase in automobile-owning whites moving to cities with no public transportation)
- Incorporates limited relevant information from documents 1, 3, 5, 7, and 9
- Presents little relevant outside information (Arab countries have on numerous occasions threatened to cut off access to oil; an increase in families owning numerous automobiles increases the amount of pollution)
- Includes few relevant facts, examples, and details (Henry Ford introduced the assembly line method of manufacturing, which greatly decreased the price of the automobile; increase in racial segregation); includes an inaccuracy (in cities like San Francisco, pollution is so thick that a "smog" rests over the city)
- Demonstrates a general plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that summarizes political, social, and economic impacts of the automobile on the United States

Conclusion: Overall, the response fits the criteria for Level 2. A few analytical statements and the inclusion of some historical references demonstrate some understanding of the automobile's influence on American society. While accurate document information is used to discuss economic, social, and political impacts of the automobile, summary statements throughout the response are weak. The limited supporting details further weaken the response.

The increasing popularity and affordability may not be beneficial to the environment. As more drivers take to the road the pollution increases ultimately hurting our environment. As ~~the automobile grows in~~ ^{the automobile grows in} population in ~~developing nations~~ ^{developing nations} the pollution grows as well. ~~Stricter pollution laws~~ ^{Stricter pollution laws} ~~will~~ ^{will} increase car prices will have to be ~~created~~ ^{created} or the pollution of the world will ~~continue~~ ^{continue} to increase. Also the supply of oil is being lowered and the prices will continue to rise as more drivers own cars and drive more often. (Doc. 9).

The automobile has influenced America ~~the way~~ ^{and the world} the way no other object can. It has helped the industries involved in building automobiles yet it has polluted our earth and ~~it~~ ^{it} taken many lives through accidents. The automobile has had both positive and negative effects on the world and will continue to do so until a new, safer ~~mode~~ ^{mode} form of travel is developed.

Anchor Level 2-B

The response:

- Minimally develops the task by discussing impacts of the automobile on the United States
- Is primarily descriptive (shift in population created a major increase in segregation as many whites moved to the suburbs while most blacks remained in the cities; studies showed that before the drinking age was raised, most drunk-driving accidents occurred to people ages 18 to 20; even with the raising of the drinking age, many accidents still occur involving drunk drivers; increasing popularity and affordability of the automobile may not be beneficial to the environment; as more drivers take to the road, pollution increases; supply of oil is being lowered and prices will continue to rise as more drivers own cars and drive more often); includes weak application (stricter pollution laws or increased car prices will have to be created, or the pollution of the world will continue to increase)
- Incorporates limited relevant information from documents 3, 4, 6, 8, and 9
- Presents no relevant outside information
- Includes some relevant facts, examples, and details (production of the automobile has led to a shift from the majority of the people living in cities to a majority living in the suburbs; automobile has led to a major population decline in almost all United States cities; federal government reduced funds to states that did not raise the drinking age to 21; number of industries involved in the automobile field has increased)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that illustrates the positive and negative effects of the automobile

Conclusion: Overall, the response fits the criteria for Level 2. Although linking the affordability of the automobile to pollution and the supply of gasoline to rising prices strengthens the response, a lack of supporting historical details detracts from the response. The limited discussion of document information demonstrates only a basic understanding of the task.

Since the invention of automobiles many aspects of ~~the~~ United States economy has changed; economical, political and socially. It has had one of the greatest impacts on American culture. Some of the things it has impacted are the amount of money consumers spend, where people go and what they do, ^{the effects of other industries and American landscape-} ~~and the decisions the government makes on the prices of things such as gasoline.~~

The invention of the automobile has increased consumer spending greatly. Instead of saving their money, Americans are spending more, especially on their cars. They are buying more gasoline and things to make their cars look better (Doc 2). Americans can also travel to many places faster. Housewives are able to carry many people around and deliver packages, which has also caused a decrease in delivery men (Doc 5). Since Americans have more leisure time they can go to shopping malls and spend money (Doc 4B). The production of the automobile has overall helped the economy because consumers are buying more instead of saving their money.

The automobile has also helped many other industries as well. The industry has been said to be the largest single manufacturing enterprise in the United States. This is because it has increased the production in companies

Such as steel, rubber and gasoline. ~~(DOR 2)~~ Because ~~more~~ people are needed to operate those businesses it also helps in employing many people (Doc 3). If any one industry has had an effect on ~~the~~ economy it would definitely be the automobile.

Since Henry Ford invented the automobile in the early 1900's it has changed the overall American landscape. Houses now have garages to put cars in. Roads and highways were built for cars to travel on. It has also caused many people to move from the ~~suburbs~~ ^{cities} to the suburbs because it is simply more leisurely. ~~(Doc 6)~~ Moving to the suburbs became the American Dream during the 1950's after World War II when there were more families together. Because of the change in landscape it also effected United States culture. It segregated whites and African Americans even more.

It is very clear that since the invention of the automobile many things have changed. Whether it be economically, politically or socially it has had an impact both positive and negative, that has changed society forever.

Anchor Level 2-C

The response:

- Minimally develops the task by discussing impacts of the automobile on the United States
- Is primarily descriptive (invention of the automobile has greatly increased consumer spending; automobile production has led to increases in other industries, which has increased employment; automobile segregated whites and African Americans even more)
- Incorporates limited relevant information from documents 2, 3, 4, 5, and 6
- Presents little relevant outside information (houses now have garages to put cars in; roads and highways were built for cars to travel on; moving to the suburbs became the American Dream during the 1950s; automobile changed American culture)
- Includes few relevant facts, examples, and details (instead of saving money, Americans are spending more on their cars; Americans are buying more gasoline and things to make their cars look better; Americans can travel to many places faster; housewives are able to carry people around and deliver packages; automobile industry is said to be the largest single manufacturing enterprise in the United States); includes an inaccuracy (Henry Ford invented the automobile in the early 1900s)
- Demonstrates a general 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 2. A connection is established between the economy and consumer spending related to the automobile and the automobile's role in the 1950s American dream of suburban living. However, specific references to how the automobile affected the American landscape are brief and minimally developed.

The invention of the automobile has changed the United States in many ways. The way the United States produce goods has changed greatly. Politics revolve around the automobiles. The social values have changed as ~~has~~ ^{has} the ~~economic~~ economy as well.

The economy relies on the automobile. one out of every six American businesses rely on the automobile in one way or another. The automobile industry also employ ~~the most~~ ^{more} people than any other industry. (document 3)
The automobile has also changed people's lifestyles. before the automobile people lived in major cities which were very densely populated due to the fact ~~that~~ that people worked there. The automobile introduced suburbs. people could travel to work with ease. This spread population out. (document 4)

So in conclusion, the automobile has been the greatest invention in United States history. It has done so much good for the country.

Anchor Level 1-A

The response:

- Minimally develops the task by discussing impacts of the automobile on the United States
- Is descriptive (one of every six American businesses relied on the automobile in one way or another; automobiles have changed people's lifestyles; before the automobile people lived in cities because they worked there; automobile spread population out); includes faulty application (automobile introduced suburbs)
- Incorporates limited relevant information from documents 3 and 4
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (automobile industry employs more people than any other industry)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response demonstrates some understanding of the impact of the automobile with the use of some accurate excerpts copied from the documents. However, the information presented is limited.

The United States was greatly influenced by the invention of the automobile in the 1900s. The automobile may ~~have been~~ ^{had} the greatest influence in America, compared to any other invention. The automobile has changed many things, including production methods, the American landscape, the environment, ~~and~~ and American values.

There ~~are~~ ^{have been} many economic changes in the US due to the invention of the automobile. A negative impact is the never-ending cost. There is always something new to be ~~buy~~ bought to better a vehicle, such as a new device for a smoother ride, a new polish for a brighter shine, or a carbon-reducer (Doc 2). There are also many benefits to the automobile. With Henry Ford's assembly line, the automobile has become more affordable to the average citizen (Doc 1). The automobile has also had a positive impact on other industries, such as the steel and rubber industries. It has also boosted the petroleum, paint, and plate-glass industries (Doc 3). The automobile has had both positive and negative impacts on the economy.

The automobile has influenced American society in both economic ~~ways~~ ways. For many reasons, the automobile, invented by Henry Ford may be the most influential invention in the US and world-wide.

Anchor Level 1-B

The response:

- Minimally develops the task by discussing impacts of the automobile on the United States
- Is descriptive (a negative impact of the automobile is the never-ending cost; automobile boosted the petroleum, paint, and plate-glass industries)
- Consists primarily of relevant information copied from documents 1, 2, and 3
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Henry Ford's assembly line made the automobile more affordable for the average citizen; automobile had a positive impact on the steel and rubber industries)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that inaccurately attributes the invention of the automobile to Henry Ford

Conclusion: Overall, the response fits the criteria for Level 1. The response demonstrates a limited understanding of economic changes brought about by the automobile through the use of document information that is organized according to positive and negative effects. However, few facts and details are included to support the theme.

From walking on his own two feet, to riding horses and finally "horseless" carriages, man has ~~made~~^{seen} great advancements in the field of transportation. Things have changed drastically over the past century, and even the past decade, which will render the automobile a priceless necessity for many humans. Over the past few years though, people have begun to notice a change in our world. Some of it good, but even more importantly, some bad, which will ultimately affect the generations to come, with fierce consequences.

From the very early days of the automobile, people knew that it would play a key role in our society. From the invention of the internal combustion engine in Stuttgart, Germany, by Gottlieb Daimler and Otto Benz, the world would change forever. The main problem with the automobile in the beginning was the price. Many were handbuilt, which had involved a lot of human labor and skill. With the introduction of the Ford Model-T, by Henry Ford, the automobile became more accessible. Ford's new assembly techniques insured a ~~low~~ low price but good quality. The price of the automobile had been driven down to a fraction of the price it had once been and more and more people were buying them, as shown in Document One. With more and more people buying them, there were more places to go to and things to see. Opportunities for recreational activities expanded as people traveled from coast to coast and from cold winters to warmer climates. Many people moved to the suburbs such as Levittown, Long Island because it was quieter out there and

and things were easier to get to now because of the automobile, as shown in Document Four-A. With all this driving, roads had to be improved, and many companies hired by state and local governments began building new roads for the cars. With nothing more than a dirt road to drive on, people moving was one adventure! With primitive steering, with no power assist, and no shock absorbers which only made bumpy roads bumpier, people needed new roads to drive on. With all of the roads being built, businesses began moving out of the cities and along major routes and roads. More and more businesses began popping up in areas of states once uninhabited. New shopping centers and supermarkets had begun appearing everywhere and people were affected by this to because there were more places to shop as seen in Document 4-B. People were obviously, greatly affected by the automobile, but none more than housewives. They now had the freedom to go longer distances and go "shopping" at new stores because of this. Also, it was more convenient for them than public transportation because they could haul all of ~~the~~ their belongings along with them, as shown in Doc 5.

Although the automobile had several advantages to it in relation to American society and economy, it did have its drawbacks. For example, there were many hidden costs to owning an automobile. Things such as lights, windshields, and even doors were accessories which had to be purchased along with the car and maintenance was always another thing to worry about, as seen in Document 2. As cars became more specialized and the mechanics more complex, higher levels of training were required to keep cars running

smoothly. Car dealerships and garages had to hire a more skilled workforce to repair automobiles. ~~Another~~ Another disadvantage was the things were dangerous that just starting an early car could land a man in traction for a year and driving one was always an adventure. More and more accidents happened every year and consequently more and more deaths. More disadvantages to the automobile began springing up more and more often, as highlighted by Ralph Nader. His work led to federal legislation mandating seat belts and stronger windshields. The rising levels of pollutants in the atmosphere alerted scientists to the dangers and shows that we are abusing our planet. Pollution from the automobile has become more concerned about in the past few years now, as seen in Document 9. Adding the catalytic converter that controls auto emissions made automobiles even more expensive for the consumer. Obviously, without these disadvantages, the automobile would be the number one, and best form of transportation. In the 1980's, the government began realizing there had been more accidents occurring in the United States, which were related to drinking and alcohol. More and more people in their late teens and early twenties began having more and more accidents and the government needed to do something about it. President Reagan had said that the problem with this was not the whole country but the individual states. The states had different age requirements in which people could begin drinking alcohol, legally and many states had such varying ages that Reagan wanted to standardize the drinking age to 21. Many states agreed with this

and refused to put the legal drinking age below that number. Reagan said that this age group in particular was the number one alcohol-related accident age group in the U.S. and therefore this reinforced the drinking law. The fact that the drinking age is 21 and over is a comforting thing and theoretically there should be less accidents now as shown in Document 8:

Clearly the automobile had been a great influence to the American way of life and economy. From the first Benz - Patent "Motorwagen" in the 1800's to the beautiful sculpted lines of the Bugatti Veyron of today, we have seen many changes to the automobile, but even more so, the changes from the automobile to our lives, and how it changed our world. One great thing leads to another, and who knows what we will see down the line. Perhaps flying cars which get one-hundred miles to the gallon, or some car manufacturer will find a economical alternative to fossil fuels, all of these questions will be around in the future, and as of now, the future may not be as far away as we might think it is, for all of the future generations, the lives of many people, the influence on everyone, will be in the hands of the automobile.

Throughout history, new inventions and technological innovations have had enormous and lasting impacts on the way we as human beings live. From the ~~very~~ early invention of the wheel, to the ~~the~~ prehistoric use of man's prehistoric use of tools to get food, to the astrolabe and other sailing devices developed in Portugal resulting in the discovery of the new world, to the more recent inventions of the steam engine by Robert Fulton and the incandescent lamp (light bulb) created by Thomas Edison. Of all these notable inventions in history however, ~~the~~ ^{the automobile} stands apart from the rest. ~~The invention of the automobile greatly impacted the United States politically, socially, and economically as having the greatest impact at least on the United States.~~ The invention of the automobile in the early 20th century has since played an important role in the politics, ~~economic~~, and society of America.

~~Politically, the ~~and~~ creation of the automobile ~~and~~ ~~the~~ political~~ Politically the automobile has greatly impacted the United States on both a domestic and foreign level. Domestically, many new ^{political} organizations have been created to control the automobile such as the DMV (Department of

Motor Vehicles) famous for its long lines and slow service. Laws regulating drivers have and penalties regulating drivers have also been created. ~~At a more important~~ One of the most controversial and important legislations resulting from the abuse of the automobile was the increase of the drinking age. Legislation, signed by ^{President} Ronald Reagan denied ~~some~~ highway funds to states ~~who~~ who do not raise their drinking age. This was a result of the terrible accidents that occurred among young drivers who drove while intoxicated (Doc 8). On an international level, the automobile has brought the Middle East and its problems to the forefront of foreign affairs. Whenever conflict arises in the Middle East it can have drastic implications on the oil trade which is so important because it ~~is~~ (Doc. 7). ~~The example~~ The first example of this ^{was} the OPEC oil embargo. Organized by the organization of petroleum exporting countries (OPEC) this embargo on oil resulting from the United States friendly actions towards Israel ^{new} (which displeased by the members of OPEC) had drastic implications on the US economy. ~~Now~~, the US realizes the importance of Middle Eastern affairs and tries to maintain peaceful and friendly

relations between the countries ~~the~~ in the Camp David Accords in which the U.S. organized peace talks between Middle Eastern Nations.

Socially, the ~~invention of the car~~ also altered ~~the~~ American ~~society~~. The invention of the car also impacted America on a social level. ~~As a cheap means of transport~~ As a means of transportation which the middle class could afford, the automobile allowed people to move out of the crowded cities ^{and} into the suburbs since they could now drive to ~~city jobs~~ (Doc 4). This led to a huge shift in population from cities to suburbs in the 20th century. For ~~years~~, ~~the~~ ~~owning~~ a car has come to represent the coming of age and independence, showing that they ^{now} play an important role in society. The owning a car has also led to ~~the~~ another important American social ~~get~~ togethered the family vacation. During vacations instead of staying home families often drive to famous monuments or national parks because they are so much more accessible using automobiles. The American housewife was also affected by the invention of the Automobile as she could now more easily transport people and things she brought home (Doc 5)

The automobile also had an important impact on race relations leading to both segregation as car driving whites ~~drived~~ moved to areas without public transportation, and helping promote the civil rights movement including the success of the Montgomery bus boycott (DCC)

Overall, the automobile has had and continues to have a distinct and lasting impact on both American society and politics. ~~Until another major invention in transportation is created~~ Recently, the automobile is becoming a major concern for Americans as the once readily available petroleum is quickly being depleted. ~~It is their only~~ ~~our~~ man source of ~~individual transportation~~ quickly becoming impractical, Americans must ~~use~~ ~~again~~ turn to their innovation and imagination to create a substitute for the automobile and if history does in fact repeat itself, then it won't be long before they succeed.

Henry Ford's automobile was indeed an effect towards U.S. history. It can definitely be looked at as a ~~an~~ negative or positive effect, but it's been with us for over 50 years.

The positive ~~and negative~~ effects ~~of~~ ~~of~~ political reasons, for having the Henry Ford car would be ~~it~~ it is much less stressful with government and the money situation. The negative effect is that the people who are homeless sleep in nothing but cars.

The economic reasons are that less fortunate people who are job-less can actually afford the low priced automobile. It's a win-win situation.

Many people have their different opinions on the Henry Ford automobile, but it's with us and never will be forgotten.

In the 20th century, the invention of the automobile was introduced with both positive and negative impacts.

The invention of automobiles gave women new opportunities. Housewives could conveniently travel from place to place. Soon after they became door-to-door delivery women, stated in document 5.

As seen in article 3 the invention of automobiles had a major impact on job opportunities. Many jobs such as painting, plate-glass manufacturing, and the growth of steel and rubber production were advantages for the working people.

The impacts of automobiles are very dramatic. There were both positive and negative effects on the world. Many jobs and new production methods were introduced.

Automobiles have been a great ~~It~~ influence in the US in the 20th century. The automobile had political, economic, and social impacts on the US. The assembly line greatly increased the numbers of cars people had. This was the start to the popularity of the automobile. The automobile had both positive and negative effects.

The ~~automobile~~ automobile had an economic impact on the US. The cost of the Model T, Ford decreased after mass production techniques were used (Document 1). Lots of money was put toward making the car better (Document 2). This meant less money was saved from the banks. Many jobs were made because of the automobile industry. Gas had become a valuable resource (Document 3). People and businesses became dependant on cars for transportation.

The automobile had a social impact on the U.S. Many people moved from the cities to the suburbs (Document 4A). Businesses started to move near the suburbs, not just cities. Women were greatly affected by the automobile. Women could go places more because of the convenience of having a car. Women could work in delivery services (Document 5). Additionally, cars cause cities in the south to become more racially segregated (Document 6)

Whites moved to suburbs that could not be reached through public transportation. Transportation systems were rigidly segregated.

Additionally, the automobile had a political impact on the U.S. Arab states could hold back oil supplies from the U.S. if they supported Israel (Document 7).

The U.S. had to be cautious about supporting Israel since oil was such an important resource.

During the Six Day War, the US supported Israel and as a result an embargo was placed on the US on the sale of oil.

Also, President Reagan passed a law linking federal aid to the drinking age (Document 8).

It stated the states would not receive federal highway funds if they did not raise their drinking age to 21. Previously the drinking age was 18. This act was passed so that alcohol-related accidents would decrease since they are high in the 18-20 ~~years old~~ age group.

The automobile had a great influence on many aspects of the American life. It changed the political, economic, and social aspects of the culture. Although the automobile was ~~mostly~~ ^{mostly} positive, there were some negative aspects to it. An example is the dependency of oil of the US.

Practice Paper A—Score Level 5

The response:

- Thoroughly develops the task evenly and in depth by discussing impacts of the automobile on the United States
- Is more analytical than descriptive (from walking on his own two feet, to riding horses, and finally “horseless” carriages, man has seen great advancements in the field of transportation; with Ford’s new assembly techniques, the automobile became more accessible; assembly line resulted in a low price but good quality; many companies were hired by state and local governments to improve roads; cars were more convenient than public transportation because people could have all of their belongings with them; there were many hidden costs to owning an automobile; driving a car was always an adventure; rising levels of pollution in the atmosphere alerted scientists to the dangers)
- Incorporates relevant information from documents 1, 2, 4, 5, 6, 8, and 9
- Incorporates substantial relevant outside information (invention of the internal combustion engine by Gottlieb Daimler and Otto Benz in Germany changed the world forever; many of the early automobiles were hand built; opportunities for recreational activities expanded; many people moved to suburbs, such as Levittown, Long Island; primitive steering, no power assists, and no shock absorbers made roads bumpier; lights, windshields, and even doors were accessories to be purchased; car dealerships and garages had to hire a more skilled workforce to repair automobiles; just starting an early car could land a man in traction for a year; the work of Ralph Nader led to federal legislation mandating seat belts and stronger windshields; the catalytic converter made automobiles even more expensive for the consumer)
- Richly supports the theme with many relevant facts, examples, and details (Henry Ford introduced the Model-T; roads helped businesses to move out of the cities to areas once uninhabited; shopping centers began appearing everywhere; pollution from the automobile has become a concern; accidents related to drinking and driving increased; President Reagan said the different age requirements for drinking alcohol legally was a problem and he wanted to standardize the drinking age at 21)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss how the automobile has become a priceless necessity for many humans and continues to change our lives and the world

Conclusion: Overall, the response fits the criteria for Level 5. A significant understanding of the historical development of the automobile is used as a starting point and that information is successfully linked to the impact of the automobile on American society. The approach of combining advantages and disadvantages of the automobile adds to the overall effectiveness of the narrative.

Practice Paper B—Score Level 3

The response:

- Develops the task with little depth by discussing impacts of the automobile on the United States
- Is more descriptive than analytical (one of the most controversial and important legislations resulting from the abuse of the automobile was the increase of the drinking age; result of terrible accidents that occurred among young intoxicated drivers; on an international level, the automobile has brought the Middle East and its problems to the forefront of foreign affairs; whenever conflict arises in the Middle East, it can have drastic implications on the oil trade; movement to suburbs led to a huge shift in population in the 20th century; automobile had an important impact on race relations as car-owning whites moved to areas without public transportation; the automobile helped promote the civil rights movement leading to the success of the Montgomery bus boycott)
- Incorporates some relevant information from documents 4, 5, 6, 7, and 8
- Incorporates some relevant outside information (many new organizations have been created to control the automobile such as the Department of Motor Vehicles; laws and penalties regulating drivers have been created; the OPEC oil embargo, resulting from friendly actions by the United States towards Israel, had drastic implications on the United States economy; the United States tried to maintain peaceful and friendly relations with the Middle East, such as the Camp David Accords; during vacations, instead of staying home, families drove to famous monuments and national parks because they were more accessible)
- Includes some relevant facts, examples, and details (legislation signed by President Ronald Reagan denied highway funds to states that did not raise their drinking age; automobile allowed people to move out of the crowded cities into the suburbs since they could now drive to city jobs; the American housewife could now more easily transport people and things); includes an inaccuracy (Robert Fulton invented the steam engine)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The domestic and foreign implications of the automobile are supported by good document interpretation and outside references. Linking the automobile to important past inventions and concluding by setting the scene for a possible new transportation invention demonstrates analytical thinking and offsets the lack of supporting historical facts and details.

Practice Paper C—Score Level 0

The response:

Refers to the theme in a general way; includes no relevant facts, examples, or details

Conclusion: Overall, the response fits the criteria for Level 0. The response mentions Henry Ford's automobile and then makes statements that are inaccurate, overgeneralized, or irrelevant.

Practice Paper D—Score Level 1

The response:

- Minimally develops the task by discussing impacts of the automobile on the United States
- Is descriptive (invention of automobile gave women new opportunities; automobile had a major impact on job opportunities); includes weak application (soon after the invention of the automobile, women became door-to-door delivery women)
- Incorporates limited relevant information from documents 3 and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (housewives could conveniently travel from place to place; jobs were in painting, plate-glass manufacturing, and steel and rubber production)
- Demonstrates a general plan of organization; includes a brief introduction and conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response uses limited document information to address both positive and negative impacts of the automobile. The basic discussion includes few supporting details.

Practice Paper E—Score Level 2

The response:

- Minimally develops the task by discussing impacts of the automobile on the United States
- Is primarily descriptive (businesses started to move to the suburbs, not just the cities; women could go more places because of the convenience of having a car; cars caused cities in the South to become more racially segregated; whites moved to suburbs that could not be reached with public transportation; a federal act was passed so that alcohol-related accidents would decrease in the 18 to 20 age group); includes weak application (less money was saved from the banks; women could work in delivery services; previously the drinking age was 18)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, 6, 7, and 8
- Presents little relevant outside information (the United States had to be cautious about supporting Israel since oil was such an important resource; during the Six Day War, the United States supported Israel and as a result an oil embargo was placed on the United States)
- Includes few relevant facts, examples, and details (cost of the Model-T Ford decreased after mass production techniques were used; many jobs were made because of the automobile industry; gas had become a valuable resource; many people moved from the cities to the suburbs; President Reagan passed a law stating that states would not receive federal highway funds if they did not raise their drinking age to 21)
- Demonstrates a general plan of organization; includes an introduction, stating that the assembly line was the start to the popularity of the automobile, and a conclusion that is somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The outside information used in the explanation of American foreign policy in the Middle East and its results provides an example of the automobile's political impact. However, other impacts of the automobile are only addressed with brief, isolated statements.

United States History and Government Specifications August 2008

Part I Multiple-Choice Questions by Standard

Standard	Question Numbers
1—United States and New York History	3, 4, 10, 12, 14, 15, 17, 19, 20, 23, 24, 25, 26, 30, 32, 33, 35, 39, 40, 41, 43, 47
2—World History	34, 36
3—Geography	1, 2, 9, 11, 37, 42, 46
4—Economics	16, 18, 21, 27, 28, 29, 44, 45, 48
5—Civics, Citizenship, and Government	5, 6, 7, 8, 13, 22, 31, 38, 49, 50

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Government: Role in the Economy; Presidential Decisions and Actions	Standards 1, 4, and 5: United States and New York History; Economics; Civics, Citizenship, and Government
Document-based Essay	Impacts of the Automobile on the United States; Factors of Production; Environment; Science and Technology; Culture and Intellectual Life; Places and Regions; Foreign Policy; Presidential Decisions	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government

Part I and Part II scoring information is found in Volume 1 of the Rating Guide.

Part III scoring information is found in Volume 2 of the Rating Guide.

The *Chart for Determining the Final Examination Score for the August 2008 Regents Examination in United States History and Government* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

1. Go to <http://www.emsc.nysed.gov/osa/exameval>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.



Regents Examination in United States History and Government – August 2008

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

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I 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 6 and a total Part I and Part IIIA score of 46 would receive a final examination score of 81.

		Total Essay Score										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	0	0	2	4	7	10	13	16	20	23	27	32
	1	1	3	5	8	11	14	17	21	25	29	33
	2	1	4	6	9	12	15	18	22	26	30	34
	3	2	4	7	10	13	16	20	23	27	32	36
	4	3	5	8	11	14	17	21	25	29	33	37
	5	4	6	9	12	15	18	22	26	30	34	39
	6	4	7	10	13	16	20	23	27	32	36	40
	7	5	8	11	14	17	21	25	29	33	37	42
	8	6	9	12	15	18	22	26	30	34	39	43
	9	7	10	13	16	20	23	27	32	36	40	45
	10	8	11	14	17	21	25	29	33	37	42	46
	11	9	12	15	18	22	26	30	34	39	43	48
	12	10	13	16	20	23	27	32	36	40	45	50
	13	11	14	17	21	25	29	33	37	42	46	51
	14	12	15	18	22	26	30	34	39	43	48	53
	15	13	16	20	23	27	32	36	40	45	50	54
	16	14	17	21	25	29	33	37	42	46	51	56
	17	15	18	22	26	30	34	39	43	48	53	57
	18	16	20	23	27	32	36	40	45	50	54	59
	19	17	21	25	29	33	37	42	46	51	56	60
	20	18	22	26	30	34	39	43	48	53	57	62
	21	20	23	27	32	36	40	45	50	54	59	63
	22	21	25	29	33	37	42	46	51	56	60	65
	23	22	26	30	34	39	43	48	53	57	62	66
	24	23	27	32	36	40	45	50	54	59	63	67
	25	25	29	33	37	42	46	51	56	60	65	69
	26	26	30	34	39	43	48	53	57	62	66	70
	27	27	32	36	40	45	50	54	59	63	67	72
	28	29	33	37	42	46	51	56	60	65	69	73
	29	30	34	39	43	48	53	57	62	66	70	74
	30	32	36	40	45	50	54	59	63	67	72	76
	31	33	37	42	46	51	56	60	65	69	73	77
	32	34	39	43	48	53	57	62	66	70	74	78

		Total Essay Score										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	33	36	40	45	50	54	59	63	67	72	76	79
	34	37	42	46	51	56	60	65	69	73	77	81
	35	39	43	48	53	57	62	66	70	74	78	82
	36	40	45	50	54	59	63	67	72	76	79	83
	37	42	46	51	56	60	65	69	73	77	81	84
	38	43	48	53	57	62	66	70	74	78	82	85
	39	45	50	54	59	63	67	72	76	79	83	87
	40	46	51	56	60	65	69	73	77	81	84	88
	41	48	53	57	62	66	70	74	78	82	85	89
	42	50	54	59	63	67	72	76	79	83	87	90
	43	51	56	60	65	69	73	77	81	84	88	91
	44	53	57	62	66	70	74	78	82	85	89	92
	45	54	59	63	67	72	76	79	83	87	90	93
	46	56	60	65	69	73	77	81	84	88	91	94
	47	57	62	66	70	74	78	82	85	89	92	95
	48	59	63	67	72	76	79	83	87	90	93	96
	49	60	65	69	73	77	81	84	88	91	94	97
	50	62	66	70	74	78	82	85	89	92	95	98
	51	63	67	72	76	79	83	87	90	93	96	98
	52	65	69	73	77	81	84	88	91	94	97	98
	53	66	70	74	78	82	85	89	92	95	98	98
	54	67	72	76	79	83	87	90	93	96	98	98
	55	69	73	77	81	84	88	91	94	97	98	99
	56	70	74	78	82	85	89	92	95	98	98	99
	57	72	76	79	83	87	90	93	96	98	98	99
	58	73	77	81	84	88	91	94	97	98	99	99
	59	74	78	82	85	89	92	95	98	98	99	99
	60	76	79	83	87	90	93	96	98	98	99	99
	61	77	81	84	88	91	94	97	98	99	99	99
	62	78	82	85	89	92	95	98	98	99	99	99
	63	79	83	87	90	93	96	98	98	99	99	99
	64	81	84	88	91	94	97	98	99	99	99	100