

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Thursday, August 16, 2007 — 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.

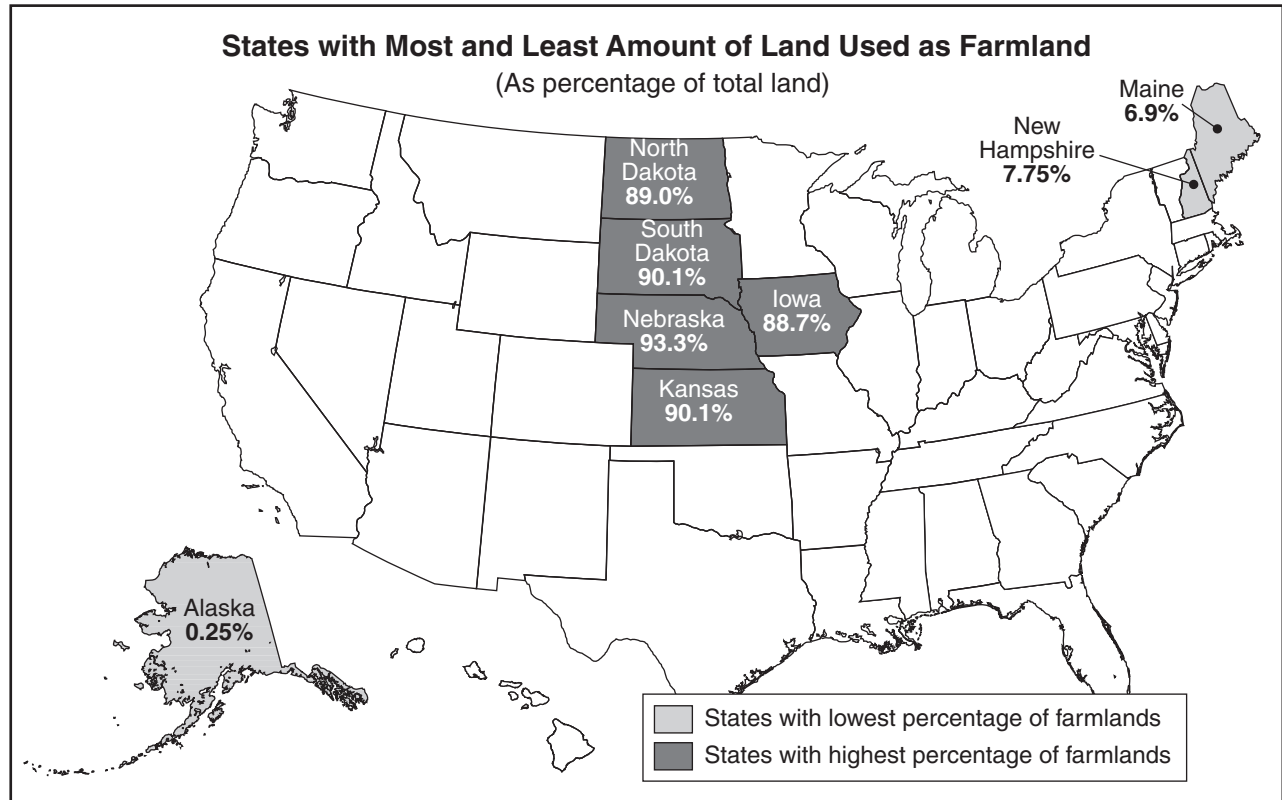
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

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 answer to question 1 on the map below and on your knowledge of social studies.



Source: 2002 Census in Agriculture, United States Department of Agriculture

1 The states with the largest percentage of land used for agriculture are located in areas with

- | | |
|------------------------------------|-----------------------------------|
| (1) relatively flat terrain | (3) easy access to the West Coast |
| (2) the warmest year-round climate | (4) ocean ports |

2 According to the theory of mercantilism, the principal purpose of the thirteen original colonies was to provide Great Britain with

- (1) naval bases
- (2) raw materials and markets
- (3) workers and manufactured goods
- (4) military recruits

3 The colonists' slogan, "No taxation without representation," expresses a belief in

- (1) free trade
- (2) economic interdependence
- (3) the supremacy of Parliament
- (4) the consent of the governed

Base your answer to question 4 on the quotation below and on your knowledge of social studies.

. . . I challenge the warmest advocate for reconciliation, to shew [show], a single advantage that this continent can reap, by being connected with Great Britain. I repeat the challenge, not a single advantage is derived. Our corn will fetch its price in any market in Europe, and our imported goods must be paid for, buy them where we will. . . .

— Thomas Paine, 1776

4 In this statement, Thomas Paine suggested that the American colonies should

- (1) negotiate an end to the conflict with England
 - (2) form an alliance with England
 - (3) declare independence from England
 - (4) boycott goods from England
-

5 The Great Compromise reached at the Constitutional Convention of 1787 settled a dispute over how

- (1) state boundaries would be determined
- (2) the states would be represented in Congress
- (3) power would be divided between the states and the national government
- (4) a leader would be selected for the executive branch

6 The United States Constitution corrected a weakness in the Articles of Confederation by

- (1) providing for the abolition of slavery
- (2) creating a process for territories to become states
- (3) granting Congress sole control over interstate and foreign commerce
- (4) banning the possession of guns by citizens during peacetime

7 The adoption of the Bill of Rights (1791) addressed Antifederalist criticism of the new Constitution by

- (1) providing for an indirect method of electing the president
- (2) protecting citizens from abuses of power by the national government
- (3) allowing the national government to coin money
- (4) establishing a process for impeaching federal officials

Base your answer to question 8 on the quotation below and on your knowledge of social studies.

. . . He [the President] shall have power, by and with the advice and consent of the Senate, to make treaties, provided two thirds of the senators present concur; and he shall nominate, and by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law: but the Congress may by law vest the appointment of such inferior officers, as they think proper, in the President alone, in the courts of law, or in the heads of departments.

— Article II, Section 2, Clause 2, Constitution of the United States

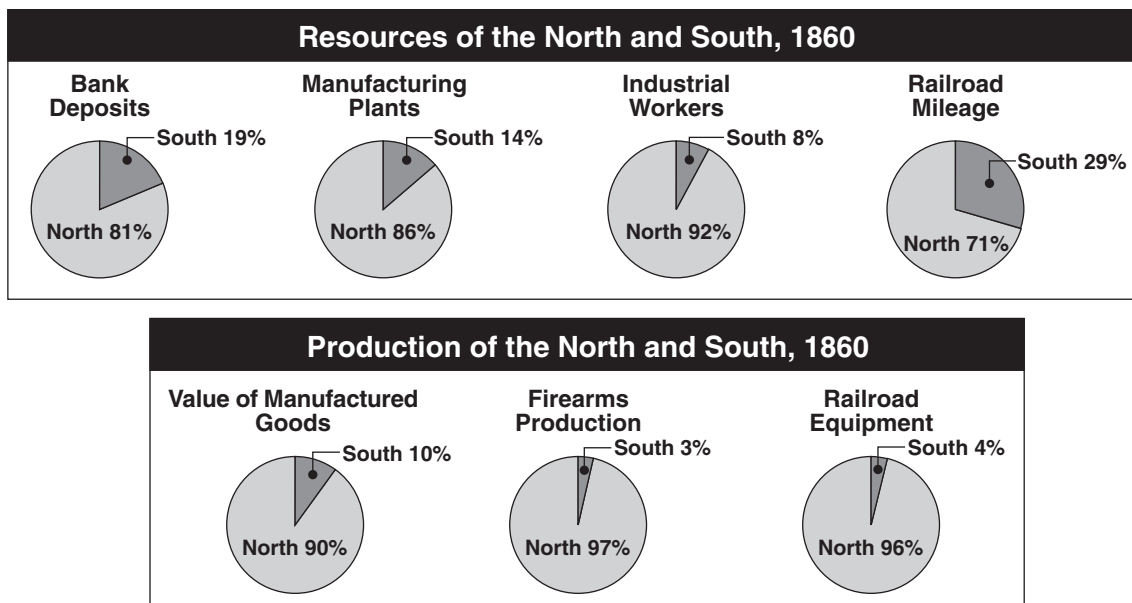
8 This portion of the Constitution illustrates the principle of

- (1) checks and balances
 - (2) executive privilege
 - (3) judicial review
 - (4) implied powers
-

- 9 A major criticism of the electoral college is that it
- (1) limits the influence of the two-party political system
 - (2) allows a president to be elected without a majority of the popular vote
 - (3) forces each political candidate to campaign in every state
 - (4) makes the federal election process too expensive
- 10 Which action is an example of the unwritten constitution?
- (1) formation of the first cabinet by President George Washington
 - (2) admission of Vermont and Kentucky as states
 - (3) enforcement of the Alien and Sedition Acts by President John Adams
 - (4) declaration of war by Congress in 1812
- 11 A major purpose of the Monroe Doctrine (1823) was to
- (1) limit European influence in the Western Hemisphere
 - (2) establish United States colonies in South America
 - (3) form military alliances with Latin American nations
 - (4) avoid involvement in Canadian conflicts
- 12 Most tariffs in the 19th century were intended to
- (1) allow access to cheap foreign imports
 - (2) raise revenue and protect domestic manufacturing
 - (3) redistribute wealth among the social classes
 - (4) limit American exports
- 13 Which Supreme Court case best completes the partial outline below?
- I. _____

 - A. Heard under Chief Justice John Marshall
 - B. Established judicial review
 - C. Strengthened the judiciary
- (1) *Marbury v. Madison* (1803)
- (2) *McCulloch v. Maryland* (1819)
- (3) *Gibbons v. Ogden* (1824)
- (4) *Dred Scott v. Sanford* (1857)
- 14 Increased immigration from Ireland to the United States during the 1840s was primarily a result of
- (1) crop failures in Ireland that led to mass starvation
 - (2) refugees fleeing the new monarchy in Ireland
 - (3) unemployment in Ireland caused by industrialization
 - (4) religious warfare in Ireland between Catholics and Protestants
- 15 Which situation was the most immediate result of Abraham Lincoln's election to the presidency in 1860?
- (1) Kansas and Nebraska joined the Union as free states.
 - (2) A constitutional amendment was adopted to end slavery.
 - (3) Missouri entered the Union as a slave state.
 - (4) Several Southern States seceded from the Union.

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



Source: *The Americans: In-Depth Resources*, McDougal Littell (adapted)

- 16 The data shown in the graphs best support the conclusion that the North
- (1) was better prepared economically to fight the Civil War
 - (2) lagged behind the South in bank deposits
 - (3) produced more agricultural products than the South
 - (4) lacked several important resources to fight the war
- 17 The South won many battles and the Civil War lasted four years. These two facts support the conclusion that
- (1) the Underground Railroad was important to the Southern cause
 - (2) factors other than those shown in the graphs were important
 - (3) the North was more dependent on foreign aid than the South
 - (4) personal wealth was a key factor in determining the outcome of the war

- 18 What was the primary goal of President Abraham Lincoln's post-Civil War policy?
- (1) establishing military districts in the South
 - (2) extending land ownership to African American men
 - (3) restoring Southern representation in Congress
 - (4) arresting military leaders of the Confederacy

- 19 During the Reconstruction Era (1865–1877), the 15th amendment was adopted to grant African Americans
- (1) educational opportunities
 - (2) economic equality
 - (3) freedom of speech
 - (4) voting rights

Base your answer to question 20 on the cartoon below and on your knowledge of social studies.

**The Rising of the Usurpers and
the Sinking of the Liberties of the People**



Source: Thomas Nast, 1889 (adapted)

- 20 This cartoonist is expressing
- (1) support for new tariffs
 - (2) encouragement for increased immigration
 - (3) concern for environmental pollution
 - (4) dissatisfaction with the power of big business
-
- 21 In the late 1800s, the principles of Social Darwinism were most consistent with the ideas of
- (1) Populism
 - (2) laissez-faire economics
 - (3) trustbusting
 - (4) utopian socialism

- 22 During the last quarter of the 19th century, large numbers of immigrants were admitted to the United States primarily because of the economy's need for more
- (1) skilled craftsmen
 - (2) educated professionals
 - (3) unskilled factory workers
 - (4) scientists and technicians
- 23 A major purpose of both the Chinese Exclusion Act (1882) and the Gentlemen's Agreement with Japan (1907) was to
- (1) limit immigration of certain ethnic groups
 - (2) enrich America's cultural diversity
 - (3) treat all Asian and European immigrants equally
 - (4) relocate Asians displaced by war
- 24 In his book, *How the Other Half Lives*, muckraker Jacob Riis exposed the
- (1) ruthlessness of the Standard Oil Company
 - (2) social ills of life in New York City's tenements
 - (3) unsanitary conditions in the meatpacking industry
 - (4) abuses of the railroad industry
- 25 What was a major reason most western states granted women suffrage prior to the adoption of the 19th amendment?
- (1) Western states had more college-educated women than the eastern states.
 - (2) Women outnumbered men in states west of the Mississippi River.
 - (3) A majority of western states had legislatures controlled by women.
 - (4) The important roles played by frontier women promoted equality.
- 26 Progressive Era reformers sought to expand voter participation in government by adopting
- (1) the initiative and referendum
 - (2) tougher literacy tests
 - (3) additional poll taxes
 - (4) a civil service system

- 27 What was the goal of those who supported the constitutional amendment that provided for direct election of United States senators?
- (1) expanding the power of the legislative branch
 - (2) providing equal voting rights to minority groups
 - (3) making the Senate more responsive to the people
 - (4) basing Senate representation on state population
- 28 President Theodore Roosevelt's Big Stick policy is most closely associated with
- (1) friendly relations with China after the Boxer Rebellion
 - (2) conservation of natural resources
 - (3) court actions to support business monopolies
 - (4) intervention in Latin American affairs
- 29 As a result of the Spanish-American War, the United States saw the need to build the Panama Canal because
- (1) new colonies had been acquired in Africa
 - (2) Spanish opposition to the canal had ended
 - (3) the United States navy could then move more quickly between oceans
 - (4) United States railroads could not transport enough manufactured goods
- 30 The United States found it difficult to remain neutral during the first three years of World War I because of its desire to
- (1) expand its interests in the Caribbean
 - (2) control the Suez Canal
 - (3) maintain freedom of the seas for trade with European nations
 - (4) obtain migrant workers for American farms
- 31 One goal of many Harlem Renaissance writers was to
- (1) increase pride in African American culture
 - (2) support existing racial barriers
 - (3) cut off connections with mainstream American values
 - (4) encourage African Americans to create their own political party
- 32 Many farmers failed to share in the general prosperity of the 1920s mainly because they
- (1) lacked new farm machinery to increase production
 - (2) did not have sufficient numbers of farm laborers
 - (3) had to pay high wages to their workers
 - (4) received low prices for crops due to overproduction
- 33 Congress opposed President Franklin D. Roosevelt's plan to increase the number of justices on the Supreme Court because the plan would have
- (1) threatened the principle of checks and balances
 - (2) abolished judicial review
 - (3) violated the elastic clause of the Constitution
 - (4) given the federal government too much power over the states
- 34 The Neutrality Acts of 1935–1937 were primarily designed to
- (1) avoid policies that had led to United States involvement in World War I
 - (2) halt the spread of communism in the Western Hemisphere
 - (3) promote United States membership in the League of Nations
 - (4) stop Japan from attacking United States territories in the Far East
- 35 In *Korematsu v. United States* (1944), the Supreme Court said that the removal of Japanese Americans from their homes was constitutional because
- (1) most Japanese Americans were not United States citizens
 - (2) many Japanese Americans refused to serve in the United States Armed Forces
 - (3) this type of action was necessary during a national emergency
 - (4) there was strong evidence of significant Japanese sabotage on the West Coast

Base your answer to question 36 on the posters below and on your knowledge of social studies.



Source: Office of War Information, 1943



Source: U. S. Civil Service Commission

36 These posters were used during World War II to encourage women to

- (1) serve in the armed forces
- (2) exercise their vote
- (3) buy war bonds
- (4) contribute to the war effort

37 Which statement best explains why the United States mainland suffered minimal physical damage in both World War I and World War II?

- (1) The United States policy of isolationism discouraged attacks by other countries.
- (2) Geographic location kept the United States protected from most of the fighting.
- (3) United States military fortifications prevented attacks on United States soil.
- (4) Latin America provided a buffer zone from acts of aggression by other countries.

38 The primary reason for the formation of the North Atlantic Treaty Organization (NATO) in 1949 was to

- (1) maintain peace in the Middle East
- (2) block the German Nazi threat in Europe
- (3) protect Western Europe from the Soviet Union
- (4) increase United States influence in Asia

- 39 Most opponents of the Senate hearings led by Senator Joseph McCarthy during the 1950s argued that these investigations
- (1) weakened the armed forces of the nation
 - (2) violated the constitutional rights of many people
 - (3) undermined the powers of the president
 - (4) encouraged the spread of communism
- 40 When President Dwight D. Eisenhower sent troops into Little Rock, Arkansas, in 1957, he was fulfilling his presidential role as
- (1) chief executive
 - (2) chief diplomat
 - (3) head of state
 - (4) head of his political party
- 41 What was a major reason President Lyndon B. Johnson decided not to run for reelection in 1968?
- (1) He was ineligible to hold a third term as president.
 - (2) He was threatened with impeachment for government scandals.
 - (3) His Vietnam War policies had reduced his popularity with voters.
 - (4) Most Americans were unhappy with his failure to establish social reforms.
- 42 The Supreme Court ruling in *United States v. Nixon* (1974) was significant because it directly
- (1) increased the power of the legislative branch
 - (2) showed that the Court controlled the executive branch
 - (3) limited the president's power of executive privilege
 - (4) weakened the principle of federalism
- 43 The Camp David Accords negotiated by President Jimmy Carter were important because they
- (1) reduced tensions in the Middle East
 - (2) renewed diplomatic relations between the United States and China
 - (3) slowed the pace of the nuclear arms race
 - (4) provided for cooperation with the Soviet Union in the exploration of outer space

Base your answers to questions 44 and 45 on the chart below and on your knowledge of social studies.

ESTIMATED PERCENTAGE OF VOTING-AGE AFRICAN AMERICANS REGISTERED IN 1965 AND 1988		
STATE	March 1965	November 1988
Alabama	19.3	68.4
Georgia	27.4	56.8
Louisiana	31.6	77.1
Mississippi	6.7	74.2
N. Carolina	46.8	58.2
S. Carolina	37.3	56.7
Virginia	38.3	63.8

Source: U.S. Department of Justice, Civil Rights Division (adapted)

- 44 Which state had the largest increase in the percentage of African Americans registered to vote between 1965 and 1988?
- (1) Alabama
 - (2) Georgia
 - (3) Louisiana
 - (4) Mississippi
- 45 Which conclusion is best supported by the changes shown on the chart?
- (1) African American voters would have little impact on presidential elections.
 - (2) The income of African Americans had increased between 1965 and 1988.
 - (3) Efforts to encourage African American voter registration were successful.
 - (4) After 1988, no further effort was made to register African Americans.
-
- 46 The Supreme Court decisions in *New Jersey v. T.L.O.* (1985) and *Vernonia School District v. Acton* (1995) show that
- (1) a student's right to privacy is limited under certain conditions
 - (2) prayer in public schools must be limited
 - (3) racially segregated schools are unconstitutional
 - (4) a student has no guaranteed rights while in school

Base your answer to question 47 on the cartoon below and on your knowledge of social studies.



Source: Signe Wilkinson, *San Jose Mercury News*, 1984 (adapted)

- 47 The cartoonist is directing criticism at the
- (1) use of unskilled workers
 - (2) government policy toward illegal immigrants
 - (3) poor quality of domestic textiles
 - (4) use of nonunion labor in the workplace
-
- 48 One similarity in the policies of President Herbert Hoover and President Ronald Reagan is that both supported
- (1) a reduction of military spending
 - (2) the end of Social Security
 - (3) appointment of a woman to the Supreme Court
 - (4) economic changes favoring big business
-

49 Which sequence shows the correct order of events related to the history of African Americans in the United States?

- (1) Radical Reconstruction → Emancipation Proclamation → *Brown v. Board of Education* decision → Great Migration
- (2) Emancipation Proclamation → Radical Reconstruction → Great Migration → *Brown v. Board of Education* decision
- (3) Great Migration → Emancipation Proclamation → *Brown v. Board of Education* decision → Radical Reconstruction
- (4) *Brown v. Board of Education* decision → Great Migration → Radical Reconstruction → Emancipation Proclamation

50 Evidence that the United States has become more economically interdependent since 1990 is shown by its

- (1) participation in the North American Free Trade Agreement (NAFTA)
 - (2) change from a service economy to a manufacturing economy
 - (3) increased dependence on domestic farm products
 - (4) policy of restricting imports
-

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

In developing your answer to Part II, be sure to keep these general definitions in mind:

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (c) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value of ”

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: Contributions of Individuals to American Life

Throughout the 20th century, individuals attempted to address problems within American society. Their efforts have had a significant impact on American life.

Task:

Identify **two** individuals who have had a significant impact on American life during the 20th century and for **each**

- Describe a problem in American society that the individual tried to change
- Discuss an important contribution made by the individual to address this problem
- Evaluate the impact of the contribution on American life

You may use any historically significant individual from your study of 20th-century United States history. Some suggestions you might wish to consider include Upton Sinclair, Henry Ford, Langston Hughes, Eleanor Roosevelt, Jackie Robinson, Martin Luther King, Jr., Betty Friedan, Rachel Carson, Cesar Chavez, and Bill Gates.

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 restatement of the theme

NAME _____ SCHOOL _____

In developing your answer 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. It 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:

Between 1800 and 1900, the United States experienced great economic growth. Two factors that contributed to this growth were government policies and technological developments.

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 how government policies ***and*** technological developments influenced the growth of the United States economy between 1800 and 1900

Part A

Short-Answer Questions

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

Document 1a



Source: Paul Boyer, *Boyer's The American Nation*, Holt, Rinehart and Winston (adapted)

1a Based on the information on this map, what action did President Thomas Jefferson take to encourage the economic growth of the United States? [1]

Score

Document 1b

**Value of Produce From the Interior
Received at the Port of New Orleans, 1816–1860**

Time Period	Value in Dollars
1816–1820	61,432,458
1821–1825	75,675,672
1826–1830	107,886,410
1831–1835	143,477,674
1836–1840	220,408,589
1841–1845	266,614,052
1846–1850	425,893,436
1851–1855	671,653,147
1856–1860	827,736,914

Source: Douglass C. North, *The Economic Growth of the United States, 1790–1860*, W.W. Norton & Co., 1966 (adapted)

1b Based on this chart, what was **one** way that control of the port of New Orleans affected the United States economy? [1]

Score

Document 2

The Effects of the Cotton Gin

. . . After the invention of the cotton gin, the yield of raw cotton doubled each decade after 1800. Demand was fueled by other inventions of the Industrial Revolution, such as the machines to spin and weave it and the steamboat to transport it. By midcentury America was growing three-quarters of the world's supply of cotton, most of it shipped to England or New England where it was manufactured into cloth. During this time tobacco fell in value, rice exports at best stayed steady, and sugar began to thrive, but only in Louisiana. At midcentury the South provided three-fifths of America's exports — most of it in cotton.

However, like many inventors, [Eli] Whitney (who died in 1825) could not have foreseen the ways in which his invention would change society for the worse. The most significant of these was the growth of slavery. While it was true that the cotton gin reduced the labor of removing seeds, it did not reduce the need for [use of] slaves to grow and pick the cotton. In fact, the opposite occurred. Cotton growing became so profitable for the planters that it greatly increased their demand for both land and slave labor. In 1790 there were six slave states; in 1860 there were 15. From 1790 until Congress banned the importation of slaves from Africa in 1808, Southerners imported 80,000 Africans. By 1860 approximately one in three Southerners was a slave. . . .

Source: Joan Brodsky Schur, "Eli Whitney's Patent for the Cotton Gin,"
U.S. National Archives & Records Administration

2a According to Joan Brodsky Schur, how did the cotton gin contribute to the growth of the United States economy? [1]

Score

b According to Joan Brodsky Schur, what was **one negative** impact of the cotton gin on American society? [1]

Score

Document 3a

. . . The war [War of 1812] exposed not only weaknesses in defense, but also in transportation. Modes and methods of transportation were totally inadequate. Generals moved troops slowly by carriages, or on foot, on poorly developed roads. President James Madison supported the idea of internal improvements, yet he vetoed an internal improvements bill, which would have provided for the construction of roads. He felt that roads and canals that would benefit local communities should be funded by the respective states and private enterprises. He did, however, approve monies for a National Road, solely on the grounds that it would benefit national defense. This road began in Maryland and stretched all the way to Ohio, joining the Northeast with the western frontier. An equally significant improvement was the completion of the Erie Canal, linking the Great Lakes with New York City and the Atlantic Ocean. . . .

Source: Kerry C. Kelly, "Anti-railroad Propaganda Poster — The Growth of Regionalism, 1800–1860,"
U.S. National Archives & Records Administration

3a According to Kerry C. Kelly, what was **one** government action that improved transportation? [1]

Score

Document 3b

Roads, Canals, and Navigable Rivers, 1850



3b Based on the information on this map, state **one** benefit of roads, canals, and/or navigable rivers on the United States economy. [1]

Score

Document 4

. . . And what is this tariff? It seems to have been regarded as a sort of monster, huge and deformed; a wild beast, endowed with tremendous powers of destruction, about to be let loose among our people, if not to devour them, at least to consume their substance. But let us calm our passions, and deliberately survey this alarming, this terrific being. The sole object of the tariff is to tax the produce of foreign industry, with the view of promoting American industry. The tax is exclusively leveled at foreign industry. That is the avowed and the direct purpose of the tariff. If it subjects any part of American industry to burdens, that is an effect not intended, but is altogether incidental, and perfectly voluntary. . . .

Source: Henry Clay debating the Tariff Bill, March 1824, *Annals of Congress*, Vol. 42

4 According to Henry Clay, what was the purpose of the tariff? [1]

Score

Document 5

Federal Land Policy in the 1800s

Grants	Acres
1. Land given as homestead grants	213.9 million acres
2. Land given to support railroad construction	129.0 million acres
3. Land given to states for educational purposes	
– common schools	73.2 million acres
– agricultural & mechanical colleges	11.1 million acres
4. Land given to war veterans (Revolutionary War, War of 1812, Mexican War)	68.2 million acres

Source: Anderson and Martin, "The Public Domain and Nineteenth Century Transfer Policy," *Cato Journal*, Vol. 6, No. 3, Winter 1987 (adapted)

5 Based on this chart, what were ***two*** examples of federal land policy in the 1800s? [2]

(1) _____

Score

(2) _____

Score

Document 6a

This poster advertised a wheat harvesting machine, one of many McCormick farm machines.



Source: Shober & Carqueville Lithog. Co. for McCormick Harvesting Machine Co., Wisconsin Historical Society (adapted)

Document 6b

Year	Wheat Production (in millions of bushels)	Corn Production (in millions of bushels)
1870	260.1	874.3
1875	309.1	850.1
1880	448.8	1,547.9
1885	512.8	1,795.5
1890	490.6	2,112.9
1895	460.2	1,212.8
1900	547.3	2,078.1

Source: *Statistical Abstract of the United States*, 1901

6 According to these documents, what impact did technology have on agricultural production in the United States? [1]

Score

Document 7

. . . During the post-Civil War decades, such wartime Republican initiatives as the Homestead Act and the Morrill Act for endowing agricultural colleges bore valuable economic fruit in the form of greater agricultural productivity. Federal railroad legislation had even weightier consequences. By 1871, under the terms of the Pacific Railroad Act and subsequent measures, the federal government had given private railroad companies over 130 million acres of land in the trans-Mississippi West, about one-tenth of the entire public domain. Individual states contributed a total of forty-nine million additional acres from their own public lands. This huge mass of real estate—larger than the state of Texas—was a vital source of funds for the railroads. People with savings—especially middle-class folk—who would not buy the stocks and bonds of the railroads, did buy their land. Thousands were attracted west to take up farms in the grants of the Northern Pacific, Union Pacific, Burlington, and other land-rich railroads. Their contribution to the roads' coffers was immense. The average price at which the railroads sold their land was about \$3.30 an acre, bringing the promoters about \$435 million. . . .

Source: Irwin Unger, *These United States: The Questions of Our Past*, Little, Brown, 1978

7 According to Irwin Unger, what was **one** impact of federal land policy on the United States economy? [1]

Score

Document 8

. . . If you find it hard to believe that the Internet is merely a modern twist on a 19th-century system, consider the many striking parallels. For a start, the telegraph, like the Internet, changed communication completely. While the Internet can turn hours into seconds, the telegraph turned weeks into minutes. Before the telegraph, someone sending a dispatch to India from London had to wait months before receiving a reply. With the telegraph, communication took place as fast as operators could tap out Morse code.

. . . Before too long, many telegraph users came to see it as a mixed blessing. Businessmen, who were keen adopters of the technology because it enabled them to keep track of distant markets and overseas events, found that it also led to an acceleration in the pace and stress of life. One harassed New York executive complained in 1868: "The businessman of the present day must be continually on the jump. The slow express train will not answer his purpose, and the poor merchant has no other way in which to work to secure a living for his family. He **MUST** use the telegraph." Information overload existed even then. . . .

Source: Tom Standage, "The 19th-Century Internet," www.contextmag.com

8 According to Tom Standage, what was **one** effect of the telegraph on American business? [1]

Score

Document 9

. . . Like information technology [IT] today, railroads in the second half of the 19th century promised to revolutionize society—shrinking distances, dramatically lowering costs, opening new markets, and increasing competition. Railroads were the great transformational technology of the age and promised to change everything. Like IT today, railroads sucked up the bulk of the world's investment capital, creating a speculative bubble that ultimately burst—blowing away much of the capital that investors had poured into the industry. While many investors lost their shirts, railroads did, in the end, deliver the revolution promised. Costs came down, living standards rose, markets expanded, and geography shrank. In fact, the railroad infrastructure, built with so much sweat, blood, and money a century ago, is still serving us today. . . .

Source: Barry Sheehy, "Train Wrecks: Why Information Technology Investments Derail,"
CPC Econometrics

9 According to Barry Sheehy, what were **two** effects of railroads on the American economy? [2]

(1) _____

Score

(2) _____

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 your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Between 1800 and 1900, the United States experienced great economic growth. Two factors that contributed to this growth were government policies and technological developments.

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

- Discuss how government policies **and** technological developments influenced the growth of the United States economy between 1800 and 1900

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 conclusion that are beyond a restatement of the theme

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The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY
AND GOVERNMENT

Thursday, August 16, 2007 — 12:30 to 3:30 p.m., only

ANSWER SHEET

Student Sex: ☐ Male
☐ Female

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)

Part I

- | | |
|---------|---------|
| 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

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, August 16, 2007 — 12:30 to 3:30 p.m., only

SCORING KEY AND RATING GUIDE

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 both **Part II** (thematic) and **Part III B** (DBQ) essays:

- 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
- Four prescored practice papers

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

- A question-specific rubric

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 Administering and Scoring Regents Examinations in Global History and United States History and Government*.

United States History and Government

August 16, 2007

Part I

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

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

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 Questions

- (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 chart located at the end of these scoring materials must be used for determining the final examination score.

United States History and Government
Content-Specific Rubric
Thematic Essay
August 2007

Theme: Contributions of Individuals to American Life

Throughout the 20th century, individuals attempted to address problems within American society. Their efforts have had a significant impact on American life.

Task: Identify *two* individuals who have had a significant impact on American life during the 20th century and for *each*

- Describe a problem in American society that the individual tried to change
- Discuss an important contribution made by the individual to address this problem
- Evaluate the impact of the contribution on American life

You may use any historically significant individual from your study of 20th-century United States history. Some suggestions you might wish to consider include Upton Sinclair, Henry Ford, Langston Hughes, Eleanor Roosevelt, Jackie Robinson, Martin Luther King, Jr., Betty Friedan, Rachel Carson, Cesar Chavez, and Bill Gates.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (identifying *two* individuals, describing a problem associated with *each* individual, discussing an important contribution made by *each* individual to address the problem, and evaluating the impact of the contribution of *each* individual on American life during the 20th century).
2. The identified individuals should be of historical significance and not of personal significance.
3. The same problem may be discussed for both individuals but should focus on the specific contribution of each individual in ending the problem, e.g., the roles of Martin Luther King, Jr., and of Rosa Parks in ending the segregation of African Americans.
4. The impact on American life should be during the 20th century, although the contribution may have been before the 20th century, e.g., Susan B. Anthony and her impact on the success of the woman's suffrage movement with the passage of the 19th amendment.
5. The contribution and the impact of the contribution must be related to the problem that the individual tried to change.
6. As is the case with many historical topics, the impact of the contribution on American life is subject to the student's point of view. The response may evaluate the impact of the contribution from a variety of perspectives as long as the position taken is supported by accurate facts and examples.
7. The impact of the contribution of the individual should be on American life, not on the world in general or on another nation, i.e., Eleanor Roosevelt and the impact of the United Nations Declaration of Human Rights on Cambodians is not acceptable.
8. Elected government officials may be considered significant individuals, e.g., a United States President such as Franklin D. Roosevelt.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by identifying **two** individuals, describing a problem associated with **each** individual, discussing an important contribution made by **each** individual to address the problem, and evaluating the impact of the contribution of **each** individual on American life during the 20th century
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information) (*Martin Luther King, Jr.*: connects the inequalities African Americans were subjected to after World War II to the steps King advocated to correct the practice of segregation and to the success of removing Jim Crow laws; connects African American economic power to success in the confrontations with institutions such as the bus companies in Montgomery and “whites only” restaurants; *Upton Sinclair*: links the increased awareness about the problems with the meatpacking industry, depicted in *The Jungle* to the passage of the Meat Inspection Act; connects the rise of labor unions and the improvement in worker’s rights to the exposure of conditions by muckrakers like Sinclair)
- Richly supports the theme with relevant facts, examples, and details (*Martin Luther King, Jr.*: Montgomery bus boycott; sit-ins; nonviolent demonstrations; I Have a Dream speech; Civil Rights Act of 1964; *Upton Sinclair*: Theodore Roosevelt; rats; repetitive jobs; unsanitary conditions; Meat Inspection Act; Pure Food and Drug Act)
- 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 by but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than the others for both individuals *or* by addressing all aspects of the task for one individual more thoroughly than for the second individual
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information) (*Martin Luther King, Jr.*: discusses the economic loss to the bus companies as a result of the boycott; discusses the methods used to keep African Americans from being equal and those used by King to change this inequity; *Upton Sinclair*: describes the unsanitary conditions and corrupt practices in the meatpacking industry; discusses the effect of the publication of *The Jungle* and its impact on subsequent legislation; discusses other businesses, such as Standard Oil, that were corrupt and dirty and the way Sinclair’s novel had an impact on changing those problems)
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops **all** aspects of the task with little depth *or* develops *at least four* components of the task in some depth
- Is more descriptive than analytical (apply, may analyze, and/or evaluates 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

Examples of addressing *at least four* aspects of the task in some depth at Level 3

Holistic Scoring Reminder: These examples apply only to the evaluation of bullet 1.
A response meeting the criteria below does not, by itself, make it a Level 3 response.

1. Develops **all** aspects of the task with some depth for *one* individual and only **one** aspect for the *second* individual.
2. Develops any **two** aspects of the task with some depth for *both* individuals.

Exception: If **all** components have been thoroughly developed evenly and in depth for *one* individual and 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 three* 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

Examples of addressing *at least three* aspects of the task in some depth at Level 2

Holistic Scoring Reminder: These examples apply only to the evaluation of bullet 1.
A response meeting the criteria below does not, by itself, make it a Level 2 response.

1. Develops **all** aspects of the task in some depth for only *one* individual.
2. Develops any **two** aspects of the task in some depth for *one* individual and only **one** aspect of the task for the *second* individual.

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

During the 20th century, there were many individuals who fought to overcome some of the hardships of society. Through writing The Jungle, Upton Sinclair had a drastic impact on the meat-packing industry. Likewise, Martin Luther King Jr.'s civil rights efforts are still felt strongly in today's society. These individuals worked hard and made a valiant effort to bring about change in the United States during the 20th century.

In the 20th century, the conditions of the meat-packing industries were terrible. Workers had poor conditions and the meat was terrible. The conditions weren't sanitary, and a lot of the meat wasn't either. Upton Sinclair decided to write a novel to uncover the truth about the industry. He called it The Jungle. It was a very graphic novel about exactly what went on in the industry. It exposed the horrible truth about what occurred in the meat-packing industry. This novel was read by many people, and it raised awareness as well. One person who read the novel was Theodore Roosevelt. He had felt the impact of the industry on a very personal level. When he fought in the Spanish-American War, he often received meat that was so bad it could not be eaten. After reading The Jungle, Theodore Roosevelt went to work to improve the industry. Others became involved as well, and soon much legislation was passed, including the creation of the Food and Drug Administration (FDA), the Pure Food and Drug Act, and the Meat Inspection Act. They wanted to ensure that the meat-packing industry could not continue selling bad and spoiled meat to unknowing customers. The efforts made by Upton Sinclair when he wrote The Jungle can still be felt today. Thanks to his work, all meat must now be inspected,

guaranteeing consumers a safe and fresh product.

Someone else who has a great impact through his work in the 20th century was Martin Luther King Jr. He was a Baptist Minister, and he fought hard for the civil rights movement. He joined the SCLC (Southern Christian Leadership Conference) to protest the prejudices and segregation which were very prominent in society at the time. He felt that segregation was wrong because all races are created equal, and so they should have equal rights as well. African Americans were terribly discriminated against, especially in the South. Through countless rallies, marches, and demonstrations, he helped fight for the improved status of African Americans. He also inspired others, like Malcolm X and the Student Non-Violent Coordinating Committee (SNCC), who were fighting for his same cause. However, they used different methods to draw attention to the problems of segregation. People rallied behind him because he was fighting for a cause they could all identify with. His most famous speech was his "I Have a Dream" speech in which he spoke of his dream that one day his children could share a school with white children. It was inspirational and had a huge impact on the civil rights movement.

Martin Luther King Jr. was assassinated by someone who opposed his ideas, but those ideas would survive long after his death. Through his work, and the work of those who rallied behind his cause, legislation was passed, including the Civil Rights Act of 1964 and the Voting Rights Act of 1965 which outlawed segregation and guaranteed equal voting rights for African Americans. His impact is still felt in the equality now present in the

United States between all races:

All throughout the 20th century, there have been individuals who stood up and fought against some kind of injustices. Some of these causes were very different (like fighting the meat packing industry as opposed to fighting for racial equality) but these individuals all had one thing in common: they fought all kinds of injustices and left this nation with a lasting impact that can still be felt in today's society.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Upton Sinclair and Martin Luther King, Jr., by describing a problem in American society that these individuals, who had a significant impact on American life during the 20th century, tried to change, discussing an important contribution made by each individual to address this problem, and evaluating the impact of each contribution on American life
- Is more analytical than descriptive (*Upton Sinclair*: the conditions weren't sanitary and a lot of the meat wasn't either; *The Jungle* was a very graphic novel about exactly what went on in the industry; they wanted to ensure that the meatpacking industry could not continue selling bad and spoiled meat to unknowing consumers; *M. L. King*: African Americans were terribly discriminated against, especially in the South; segregation was wrong because all races are created equal and should have equal rights; "I Have a Dream" speech was inspirational and had a huge impact on the civil rights movement)
- Richly supports the theme with relevant facts, examples, and details (*Upton Sinclair*: Theodore Roosevelt; Food and Drug Administration; Pure Food and Drug Act; Meat Inspection Act; *M. L. King*: Baptist minister; SCLC; rallies, marches, demonstrations; SNCC; Civil Rights Act; Voting Rights Act)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response contains the amount and degree of analysis that is usually found in a Level 5 response. This response demonstrates a good understanding of the lasting impact of these individuals on American life.

Throughout the twentieth century many individuals made significant impacts on American life. These individuals contributed their time and energy to fix problems in American Society. Many of these people still impact American life today. Two of the most significant individuals are Upton Sinclair and Martin Luther King Jr.

Upton Sinclair was a writer who publicized the corruptness in the meatpacking industry throughout the first few decades of the 20th century. During this time period there were no policies in meat packing factories that protected workers health or the pureness of the meat itself. Sinclair's own significant other became very sick after working in a meat packing factory. Sinclair observed rats being blended in with the meat and even people's fingers being accidentally chopped off and blended in with the meat. This caused many people to become fatally ill. According to the United States president at this time, Upton Sinclair was a "muckraker." Muckraker is a term used to describe writers who publicize the corrupt practices in business and in politics. Sinclair lived up to being a muckraker, because he wrote a novel about problems within the meat packing industry. This novel increased America's awareness about the problems within the meat packing industry. It also enraged many Americans to know how unsafe and disgusting the meat packing industry was. After Sinclair's novel was published, the government recieved alot of pressure to fix this problem. The Pure Food and Drug Act was passed soon after. This ensured that meat was pure and healthy to eat. The Meat Inspection Act was passed at the

same time. After this, meat packing industries were inspected to make sure they were safe. Because of Sinclair's novel that he wrote many lives have been saved because the meat produced is a lot safer to eat.

Martin Luther King Jr. is an outstanding African American who's helped abolish segregation. In America in 1945 African Americans weren't equal to whites in any way shape or form. African Americans weren't allowed to vote, go to school with white people, use the same facilities as white people, or given the same employment opportunities as white people were given. In an attempt to make African Americans equal to whites Martin Luther King Jr. used non-violent approaches to achieve what he wanted. He spoke publicly about the unhappiness and disapproval of segregation in America. His most famous speech was "I Have a Dream". Martin Luther King Jr. also organized freedom marches to increase American awareness. During his speeches and marches he was spit at and even arrested. However, he never stopped his efforts to help his fellow African Americans to be equal to whites. African Americans did gain equality to whites little by little. With the Civil Rights Act of 1964, separation of races in public or private facilities was made illegal and African Americans were allowed to vote. Besides the African Americans gaining equality to whites in American society, Martin Luther King also gave ~~people~~ of other ethnicities as well as women hope to gain equality to their superiors. After he achieved the things he wanted to in the civil rights movement, other people had the courage to fight for their equality.

Both of these individuals had a huge impact on American life during the 20th century. They'll never be forgotten because their contributions still affect American life today. Without Upton Sinclair America may still be undergoing the unsafe conditions in the meat packing industries. If it weren't for Martin Luther King Jr. we still may not be able to attend school with African Americans. Their efforts will never be forgotten.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Upton Sinclair and Martin Luther King, Jr., by describing a problem in American society that these individuals, who had a significant impact on American life during the 20th century, tried to change, discussing an important contribution made by each individual to address this problem, and evaluating the impact of each contribution on American life
- Is more analytical than descriptive (*Upton Sinclair*: during this time period, no policies in meatpacking factories protected workers' health or the pureness of the meat itself; this novel increased America's awareness about the problems with the meatpacking industry; because of Sinclair's novel, many lives have been saved because the meat produced is a lot safer to eat; *M. L. King*: in America in 1945, African Americans weren't equal to whites; in an attempt to make African Americans equal to whites, King used nonviolent approaches to achieve what he wanted; little by little separation of races in public or private facilities was made illegal and African Americans were allowed to vote)
- Richly supports the theme with relevant facts, examples, and details (*Upton Sinclair*: rats blended in with the meat; muckraker; *The Jungle*; Pure Food and Drug Act; Meat Inspection Act; *M. L. King*: African Americans weren't allowed to go to school with white people; "I Have A Dream" speech; freedom marches; arrested; Civil Rights Act of 1964; gave people of other ethnicities hope; civil rights movement)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The discussion of events in this response is particularly strong and connects the effects of those events on American life.

Since America's declaration of independence from Great Britain in 1776. There has always been reform and improvement to the American Society. In no time period is that more evident than during the 20th century. Great Americans such as Martin Luther King Jr. protesting for African American rights and equality or Betty Friedan fighting for women rights have brought changes to society. Two men who also changed American Society for the better are Upton Sinclair and Henry Ford.

Upton Sinclair was one of the great reformers of the early 20th Century. During this time period, many businesses were corrupt and dirty, no more than the Chicago meatpacking industry. The industry had unclean methods of butchering. Disease spread often and rats could be seen throughout the plants, even some falling in meat grinders. Working in a meatpacking plant was also a very dangerous and hazardous job for workers. Workers were underpaid and the business tactics of the companies were often corrupt. Upton Sinclair published all of his findings in his well-known book The Jungle. Upon reading his book, the American public was outraged and demanded reform and government involvement in the industry. Then president Theodore Roosevelt set up the United States Food and Drug Administration. The plants were forced to adopt cleaner ^{methods} ~~methods~~ of meatpacking and government inspectors were to check plants. Upton Sinclair was the first of many famous muckrakers to come, including Ida Tarbell. Their publications

about the down points and corruption of American society would lead to many reforms and more government involvement in business, less *Laissez-faire*.

Another man who had significant impact on American life was Henry Ford. When cars were first produced, they were very expensive and served as play toys for the rich. The poor, and even average middle class citizen could not afford a vehicle. Because of slow and costly production means. The cost of cars would not drop either. Henry Ford, a modest car builder, had a dream that all Americans could afford and drive a vehicle. He then invented the Model T, a modest rugged car. Ford put the assembly line to use building his cars and made all the parts for his cars interchangeable so that production could go faster. Ford was ~~soon~~ mass-producing Model T's at such a rate that the prices fell and cars became available to the average American. The advent of the new car to American life changed the fabric of society. People traveled more, not being limited to just trains. The nation was now on the move. Roads and eventually interstates were built and the nation became more connected. Mass production also spread to other industries. Soon other consumer goods such as refrigerators, furniture, vacuum cleaners, etc. were being mass produced and the average American citizen had more luxuries than ever before. Henry Ford's car began a trend in American society of buying on credit and paying later, something that continues to this very day.

Throughout the 20th century, many Americans have step up and

changed American society to what they felt would be good for its citizens. Many times, their contributions in one aspect of society lead to reform and changes in other aspects, such as civil rights leading to women's rights, Native American rights, and Latino rights. As we advance into the 21st century, it is certain that reformers and activists will continue to change and mold our society into what they interpret and just, fair, and equal.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the problem, contribution, and impact of Henry Ford more thoroughly than those of Upton Sinclair
- Is both descriptive and analytical (*Upton Sinclair*: many businesses were corrupt and dirty, none more than the Chicago meatpacking industry; upon reading his book, the American public was outraged and demanded reform and government involvement in the industry; the publications about the corruption of American society would lead to many reforms and more government involvement in business, less laissez-faire; *Henry Ford*: when cars were first produced, they were very expensive and served as play toys for the rich; Ford was soon mass producing Model Ts at such a rate that the prices fell and cars became available to the average American; people traveled more, not being limited to just trains; roads and interstates were built; mass production also spread to other industries)
- Supports the theme with relevant facts, examples, and details (*Upton Sinclair*: the industry had unclean methods of butchering; *The Jungle*; Theodore Roosevelt; Food and Drug Administration; *Henry Ford*: assembly line; buying on credit)
- 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. Both the introduction and conclusion refer to the bigger picture of the influence and contributions of individuals to American society, mentioning other individuals and accomplishments of the 20th century. The response shows a good understanding of the task.

America's social problems can not be solved by one or two individuals but rather a large mass of people. Men and women both need to see the moral issues of the society that they live in and take the necessary actions to begin the struggle to end the problem. Jackie Robinson began the crossing of the color line in major league sports to lead the way for the African American masses, while Betty Friedan influenced middle class women to put down their vacuums and fix the problem.

During the time of Jackie Robinson, the ever-lasting Jim Crow and racial segregation were still very strong. African Americans were separate and very unequal in every day life, including major league baseball. People were not willing to believe a black man could be on an all white team because if it weren't going to work in ~~the~~ society ~~then~~ then it will not work in America's favorite past time, the major leagues.

Jackie Robinson broke the color line in ~~the~~ Major League baseball. He was the first African American man to play pro-baseball in the league. Jackie Robinson surpassed the cruel treatment he received as a black man, overcame hotel operations that refused to let him stay, and worked around restaurant owners who would not serve him alongside his fellow Brooklyn Dodgers. No matter how severe people were to Jackie he was still able to put his talent to good use and become a baseball hero.

Jackie Robinson paved the way for African Americans in baseball and other aspects of society. He led the masses to put their talent out there and see that African Americans could be integrated in a white

society and people would come to accept this changing of times and traditions in American history.

Throughout history women have never been held at the same level as the men in society. Women have been portrayed as "in the home" beings that were subservient to men and had to be in the home to be in their place. Betty Friedan saw this problem and took a step in challenging the long history of feminine suppression.

Betty Friedan's publication of ~~the~~ Feminine Mystique addressed middle class in the home women to learn of the problem of women's history. She wanted to let women know that the real problem at hand is that they were not addressing their subservience. Women were not fighting for social equality and weren't challenging their long standing role of stay at home housewives, constantly waiting on their husbands.

Betty Friedan influenced middle class women to fight for themselves and their role in society. She started a women's movement for social equality and a place in society. She caused women to fight for jobs outside of the home and work to achieve their potential as a person rather than a man's property. She could not solve women's problems alone but her impact on America's women set the standard for how society should be.

People always need to take a leading role in the ever shifting society and lead the masses to fight for their just position in society. It takes a lot of people to make a movement in the world but only one person to stand up and address the real problem.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing Jackie Robinson and Betty Friedan
- Is both descriptive and analytical (*Robinson*: people were not willing to believe a black man could be on an all-white team; Jackie Robinson surpassed the cruel treatment he received as a black man, overcame hotel operations that refused to let him stay, and worked around restaurant owners who would not serve him; people would come to accept this changing of times and traditions in American history; *Friedan*: women have been portrayed as “in the home” beings that were subservient to men and had to be in the home to be in their place; the real problem at hand is that they were not addressing their subservience; she caused women to fight for jobs outside the home and work to achieve their potential as a person rather than a man’s property)
- Supports the theme with relevant facts, examples, and details (*Robinson*: Jim Crow; Brooklyn Dodgers; color line; integrated; *Friedan*: feminine suppression; *Feminine Mystique*; social equality)
- 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. Although a good understanding of the topic is shown, this response lacks the depth of analysis, the development of ideas, and the supporting factual details typically found in a Level 5 response.

"Throughout the 20th century, individual men and women attempted to address problems within American society. Their efforts have had a significant impact on American life." This is true and can be seen by two individuals who have had a huge impact on American culture. Martin Luther King Jr. and Walter Cronkite have played huge roles in changing the way the American people have viewed certain issues.

Dr. Martin Luther King Jr., son of reverend Martin Luther King was raised as a pastor in his home town in Georgia. His father had already been involved in many Civil Rights marches, so, like his father, Dr. King Jr. also became active in Civil Rights protests. Unlike many other Americans Martin Luther King Jr. believed in peaceful demonstrations. He was the first to demonstrate such protests as sit-ins where African-Americans would sit in at white-only sections like restaurants and bars. They did this until they were eventually served or kicked out. Another demonstration which could be the most popular civil rights protest in American history is the bus-boycott. Martin Luther King Jr. also came up with this idea, which hundreds of other African-Americans followed. For months the buses rode empty because all of the African-Americans walked or car-pooled. Soon the bus companies began to lose money, so they had no choice and buses were then de-segregated. Through these peaceful demonstrations blacks were able to gain their rights which they deserved and are able to live equally in this nation.

Another man which had a big impact on American society is Walter Cronkite. Cronkite was the anchorman for CBS news and claimed as the most trusted man in America. Cronkite's highlight of his career took place during the Vietnam War. The Vietnam War was known as the living-room war because Americans could watch battles from their own houses, thousands of miles away. After the Tet-offense Americans began to question

if we really are winning the war which our government always told us. Cronkite decided to go to Vietnam and report from there to witness the war first hand and report to the Americans the facts of what really was happening. Day after day, year after year, Americans saw friends, relatives, neighbors coming home in body bags. There was no end in sight of this war. Cronkite too saw this. Lyndon B. Johnson who was the president at this time said, "If I've lost Cronkite, I've lost middle America." Since everyone trusted Cronkite, they too saw this war was wrong. Protests became more and more popular. Politicians became pressured and helped end the conflict in Vietnam.

Martin Luther King Jr. and Walter Cronkite both played big roles as individuals along with many others during American history. Both men changed American culture and without them today could have been a much different day.

Anchor Level 4-C

The response:

- Develops all aspects of the task for Martin Luther King, Jr., and Walter Cronkite but does so somewhat unevenly by discussing the contributions of Cronkite more thoroughly than the contributions of King
- Is both descriptive and analytical (*M. L. King*: unlike many other Americans, Martin Luther King, Jr., believed in peaceful demonstrations; soon the bus companies began to lose money; *Cronkite*: Cronkite decided to go to Vietnam and report from there to witness the war firsthand and report to the Americans the facts of what really was happening; politicians became pressured and helped end the conflict in Vietnam)
- Supports the theme with relevant facts, examples, and details (*M. L. King*: hometown in Georgia; sit-ins; white-only sections like restaurants and bars; bus boycott; buses were desegregated; *Cronkite*: CBS anchorman; Tet offensive; Lyndon B. Johnson)
- Demonstrates a logical plan of organization, but lacks some focus in terms of which specific contribution is discussed for Martin Luther King, Jr.; 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 discussion of sit-ins and the bus boycott appears to be the contribution of Martin Luther King, Jr., to deal with the problem of civil rights. In addition, most of the discussion on King is superficial. However, the discussion of Cronkite and his impact on ending the war in Vietnam shows a good understanding of the task.

The 20th century has been a time of great reform. ~~by~~ Both individuals and groups have addressed problems throughout America, and have subsequently brought forth many changes in American life. Two individuals who addressed problems in 20th century America are Upton Sinclair and Martin Luther King Jr.

Upton Sinclair was considered by most to be a muckraker. Muckrakers were a special breed of journalists, ^{in the 1900s Progressive Era,} who sought to expose corrupt industrial and political corruption through sensational accounts and stories. Upton Sinclair was appalled by the corruption found in the meat packing industry. He expressed his distaste for the industry in a horrific, graphic book called The Jungle.

After reading The Jungle, President Teddy Roosevelt became physically ill in the presense of processed meat. In response to Sinclair's exposé, Roosevelt passed the Meat Inspection ~~Act~~ Act which regulated the meat used for human consumption. Because of his nauseating description Upton Sinclair is credited with bring reform to the Meat packing industry.

Martin Luther King Jr. is one of

the most celebrated men in history. King has become the symbol of the 1950s Civil Rights Movement. He was a minister in a small Southern town where segregation was a way of life. King disagreed with the segregation laws and used nonviolent protests to ^{campaign} ~~campaign~~ for the repeal of such laws. King helped organize the Montgomery Bus Boycott, numerous sit-ins, and the massive March on Washington. King also gave numerous speeches, such ~~as~~ as the "I have a dream" speech, wrote about segregation, and participated in news conferences.

The relentless peaceful protests supported by Martin Luther King Jr. lead to the repeal of segregation laws in the mid-1900s. ~~Def~~

Upton Sinclair and Martin Luther King Jr. both affected Amer. life in America. Upton Sinclair brought awareness not only to the meatpacking industry, but to all areas of food sanitation.

Martin Luther King Jr. lead a peaceful protest movement against racial segregation and discrimination. Through his actions segregation was ~~forever~~ eliminated from the law books and integration was enforce. Sinclair and King are two individuals whose actions affected the entire country.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth for Upton Sinclair and Martin Luther King, Jr.
- Is more descriptive than analytical (*Upton Sinclair*: muckrakers were a special breed of journalists; Sinclair was appalled by the corruption found in the meatpacking industry; because of his nauseating description, Upton Sinclair is credited with bringing reform to the meatpacking industry; *M. L. King*: has become the symbol of the 1950s civil rights movement; through his actions, segregation was eliminated from the law books and integration was enforced)
- Includes some relevant facts, examples, and details (*Upton Sinclair*: Progressive Era; *The Jungle*; President Teddy Roosevelt; Meat Inspection Act; *M. L. King*: nonviolent protests; Montgomery bus boycott; sit-ins; March on Washington; “I Have a Dream” speech); includes a minor inaccuracy (*Upton Sinclair*: Roosevelt passed the Meat Inspection Act)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Detailed information is provided but the response lacks the analytical development found in Level 4 and 5 papers. While this response is brief, the chronology for each individual’s activities is accurate, demonstrating a good understanding of the task.

The efforts of 20th century men and women to address problems in American society did not go unnoticed. They still have a significant impact on life today. People such as Upton Sinclair, Henry Ford, Langston Hughes, John Steinbeck, Eleanor Roosevelt, Jackie Robinson, Martin Luther King, Jr., Betty Friedan, Rachel Carson, Cesar Chavez, and Bill Gates have had a great influence on American society that still exists today. There were many problems society had to face and these people helped improve them, with help and support from others with the same or similar goals, but these people made that difference. They had such a great impact that we are still affected today.

Upton Sinclair had a great effect on American society in the 20th century that still exists today. Before Upton Sinclair wrote his book The Jungle, exposing the things that went on in the meat packing industry, many things happened to food that would cause health hazards for people that they were unaware of. The meat would be dropped on the ground or have bugs on it or be contaminated in some

way and the consumer would not know about it. They'd get really sick and not know why. When Upton Sinclair wrote his book The Jungle, exposing these gross contaminations about what really went on, people became more aware of this problem. Soon after an Act was passed by Congress, the Pure Food and Drug Act. This allowed people to know the ingredients because it was written on the package. Restaurants and other food places have to pass an inspection to make sure the place is clean enough for people to eat. Since Upton Sinclair has done this people today are still affected because they know what they're eating so less people are getting sick. Upton Sinclair's The Jungle has had a great impact on American society.

Martin Luther King Jr. is another person who's had a great impact on American society. Martin Luther King Jr. was a non-violent, black civil rights leader. Blacks were treated unfairly because they were thought of as being a lesser people because of their color. They were constantly discriminated against. They were denied

their right of being an equal citizen. Then Martin Luther King Jr. fought, non-violently, for those rights. In his famous "I Have A Dream" speech, he presents all the issues and cruelty towards blacks. He had white supporters that helped the progress he made. Martin Luther King Jr. made blacks be considered equal to whites and ended segregation. He was a powerful civil rights leader who greatly impacted life for blacks, improving their lives. Blacks are still an equal people and Martin Luther King Jr. made people take a new perspective that just because people look different, doesn't mean one's better than the other.

In the 20th century many individual men and women had great effects on American society. Things that had previously proven to be a problem were progressively made better by certain individuals and made lives much better.

Anchor Level 3-B

The response:

- Develops all aspects of the task in some depth for Upton Sinclair and some aspects in little depth for Martin Luther King, Jr.
- Is more descriptive than analytical (*Upton Sinclair*: many things happened to food that would cause health hazards for people; Pure Food and Drug Act has allowed people to know the ingredients because it was written on the package; people today are still affected because they know what they're eating so less people are getting sick; *M. L. King*: Martin Luther King, Jr., made blacks be considered equal to whites)
- Includes some relevant facts, examples, and details (*Upton Sinclair*: *The Jungle*; meatpacking industry; *M. L. King*: "I Have a Dream" speech; he had white supporters that helped the progress he made); includes some minor inaccuracies (*Upton Sinclair*: implies that because of the Pure Food and Drug Act, restaurants and other food places have to pass an inspection; *M. L. King*: King ended segregation)
- 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. In this response, the evaluation of the contribution of both individuals is less developed than the other aspects. In addition, the discussion of Martin Luther King, Jr., tends to consist of generalizations without specific supporting details.

Through out the 20th Century, individual men and women attempted to address problems within American Society. Their efforts have had a significant impact on American life. There were many people who stood up for what they beleived in, and helped better the lives of many. Two that really stand out are Martin Luther King Jr. and Franklin D. Roosevelt.

Racial Segregation was still a big part in the American way of life. Blacks were getting unfair treatment all over, but most of it occured in the South. Martin Luther King Jr. sought to change this. He wanted equal rights for everyone. He was a big black rights activist. He tried to prove his point with walks, protests, and his most famous "I have a dream" speech. Martin was assassinated, but in his time he helped to make African-Americans lives better, with little to no segregation. He was looked upon as a hero. He did what not to many men would do.

During the late 1920's and much of the 1930's America was going through the great depression. The president during this time was not interested in bringing America out of the depression. He wanted American to bring itself out of the depression. Franklin D. Roosevelt was to be the last President of the Great depression. When he won the election he

Anchor Paper – Thematic Essay—Level 3 – C

made promises of getting America back on its feet. That's just what he did. FDR put thousands of people back to work. FDR got the economy up and running again. He changed the lives of everyone in America. If FDR didn't become president America would of reached the bottom of the hill, and not been able to get back up again.

There were alot more @ individuals who tried to better the lives of many. Some accomplished there goal and some didn't. The ones who succeeded changed the lives of many, and they made people proud to be citizens of the United States of America.

Anchor Level 3-C**The response:**

- Develops all aspects of the task with little depth for Martin Luther King, Jr., and Franklin D. Roosevelt
- Is more descriptive than analytical (*M. L. King*: blacks were getting unfair treatment all over, but most of it occurred in the South; he helped to make African Americans lives better with little to no segregation; he was looked upon as a hero; *FDR*: the president during this time wanted America to bring itself out of the depression; FDR changed the lives of everyone in America)
- Includes some relevant facts, examples, and details (*M. L. King*: walks, protests; "I Have a Dream"; assassinated; *FDR*: FDR put thousands of people back to work)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. This response lacks analysis and specific detailed information. The comments tend to be generalizations rather than insights and they are not supported with facts or explanations. However, the aspects of the task are developed more fully than would be typical of a Level 2 response.

Two individuals of the 20th century who ~~made~~ had a very large impact on American society at the time were Martin Luther King Jr. and Upton Sinclair. Both were faced with social dilemmas that they had seen fit to alterate. Martin Luther King Jr. was for civil rights while Upton Sinclair sought to expose the corruption of the meatpacking industry.

During the 1960's the Civil Rights Conflict had reached a head as America was being separated into black and white categories. Martin Luther King Jr. so fit to end this segregation by establishing such as the association of Southern Christian leaders, in order to bring together all religious leaders both black and white. Martin Luther King also started the Montgomery bus boycott to desegregate buses. Although he was assassinated in 1968 King made fantastic contributions to the cause of civil rights setting the precedent for the integration of American society.

During the early 20th century there were several corrupt business establishments that could not be controlled by the government, the meat packing industry was one of these businesses. Upton Sinclair a muckraking journalist saw fit to expose these gross practices in his novel "The Jungle". In this novel he speaks of ~~to~~ how the meats prepared and the negligence throughout the process. His book had a very positive impact on the American society because after reading the expose President Roosevelt saw fit to pass the Food and Drug Act setting up the Food and Drug Administration which among other things inspected places where food was made, stored, packed, and shipped. Upton Sinclair and Dr. Martin Luther King Jr. both had a positive effect on 20th century society during the times they were alive. They both sought reform and did not stop until their goal was attained.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for Martin Luther King, Jr., and Upton Sinclair
- Is primarily descriptive (*M. L. King*: during the 1960s, the civil rights conflict had reached a head; *Upton Sinclair*: in this novel, he speaks of how the meat is prepared and the negligence throughout the process); includes isolated application and analysis (*M. L. King*: King made fantastic contributions to the cause of civil rights setting the precedent for the integration of American society; *Upton Sinclair*: his book had a very positive impact on the American society)
- Includes few relevant facts, examples, and details (*M. L. King*: established Southern Christian leaders; assassinated in 1968; *Upton Sinclair*: corrupt business establishments that could not be controlled by the government; muckraking journalist; *The Jungle*; President Roosevelt; Food and Drug Administration); includes some inaccuracies (*M. L. King*: King also started the Montgomery bus boycott; *Upton Sinclair*: Roosevelt passed the Food and Drug Act)
- Demonstrates a general 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 2. Although the response has a better introduction and conclusion than is typical of a Level 2 response, this paper has many content weaknesses. For example, the response indicates that the focus of *The Jungle* is on how the meat is prepared but lacks details to support or explain that statement.

Throughout the 20th Century, individual men and women attempted to address problems within American Society. Their efforts have had a significant impact on American life.

Upton Sinclair was a man concerned about the American meat and food packaging industries. While trying to make a change, he became a muckraker. Muckrakers, such as Upton Sinclair, used yellow journalism to write about the problems in the U.S. Through the words of his book "The Jungle", the food and meat packing industries were exposed to the public forcing them to clean up their acts. Meats and foods were packaged in extremely unsanitary conditions. Products that fell on the floor or, were damaged in anyway, were often all always packaged and shipped to the stores to sell to the people. After the book was read, many people were aware of the conditions of the meat and food packing

industries. The Pure Food and Drug Act was a result, and has helped the American people by having ingredients and nutrition information placed clearly on food or meat packagings.

Another man who tried to make change was Henry Ford. The American Society had several ways to travel; by bus, by train – but what if people had their own personal way to get around? So, with this question in mind, Henry Ford created the first automobile. The new cars didn't go very fast, but sold like hot cakes. Everybody wanted an automobile. This invention also solved another social problem – unemployment. Factories were needed and built to make all of the new cars. Assembly lines were created as an easier means for the workers to work. One would simply stand in one place all day, assembling one part to each car. This was a great contribution to the American Society making travel easier.

These two men improved the

American Society greatly with their contributions. There are many more men and women who contributed to help the social lives of Americans (Langston Hughes, John Tarbell), whose contributions, even still today, affect the social lives of Americans.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task in some depth for Upton Sinclair and Henry Ford
- Is primarily descriptive (*Upton Sinclair*: meats and foods were packaged in extremely unsanitary conditions; products that fell on the floor were often packaged and shipped to the stores to sell to the people; *Ford*: everybody wanted an automobile); includes isolated application and analysis (*Upton Sinclair*: through the words of *The Jungle*, the food and meatpacking industries were exposed to the public, forcing them to clean up their acts; *Ford*: this was a great contribution to the American society, making travel easier); includes faulty application and analysis (*Ford*: this invention also solved another social problem—unemployment)
- Includes few relevant facts, examples, and details (*Upton Sinclair*: meat and food-packaging industries; muckrakers; Pure Food and Drug Act); includes some inaccuracies (*Upton Sinclair*: used yellow journalism; *Ford*: Henry Ford created the first automobile)
- 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 2. The response contains a limited amount of analysis but uses mostly relevant details. However, there are several content errors, particularly in the discussion of Henry Ford.

Through out the 20th Century, individual men and women attempted to address problems within American Society. Their efforts have had a significant impact on American life. ~~Two~~^{Two} of these individuals are Upton Sinclair, Henry Ford, and Bill Gates.

Upton Sinclair was a Mock Raker during the Early 20th century. He wrote a book about the Horrors of the meat packing industries. The book was called "The Jungle". President ~~Boosevelt~~ Roosevelt read this book and brought the horrors to his attention. So Teddy helped to create the Meat Packing Act. This changed America but letting consumers know that they don't have to worry about what is in their meat.

Henry Ford was an inventor who looked at the ~~process~~ manufacturing Process. So he invented the assembly line. The assembly line allowed things to be made more efficiently, speedily and less costly. This changed America by making goods less expensive and so there is more of a product.

In conclusion there were many individuals that addressed problems within American Society. They some times had significant impact on the American Life.

Anchor Level 2-C

The response:

- Develops some aspects of the task in some depth with some discussion of the last two aspects of the task for Upton Sinclair and the last aspect of the task for Henry Ford
- Is primarily descriptive (*Upton Sinclair*: he wrote a book about the horrors of the meatpacking industry; *Ford*: the assembly line allowed things to be made more efficiently); includes isolated application and analysis (*Upton Sinclair*: changed America by letting consumers know they don't have to worry about what is in their meat; *Ford*: assembly line changed America by making goods less expensive and so there is more of a product)
- Includes few relevant facts, examples, and details (*Upton Sinclair*: muckraker; *The Jungle*; President Teddy Roosevelt; *Ford*: looked at manufacturing process); includes some inaccuracies (*Upton Sinclair*: Meat Packing Act; *Ford*: invented the assembly line)
- 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 2. The discussion on Henry Ford mentions the assembly line but fails to mention the product involved. However, the response develops more components of the task and contains more detailed information than is typical of a Level 1 response.

Throughout the 20th Century,
individual men and women
attempted to address problems
within American Society. Their
efforts have had a
significant impact on American life

Jackie Robinson was
the first Black Major
League Baseball Player. He played
for the Brooklyn Dodgers. He was
the first Black Player
inducted into the Hall of
Fame in Cooperstown.

Another person that had
an effect on American
life was Bill Gates. Bill
Gates and one of his
friends started a computer
company. Bill Gates dropped out
of Harvard to start Microsoft.
He started to make operating
systems. He changed American
lives, ~~and~~ almost every house

hold has at least one
computer accessible.

Throuth out the 20th Century
there were many people
that changed american life
two them were Jackie
Robinson and Bill Gates

Anchor Level 1-A

The response:

- Minimally develops some aspects by discussing the contributions of Jackie Robinson and Bill Gates and mentioning an impact for Bill Gates
- Is descriptive (*Robinson*: he was the first black major league baseball player; *Gates*: he started to make operating systems); contains isolated analysis (*Gates*: he changed American lives, almost every household has at least one computer accessible)
- Includes few relevant facts, examples, and details (*Robinson*: Brooklyn Dodgers; first black player inducted into the Hall of Fame in Cooperstown; *Gates*: dropped out of Harvard to start Microsoft)
- 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 1. This response develops some aspects of the task and shows a minimal understanding of the topic.

THE UNITED STATES HAS HAD MANY PROBLEMS THAT WERE ADDRESSED BY DIFFERENT PEOPLE. THROUGHOUT THE 20TH CENTURY, INDIVIDUAL MEN AND ~~WOMEN~~ WOMEN ATTEMPTED TO ADDRESS PROBLEMS WITHIN AMERICAN SOCIETY. THEIR EFFORTS HAVE HAD A SIGNIFICANT IMPACT ON AMERICAN LIFE.

The United States was experiencing a problem of too many people in a small space and then Thomas Jefferson came and bought the Louisiana Purchase. Some Americans interpret ~~an~~ the United States ~~strictly~~ ~~the~~ Constitution strictly and they thought ~~he didn't~~ shouldn't buy it because the power wasn't given to him directly. He thought he did have the power so he did buy it which led to even more purchases in the future.

Henry Ford brought the idea of an assembly line to earth. This idea made it way easier to buy and make cars. Henry even lowered the working hours of

Individuals and raised their pay.
Henry Ford was a good man. If
I was alive then, I'd be his
friend.

THROUGHOUT THE 20th CENTURY,
INDIVIDUAL MEN & WOMEN ATTEMPTED TO
ADDRESS PROBLEMS WITHIN AMERICAN SOCIETY
THEIR EFFORTS HAVE HAD A SIGNIFICANT
IMPACT ON AMERICAN PEOPLE. ~~WE~~ A BUNCH
OF GOOD PEOPLE TRIED TO HELP FIX THE
problems of the society. Influence was a major part of
the problems. Some people wanted to bring ~~cheatish~~
communism, but we said NO! WE WERE VERY AFRAID
COMMUNISM.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task for Henry Ford
- Is descriptive (lowered the working hours of individuals and raised their pay); lacks understanding
- Includes few relevant facts, examples, and details (assembly line; cars)
- Demonstrates a weakness in organization; contains digressions (Henry Ford was a good man; if I was alive then I'd be his friend; reference to the fear of communism); includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The discussion of Henry Ford is sufficient for this paper to be a Level 1 response. However, the question deals with individuals in the 20th century so the inclusion of the information about Thomas Jefferson and the Louisiana Purchase is irrelevant to the topic.

The twentieth century can be viewed as a period of great change. Many men + women made attempts to help bring about solutions to the problems of these times. Their efforts have made a significant impact on the progression of the American people.

Upton Sinclair, a muckracker and author of the book "The Jungle" led an exposé on the meat packing industry. He explained the unsanitary conditions in which food was packed leading to an explanation of why many people were getting sick. An important contribution from Sinclair was definitely his book "The Jungle" it allowed everyone to see the truth behind the lies making them aware of the problem. His impact was significant because today there are laws + restrictions placed upon meat packing to ensure the health of the American public.

Another individual from United States history which led great change was Rachel Carson, the author of "Silent Spring." In her book Carson explains how spraying pesticides not only kills bugs, but also flowers, crops and is harmful to humans. Her book was a significant accomplishment because it allowed the public to be aware of what's going on. The impact of her contribution is everlasting. Today there are certain restraints placed upon how, when, and where pesticides should be sprayed in order to not be harmful to other people and living plants and animals in the environment.

Upton Sinclair and Rachel Carson can be viewed as two reformers of the twentieth century. Both writing books explaining problems that needed to be fixed whether in the food industry or pesticide removal, these problems were solved. Their impact is significant because the effects of their changes still live on today.

Throughout the 20th Century individual men and women attempted to address problems within American society. Their efforts have had a significant impact on American life. Two individuals who attempted to address ~~the~~ a problem are Martin Luther King Jr. and Rosa Parks.

Martin Luther King Jr. attempted to change the amount of Segregation that was happening in the world. Martin Luther King Jr. decided to hold non-violence meetings where people could get ~~to~~ together to protest against segregation. At these meetings he gave many speeches. One of his most famous speeches is "I Have a Dream" speech. That speech was given in August 1963. The reason the speech is his most famous is because of the contents of the words in the speech. ~~And it goes.~~ "I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slaveowners will be able to sit together at the table of brotherhood." This speech is

Important to what Martin Luther King Jr. had in mind. He used this speech to hopefully end segregation between blacks and whites. Sadly Martin Luther King Jr. did not live to see the end of segregation, but because of his speeches many people had faith ^{that segregation} ~~that segregation~~ would stop. Shortly after ~~he was~~ ^{he was} assassinated people began to stop segregating and start joining together.

Another person who addressed a problem within American society is Rosa Parks. Rosa Parks took the bus one day after work and she was too tired to walk to the back of the bus to sit down so she sat in the front with the white people. When the bus stopped a white man came aboard and told her to move to the back of the bus where she belongs. She told him she was too tired and if he really wanted to sit he would go ~~to the~~ ^{to the} back of the bus. By doing this she went against the segregation laws.

which stated that the blacks had to sit in the back and the white had to sit upfront. Since she went against the law and sat up front she was arrested. However her ^{rebellious} ~~lifeless~~ did not ~~stop~~ stop there. People heard her story and began to boycott the bus system, which caused the buses to loose business. In order for ~~people~~ blacks to ride the ~~buss~~ again the bus system had to change the rules and allow anyone to sit anywhere.

Both Martin Luther King Jr. and Rosa Parks attempted to end segregation. They did not end it entirely but however they both made the world less segregated. Since Rosa Parks did what she did the bus systems were no longer segregated, and because Martin Luther King did what he did the world became less segregated.

Throughout the 20th Century, many men and women have attempted to address the problems in American society. "Their efforts have had a significant impact on American life" and will never be forgotten. One person, who attempted to address the problems in American society, was Eleanor Roosevelt. Another person, who attempted to address the problems in American society, was Martin Luther King, Jr.

Eleanor Roosevelt was President FDR's wife. She would go down South and have "tea-parties" with 'colored' women. Eleanor Roosevelt wanted to end segregation and give 'colored' people equal rights. Martin Luther King, Jr. wanted blacks to have the same equal rights as whites.

Throughout America's Long History ~~the~~ many men have established themselves as important contributors, ~~then~~ working to better American society. These men have shaped American society and proven that ~~the~~ America is a land of government for the people, by the people. Two such figures that have contributed to the growth of America are Franklin Roosevelt and Martin Luther King Jr.

Franklin Roosevelt was an important American figure who shaped the government's role in modern society. FDR was president during one of the hardest periods in American history, The Great Depression. FDR was faced with massive unemployment, farming and industry overproduction and a general population that was ~~then~~ bankrupt because of the banking crisis. FDR had to come up with a solution fast or he would lose the nation in the turmoil. FDR used the power of the federal government to initiate new social programs. He set up many public works programs like the PWA and the CCC. These programs gave much needed jobs to struggling Americans who needed the wages to survive. FDR also implemented the use of ~~the~~ industry regulation. He attempted to control the supply of product

so prices would rise and industry would start to boom again, and the civilian workers who were part of the public works programs would re-invest their money to get the cycle of the economy running again. FDR also paid subsidies to farmers for ~~not~~ ~~not~~ producing less crop. This ~~also~~ decreased over production while allowing farmers not to ~~not~~ plant more. Before this, farmers were a very disadvantaged group, and they thought the only way to make enough money to survive was to produce and sell more crops; what this did, however, was it caused overproduction which made the value of the crops go down. FDR set a precedent that government should be involved in Economy and Social Welfare in order to benefit society.

Martin Luther King Jr was another figure who changed America. During Dr King's time black America was subjugated. Although technically free, many subversive methods were used to keep them down like segregation, black codes, poll taxes and literacy tests. The black people were disenfranchised, until Dr King started a passive aggressive movement. He organized his followers into peaceful protest, They gathered

and gained support until they could no longer be ignored, and the Civil Rights Act of 1964 was signed. Dr King changed American society. He made it truly the land of the free. Finally, Black America lived in a society where all men were free and equal.

Both of these figures have influenced the course of American history. A politician, bringing a Nation out of depression, or A civil rights leader, leading, leading his people to equality. It is these people that have made America truly Great.

Practice Paper A—Score Level 2

The response:

- Minimally develops all aspects of the task in some depth for Upton Sinclair and some aspects for Rachel Carson
- Is primarily descriptive (*Upton Sinclair*: explained the unsanitary conditions in which meat was packed leading to an explanation of why many people were getting sick ; *Carson*: explains how spraying pesticides not only kills bugs, but also flowers and crops and is harmful to humans); includes isolated application and analysis (*Upton Sinclair*: impact was significant because today there are laws and restrictions placed upon meat packing to ensure the health of the American public)
- Includes few relevant facts, examples, and details (*Upton Sinclair*: muckraker; *The Jungle*; meatpacking industry; unsanitary conditions; *Carson*: *Silent Spring*; pesticides)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is a little beyond a restatement

Conclusion: Overall, the response fits the criteria for Level 2. The response contains many generalizations that are not supported with specific historical details. However, the response does exhibit an overall understanding of the contributions of the selected individuals.

Practice Paper B—Score Level 3

The response:

- Develops most aspects of the task in some depth for Martin Luther King, Jr., and Rosa Parks but includes little discussion of the problem that needed changing for both individuals
- Is more descriptive than analytical (*M. L. King*: sadly Martin Luther King, Jr., did not live to see the end of segregation, but because of his speeches many people had faith that segregation would stop; *Parks*: boycott the bus system which caused the buses to lose business); includes overgeneralizations (*M. L. King*: he wanted to change the amount of segregation that was happening in the world; shortly after he was assassinated, people began to stop segregating and start joining together)
- Includes some relevant facts, examples, and details (*M. L. King*: segregation; nonviolence; “I Have a Dream” speech, August 1963; *Parks*: too tired to walk to the back of the bus; arrested; bus system had to change the rules and allow anyone to sit anywhere)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response adequately discusses the contribution for both individuals and mentions an impact of the contribution for both individuals but lacks sufficient specific historical detail to support the theme.

Practice Paper C—Score Level 1

The response:

- Minimally develops some aspects of the task by mentioning some information about Eleanor Roosevelt wanting to end segregation and the problem addressed by Martin Luther King, Jr.
- Is descriptive (*Eleanor Roosevelt*: was President FDR’s wife); lacks understanding, application, and analysis
- Includes few relevant facts, examples, and details (*Eleanor Roosevelt*: she would go down South and have “tea parties”; *M. L. King*: wanted blacks to have the same equal rights as whites)
- Demonstrates a weakness in organization; includes an introduction and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. This response has some relevant information that is used to develop the problem addressed by and the contribution of Eleanor Roosevelt. The problem addressed by Martin Luther King, Jr., is briefly addressed.

Practice Paper D—Score Level 4

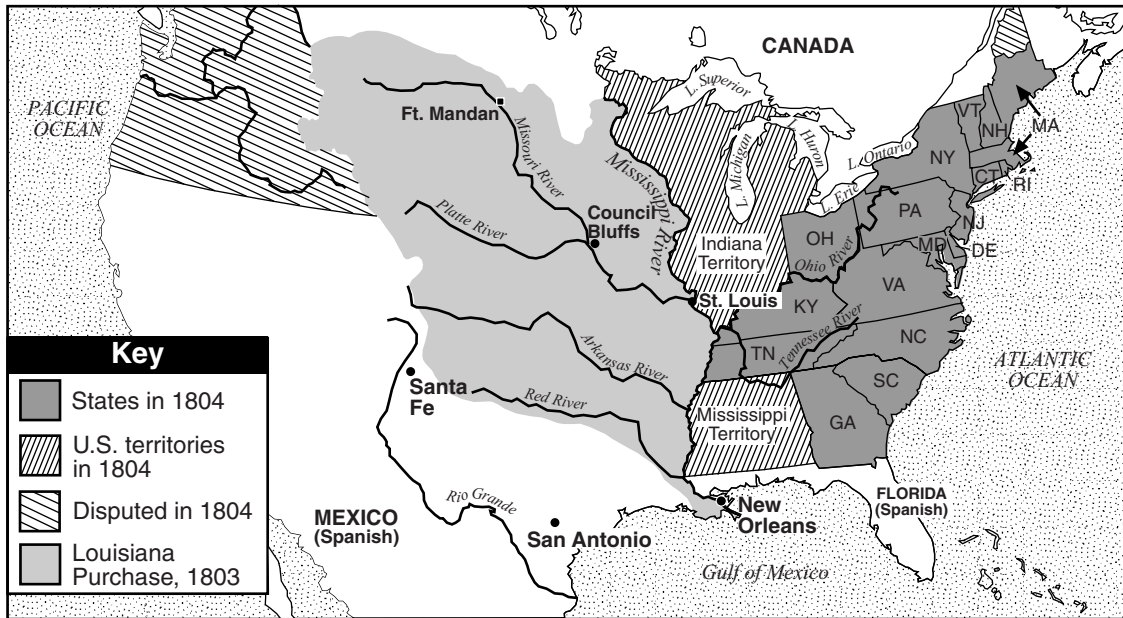
The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the problem, contribution, and impact of Franklin Roosevelt and the problem and contribution of Martin Luther King, Jr., more thoroughly than the impact of King’s contribution
- Is both descriptive and analytical (*FDR*: president during one of the hardest periods in American history; used the power of the federal government to initiate new social programs; set a precedent that government should be involved in the economy and social welfare in order to benefit society; *M. L. King*: although technically free, many subversive methods were used to keep black Americans down; they gathered and gained support until they could no longer be ignored); contains some faulty analysis (*M. L. King*: finally, black Americans lived in a society where all men were free and equal)
- Supports the theme with relevant facts, examples, and details (*FDR*: Great Depression; banking crisis; PWA; CCC; *M. L. King*: black codes, poll taxes, and literacy tests; the Civil Rights Act of 1964)
- 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. For both individuals, the response mentions an important long-term impact of the individual’s contribution but does not explain that idea or support it with detailed information. However, the short-term impacts of Roosevelt are good.

United States History and Government
Part A Specific Rubric
Document-Based Question—August 2007

Document 1a



Source: Paul Boyer, *Boyer's The American Nation*, Holt, Rinehart and Winston (adapted)

1a Based on the information on this map, what action did President Thomas Jefferson take to encourage the economic growth of the United States?

Score of 1:

- States an action President Thomas Jefferson took to encourage the economic growth of the United States
Examples: he bought the Louisiana Territory; he bought New Orleans; purchased land; with his purchase of Louisiana, he gained control of the Mississippi River; he secured permanent access to the Gulf of Mexico

Score of 0:

- Incorrect response
Examples: he purchased land all the way to the Pacific Ocean; he bought land along the East Coast; he negotiated with Mexico to buy the Rio Grande
- Vague response that does not answer the question
Examples: states were purchased; western lands became part of the map; disputes were settled; he made more states
- No response

Document 1b

**Value of Produce From the Interior
Received at the Port of New Orleans, 1816–1860**

Time Period	Value in Dollars
1816–1820	61,432,458
1821–1825	75,675,672
1826–1830	107,886,410
1831–1835	143,477,674
1836–1840	220,408,589
1841–1845	266,614,052
1846–1850	425,893,436
1851–1855	671,653,147
1856–1860	827,736,914

Source: Douglass C. North, *The Economic Growth of the United States, 1790–1860*, W.W. Norton & Co., 1966 (adapted)

1b Based on this chart, what was *one* way that control of the port of New Orleans affected the United States economy?

Score of 1:

- States a way that control of the port of New Orleans affected the United States economy based on this chart
Examples: between 1816 and 1860, more goods from the interior went to New Orleans; the value of interior produce receipts at New Orleans increased steadily; easier for farmers to get their products to market; exports through New Orleans increased; it encouraged an increase in trade; it became a source of economic growth

Score of 0:

- Incorrect response
Examples: the value of produce receipts at New Orleans decreased between 1816 and 1860; produce from the interior could not get to New Orleans; the population grew
- Vague response that does not answer the question
Examples: receipts were collected; the value was important; produce was brought there
- No response

Document 2

The Effects of the Cotton Gin

... After the invention of the cotton gin, the yield of raw cotton doubled each decade after 1800. Demand was fueled by other inventions of the Industrial Revolution, such as the machines to spin and weave it and the steamboat to transport it. By midcentury America was growing three-quarters of the world's supply of cotton, most of it shipped to England or New England where it was manufactured into cloth. During this time tobacco fell in value, rice exports at best stayed steady, and sugar began to thrive, but only in Louisiana. At midcentury the South provided three-fifths of America's exports — most of it in cotton.

However, like many inventors, [Eli] Whitney (who died in 1825) could not have foreseen the ways in which his invention would change society for the worse. The most significant of these was the growth of slavery. While it was true that the cotton gin reduced the labor of removing seeds, it did not reduce the need for [use of] slaves to grow and pick the cotton. In fact, the opposite occurred. Cotton growing became so profitable for the planters that it greatly increased their demand for both land and slave labor. In 1790 there were six slave states; in 1860 there were 15. From 1790 until Congress banned the importation of slaves from Africa in 1808, Southerners imported 80,000 Africans. By 1860 approximately one in three Southerners was a slave. . . .

Source: Joan Brodsky Schur, "Eli Whitney's Patent for the Cotton Gin," U.S. National Archives & Records Administration

2a According to Joan Brodsky Schur, how did the cotton gin contribute to the growth of the United States economy?

Score of 1:

- States a way that the cotton gin contributed to the growth of the United States economy based on this document
Examples: yield of raw cotton doubled in the decade after 1800; cotton gin contributed to the United States growing three-quarters of the world's supply of cotton; it contributed to the growth of New England factories; it made cotton a major export; led to other inventions to help in the manufacture of cloth

Score of 0:

- Incorrect response
Examples: it spun and wove cloth; it enabled cotton to be shipped more easily; more tobacco was grown; it was invented by Eli Whitney
- Vague response that does not answer the question
Examples: demand was fueled; it was a good invention
- No response

2b According to Joan Brodsky Schur, what was *one negative* impact of the cotton gin on American society?

Score of 1:

- States a negative impact of the cotton gin on American society according to this document
Examples: contributed to the growth of slavery; it led to one in three Southerners being slaves by 1860; it led to the westward expansion of slave states and slavery; profits from the cotton industry were based on enslavement of Africans; increased the value of cotton land and of enslaved Africans

Score of 0:

- Incorrect response
Examples: slaves no longer had to pick cotton; more Southerners were willing to free their slaves; Congress banned the importation of slaves in 1808
- Vague response that does not answer the question
Examples: Southerners were slaves; there were slave states; slaves grew cotton
- No response

Document 3a

. . . The war [War of 1812] exposed not only weaknesses in defense, but also in transportation. Modes and methods of transportation were totally inadequate. Generals moved troops slowly by carriages, or on foot, on poorly developed roads. President James Madison supported the idea of internal improvements, yet he vetoed an internal improvements bill, which would have provided for the construction of roads. He felt that roads and canals that would benefit local communities should be funded by the respective states and private enterprises. He did, however, approve monies for a National Road, solely on the grounds that it would benefit national defense. This road began in Maryland and stretched all the way to Ohio, joining the Northeast with the western frontier. An equally significant improvement was the completion of the Erie Canal, linking the Great Lakes with New York City and the Atlantic Ocean. . . .

Source: Kerry C. Kelly, "Anti-railroad Propaganda Poster — The Growth of Regionalism, 1800–1860," U.S. National Archives & Records Administration

3a According to Kerry C. Kelly, what was *one* government action that improved transportation?

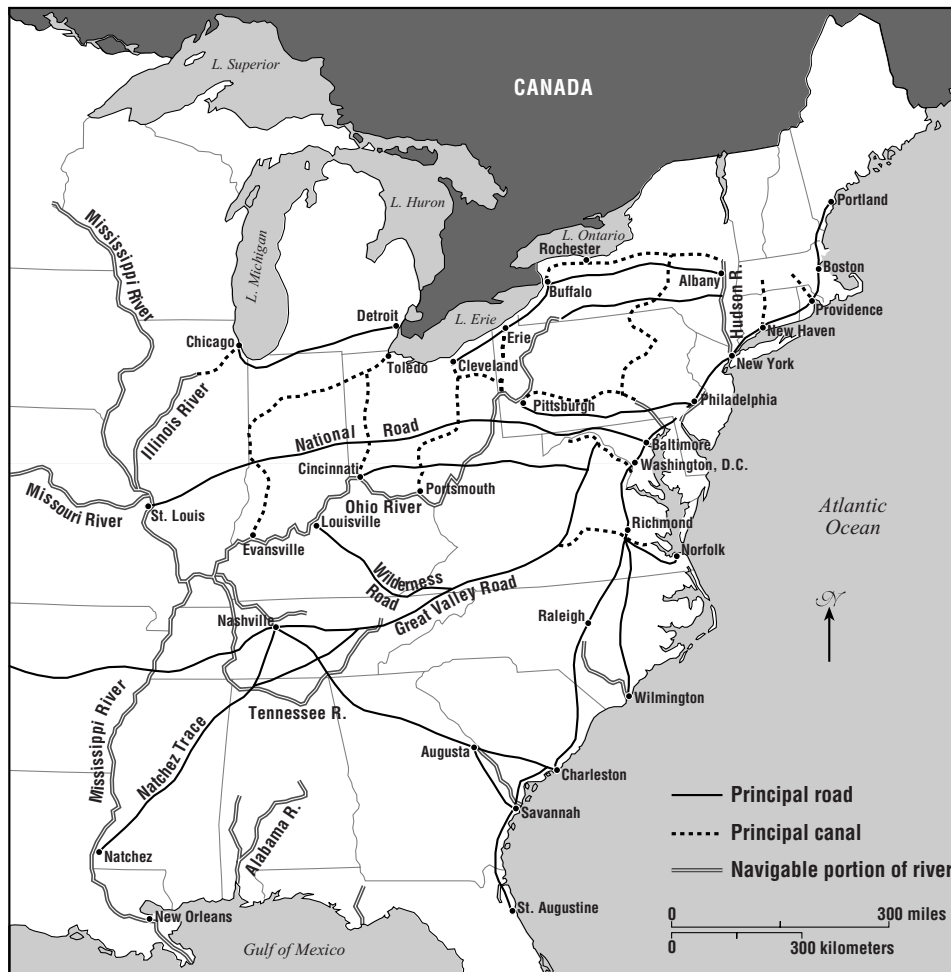
Score of 1:

- States a government action that improved transportation as expressed in this document
Examples: President Madison approved monies for a National Road; money was approved to build a road going from Maryland to Ohio; the federal government paid for a road which connected the Northeast to the western frontier; New York State built the Erie Canal

Score of 0:

- Incorrect response
Examples: President Madison vetoed an internal improvements bill; private enterprise paid for roads and canals; the National Road did not improve national defense
- Vague response that does not answer the question
Examples: weaknesses were exposed; internal improvements helped; transportation was totally inadequate; national defense
- No response

Roads, Canals, and Navigable Rivers, 1850



Source: *United States History*, Addison—Wesley (adapted)

3b Based on the information on this map, state *one* benefit of roads, canals, and/or navigable rivers on the United States economy.

Score of 1:

- States a benefit of roads, canals, and/or navigable rivers on the United States economy
Examples: trade increased as interior cities were connected; farm produce could be carried to market; the National Road allowed settlers to move westward and start farms and other businesses; New York City grew commercially as it was connected to the Midwest/Great Lakes by a canal; building roads and canals created jobs; several coastal cities became major ports for trade; better transportation encouraged commerce/industry/commercial farming

Score of 0:

- Incorrect response
Examples: shipping goods became more expensive; communities became more isolated; opportunities decreased for business investment
- Vague response that does not answer the question
Examples: the Atlantic Ocean was connected; the Ohio River was important; there were many roads; things got better
- No response

Document 4

. . . And what is this tariff? It seems to have been regarded as a sort of monster, huge and deformed; a wild beast, endowed with tremendous powers of destruction, about to be let loose among our people, if not to devour them, at least to consume their substance. But let us calm our passions, and deliberately survey this alarming, this terrific being. The sole object of the tariff is to tax the produce of foreign industry, with the view of promoting American industry. The tax is exclusively leveled at foreign industry. That is the avowed and the direct purpose of the tariff. If it subjects any part of American industry to burdens, that is an effect not intended, but is altogether incidental, and perfectly voluntary. . . .

Source: Henry Clay debating the Tariff Bill, March 1824, *Annals of Congress*, Vol. 42

4 According to Henry Clay, what was the purpose of the tariff?

Score of 1:

- Identifies the purpose of the tariff as stated by Henry Clay
Examples: to tax foreign products; to promote American industry; to tax the produce of foreign industry

Score of 0:

- Incorrect response
Examples: to tax exports; to burden American industry; to increase foreign imports
- Vague response that does not answer the question
Examples: to calm our passions; to make it voluntary; to alarm the people; to make things better
- No response

Document 5

Federal Land Policy in the 1800s

Grants	Acres
1. Land given as homestead grants	213.9 million acres
2. Land given to support railroad construction	129.0 million acres
3. Land given to states for educational purposes	
– common schools	73.2 million acres
– agricultural & mechanical colleges	11.1 million acres
4. Land given to war veterans (Revolutionary War, War of 1812, Mexican War)	68.2 million acres

Source: Anderson and Martin, "The Public Domain and Nineteenth Century Transfer Policy," *Cato Journal*, Vol. 6, No. 3, Winter 1987 (adapted)

5 Based on this chart, what were *two* examples of federal land policy in the 1800s?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* example of federal land policy in the 1800s as stated in this chart

Examples: land was given as homestead grants; land was given to support railroad construction; land was given to states for educational purposes; land was given to war veterans; land was given for common schools; land was given for agricultural/mechanical colleges

Note: To receive maximum credit, two *different* examples of federal land policy in the 1800s must be stated. For example, *land was given for educational purposes* and *land was given for common schools* or *agricultural/mechanical colleges* is the same land policy stated in different words since *common schools* and *agricultural/mechanical colleges* are subsets of *educational purposes*. In this and similar cases, award only *one* credit for this question.

However, if *land was given for common schools* and *land was given for agricultural/mechanical colleges* are listed as separate examples, award *two* credits.

Score of 0:

- Incorrect response
Examples: fewer people were able to attend schools; fewer railroads were constructed; the federal government spent millions of dollars; 213.9 million acres
- Vague response that does not answer the question
Examples: there were mechanical colleges; Americans fought in three wars; grants were given
- No response

Document 6a

This poster advertised a wheat harvesting machine, one of many McCormick farm machines.



Source: Shober & Carqueville Lithog. Co. for McCormick Harvesting Machine Co., Wisconsin Historical Society (adapted)

Document 6b

Year	Wheat Production (in millions of bushels)	Corn Production (in millions of bushels)
1870	260.1	874.3
1875	309.1	850.1
1880	448.8	1,547.9
1885	512.8	1,795.5
1890	490.6	2,112.9
1895	460.2	1,212.8
1900	547.3	2,078.1

Source: *Statistical Abstract of the United States*, 1901

6 According to these documents, what impact did technology have on agricultural production in the United States?

Score of 1:

- States an impact that technology had on agricultural production in the United states as shown in these documents
Examples: wheat production increased between 1870 and 1885; only one person was needed to run the harvesting machine; millions of bushels of corn/wheat were produced; more land could be farmed; wheat/corn production tended to increase in most years

Score of 0:

- Incorrect response
Examples: wheat and corn production increased every year between 1870 and 1900; wheat production stayed the same; more farmers were needed to harvest crops; harvesting machines were pulled by horses
- Vague response that does not answer the question
Examples: wheat grew in Wisconsin; machine companies were formed; there were farm machines
- No response

Document 7

. . . During the post-Civil War decades, such wartime Republican initiatives as the Homestead Act and the Morrill Act for endowing agricultural colleges bore valuable economic fruit in the form of greater agricultural productivity. Federal railroad legislation had even weightier consequences. By 1871, under the terms of the Pacific Railroad Act and subsequent measures, the federal government had given private railroad companies over 130 million acres of land in the trans-Mississippi West, about one-tenth of the entire public domain. Individual states contributed a total of forty-nine million additional acres from their own public lands. This huge mass of real estate—larger than the state of Texas—was a vital source of funds for the railroads. People with savings—especially middle-class folk—who would not buy the stocks and bonds of the railroads, did buy their land. Thousands were attracted west to take up farms in the grants of the Northern Pacific, Union Pacific, Burlington, and other land-rich railroads. Their contribution to the roads' coffers was immense. The average price at which the railroads sold their land was about \$3.30 an acre, bringing the promoters about \$435 million. . . .

Source: Irwin Unger, *These United States: The Questions of Our Past*, Little, Brown, 1978

7 According to Irwin Unger, what was *one* impact of federal land policy on the United States economy?

Score of 1:

- States an impact of federal policy on the United States economy according to this document
Examples: agricultural colleges were endowed and helped increase agricultural productivity; policies increased agricultural activity; land grants to railroads helped to develop the trans-Mississippi west; railroads sold land given as federal grants to middle class people who settled in the West to farm; land grants to railroads helped finance railroad construction

Score of 0:

- Incorrect response
Examples: individual states gave 49 million acres to railroads; the middle class bought railroad stocks and bonds; the railroads were taken over by the government
- Vague response that does not answer the question
Examples: there were weightier consequences; they were a vital source; the price was average
- No response

Document 8

. . . If you find it hard to believe that the Internet is merely a modern twist on a 19th-century system, consider the many striking parallels. For a start, the telegraph, like the Internet, changed communication completely. While the Internet can turn hours into seconds, the telegraph turned weeks into minutes. Before the telegraph, someone sending a dispatch to India from London had to wait months before receiving a reply. With the telegraph, communication took place as fast as operators could tap out Morse code.

. . . Before too long, many telegraph users came to see it as a mixed blessing. Businessmen, who were keen adopters of the technology because it enabled them to keep track of distant markets and overseas events, found that it also led to an acceleration in the pace and stress of life. One harassed New York executive complained in 1868: "The businessman of the present day must be continually on the jump. The slow express train will not answer his purpose, and the poor merchant has no other way in which to work to secure a living for his family. He **MUST** use the telegraph." Information overload existed even then. . . .

Source: Tom Standage, "The 19th-Century Internet," www.contextmag.com

8 According to Tom Standage, what was *one* effect of the telegraph on American business?

Score of 1:

- States an effect of the telegraph on American business based on this document
Examples: communication between distant places was faster; businessmen could more easily keep track of distant markets/overseas events; Morse code increased the speed of communications between businessmen; sometimes businessmen got stressed out; it caused information overload; the pace of business became faster

Score of 0:

- Incorrect response
Examples: the pace of business slowed; it took months to receive a reply; Morse code was no longer needed
- Vague response that does not answer the question
Examples: communication was changed; it was a mixed blessing; it had many striking parallels
- No response

Document 9

. . . Like information technology [IT] today, railroads in the second half of the 19th century promised to revolutionize society—shrinking distances, dramatically lowering costs, opening new markets, and increasing competition. Railroads were the great transformational technology of the age and promised to change everything. Like IT today, railroads sucked up the bulk of the world's investment capital, creating a speculative bubble that ultimately burst—blowing away much of the capital that investors had poured into the industry. While many investors lost their shirts, railroads did, in the end, deliver the revolution promised. Costs came down, living standards rose, markets expanded, and geography shrank. In fact, the railroad infrastructure, built with so much sweat, blood, and money a century ago, is still serving us today. . . .

Source: Barry Sheehy, "Train Wrecks: Why Information Technology Investments Derail,"
CPC Econometrics

9 According to Barry Sheehy, what were *two* effects of railroads on the American economy?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect of railroads on the American economy according to this document
Examples: distances shrank; cost decreased; new markets were opened up; it increased competition; living standards rose; many investors lost their shirts; railroads used too much of the world's investment capital; travel and shipping became easier; railroads built in the 19th century are still in use today

Note: To receive maximum credit, two *different* effects of railroads on the American economy must be stated. For example, *distances shrank* and *it was quicker to get from one place to another* is the same effect stated in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: cost of products increased; it offered limited opportunity for investment; markets were closed
- Vague response that does not answer the question
Examples: society was revolutionized; everything was changed; there was an infrastructure; they helped the economy
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question
August 2007

Historical Context: Between 1800 and 1900, the United States experienced great economic growth. Two factors that contributed to this growth were government policies and technological developments.

Task: • Discuss how government policies *and* technological developments influenced the growth of the United States economy between 1800 and 1900

Scoring Notes:

1. This document-based question has a minimum of ***four*** components (*at least two* government policies that influenced the growth of the United States economy between 1800 and 1900 **and** *at least two* technological developments that influenced the growth of the United States economy between 1800 and 1900).
2. The government policies may both be policies of the national government, a state government, or a local government, or a combination of any two of these categories. The level of government need not be specifically identified but may be implied in the discussion.
3. The discussion should focus on how government policies and technological developments affected the growth of the economy between 1800 and 1900 even though these policies and technologies might have pre-dated 1800, e.g., invention of the cotton gin.
4. For the purposes of meeting the criteria of using *at least five* documents in the response, documents 1a, 1b, 3a, 3b, 6a, and 6b may be used as separate documents ***if*** the response uses specific, separate facts from each individual document.

Score of 5:

- Thoroughly develops ***all*** aspects of the task evenly and in depth by discussing how government policies and technological developments influenced the growth of the United States economy between 1800 and 1900
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information) (*government policy*: links the government's purchase of the Louisiana Territory to the federally funded Lewis and Clark expedition that set the groundwork for Manifest Destiny and trading opportunities on the Pacific Coast; *technological development*: links Eli Whitney's invention of the cotton gin to regional specialization and a plantation economy in the South based on slave labor and a textile manufacturing economy in the North based on free labor)
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to the influence of government policies and technological developments on the United States economy between 1800 and 1900 (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details (*government policy*: Louisiana Purchase; Thomas Jefferson; Mississippi River; Missouri River; *technological development*: steamboats; interchangeable parts; power looms; agricultural revolution; free labor; immigrants)
- 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 either government policies or technological developments more thoroughly than the other
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information) (*government policy*: discusses the purchase of the Louisiana Territory and the Lewis and Clark expedition, which led to further exploration and settlement; *technological development*: discusses Eli Whitney's invention of the cotton gin, which led to the Southern economy becoming primarily agricultural and slave-based)
- 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 **all** aspects of the task with little depth *or* develops *at least three* aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Examples of addressing *at least three* aspects of the task in some depth at Level 3

Holistic Scoring Reminder: These examples apply only to the evaluation of bullet 1.
A response meeting the criteria below does not, by itself, make it a Level 3 response.

1. Discusses the influence of **two** government policies **and one** technological development on the growth of the United States economy between 1800 and 1900
2. Discusses the influence of **one** government policy **and two** technological developments on the growth of the United States economy between 1800 and 1900

Exception: If *at least two* components have been thoroughly developed evenly and in depth, and 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
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

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

Score of 0:

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

How Government Policy Influenced the Growth of the United States Economy between 1800 and 1900

Government Policy	Key Ideas from the Documents	Relevant Outside Information (This list is not all-inclusive.)
Document 1 Louisiana Purchase	Provided port on Gulf of Mexico Gained control of Mississippi River and its tributaries Increased the value of receipts of produce from interior of United States at New Orleans	Size of the nation doubled Ohio River valley farmers gained permanent/guaranteed access to Mississippi River Opportunities for international trade increased Interest stimulated in commercial possibilities and western settlement through exploration (Lewis and Clark, Zebulon Pike, John Fremont) Soil and climate led to expansion of plantation economy Government land sales increased farming opportunities (Land Act of 1820) Successful business ventures in the Northwest encouraged further business expansion (John Jacob Astor and western fur trade) Territory gained in 1840s (Texas, Oregon, Mexican Cession) extended United States presence to the Pacific (commercial interest in Asia, gold rush, silver mining, agriculture)
Document 3 Madison's approval of monies for a National Road	National Road benefited national defense Erie Canal connected Great Lakes, New York City, and Atlantic Ocean Roads and canals linked the Northeast with the western frontier Canals extended navigable rivers	Henry Clay's American System encouraged self-sufficiency and regional specialization Food/agricultural products moved efficiently from south and midwest/west to north and east; manufactured goods moved in the opposite direction Easier access encouraged westward settlement Labor supply increased as European immigrants took advantage of employment opportunities Shipping costs and consumer prices decreased Size of market increased Farm communities, cities, and businesses developed along transportation routes Value of property near rivers and canals increased

How Government Policy Influenced the Growth of the United States Economy between 1800 and 1900

Government Policy	Key Ideas from the Documents	Relevant Outside Information (This list is not all-inclusive.)
Document 4 Proposal of a tariff to tax imports (1824)	Promoted American industry	Helped American manufacturers compete with lower-priced foreign manufacturers Increased national revenue Internal improvements subsidized by tariff monies (Henry Clay's American System) Southern agricultural goods were sold in an unprotected world market; Southerners had to buy manufactured goods in a protected market making prices higher
Documents 5 and 7 Federal land grants for homesteads Homestead Act	Land was given as homestead grants	Availability of free and/or inexpensive land encouraged settlement of the West Investment returns on land speculation increased Merchants/manufacturers sought new markets as settlement moved west
Documents 5 and 7 Federal land grants to states to promote education Morrill Act	Land was given for common schools and for agricultural/mechanical colleges	Literacy and technical skills made workers more productive Higher education promoted business leadership, scientific discovery, new inventions Promoted public education Scientific advances enabled farmers to farm more efficiently (dry farming, irrigation, new seeds and grains)
Documents 5 and 7 Federal land grants to railroads Pacific Railroad Act State contributions of public land to railroads	Land was given to support railroad construction	Supported postal and military needs Reducing financial risks and costs encouraged investments in railroad construction Sale of unused land contributed to expansion of farming Employment opportunities encouraged immigration from Europe and Asia (Irish and Chinese) Promoted regional specialization, trade, and national interdependence (market economy) Contributed to the development of "Cattle Kingdom" Demands for raw materials boosted other industries (iron, steel, coal, glass)

How Technological Developments Influenced the Growth of the United States Economy between 1800 and 1900

Technological Development	Key Ideas from the Documents	Relevant Outside Information (This list is not all-inclusive.)
Document 2 Invention of the cotton gin	Raw cotton yield doubled each decade By mid-1800s, America grew three-quarters of the world's supply of cotton Most American cotton shipped to England or New England where it was manufactured into cloth By mid-1800s, South provided three-fifths of America's exports, most of it in cotton Increased demand for both land and enslaved persons	Textile manufacturing in New England expanded and Northerners invested more capital in factories Plantation economy expanded westward (lower South to Texas) Agriculture remained the mainstay of the Southern economy Most Southern capital was invested in slaves and land while investments in manufacturing and internal improvements were de-emphasized
Document 2 Machines to spin and weave cotton	Fueled the Industrial Revolution	Demand increased for manufactured goods Employment opportunities increased for unskilled and semiskilled piece workers Women entered labor force in greater numbers (Lowell system) Textile industry became the most important in the nation Cities expanded throughout New England (Lowell, Waltham)
Document 2 Steamboat	Transported raw materials and finished products	Goods were shipped faster and at lower cost More land opened up for cotton growers and other farmers Two-way traffic on rivers strengthened inter-regional economic ties (midwest/west and south, north and west/midwest) Shipping capacity increased

How Technological Developments Influenced the Growth of the United States Economy between 1800 and 1900

Technological Development	Key Ideas from the Documents	Relevant Outside Information (This list is not all-inclusive.)
Document 6 McCormick farm machines (harvesting machine, binder, reaper)	Increased wheat production Increased corn production	Higher crop yields sometimes increased farmers' profits Increased production sometimes led to lower prices for produce Developing farmland became more efficient and less expensive Emphasis shifted from subsistence farming to commercial agriculture Favorable balance of trade resulted from increased farm exports and new world markets (Latin America and Asia) Increased production led to need for more machinery and land Motivated inventors to develop more farm machinery (seeders, combines, mowers) Banking industry expanded due to credit needed to purchase expensive equipment As fewer farmers were needed, more farmers moved into the urban work force Farmers used profits to acquire more consumer goods (mail-order houses—Montgomery Ward, Sears and Roebuck) Contributed to regional specialization
Document 8 Telegraph	Enabled businessmen to keep track of distant markets and overseas events Increased stress on businessmen, leading to information overload	Connected businesses and markets throughout the nation Transmitted customer orders Relayed up-to-date information on prices and sales Helped keep trains on a regular schedule
Document 9 Railroads	Railroads led to decreasing costs, higher living standards, expansion of markets, and less geographic isolation Consumed bulk of world's investment capital Investors lost money	Linking upper Mississippi River valley to the East promoted closer economic ties between the West and the North Transported settlers to West, fostering growth of towns, cities, and new markets Crops could be more widely marketed Facilitated trade with eastern Asia Spurred post-Civil War industrialization Profits inspired investments in other areas of the economy Government lacked control of railroad rates Led to government intervention (ICC)

Following the American Revolution, the U.S. economy was in shambles. The devastation of the economy in part incited Shay's Rebellion and contributed to the Failure of the Articles of Confederation. When the delegates met and decided to draft a new Constitution, many recognized the need for a strong central government capable of supporting economic growth. While there were some dissenters, known as the anti-Federalists, who as a result of their experiences with the tyrannical King of England opposed a strong central government, ultimately the Federalists prevailed and a strong central government with both the capability and desire to promote economic growth was created. During the first presidency of George Washington the government quickly proved itself to be effective in maintaining stability and order when it crushed the Whiskey Rebellion and capable of promoting economic growth as demonstrated by Alexander Hamilton's creation of the National Bank and resolve to pay back the debt. As a result of government policies encouraging westward expansion, construction of railroads, canals, roads and other communication systems and protective tariffs as well as technological advancement, the U.S. economy quickly grew.

A main factor that contributed to the growth of the economy was the government's promotion of westward expansion. This policy began under the Articles of Confederation government when

the new states agreed to cede their Western lands to the new national government and the government enacted the Land Ordinance which stipulated how the land was to be divided. It continued with Thomas Jefferson's decision to purchase the Louisiana Territory from France for \$15 million, which doubled the size of the U.S. (Doc 1a). This purchase benefitted the economy because the Farmers who moved West produced goods which added value to the economy (Doc 2b). These policies continued with the Mexican war and the U.S. annexation of Texas and California as well as the debates with Britain over the Oregon Territory. The government actively encouraged citizens to migrate West to these new lands with the Homestead Act, which gave 160 acres to anyone willing to farm it for five years as well as other similar land grant acts and mining acts (Doc 5). The westward expansion peaked with Manifest Destiny fervor and concluded in the late 19th century with Turner's thesis about the closing of the frontier.

Another factor that contributed to economic growth was technological developments in communication and transportation and government promotion of these technologies. President Madison after the War of 1812 believed that the U.S. needed a better system of transportation for defense purposes and consequently authorized the construction of a National Road to be funded by the government (Doc 3a)

What followed was a transportation revolution and the construction of many roads and canals, most notably the Erie Canal in the 1820s (Doc 3b). While some of these projects such as toll roads were privately funded ventures, many also utilized government funds. These internal improvements aided the economy by stimulating trade. The Erie canal for example linked the North East and mid-west and they soon developed a symbiotic relationship with the North East developing into a manufacturing center and the Midwest becoming largely agricultural. The boom in trade was also facilitated by technological advancements such as the steam engine which allowed steamboats such as the ^{1st} Clermont to traverse rivers and eventually allowed the development of steam powered trains. The government actively encouraged railroad construction by giving railroad companies land subsidies, which made constructing railroads profitable because the railroad companies could then sell this land alongside their railroad for high prices (Doc 7). The railroad enabled people to move West ~~as~~ both on a physical and pragmatic level because it was a quick means of getting West and moving West became profitable because goods could be shipped back to market cheaply and quickly (Doc 9). While railroads themselves revolutionized communication by shrinking geography, so too did the telegraph lines that were built alongside the railroad lines and they did so to an even greater extent. New telegraph lines aided

the economy by allowing businessmen to communicate more effectively (Doc 8).

Other technological advancements also contributed to the economic boom. Eli Whitney's cotton gin made removing the seeds from cotton quicker and easier and thus more profitable (Doc 2). The fact that more cotton could be grown and picked helped the economy because cotton is a good with value. The supply of cotton also contributed to the growth of a New England textile industry after Samuel Slater brought blueprints from a British factory to the U.S.

Technological development of harvesting machines also aided economic growth in the late 19th century because it allowed more corn and wheat to be harvested, which meant more agricultural goods in the economy (Doc 6a+b).

The increased agricultural production because of machines also meant that fewer farmers were needed, so more factory workers were available. Areas such as New England where farming was not particularly profitable because of soil and climate could specialize in manufacturing and trade and be competitive with more agriculturally centered regions.

In conclusion, government policies and technological advances in the areas of transportation, farming and land enabled economic growth. The government protected the fledgling economy with protective tariffs (Doc 4). In part due to these early policies the U.S. would develop the world's strongest economy and become a superpower in the modern day.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing how government policies (promotion of westward expansion, internal improvements, and tariffs) and technological developments (transportation and the cotton gin) influenced the growth of the United States economy between 1800 and 1900
- Is more analytical than descriptive (*government policies*: farmers who moved into the Louisiana Purchase produced goods which added value to the economy; a transportation revolution followed the construction of the National Road; while some of the internal improvements were privately funded ventures, many also utilized government funds; internal improvements stimulated trade; *technological developments*: a symbiotic relationship developed between the manufacturing center of the Northeast and the largely agricultural Midwest because of the Erie Canal; increased agricultural production meant fewer farmers were needed, so more factory workers were available)
- Incorporates relevant information from all the documents
- Incorporates substantial relevant outside information (*government policies*: government actively encouraged citizens to migrate west after the Mexican War, annexation of Texas and California, and acquisition of the Oregon Territory; Homestead Act gave 160 acres to anyone willing to farm land for five years; westward expansion peaked with Manifest Destiny fervor and concluded in the late 19th century with Turner's thesis about the closing of the frontier; *technological developments*: steam engine allowed steamboats to traverse rivers; supply of cotton also contributed to the growth of a New England textile industry after Samuel Slater brought blueprints from a British factory; areas such as New England, where farming was not particularly profitable because of the soil and climate, could specialize in manufacturing and trade and be competitive with more agriculturally centered regions)
- Richly supports the theme with many relevant facts, examples, and details (*government policies*: land grants encouraged people to move west; President Madison authorized construction of a National Road for defense purposes; government actively encouraged railroad construction by giving railroad companies land subsidies; *technological developments*: railroads enabled people to move west; railroads enabled goods to be shipped to market cheaply and quickly; telegraphs helped businessmen to communicate more efficiently; Eli Whitney's cotton gin made removing the seeds from cotton quicker and easier and thus more profitable; development of harvesting machines allowed more corn and wheat to be harvested)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses historical background that influenced the growth of the United States economy before 1800 and a conclusion that states the United States developed the world's strongest economy and became a superpower in the modern day due in part to its policies

Conclusion: Overall, the response fits the criteria for Level 5. A good understanding of government policy and technological development is enhanced by the historical framework that is established in each component of the task. Analytical interpretation of document information and the integration of outside information are combined to address the task effectively.

In the nineteenth century, America experienced cultural and industrial revolutions at a rate that ~~most~~ other new nations, even today, could ever dream of. Government policy and technological developments of the time had a huge influence on the American economy and shaped its character to such an extent that it defined for the future the magnitude of success that it would see throughout the century and beyond.

At the start of the century, the nation was still in its infancy so government policies played a huge role in shaping the American economy. In 1803, President Jefferson purchased the Louisiana territory from France, effectively doubling the size of the nation as illustrated in Document 1a. The increase in size opened up the American people to cultivate the land to produce hundreds of millions of ^{dollars} in crops and natural resources (Doc. 1b). This purchase also marked the beginning of expansion in America, a defining characteristic of the American people, which leads us by the mid-1800s to expand to the Pacific Ocean with promises of gold, land, and so forth. In fact, the government encouraged Americans to navigate west and settle, using a large percentage of federal lands to distribute amongst settlers. The Morrill Act and the Homestead Act "bore valuable economic fruit in the form of agricultural productivity." (Doc. 7). Federal land policy, as explained in Document 5, also included support for booming railroad business, and to give land for schooling, which in turn provided for easier interstate commerce and a more educated agricultural force. This is not to say that government policy didn't ~~it~~ ^{its} have adverse effects on the population. President Andrew Jackson's veto of the national bank led to the panic of 1837. Government policy on slavery encouraged the institution to grow and the south became more economically dependent on it while the ~~south~~ ^{north} became more morally

opposed to it, a dichotomy which ultimately manifested itself in the civil war. The tariff on foreign goods, while protecting the infant industries of our economy as noted in Document 4, also hurt the economy of the south by making it more difficult for them to export to foreign markets. Also the refusal of the Republican government to coin silver as well as gold in the latter half of the century made it difficult for farmers to pay off their debts and caused deflation and eventually the panic of 1873.

The technological revolution in America also had a great and largely positive impact on the economy. Eli Whitney developed the cotton gin as explained in Document 2, which increased the productivity of cotton farmers many times over (and in fact cotton became our most profitable crop during the time). However, increased demand for the product meant increased demand for labor, thus the institution of slavery was kept in place throughout the first half of the century and was even sanctioned by the Supreme Court in cases such as *Dred Scott v. Sandford* (1857). During this century, the transportation revolution took place, which culminated in such events as the completion of the Erie Canal and the transcontinental railroad. It revolutionized society by "shrinking distances, dramatically lowering costs, opening new markets, and increasing competition." (Doc. 9). Roads and canals were being built and navigable rivers were being used across the country, providing the obvious benefit of uniting America by making trade many times easier as illustrated in Document 3b. President Madison even approved federal funds to be spent on a national road conjoining Maryland to Ohio, explained in Document 3a. The final huge innovation of the century was that of the telegraph. With the telegraph,

"weeks turned into minutes... communication took place as fast as operators could tap out Morse Code." (Doc. 8). With a far more effective means of communication in place, the pace at which Americans could keep track of business affairs, even across the world, increased drastically.

The factors of government policy and technological developments combined to provide a logical explanation for the boom and bust cycle of the nineteenth century. and provided America ^{today} ~~then~~ with the frame work it needed to become a political and economic super power. America today could not possibly be as it is, if not for all the encouragement the economy received way back when our nation was new.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing how government policies (Louisiana Purchase, Morrill Act, Homestead Act, veto of the National Bank, slavery, tariffs, and refusal to coin silver) and technological developments (cotton gin, roads, canals, railroads, and telegraph) influenced the growth of the United States economy between 1800 and 1900
- Is more analytical than descriptive (*government policies*: large percent of federal lands was distributed to settlers; tariff on foreign goods protected our infant industries; tariff hurt the economy of the South by making it more difficult for them to export to foreign markets; *technological developments*: cotton gin increased the productivity of cotton farmers many times over; roads and canals provided the obvious benefit of uniting America by making trade many times easier)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 7, 8, and 9
- Incorporates substantial relevant outside information (*government policies*: Louisiana Purchase marked the beginning of expansionism in America which led us to the Pacific Ocean; President Andrew Jackson's veto of the national bank led to the Panic of 1837; encouraged the growth of slavery and the South became more economically dependent on it which ultimately manifested itself in the Civil War; refusal of the Republican government to coin silver as well as gold in the latter half of the century made it difficult for farmers to pay off debts and caused deflation and eventually the Panic of 1873; *technological developments*: increased demand for labor kept the institution of slavery in place and was even sanctioned by the Supreme Court in such cases as the *Dred Scott v. Sanford*; transportation revolution culminated in such events as the completion of the Erie Canal and the transcontinental railroad)
- Richly supports the theme with many relevant facts, examples, and details (*government policies*: President Jefferson effectively doubled the size of the nation; federal land policy included land for the booming railroad business; the Morrill Act gave land for schooling; *technological developments*: Eli Whitney developed the cotton gin; cotton became our most profitable crop during that time; increased demand for cotton meant increased demand for labor; President Madison approved federal funds to be spent on a national road)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state government policies and technological developments shaped the character of the American economy throughout the 19th century and beyond

Conclusion: Overall, the response fits the criteria for Level 5. The historical references used to illustrate the negative influence of some government policies on the economy provide an interesting contrast to the government policies that had a positive influence on the economy. The explanation of the cotton gin's impact on the nation enhances an otherwise routine discussion on the influence of technological developments.

The United States experienced great economic growth from the years 1800 to 1900. While there were many factors that helped spur the economic growth, government policies and technological development were the two biggest factors that helped the growth of the America economy. Governmental policies such as the Louisiana Purchase helped spur the economy. ~~The~~ New Technology such as the cotton gin also spurred the economy.

Many government policies in the 1800's helped economic growth. When Napoleon felt he could not hold the New World after the Haiti Revolution, he sold the Louisiana Territory to America. By accepting to buy the territory for 15 million dollars, President Jefferson effectively doubled the size of the States. ^(Doc 1) This policy greatly improved the economy of the nation. Since America was still a chiefly agrarian nation, doubling the size of the country would increase the amount of land to settle as well as the amount of land where produce can be made. This act of the government would have long lasting effects, and the region bought would help the national economy greatly. There is evidence of this, as the value of produce receipts from New Orleans greatly increased in the following decades. ~~The~~ The nation would have lost millions if this purchase was not made. (Doc 1b). Likewise, the expansion of territory was always a favorable policy for the national economy. In the Manifest Destiny, President Polk acquired the Mexican Cession as well as ~~the area currently~~ part of the Oregon Territory. The acquisition of all these lands would greatly help the United States in similar ways.

Another governmental policy that helped economy was internal improvements like roads and canals. The federal government built a National Road, the Cumberland Road, which stretched from Maryland to Ohio. (Doc 3a) This helped trade by increasing transportation between the East and the West. Other projects for internal improvements were made by states. Among the successes include Clinton's Big Ditch, another name for the Erie Canal, which greatly help trade and transportation by connecting New York City to the frontier at places like Wisconsin or Illinois. (Doc 3b) The tariff was another tool the government used to help the national economy. The purpose of the tariff is to tax produce from foreign industries to protect domestic industries. (Doc 4) At times, these protective tariffs saved the economy. For example, in 1816, the first protective tariff saved American industry by stopping the tide of cheap British goods by putting taxes on them. Federal Land Policy also helped the economy. By giving grants of land for common schools, agricultural colleges, and mechanical colleges, the government indirectly helped the economy (Doc 5). This gave access to education, which would allow students to be able to develop new technology as well as to produce products better. For example, after agricultural college, a person would make a better farmer and have a greater output of products. In particular, federal land grants to railroads generated much revenue for the economy. The government gave railroad companies little money to build railroads, but gave them a great amount of land. (Doc 7) The railroads would then sell the land to middle class settlers. Since land grants were usually land

next to the railroads built, this allowed many to settle and travel back by the use of trains. After the Civil War, the government used living free economies and helped the growth of big business by ignoring their unethical practices. While morally unjust, big business such as J.D. Rockefeller's Standard Oil brought in a great deal of revenue, making America ~~an~~ a global economic giant.

Much of the economic growth experienced in America would have been impossible without technological development and invention. The cotton gin finally made cotton worth growing and harvesting. This led the United States to be a leading global exporter of cotton (Doc 2). In similar ways, harvesting machines were produced, which helped harvest other plants such as wheat and corn. As a result, wheat and corn production multiplied from 1870 to 1900 (Doc 6a). The development of the telegraph allowed businessmen and traders to regulate the money and market interests in far places such as China. This increased control and speed of communication would lead to faster, more efficient trading (Doc 8). The development of train and railroads sped the settlement of the open territories and also sped shipping of goods throughout the country (Doc 9).

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing how government policies (Louisiana Purchase, building of the National Road and the Erie Canal, tariffs, land grants, railroads, and laissez-faire) and technological developments (cotton gin, harvesting machines, telegraph, and railroad) influenced the growth of the United States economy between 1800 and 1900, but discusses government policies more thoroughly than technological developments
- Is both descriptive and analytical (*government policies*: protective tariffs saved the economy; land grants gave access to education which would allow students to develop new technology as well as better ways to produce products; since land grants were usually the land next to the railroads, trains could be used to travel back and forth; *technological developments*: cotton gin finally made cotton worth growing and harvesting; development of railroads sped the settlement of the open territories and sped shipping of goods throughout the country); includes weak application (development of the telegraph allowed businessmen and traders to regulate the money and market interests in far places such as India)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (*government policies*: Polk acquired the Mexican Cession and the Oregon Territory as part of Manifest Destiny; “Clinton’s Big Ditch” greatly helped trade and transportation by connecting New York City to the frontier; the first protective tariff in 1816 saved American industry by stemming the tide of cheap British goods; the government used laissez-faire after the Civil War which helped the growth of big business by ignoring unethical practices; big businesses such as John D. Rockefeller’s Standard Oil helped make America a global economic giant)
- Supports the theme with relevant facts, examples, and details (*government policies*: value of produce receipts from New Orleans greatly increased in the decades following the purchase of Louisiana; projects for internal improvements were also made by states; purpose of the tariff is to tax produce from foreign industries to protect domestic industries; *technological developments*: cotton gin led the United States to be a leading global exporter of cotton; harvesting machines helped harvest wheat and corn)
- Demonstrates a logical and clear plan of organization; includes an introduction that is somewhat beyond a restatement of the theme but lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. While the analytical statements about the influence of technological developments are brief, the chronological historical development of government policies strengthens the discussion. The evaluation of technological developments lacks the depth and analysis prevalent in a Level 5 paper.

Throughout the nineteenth century, government policies and technological developments greatly influenced the growth of the United States' economy. From increasing the land available for the economy, to spread to, to making that land available to Americans, the federal government encouraged the economy to grow stronger. However, the economy could not have grown without great developments such as the cotton gin, and improvements in transportation and the telegraph. Both government policies and new technologies helped the economy grow from 1800 to 1900.

Right from the beginning of the century, the government helped spur the economy. Thomas Jefferson, although known to run a "frugal government," bought the Louisiana Territory from Napoleon in 1803. As seen from the map in Document 1a, it nearly doubled the size of the United States at the time. This purchase led to huge revenue gains by the government. In New Orleans alone, over 61.4 million dollars in revenue was collected from 1816-1820, and that figure ballooned to over \$829.7 million between 1856 and 1860. (Doc 1b) Increasing territory, along with the idea of Manifest Destiny, - which was an overarching theme of the century - allowed the United States' economy to flourish. The government also protected the domestic economy through the various tariffs. "The sole object of the tariff is to tax the produce of foreign industry, with the view of promoting American industry." (Doc 4). These tariffs did just that, allow American businesses and industries to develop and succeed. Through its federal land policy, the

government gave land grants to individuals, railroad companies, states for educational purposes, and even as compensation to war veterans. (Doc. 5). The government gave railroad companies alone over 130 million acres of land, which was a "huge mass of real estate - larger than the state of Texas..." (Doc. 7). All of these land grants not only allowed railroads to increase, bettering transportation, but also pumped money into the economy. In the latter part of the century, the Gilded Age presidents allowed the economy to grow on its own through their lack of policies. As a result of earlier policies, the economy was put on a course to continue to flourish for a long time.

No government policy could have been successful without the technological developments to back them up. Eli Whitney got the ball rolling with his invention of the cotton gin. According to "The Effects of the Cotton Gin," "the yield of raw cotton doubled each decade after 1860." (Doc. 2). This invention also led to other inventions surrounding the cotton boom, such as better sewing machines and looms and the means of transporting the cotton. The better construction of roads and the developments of the canal, "[joined] the Northeast with the western frontier... [and linked] the Great Lakes with New York City and the Atlantic Ocean." (Doc. 3a). By 1850, lands canals and other waterways crisscrossed all over the United States (Doc. 3b), creating a huge transportation network, and further increasing the economy. The McCormick

Harvesting Machine (Doc 6a), the original tractor, made harvesting wheat even easier and allowed the 'bread-basket' of the world to put out even more produce. Perhaps the most influential development of the century, however, was the development of interchangeable parts. Interchangeable parts were solely responsible for how big the economy eventually became. The ability to mass-produce almost anything led to the biggest growths of industry ever. This is what really took the lead of all the technological developments throughout the nineteenth century.

The economy grew to great heights as a result of technological developments aided by government policies. Such policies and developments were essential to the economy to survive, and the stature of improvements then allowed it to continue to grow throughout the entire century. The economy would definitely not, and could not, have had such improvements had it not been for the great inventors and politicians of the 19th century.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing how government policies (Louisiana Purchase, tariffs, land policy, and railroads) and technological developments (cotton gin, construction of roads and canals, harvester, and interchangeable parts) influenced the growth of the United States economy between 1800 and 1900, but discusses government policies more thoroughly than technological developments
- Is both descriptive and analytical (*government policies*: Louisiana Purchase led to huge revenue gains by the government; government protected the domestic economy with tariffs; tariffs allowed American businesses and industries to develop and succeed; land grants not only allowed railroads to increase and bettered transportation but also pumped money into the economy; *technological developments*: Eli Whitney got the ball rolling with his invention of the cotton gin)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 6, and 7
- Incorporates relevant outside information (*government policies*: Jefferson believed in a “frugal government”; Manifest Destiny was an overarching theme of the century; *technological developments*: cotton gin also led to other inventions surrounding the cotton boom, such as better sewing machines and looms; harvesting machine allowed the “breadbasket of the world” to put out even more produce; interchangeable parts were solely responsible for how big the economy eventually became; ability to mass produce led to the biggest growth of industry ever)
- Supports the theme with relevant facts, examples, and details (*government policies*: sole object of the tariff is to tax the produce of foreign industry with the idea of promoting American industry; land grants were given to many by the federal government; Gilded Age; *technological developments*: by 1850, roads, canals, and waterways crisscrossed all over the United States creating a huge transportation network; harvesting machine made harvesting wheat much easier); includes a minor inaccuracy (McCormick harvesting machine was the original tractor)
- 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 4. The discussion focuses on the theme that government policies could not have been successful without supporting technological developments. A good knowledge of important historical concepts is demonstrated and is used effectively in the analysis of document information. However, a few overgeneralizations weaken this response.

Throughout the nineteenth century, the economy of the United States developed into a thriving economy, due to government action, an accessible transportation network, and beneficial inventions. The growth of the American economy aided in propelling the country into a prestigious position in world affairs. A great American economy was vital to the success of the U.S.

Government realization of the importance of economic advancement spurred the enactment of policies created to spur the economy. Believing that a tariff would entice Americans to buy any domestically made goods, Tariff Bills were enacted to deter people from considering foreign made goods. (Doc 4) Although these bills would bring opposition from certain state governments such as South Carolina, who referred to a tariff as the "Tariff of Abominations," they were beneficial to the promotion of American goods. The US government also provided land grants to certain entities (Doc 5), which promoted westward expansion, economic opportunity, and the establishment of new markets. For example, the Homestead Act encouraged westward movement by providing willing settlers with land for a cheap price. Government policy during this time also opened up western lands to railroads, which promoted the expansion of the markets that the US could reach. (Doc 7) Railroads opened up the frontier and facilitated economic growth. Moreover, a growing American economy was aided by government policies encouraging ^{economic} growth.

Technological developments were also a major contributing factor to the nation's economic growth. The cotton gin (Doc 2) developed by Eli Whitney substantially increased the amount of cotton production in the U.S.

Cotton was an economic benefit to the U.S., and it became a major export. The trade of cotton also provoked industry and transportation. In addition to the cotton gin, many new types of farming machinery were introduced that helped to increase agricultural output significantly. (Docs 6a and b). Increased production led to increased trading, which promoted the economic health of the country. The invention of the telegraph (Doc 8) facilitated communication and business demands in the U.S. By using the Morse Code (invented by Samuel Morse), it was no longer required to wait a long time for a response in the post. The benefits of technological advancements helped the United States to succeed in its quest for economic success.

Innovations in transportation promoted economic growth by promoting the trading industry. President Thomas Jefferson's decision to buy the Louisiana Purchase was vital in securing a frontier for American expansion, on which roads, canals, and railroads would eventually be built to aid economic expansion. (Doc 1) Lewis and Clark would be hired to explore the depths of the Louisiana Purchase. Transportation was also boosted by the construction of a National Road (Doc 3), which established a route connecting the economies of the East and the West. Roads, canals, rivers, and railroads also helped to spur the growth of major cities throughout the U.S. territory. For example, the Erie Canal helped in the establishment of major cities in what was once rural New York. Railroads were also vital in revolutionizing the economy (Doc 9). The cost of transportation of goods was made cheaper by railroads, and new markets were opened that poured money into the United States economy. So many people invested in railroads,

that overspeculation led to many economic panics. The overall effect of transportation developments was to expand the American economy.

Between 1800 and 1900, the United States economy grew to be successful due to the aid of the government, new inventions, as well as transportation. The power of the American economy would let the nation become a great world power, and the United States would go on to pursue a policy of imperialism in the late 1800's. Moreover, United States economic success was influenced by many contributing factors.

Anchor Level 4-C

The response:

- Develops all aspects of the task by discussing how government policies (Louisiana Purchase, National Road, Erie Canal, tariffs, and land grants) and technological developments (cotton gin, farm machinery, telegraph, and railroads) influenced the growth of the United States economy between 1800 and 1900
- Is both descriptive and analytical (*government policies*: tariff bills were enacted because it was believed that they would entice Americans to buy only domestically made goods; tariff bills were enacted to deter people from considering foreign-made goods; land grants promoted westward expansion, economic opportunity, and the establishment of new markets; railroads opened up the frontier and facilitated economic growth; transportation was boosted by the construction of the National Road; the National Road connected the economies of the East and the West; *technological developments*: trade of cotton provoked industry and transportation; roads, canals, rivers, and railroads spurred the growth of major cities; cost of transportation of goods was made cheaper by railroads and new markets were opened that poured money into the United State economy)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (*government policies*: tariff bills would bring opposition from certain state governments such as South Carolina, who referred to a tariff as the Tariff of Abominations; Homestead Act encouraged westward movement by providing willing settlers with land for a cheap price; President Thomas Jefferson's decision to buy the Louisiana Purchase was vital in securing a frontier for American expansion; *technological developments*: Erie Canal helped in the establishment of major cities in what was once rural New York; so many people invested in railroads that over-speculation led to economic panics)
- Supports the theme with relevant facts, examples, and details (*government policies*: Jefferson nearly doubled the land owned by the United States; Homestead Act provided settlers with land; *technological developments*: cotton gin was developed by Eli Whitney; cotton became a major export; new types of farm machinery were introduced that helped to increase agricultural output; invention of the telegraph facilitated communication and business demands)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state the growth of the American economy aided in propelling the country into a great world power

Conclusion: Overall, the response fits the criteria for Level 4. Good historical references are integrated with analysis which supports the impact of each area on the growth of the United States economy. The treatment of transportation innovations is enhanced by using the Louisiana Purchase as a development that made transportation improvements a necessity for economic growth.

Between the years of 1800 and 1900 can be viewed by historians as a time of change. This can be seen through revolutions such as the Industrial Revolution and ~~other~~^{reform} movements such as the temperance movement and Dorothea Dix's provision of penitentiaries and asylums during the Age of reform. There is not exception to this idea when speaking of the United States economy during this time period. The massive economic growth during this time was influenced by both the development of new technology and the institution of specific government policies.

One reason for the economic growth of the time period was due to the development of new technology. One technological advancement that ^{stimulated} ~~enhanced~~ the economy was Eli Whitney's Cotton Gin. (Doc 2) The invention of this product was the reason for the United States' ability to mass produce cotton. This led to cotton becoming the number one export ~~of the United States~~ by the United States. This obviously is an increase in trade with foreign nations which is evidence of economic growth. Eli Whitney also created interchangeable parts that were used in factories which sped up production. This too has an effect on the growth of the United States economy. A second invention that aided ~~in~~ the growth of the U.S. economy was the

steel plow (Doc 6). This new technology enabled farmers to harvest and cultivate their products ~~and~~ at a more rapid rate. This in turn led to a growth in the agricultural economy because there were more crops to be sold and trade to take place. A third invention that aided economic growth was the telegraph. (Doc 8) This invention increased the speed of business which obviously stimulated the economy. It is clear to see that if you increase the speed of business ~~your~~ the economy grows. The last invention that stimulated the economy was the ~~the~~ railroad (Doc 9) The railroad made it easier to ship and trade products. This is ~~an~~ ~~the~~ evidence of economic growth due to technological advances.

As well as technology the implementation of government ~~policy~~ policy led to economic growth. One policy that aided economic growth was the Louisiana Purchase (Doc 1). Thomas Jefferson's loose constructionist action proved to increase the economic and agricultural production due to the fact that the size of the nation was now doubled. The second government policy that aided economic growth was the approval of ~~the~~ the National Road and the construction of numerous canals and waterways (Doc 3) During this time the transportation

revolution was taking place and new modes of transportation were being developed. These new modes were faster and it was a lot easier to trade goods. As a result ^{of the national} NYC became a world trade center, and the entire U.S. economy was greatly stimulated. A third economic policy that aided in the growth of the American economy was the tariff ~~and~~ Henry Clay's "American system" (Doc 4). The idea of a tariff is to promote American industry and aid in economic growth. The last federal policy was the general Federal land Policy (Doc 5). Land grants that were included in acts such as the Homestead act and the Pacific Railroad act both provided the ability to establish industry and stimulate the American economy.

As you can see there was ~~great~~ a large amount of economic growth during this period of 1800 - 1900. Two major reasons for this growth was because of new technology and federal policy. It is clear to see, though, that this was not coincidental because this century was obviously a time of change which can be seen through things like the Industrial revolution and the age of reform.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth by discussing government policies (Louisiana Purchase, internal improvements, tariffs, land grants, and railroads) and technological developments (cotton gin, interchangeable parts, steel plow, telegraph, and railroads)
- Is more descriptive than analytical (*government policies*: Louisiana Purchase led to an increase in agricultural production; as a result of the Erie Canal, New York City became a world trade center; land grants provided the ability to establish industry and stimulate the American economy; *technological developments*: the cotton gin was the reason for the ability of the United States to mass produce cotton; cotton gin led to increased trade with foreign nations)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, 7, 8, and 9; includes an incorrect interpretation of document 6
- Incorporates limited relevant outside information (*government policies*: Henry Clay's economic system was the "American System"; *technological developments*: interchangeable parts were used in factories and sped up production; steel plow enabled farmers to cultivate their products at a more rapid rate; during the transportation revolution, many new modes of transportation were developed which made it faster and easier to trade goods)
- Includes some relevant facts, examples, and details (*government policies*: idea of a tariff is to promote American industry and aid in economic growth; *technological developments*: Eli Whitney invented the cotton gin; cotton became the number one export in the United States; railroad made it easier to ship and trade products; telegraph increased the speed of business); includes minor inaccuracies (Eli Whitney created interchangeable parts; steel plow enabled farmers to harvest their products)
- Demonstrates a satisfactory 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 3. The introduction includes some irrelevant historical background information. Limited analysis accompanies the explanation of each government policy and technological development. However, good interpretation of most of the document information and some well-placed relevant outside information combine to demonstrate an understanding of the task.

Throughout the nineteenth century and into the early twentieth, America's economy was positively impacted in numerous ways. Two great influences to this were the vast technological inventions such as the cotton gin, railroads, the telegraph and other harvesting machines, as well as government policies such as territorial expansion and the building of railroads and canals.

One example of the many agricultural advancements to help spark economic growth would be Eli Whitney's cotton gin (Doc. 2). The machine saved much time by pulling the seeds from the cotton. It allowed for mass production of cotton, and had America growing three quarters of the world's cotton. Another agricultural invention was a horse driven harvesting machine. These machines more than doubled the wheat and corn production in just 30 short years. (Doc. 6a+b).

Railroads had an incredible impact on America's booming economy. Not only did they allow for a ~~more~~ faster and more efficient transport of goods, but they also created many jobs and helped many industries also advance economically. As ^{stated} ~~shown~~ in document 9, railroads "promised to revolutionize society,"

and they did. As immigrants began to come to America in search of jobs and a better life, cheap labor, especially from China was key in the building of railroads. It also opened up job opportunities for poor and struggling Americans, which ultimately led to an ~~decrease~~ increase in unemployment and an increase in consumer spending (OI). Also many corporations such as the Carnegie Steel Industry were beginning to profit from the railroads, as they were producing and selling more and more steel to create the railroads (OI).

Yet another invention, the telegraph developed in the 19th century made these developments such as the railroad possible. When Samuel B. Morse established the Morse code, America's economic status immensely (OI). Businessmen were able to better keep track of foreign competition, and communications were greatly sped up enabling for the fast transport of needed goods worldwide (Doc. 8).

Although inventions had an outstanding impact on the economic growth of America, it would not have been possible without the government policies. Without President Jefferson's Louisiana

Purchase (Doc. 1a) there would not have been any where for the railroads to go. The Louisiana Purchase nearly doubled the United States in size (OI) allowing for ~~the~~ more farming and greater economic prosperity out west.

Railroads also could not have been made possible without the government giving a hand such as in the Railroad Act in 1871 where the government granted the railroad companies 136 million acres of land (Doc. 7). Also through the promotion of roadways and canals, not only national trade could become more efficient, but also world wide ports would become more accessible.

The nineteenth and twentieth centuries were a time of great economic prosperity in the United States. Without the governments support, many technological advancements would not have been possible. These two factors greatly contributed to America's evergrowing economy by the establishment of railroads, farming devices etc. and have had an everlasting impact on the United States.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by discussing government policies (Louisiana Purchase, railroads, and internal improvements) and technological developments (cotton gin, harvesting machine, railroad, and telegraph)
- Is more descriptive than analytical (*government policies*: without the Louisiana Purchase, there would not have been any place for the railroads to go; Louisiana Purchase allowed for more farming and greater economic prosperity in the West; promotion of internal improvements not only helped national trade become more efficient but also helped worldwide ports become more accessible; *technological developments*: cotton gin saved much time by pulling the seeds from the cotton; cotton gin allowed for mass production of cotton; machines doubled wheat and corn production in thirty short years; railroads opened up job opportunities for poor and struggling Americans; because businessmen were able to better keep track of foreign competition and communications were greatly sped up, goods were transported faster worldwide)
- Incorporates some relevant information from documents 1, 2, 6, 7, 8, and 9
- Incorporates relevant outside information (*technological developments*: as immigrants began to come to America in search of jobs and a better life, cheap labor, especially from China, was key in the building of railroads; railroads ultimately led to a decrease in unemployment and an increase in consumer spending; many corporations such as Carnegie Steel were beginning to profit from railroads as they were producing and selling more steel to create the railroads; Samuel Morse established the Morse code)
- Includes some relevant facts, examples, and details (*government policies*: President Jefferson purchased the Louisiana Purchase; railroad companies were granted land; *technological developments*: Eli Whitney invented the cotton gin; America grew three-fourths of the world's cotton; the horse-driven harvesting machine was invented)
- Demonstrates a satisfactory plan of organization; includes an introduction that mentions specific government policies and technological developments and a weak conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Limited analysis and development are strengthened by accurate document interpretation and a few good historical references. Although government policies are not well-developed, the connection between the railroads and the Louisiana Purchase and the connection between the promotion of roads and canals to access to worldwide ports are effective.

In the time period of 1800 to 1900, technology and also government policies, greatly changed and improved the United States economy. The purchase of land, improvements in farming, transportation and communication greatly effected the United States economy.

One of the first steps towards these improvements was Thomas Jefferson's purchase of the Louisiana territory from French leader Napoleon Bonapart. It was purchased for cheap 10 million dollars because the French ruler wanted to concentrate his forces in Europe in the Napoleonic Wars. This move by Thomas Jefferson more than doubled the size of the United States (Doc 1a). With this huge amount of land aquired by the United States, the federal government began to sell the land to citizens and buisness owners, the Homestead Act (Doc 7) was also passed to encourage people to move west. Even though these travelers often faced hostillities such as bad weather and Native Americans, they were still able to settle on the Frontier, the west.

With many Americans, now on the Frontier, technological advances now governed the fate of the economy. A lot of land had already been purchased, most from the Homestead Act (Doc 5). Agricultural production increased due to laws such as the Morrill Act (Doc 7) which created agricultural and mechanical colleges used in about 11 million acres of land. Inventions such as harvesting machines (doc 6a) increaced production of products such as corn and wheat (doc 6b) but one of the bigger inventions, was the cotton gin. Created by Eli Whitney (Doc 2), the cotton gin was able to unseed cotton in, at

the time, an amazing rate, the production of cotton then suddenly exploded, making cotton a very important part of the economy, suddenly the United States was the source of two-thirds of the world's cotton and the economy grew. This advancement did not come without a price, however, this furthered the purchase of slaves, by the time congress banned the importation of slaves in 1808, it was too late since Southerners could now rely on natural production to help keep slaves. As industry increased in the North congress began passing tariffs (Doc 4) that put taxes on foreign trade, this was to support the industry just starting in the North. This unfortunately caused resentment in the South because it relied on trade with cotton, and even Virginia and Kentucky resolutions defied federal law in trying to promote nullification. This would be a critical point that causes civil war years later.

The last but most important advancement in technology was communication and transportation such as railroads. The lack of railroads was devastating in the War of 1812 (Doc 3a) as troops did not have but only the national road to use as transportation while the White House burned. The federal government gave millions and millions of acres to railroad companies that greatly (Doc 9) increased trade between the North and West. (Doc 3b) Railroad made a huge change to the economy. The invention of the telegraph was also a huge change for the economy the implementation of the telegraph and Morse code increased production and also caused stress for businessmen, but overall it

was a positive effect.

The economy was greatly effected by the purchase of land, farming and transportation. The inventions and policies helped shape the America we live in today.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by discussing government policies (Louisiana Purchase, Homestead Act, Morrill Act, and tariffs) and technological developments (harvesting machine, cotton gin, railroads, and telegraph)
- Is more descriptive than analytical (*government policies*: government began to sell land in the Louisiana Purchase to citizens and business owners; Homestead Act was passed to encourage people to move west; *technological developments*: cotton gin was able to deseed cotton at an amazing rate; production of cotton suddenly exploded with the cotton gin, making cotton an important part of the economy; increase in cotton did not come without a price; tariffs put taxes on foreign trade to support industry which was just starting in the North; tariff caused resentment in the South because it relied on trading cotton; railroads increased trade between the North and the West; implementation of the telegraph and Morse code led to increased production); includes weak application (troops only had the national road to use as transportation)
- Incorporates some relevant information from documents 1, 2, 3, 4, 6, 7, 8, and 9
- Incorporates limited relevant outside information (*government policies*: travelers west faced hostilities such as bad weather and Native Americans but still settled on the frontier; *technological developments*: by the time Congress banned the importation of slaves in 1808, it was too late since Southerners could now rely on natural production to help keep slaves)
- Includes some relevant facts, examples, and details (*government policies*: Thomas Jefferson more than doubled the size of the United States; Morrill Act created agricultural and mechanical colleges; federal government gave millions of acres to railroad companies; *technological developments*: harvesting machines increased production of corn and wheat; cotton gin was created by Eli Whitney; cotton gin led to an increase in the purchase of slaves); includes some minor inaccuracies (Louisiana Territory was purchased for 10 million dollars; lack of railroads was devastating in the War of 1812)
- Demonstrates a satisfactory 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 3. Document information serves as the catalyst for discussing ideas. The inaccuracies do not detract from the overall response which incorporates some historical details and outside information and demonstrates an understanding of economics in the United States in the 19th century.

Between 1800 and 1900, the United States of America could have seen the greatest and most quickly paced economic and technological growth it has ever seen. Between government policies that encouraged expansion and technologies that doubled productivity, a complete economic revolution was inevitable.

With the Louisiana Purchase under President Thomas Jefferson, the United States (Doc 1) doubled in size, which could have been the start of our life-long Manifest Destiny. This idea, for the growth of this infant nation was only the start.

Government policy adapted to this new attitude, increasing land grants in the west to encourage the production and expansion of railroads and ~~the~~ agricultural population's migration westward (Doc 5). Higher Tariffs were also put into place to further protect American Industry (Doc 4).

Along with new government ideology came technological advances like Eli Whitney's Cotton Gin, which doubled the United States'

Production of cotton (Doc 2). Other advances in agricultural production allowed for the production of other crops to grow exponentially (Doc 6). Before long the United States was supplying three quarters of the world's cotton (Doc 2). Revenues more than quadrupled during the 1800's, and with all this domestic improvement in full bloom, you could be sure where the money would go!

The United States government invested in interstate transportation including national roads and other ~~to~~ travel methods including railroad expansion and the Erie Canal (Doc 3). Before long the entire nation was connected and with the implementation of the telegraph, international as well as interstate communication was revolutionized (Doc 8).

Technology and Government soon provided the means, the method, and the motivation to lead the way to World Power, and all the US had to do was follow its dreams of wealth and prosperity westward along the railways, or perhaps on the road or on the good old Erie Canal,

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task by discussing government policies (Louisiana Purchase, land grants, internal improvements, and tariffs) and technological developments (cotton gin, railroads, canals, and the telegraph)
- Is primarily descriptive (*government policies*: government policy adapted to the new attitude of Manifest Destiny and land grants in the West were increased; land grants encouraged the production and expansion of railroads and the westward migration of the agricultural population; higher tariffs were put into place to further protect American industry; United States government invested in interstate transportation, including national roads and railroads; *technological developments*: other advances in agricultural production allowed for the production of other crops to grow exponentially; revenues more than quadrupled during the 1800s; with the implementation of the telegram, international as well as interstate communication was revolutionized)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, 6, and 8
- Presents little relevant outside information (*government policies*: Louisiana Purchase could have been the start of our lifelong Manifest Destiny; Manifest Destiny was the start of growth for the infant nation)
- Includes few relevant facts, examples, and details (*government policies*: Louisiana was purchased under President Thomas Jefferson; *technological developments*: Eli Whitney's cotton gin doubled the United States production of cotton; United States was supplying three-quarters of the world's cotton); includes an inaccuracy (United States government invested in the Erie Canal)
- Demonstrates a general plan of organization; includes an introduction, stating that between government policies that encouraged expansion and technologies that doubled productivity an economic revolution was inevitable, and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response establishes Manifest Destiny as the beginning of economic growth and then uses examples of government policies and technological developments to conclude that both factors led to the United States becoming a world power. However, overgeneralizations weaken document analysis.

Between 1800 and 1900, in United States, ~~economy~~ there was great economic growth. Government policies and ~~a~~ new technologies ~~brought~~ helped to bring economic growth during these era. Many different policies and technologies affected to the economic growth in the United States.

During 1800 to 1900, the United Government provided many policies to grow their economic systems. In Document 3a said, modes and methods of transportation, were totally inadequate. President Madison vetoed an internal improvements bill to provide for the construction of roads and canals. As a result of this policy ~~for~~ from President Madison, the US economy started to grow by good transportation. Roads and canals ~~to make~~ made easy transporting in US and from England or New England. Also in doc #4 shows, another policy by government, tariff was taxed the produce of foreign ~~industry~~ @ industry with the view of promoting American industry. By the tariff policy from ^{the} government, the United States started to get more money from tax system to foreign products. They increased their money by tariff bill to bring more economic growth. In the doc #7, under the terms of the Pacific Railroad Act and subsequent

measures the federal government had given private railroad companies over 130 million acres of land in the trans-Mississippi West to build railroad. This policy made many railroads to transport, also by this policy thousands of people were attracted west to take up farms in the grants. And they started to produce many products from those farms.

Also between 1800 to 1900, there was many new technology development to grow U.S economy. In doc # 2 shows, after the invention of the cotton gin, ~~make it~~ ^{America} ~~to grow~~ ^{become} three-quarters of the world's supply of cotton. By the cotton gin, America ~~started~~ ^{can} produce as much as cotton. Also, by invention of the steamboats, they could transport as much as cotton to England or New England. In doc 6 a and b shows, by invention of harvesting machine, wheat and corn production increased between 1870 to 1900. Increases of wheat and corn production by this invention, the United States ~~became~~ ^{got} more money from selling those products to grow their economic system.

By many federal government policies and new technologies, the United States could ~~become~~ get high economic growth. They could earn.

as much as money from tax system to foreign products, or produce more cotton gin with new machines, transport more products than before to other countries. From policies and technologies, the United States could become highest ~~economic growing~~ country that has the ~~fastest~~ fastest economic growing rates between 1800 and 1900 in the world.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task by discussing government policies (internal improvements, tariffs, and railroads) and technological developments (cotton gin, steamboats, and harvesting machine)
- Is primarily descriptive (*government policies*: modes and methods of transportation were totally inadequate; the purpose of tariffs was to promote American industry; increased money from tariffs brought more economic growth; thousands of people were attracted west to take up farms where they produced many products; *technological developments*: steamboat made it easier to transport cotton); includes faulty and weak application (roads and canals made easy transporting from England)
- Incorporates limited relevant information from documents 2, 3, 4, 6, and 7
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*government policies*: President Madison vetoed an internal improvements bill to provide for the construction of roads and canals; tariffs taxed the produce of foreign industry; Pacific Railroad Act gave railroad companies land in the trans-Mississippi west; *technological developments*: more cotton was produced because of the cotton gin; harvesting machines increased wheat and corn production; private railroad companies were given over 130 million acres of land)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and an unclear conclusion

Conclusion: Overall, the response fits the criteria for Level 2. As examples are developed, simplistic statements are mixed with accurate statements of analysis. Although interpretation of document information is basic, the response demonstrates an understanding of the task.

Between 1800 and 1900, the United States faced a dramatic economic growth. Most of this was caused from government policies and technological developments. Both of these ideas helped expand the United States.

One government official that help expand the U.S. was Thomas Jefferson. He helped expand the country ~~to~~ by purchasing the Louisiana purchase. This is shown in document 1a. This president bought this land from France.

An invention that helped the economy was the cotton gin. The inventor of this invention was Mr. Whitney as shown in document two. This invention made planting much easier and production a lot faster. As the demand for cotton increased so didn't slavery. The U.S. was once producing 75 percent of the world's cotton. Some laws did help stop slavery, but not completely.

Railroads, canals, and roads were greatly expanded as explained in document three. The government continuously gave land to railroads to help expand the company. As they expanded so didn't the country. The government also sponsored the operation of canals and road for easier transportation.

However in document five the lands that were given away did not only benefit the railroads, but the country also. Millions of acres of land were also given away to schools and colleges. This improved education dramatically.

One invention that also helped improve information was the telegraph. Before the telegraph information use to take weeks or months to get to its location. This invention took a few minutes and it was where it was suppose to be. as explained in document eight.

In conclusion the U.S. faced a economic growth between 1800 and 1900. The government policies and the ~~techant~~ technological developments were the main causes of this growth. These developments and policies had both positive and negative affects.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task by discussing government policies (Louisiana Purchase, land grants, and internal improvements) and technological developments (cotton gin and telegraph)
- Is primarily descriptive (*government policies*: government gave land to the railroads to help them expand; government sponsored the operation of canals and roads for easier transportation; millions of acres of land given to schools and colleges improved education; *technological developments*: cotton gin made production a lot faster; before the telegraph, information would take weeks or months to get to its location; with the telegraph information was where it was supposed to be in a few minutes)
- Incorporates limited relevant information from documents 1, 2, 3, 5, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*government policies*: Thomas Jefferson helped expand the country by purchasing Louisiana; *technological developments*: Whitney invented the cotton gin); includes an inaccuracy (cotton gin made planting much easier)
- 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. An understanding of the task is demonstrated; however, isolated statements and generalizations throughout the response indicate weaknesses in applying document information. Brief statements support the conclusion that both government policies and technological developments aided the growth of the United States economy.

In the years between 1800 and 1900 much progress was made economically. Railroads helped trade and transportation, while telegraph helped communication. The U.S. was developing nicely with the new technology which helped to make and produce more with less help from people. ~~as~~

~~well as new technology government~~
The Rail Road industry was a great industry because it helped trade and transportation. Railroads expanded around the United States and this helped people to get to and from places very quickly. Much quicker than ever before. They also helped trading goods to get to and from places quicker.

The telegraph which was another new technology was used for communication. In the past communication would take

many weeks. With the telegraph it would take just a few days. The new technology was helping to save time, money, and it also saved energy. Less people were needed to ~~do~~ work with the new ~~new~~ products because they did much work by themselves. While people just had to do maintenance.

The new policies and new technology in America between 1800 and 1900 started growth economically. More products were being made in much less a time. These products were also transported quicker by rail road because that was the new way of trade. Between 1800 and 1900 ~~many~~ ^{many} things happened and these things are still helping ~~se~~ us today.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by mentioning railroads and the telegraph
- Is descriptive (*technological developments*: railroads helped move things quicker than before; railroads helped people and goods get to and from places very quickly; telegraph decreased communication from a few weeks to a few days; telegraph saved time and money); includes faulty and weak application (telegraph saved energy; less people were needed to work with the new products because they did much work by themselves; people just had to do maintenance)
- Incorporates limited relevant information from documents 8 and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (railroad industry helped trade and transportation; telegraph was used for communication)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a little beyond restating the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response is composed of limited and somewhat repetitive statements about railroads and the telegraph. The information about the railroad is limited to general statements. In addition, some statements are not be related to the technology of the telegraph.

Between 1800 and 1900, government policies and technological improvements went hand-in-hand. As seen in the expansion of railroad lines, the government helped the growth of industries. Technology also supported the government; when the cotton gin exponentially increased the cotton yield, the government was able to profit from the tariff it made (Document 4). More importantly, however, the government and technology influenced the growth of the U.S. economy during the 19th century.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by mentioning railroads and the cotton gin
- Is descriptive (*technological developments*: government helped the growth of industries in the expansion of railroad lines); lacks understanding and application (the government was able to profit from the tariff it made)
- Makes vague, unclear references to documents 2, 4, and 7
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (cotton gin increased the cotton yield)
- Demonstrates a weakness in organization; lacks a formal introduction and a conclusion although the topic sentence and the concluding sentence restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. Although the conclusion about the tariff is faulty, other statements indicate a minimal understanding of the task. The information in this response is limited in scope and lacks details.

The United States economy has greatly been influenced by the governmental policies & the growth in technology in the United States in the 20th century.

Thomas Jefferson bought the Louisiana Territory by loose interpretation of the Constitution by signing a treaty with France (Napoleon). According to Doc. 1a, the Louisiana Territory has the whole Mississippi River run through it, thus is a very fertile land. According to Doc 1b, as a result of the purchasing of the Louisiana Territory which is a fertile land, increased the value of Produce, which helped improve the economy. The nation was getting vast, as the nation was expanding to the west, easier, quicker communication ~~and~~ ^{and} transportation was needed. According to Doc 3a, the building of the National Road and the Erie Canal across the nation from east to west helped in transportation, & trade thus improved economy.

The invention of the Cotton Gin was a big break through in the development of the nation, according to Doc. 2, The invention of Cotton Gin made it easier that the machine can separate the cotton from the seeds much quicker than the conventional methods, this increased production & the export mainly to England to make the finished product, the north didn't like this, to manufacture the finished goods from cotton cost more in the north than England, so the south didn't sell much to the north. As a result ^{established a tariff, a tax on foreign goods,} to promote the buying of American goods, According to Doc. 4 The tariff helped improve the industries of the north, as foreign goods were now more expensive than home-made goods.

The 1800's through 1900's were a period of great economic growth for the United States. The development of new technologies and the implementation of federal policies aided the growth. The economic use during this 100 year period would greatly improve American society and impact its future. The new federal policies and new technological advancements from the 1800's to 1900's would provide improved economics.

The improved economics was linked to many factors, all chain-linked in the growth of the United States. Some new government policies that aided U.S. interstate growth were the Louisiana Purchase, the Morrill Acts, and the money that were approved for a National Railroad. When President Thomas Jefferson bought the Louisiana Purchase he nearly doubled the land owned by the U.S. (Doc. 1). The new land of the Purchase included farm land, and lots of empty land, which could be used for towns, railroads, and the general expansion of the United States. The Louisiana Purchase showed its worth in agricultural. Between 1816 and 1860 the production from the interior at New Orleans of produce produced approximately 15% more produce (Doc. 1). This was great for the economy, making the United States more self-sufficient and providing an export. When the lack of proper transportation became clearly evident the government granted money for an interstate national road system (Doc. 3). The road system also spread down into the South and out into the Louisiana purchase. The railroads were also very helpful in aiding the economy. Mainly because goods could now be shipped

throughout the U.S., cotton and cloth from the east and produce from the central U.S., and these goods could be transported quickly. With new land to produce on, and a new, better, more efficient system to transport goods the United States began also working into agricultural exports. The government again intervened in business with tariffs, and as some people became upset by this tax the explanation was given that tariffs were meant to help the people of the U.S. by encouraging them to buy U.S. made products and not foreign ones, since foreign products would not benefit the U.S. (Doc 4). The Morrill Act provided aid in education. With education people can do more with less and do things better than previously because they have the knowledge to do so. The Morrill Act provided more land for agricultural schools and colleges (Doc 4). This was ~~an~~ important because many people farmed, whether it be food or cotton. The increased education aided the economy by producing better agricultural output through the implementation of new knowledge and systems learned by those who went to the schools. Federal policies had a great impact on the economy of the U.S. between 1800 and 1900.

Technology also played a big part. The development of the railroad was very important, because of its much quicker transportation of goods and people. But the cotton gin and telegraph were also developed. The cotton gin was a product that made it much easier to do seed cotton. This provided a boom in the cotton industry and a boom in

the slave industry. (Doc 2). As cotton could be cleaned quicker more could be de-seeded in a day, therefore there was an increased want for cotton in the mills. This increased demand in cotton meant that plantation owners needed more slaves to pick more cotton. The cotton gin clearly had a negative impact by enhancing slave trade but it also provided a positive economic impact through the added production of cotton products, which could be sold. The telegraph was also developed. The telegraph provided a new way to communicate, a way that was much quicker. This helped the average person and the business man. The average person could send urgent news across the U.S. without waiting weeks for a letter to go by mail. It was also a way for business men to keep track about how their markets were going. (Doc 8). The telegraph was positive because it allowed for quick communication, but it also provided the complication of information overload. Which was similar to the internet of day-trading. The telegraph also segued into the telephone. New inventions aided economics because production, movement of goods and information increased dramatically.

Federal policy and new inventions had a positive impact on the U.S. economy. The expansion of the U.S. through federal policy led to the development of better technology to better utilize the new land. The 100 year ^{period} of 1800 to 1900 had a positive impact on economics and the development of the U.S.

In America between the 19th and early 20th century many improvements took place within the ~~the~~ economy due to the government policies and technological developments of that time. Beginning in the 1800's America ~~begin~~ became increasingly industrialized as time went leading to many positive impacts on society. Furthermore, the policies set forth by government promoted industrialization and a prosperous economy.

During the 19th century many government policies were put into effect that ensured prosperous times to follow. At this time America began turning to the idea of Manifest Destiny (expanded Americas borders) as a way improve the economy and America as a whole. As a result, America began expanding westward ^{primarily} after an expedition by Lewis and Clark. President Thomas Jefferson helped ~~assist~~ America acquire its first piece of land west of the Mississippi River by purchasing the Louisiana Territory from Napoleon for \$15million (Doc A). After acquiring this territory ^{along with other territory gained in the Mexican war,} the federal government began promoted settlement in its new territories by giving out land grants especially ~~for~~ to support railroad construction after railroads were developing in the 1860's. The government also gave out grants under the Homestead Act and Morrill Act (Doc 7). The Homestead Act gave a portion of land ^(30 acres) to help promote farming in the west and the Morrill Act gave land grants to ensure an increase in the amount of colleges and universities. ^{developed} In total, the federal government gave out close to 500 million acres of land to ^{promote} ~~Americans~~ development in the west (Docs). After the west obtained a steady population the government begin turning to internal improvement to help improve trade ^{and transportation} between the west and east, ~~at that time~~ The government

begin building roads, canals, railroads, and increased the use of waterways (Doc 3b). The use and development of these transportation routes led to increased trade within America and also furthered its industrialization and led ultimately to an increase in immigration from abroad. A final policy carried out by the federal government was the development of a tariff (Doc 4). The purpose of the tariff was to tax the produce of foreign industry in order to promote American industry. This tariff allowed America's money to remain in America allowing profits to be made by American industries. Therefore, the many policies of the federal government in the 19th and early 20th centuries allowed for economic prosperity in America to grow and elevate to favorable heights.

Another factor leading to economic growth was the technological developments of that century. Technological developments included railroads, steamboats, ~~the cotton gin~~ ^{canals, roads} the cotton gin, and the telegraph. Railroads extremely helped the economy as well as America in general. Railroads developed thanks to ^{enormous grants} ~~land grants~~ given by the government; however, gave back to America by providing Americans with quicker transportation, opening new markets, cheaper transportation, and an increase in living standards (Doc 9). Railroads also provided many people with jobs ^{especially the Japanese} which greatly helped the economy. Steamboats also helped improve transportation; however on waterways leading more economic benefits. Canals became very important, especially the Erie canal which greatly helped NY by helping promote trade with the west through waterways. Furthermore, roads such as the Cumberland Road and the National Road developed main routes of travel and transportation for Americans, also ~~providing~~ ^{leading} for economic benefits through trade. The cotton gin, ~~developed~~ ^{developed} by Eli Whitney, became the source of life for the South. The cotton gin significantly

helped the yield of raw cotton to increase drastically. It ~~also~~ caused 3/5 of American exports to be of cotton and led to substantial profits for southern planters. ^(Doc 2) The demand for cotton was so high because the development of the Spinning Jenny which wove the cotton in cloth and steamboats which would transport the cotton to other areas. A final technological development was the telegraph created by ^{Alexander} Bell which changed communication completely. Information that would normally take weeks to send and receive would now take minutes (Doc 8). It also significantly helped businessmen who could now keep track of ~~foreign~~ ^{distort} markets and overseas events with relative ease. This development obviously helped those involved with trade and business significantly as well as economically. Therefore, technological developments ~~of~~ during this time, also helped America's economy.

As a result of government policies and technological developments during the 19th and early 20th century America's economy boomed. Furthermore, this economic prosperity led to the expansion of America in terms of size, power, and wealth.

The 19th century was characterized by immense economic growth for the United States. Like the Progressive Era and the period of Franklin D. Roosevelt's New Deal the 19th century was characterized by many governmental policies. However, that wasn't all. During this period technology in the ~~USA~~ United States soared. ~~In the mid to~~ In the mid to late 1800s when the Industrial Revolution was taking off record numbers of patents were being issued by the United States Government. The combination of the new government policies and technological developments ~~spurred and~~ spurred and influenced the economic growth of the ~~US~~ United States.

In the early 19th century President Thomas Jefferson was faced with a tough decision. He had wanted to buy the city of New Orleans from France because the port was a center for trade especially for farmers in the West. However, when he asked France they proposed selling a vast amount of land west of Mississippi River. France needed money to finance the dispute they were having at that time with Great Britain and they didn't want to have to protect this land from Native Americans. They proposed to sell the United States the land. However, Jefferson didn't know if he could buy it. The US Constitution doesn't state ~~if~~ if the US can buy land so Jefferson used the Elastic Clause and bought ~~it~~ it anyway for \$15 million. (Document 1) The purchase of this land immensely impacted the US economy. ~~The purchase of this land~~

~~port to New Orleans~~. Farmers now could ship their products to New Orleans easily down the Mississippi River to trade. The value of receipts of produce from the interior of New Orleans greatly increased. In 1816 the value was \$161,439.458 and in 1860 the value was \$827,136,914 (Document 1).

In 1824, the Tariff of 1824 was proposed. The tariff greatly increased tax on exports. The purpose of the tax was to tax the produce of foreign industry with the hope of trying to promote American industry. The southern states, however, ~~were~~ were outraged and ~~called it~~ nicknamed the tariff the Tariff of Abomination. The states worried it would decrease foreign nations interest in their goods and in reverse hurt American Industry rather than promote it. (Document 4)

In the 1800s, many new inventions came into existence. One such invention was the cotton gin. Invented by Eli Whitney, the cotton gin revolutionized the cotton industry in the south. ~~Value of cotton exports~~ The cotton gin doubled the yield of raw cotton each decade and by midcentury America was growing three-quarters of the world's supply of cotton. The cotton gin also increased the need for slave labor. During this period the Triangle Slave Trade flourished. From 1790 until Congress banned the importation of slave in 1808, Southerners imported 80,000 slaves (Document 2).

In the late 1800s the US was struck by the Industrial Revolution. During this period inventions were being rapidly turned out. One invention was the McCormick harvesting reaper^(Doc 6). The machine made harvesting wheat and corn easier. During the period ~~and~~ from 1870 to 1900 the amount of wheat bushels more than doubled as did the production of corn. (Document 6b). The new technology allowed agricultural production to greatly increase, benefiting the US economy.

Another technological advancement that benefitted the US economy was the railroad. Driven by the steam engine which came out of the Industrial Revolution, the steam-powered railroad revolutionized transportation methods. Railroads shrank distances, dramatically lowered transportation costs, opened new markets, and increased competition (Document 9). In the late ~~mid~~ 1800s when the Transcontinental Railroad was built the nation was finally linked from coast to coast. The Union and Pacific Railways linked the nation. People and goods could now travel much faster promoting economic growth. The railroads also provided guidance for telegraph wires. Usually telegraph wires ran alongside the railroad ties because the railroads frequently passed through cities and towns, where telegraph receivers were located. The telegraph was like the Internet of the 19th century. The telegraph allowed quick communication. ~~Before~~ "Before the telegraph, someone sending a ~~message~~ dispatch to India from London had to

months before receiving a reply. With the telegraph, communication took place as fast as operators could tap out Morse code...." (Document 8). The telegraph allowed businessmen to keep track of distant markets and overseas events, which allowed businesses to branch out.

As turn of the century loomed nearer the US became more expansionist which allowed the country ~~to grow further~~ as well as the economy to grow further. The United States experienced a great deal of economic boom during the 19th century with help from the government as well as individual inventors. Along with the cotton gin, and the McCormick reaper the US seen the ~~add~~ addition of electricity, the steamboat, the spinning jenny, and the telephone. Other government policies like the Homestead Act also helped the economy further. As a nation the US grew because of the influence of the ~~economic~~ government policies and technological advancements.

Practice Paper A—Score Level 2

The response:

- Minimally develops all aspects of the task by discussing government policies (Louisiana Purchase and internal improvements) and technological developments (cotton gin and tariff)
- Is primarily descriptive (*government policies*: purchase of the Louisiana Territory increased the value of produce; Louisiana Territory made quicker communication and transportation necessary; building of the National Road and the Erie Canal helped transportation; *technological developments*: cotton gin made it easier to separate the seeds from the cotton than the conventional methods; tariff was established to promote the buying of American goods; tariff helped improved the industries of the North); includes faulty and weak application (discussion of the effects of the cotton gin)
- Incorporates limited relevant information from documents 1, 2, 3, and 4
- Presents little relevant outside information (Thomas Jefferson bought Louisiana Territory by a loose interpretation of the Constitution; Louisiana Territory is a fertile land)
- Includes few relevant facts, examples, and details (*government policies*: Thomas Jefferson bought the Louisiana Territory; the Mississippi River is located in the Louisiana Territory; *technological developments*: a tariff was a tax on foreign goods; tariff made foreign goods more expensive)
- Demonstrates a general plan of organization; includes a brief introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The connection between government policies and technological developments to economic growth is minimally developed. However, some accurate information is applied, showing an understanding of the task.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task by discussing how government policies (Louisiana Purchase, railroads, tariffs, and the Morrill Act) and technological developments (railroads, cotton gin, telegraph, and telephone) influenced the growth of the United States economy between 1800 and 1900
- Is both descriptive and analytical (*government policies*: Louisiana Purchase included farm land and empty land that could be used for towns, railroads, and the general expansion of the United States; the Louisiana Purchase made the United States more self-sufficient and provided exports; with new land to produce on and a new, better, and more efficient system to transport goods, the United States began working into agricultural exports; tariffs were meant to help the people of the United States by encouraging them to buy United States-made products and not foreign ones; increased education produced better agricultural output through the implementation of new knowledge and systems learned by those who went to the schools; *technological developments*: cotton gin provided a boom in the cotton industry and the slave industry; cotton gin meant more cotton could be de-seeded in a day which meant an increased want for cotton in the mills; increased demand in cotton meant that plantation owners needed more slaves to pick more cotton; cotton gin clearly had a negative impact by enhancing the slave trade, but it also provided a positive economic impact with the added production of cotton products which could be sold; telegraph helped businessmen keep track of how the markets were going)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 7, and 8
- Incorporates relevant outside information (*government policies*: Louisiana Purchase nearly doubled the land owned by the United States; the government intervened in business with tariffs; *technological developments*: telegraph provided a quicker way to communicate because the average person could send news across the United States without waiting weeks for it to go by mail; telegraph segued into the telephone)
- Supports the theme with relevant facts, examples, and details (*government policies*: the Morrill Act provided aid for education; the Morrill Act provided more land for agricultural schools and colleges which was important because many people farmed; *technological developments*: telegraph provided for the complication of information overload)
- 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 4. The response demonstrates how government policies and technological developments were “chain-linked” in the economic growth of the United States since each factor had a connection to another factor. A good understanding of how technology influenced economic growth in both positive and negative ways is illustrated in the response.

Practice Paper C—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing government policies (Louisiana Territory, land grants, railroads, internal improvements, and tariff) and technological developments (steamboats, canals, roads, cotton gin, telegraph, and railroads)
- Is more descriptive than analytical (*government policies*: federal government began promoting settlement in its new territories by giving out land grants especially to support railroad construction; Homestead Act gave a portion of land to help promote farming in the West; Morrill Act gave land grants to ensure an increase in colleges and universities; government gave out close to 500 million acres of land to promote settlement in the West; use and development of transportation routes led to increased trade within America and further developed its industrialization; tariff allowed America's money to remain in America by allowing profits to be made by American industries; *technological developments*: Erie Canal greatly helped New York by helping promote trade with the West; cotton gin became the source of life for the South; increase in cotton led to substantial profits for southern planters; businessmen could keep track of distant markets and overseas events with relative ease)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, 7, 8, and 9
- Incorporates limited relevant outside information (*government policies*: America began turning to the idea of Manifest Destiny as a way to improve the economy and America as a whole; America began expanding westward primarily after an expedition by Lewis and Clark; development of transportation routes ultimately led to an increase in immigration)
- Includes some relevant facts, examples, and details (*government policies*: President Thomas Jefferson helped America acquire its first piece of land west of the Mississippi River; purpose of the tariff was to tax the produce of foreign industry in order to promote American industry; *technological developments*: railroads provided Americans with quicker transportation, opened new markets, provided cheaper transportation, and increased the living standard; railroads provided many people with jobs; Cumberland Road and National Road developed main routes of travel and transportation for Americans; cotton gin was developed by Eli Whitney; cotton gin helped the yield of cotton increase dramatically); includes some minor inaccuracies (Japanese were provided with jobs by the railroads; spinning jenny wove cotton into cloth; Alexander Bell created the telegraph)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The section on the development of land policy makes a strong connection between government land policy and economic growth by beginning with the idea of Manifest Destiny and integrating document information and analysis. Some explanation is given about each technological development and an attempt is made to link each development to economic growth.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing government policies (Louisiana Purchase and the Tariff of 1824) and technological developments (cotton gin, harvesting reaper, railroads, and telegraph)
- Is more descriptive than analytical (*government policies*: New Orleans was a center for trade, especially for farmers in the West; *technological developments*: cotton gin revolutionized the cotton industry in the South; steam-powered railroad revolutionized transportation methods; before the telegraph, someone sending a dispatch to India from London had to wait months before receiving a reply; telegraph allowed businesses to branch out)
- Incorporates some relevant information from documents 1, 2, 4, 6, 8, and 9
- Incorporates relevant outside information (*government policies*: Jefferson purchased Louisiana for \$15 million; Southern states worried that the tariff would decrease the interest of foreign nations in their goods and in reverse hurt American industry rather than promote it; *technological developments*: when the Industrial Revolution was taking off, a record number of patents were being issued by the United States government; transcontinental railroad linked the nation from coast to coast; usually telegraph wires ran alongside the railroad ties because the railroads frequently passed through cities and towns where telegraph receivers were located)
- Includes some relevant facts, examples, and details (*government policies*: purpose of the tariff was to tax the produce of foreign industry with the hope of trying to promote American industry; Homestead Act; *technological developments*: cotton gin was invented by Eli Whitney; by mid-century, America was growing three-quarters of the world's supply of cotton; cotton gin increased the need for slave labor); includes some minor inaccuracies (Jefferson used the elastic clause to purchase Louisiana; tariff greatly increased the tax on exports; South nicknamed the Tariff of 1824, the Tariff of Abominations; triangle slave trade flourished during the time of the cotton gin; McCormick reaper made harvesting corn easier)
- Demonstrates a satisfactory plan of organization; includes an introduction that compares the government policies of the 19th century to the Progressive Era and the period of Franklin D. Roosevelt's New Deal and a conclusion that lists technological developments and government policies that furthered United States economic growth

Conclusion: Overall, the response fits the criteria for Level 3. Despite some inaccuracies and lack of chronological development, the incorporation of relevant outside information throughout the response demonstrates a good understanding of the task. The discussion of railroads is particularly strong, especially in its linkage to other inventions.

United States History and Government Specifications Grid August 2007

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Contributions of Individuals—20th century	Standards 1, 4, and 5: US and NY History; Economics; Civics, Citizenship, and Government
Document-based Essay	Economic Growth: government policies and technology—19th century	Standards 1, 3, and 4: US and NY History; Geography; Economics

The *Chart for Determining the Final Examination Score for the August 2007 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.



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

Total Part I and Part IIIA Score

Total Part I and Part IIIA Score

[illegible]