

# FOR TEACHERS ONLY

The University of the State of New York  
REGENTS HIGH SCHOOL EXAMINATION

## UNITED STATES HISTORY AND GOVERNMENT

Thursday, August 14, 2014 — 8:30 to 11:30 a.m., only

VOLUME  
**1** OF **2**  
MC & THEMATIC

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

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site at: <http://www.p12.nysed.gov/assessment/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

#### Scoring the Part I Multiple-Choice Questions

Follow the procedures set up by the Regional Information Center, the Large City Scanning Center, and/or the school district for scoring the multiple-choice questions. **If the student's responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Any other marks on the answer sheet will interfere with the accuracy of scanning.**

#### Multiple Choice for Part I Allow 1 credit for each correct response.

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

## Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

### Mechanics of Rating

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

### Rating the Essay Question

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

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

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

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

**United States History and Government**  
**Content-Specific Rubric**  
**August 2014**

**Theme: Technology**

Throughout United States history, technological developments have played an important role in transforming American society. These developments have had both positive and negative effects on the United States and on American society

**Task:** Choose *two* technological developments that have transformed American society and for *each*

- Describe the change brought about by the technological development
- Discuss the positive *and/or* negative effects this technological development has had on the United States and/or on American society

You may use any technological development that has transformed American life. Some suggestions you might wish to consider include:

Cotton gin—plantation economy (1793–1860)  
Railroads—local and national markets (1830–1900)  
Steel plow—farming on the Great Plains (1860–1940)  
Elevators—urbanization (1890–present)  
Automobile—population distribution (1920–1980)  
Nuclear energy—practical or military applications (1940–present)  
Television—political campaigns (1960–present)

**You are *not* limited to these suggestions.**

***Scoring Notes:***

1. This thematic essay has a minimum of *six* components (discussing the change brought about by *each* of *two* technological developments and *at least two* positive *and/or* negative effects *each* technological development has had on the United States and/or on American society).
2. The change and/or effects brought about by the technological development may be similar for each technological development as long as separate and distinct details are included for each development.
3. The change and/or effects brought about by the technological development may be immediate or long term.
4. The effects for each technological development may be both positive, both negative, or one of each.
5. The response need not specifically state whether the effects of the technology were positive or negative as long as it is implied in the discussion.
6. The area transformed by the technological development may be different from the suggestions listed, e.g., the use of the assembly line in the mass production of *automobiles*.
7. Undue weight should not be given to inaccuracies involving the dates of inventions or the time periods in which they were used. The dates provided in the suggestions are meant to assist students and apply only to the suggested area that was affected by the technological development.
8. In the discussion of the technological developments, the effects do not have to relate directly to the change discussed in the response, e.g., *change for railroads*: railroads replaced horses and wagons for coast-to-coast travel; *effects for railroads*: railroads affected society by exploiting immigrant workers and threatening Native American culture.
9. As is the case with many historical topics, whether the effects of the technology are positive or negative may be discussed from a variety of perspectives as long as the position taken is supported with accurate historical facts and examples.

**Score of 5:**

- Thoroughly develops *all* aspects of the task evenly and in depth by discussing the change brought about by *each* of *two* technological developments and the positive and/or negative effects *each* technological development has had on the United States and/or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *cotton gin*: connects the increased efficiency in separating the seeds from raw cotton to the greater profitability of cotton, a flourishing plantation economy in the South, the growth of a thriving textile industry in the North, and profitable European trade, thus entrenching slavery as an economic and social institution that escalated sectional tensions; *automobile*: connects the replacement of horse-powered travel by a motorized, efficient means of personal transportation to changes in population distribution as Americans migrated from dense urban areas to sprawling suburbs, resulting in burgeoning highways, decaying inner cities, and businesses that catered to a new automobile culture
- Richly supports the theme with relevant facts, examples, and details, e.g., *cotton gin*: decline in slavery before 1793; Eli Whitney; cash crop; “King Cotton”; cotton as largest export; New England mills; Lowell, Massachusetts; England; peculiar institution; slave trade; splitting of families; slave codes; westward expansion of slavery; Missouri Compromise; abolitionists; secession; Civil War; *automobile*: Henry Ford; Model T; assembly line; installment buying; Interstate Highway Act; bedroom communities; Levittown; white flight; loss of city tax base; spin-off industries; tourism; shopping malls; gasoline stations; drive-ins; central school districts
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 4:**

- Develops *all* aspects of the task but may do so somewhat unevenly by discussing one technological development more thoroughly than the other *or* by discussing one aspect of the task less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *cotton gin*: discusses how the cotton gin’s faster separation of seeds made cotton more profitable, creating a growing plantation economy dependent on slave labor, advancing the textile industry in the North, expanding slavery, and increasing sectional tensions; *automobile*: discusses how the automobile made personal travel more efficient and affordable, thus encouraging migration from cities to suburbs and sparking economic growth
- 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 in little depth *or* develops *at least four* aspects of the task in some depth
- Is more descriptive than analytical (applies, 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

**Note:** If the discussion of the task for *one* technological development has been thoroughly developed evenly and in depth and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

**Score of 2:**

- Minimally develops *all* aspects of the task *or* develops *at least 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

**Score of 1:**

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

**Score of 0:**

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

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

Throughout the history of time, a myriad of technological advancements have impacted American society. These improvements have altered the lives of citizens both on large and small scales. Two such inventions, Eli Whitney's Cotton Gin and the creation of railroads – effectively transformed and revolutionized American society. While the cotton gin and the railroads had both negative and positive effects on society overall, both served as catalysts that catapulted our country.

Prior to 1793, the process of growing, sorting and refining cotton was an extremely tedious and time-consuming task. First, the workers (who, in fact, were overwhelmingly African American slaves) would have to plant the seeds, and after a period of growth, pick the cotton that grew. After picking, though, the cotton fibers had to be sorted through by hand to untangle and remove any seeds or dirt. This last process was extremely long, and slowed the production time. In 1793, Eli Whitney noticed this delay, and decided to change it, creating the cotton gin. The cotton gin allowed for the sorting (separating) cleaning of up to fifty pounds of cotton a day by a machine with an operator. Whitney was crowned a hero – had the award been in existence at the time, he likely would have been named "Time Man of the Year." However, unbeknownst to poor Whitney, who had hoped that his invention would result in a reduction in the number of slaves, the cotton gin sparked a fire in the pockets of plantation owners, who began to realize they could further increase their earnings and output by bringing in more and more slaves. The Constitution had allowed for the practice of slavery with clauses like the 3/5ths compromise. However, many northerners hoped that slavery would die

out because the Constitution called for the eventual end of the overseas slave trade. Therefore, this invention had a negative impact on American society, as it led to higher numbers of Africans and African slaves from the Caribbean Islands being sold into slavery.

The cotton gin proved its worth, and southern planters were less and less likely to give up the profitable use of slave labor. Slavery became the most significant difference between the North and the South.

Ironically, the huge amount of cotton from southern plantations spurred a lucrative textile industry in New England. Northern shipping lines grew to transport southern cotton and manufactured cloth to new markets. The cotton gin helped to make the South more agricultural and the North more industrial, increasing their dependence on each other. This helped make the sections seek compromise for years before the Civil War.

In addition to the invention of the cotton gin, the creation and implementation of railroads in the United States forever altered the landscape and makeup of our country. Prior to the incorporation of this robust and exciting form of transportation, Americans wanting to travel west had to do so through their own means, which often meant by foot (“Oregon Trail” style). Upon settling in the west, these people would likely never see their east coast friends and family again, as the trip back was just too long and exhausting. However, the introduction of railroads allowed for the easy passage east to west, or vice-versa allowing a thriving national market to emerge. The creation of the Transcontinental Railroad (merging of the Central and Pacific lines) allowed for travel between the longitudinal extremes of our majestic country. In fact, the development of the railroad led to the

creation of four time zones in order to standardize railroad schedules. Transportation time was greatly reduced, and Americans who had always wanted to express their inner Paul Bunyan could now do so at a cheap rate, as well. The creation of railroads also spurred a rise in agricultural output from the vast plains as farmers could send their wheat and corn east on trains to be sold in grain markets and overseas. This new “bread basket” provided food for the rapidly growing cities of the east. Railroads brought tools, manufactured goods, newspapers and mail back west and kept isolated farmers connected to the civilizations and culture of the east. Furthermore, the building of the railroads provided jobs for immigrant workers. After the Civil War, western rail lines were constructed on the backs of Chinese immigrants who were willing to take on any job, no matter how dangerous or low paying. The Central Pacific Railroad blasted through mountains and snowdrifts to link San Francisco with the east with no regard for the safety of workers who were considered expendable. The invention of the railroads revolutionized American travel and society in a manner that would not be matched until the creation of commercial air travel.

As is evidenced through their respective impacts on American society, the inventions of both the cotton gin and the railroad system greatly altered and effected the American people and their society. Through innovation and creativity, an idea can become reality, and can effectively revolutionize how a task or practice is formed. Our governments need to start funding the educational systems of today's youth so the 21st century can be marked with the same level of technological achievement as the time periods of our predecessors.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing a change brought about by the cotton gin and railroads as well as the effects of each on the United States
- Is more analytical than descriptive (*cotton gin*: prior to 1793, the process of growing and sorting cotton was an extremely tedious and time-consuming task; the cotton gin sparked a fire in the pocket of plantation owners, who began to realize they could further increase their earnings and output by bringing in more and more slaves; many northerners hoped that slavery would die out because the Constitution called for the eventual end of the overseas slave trade; it led to higher numbers of Africans and African slaves from the Caribbean Islands being sold into slavery; slavery became the most significant difference between the North and South; the huge amount of cotton from southern plantations spurred a lucrative textile industry in New England; the cotton gin helped to make the South more agricultural and the North more industrial; *railroads*: the creation and implementation of railroads in the United States forever altered the landscape and makeup of our country; these people would likely never see their East Coast friends and family again, as the trip back was just too long and exhausting; creation of the transcontinental railroad allowed for travel between the longitudinal extremes of our majestic country; spurred a rise in agricultural output from the vast plains; kept isolated farmers connected to the civilization and culture of the East; western rail lines were constructed on the backs of Chinese immigrants who were willing to take on any job, no matter how dangerous or low-paying; no regard for the safety of workers who were seen as expendable)
- Richly supports the theme with relevant facts, examples, and details (*cotton gin*: remove any seeds or dirt; separating up to 50 pounds of cotton a day; Three-fifths Compromise; northern shipping lines; *railroads*: Oregon Trail; merging of the Central and Pacific lines; creation of four time zones; wheat and corn; breadbasket; manufactured goods; newspapers and mail; San Francisco)
- Demonstrates a logical and clear plan of organization; includes an introduction that observes that the cotton gin and railroads revolutionized American society and a conclusion that calls for our government to fund education so that future technological innovation can match earlier efforts

**Conclusion:** Overall, the response fits the criteria for Level 5. The response includes a cohesive discussion with strong analytic statements indicating a deep understanding of the social and economic effects of the cotton gin and railroads.

In the History of the United States, technology has played an important roll in the development of the country. Two such inventions were the railroads and the use of Nuclear energy in the present. Both of these technological developments brought change to the country and had both positive and negative effects on the United States.

With the fullfilment of Manifest Destiny, the citizens of the United States needed a faster way to move from coast to coast to replace the torturous, long and expensive overland wagon routes or the dangerous sea voyage through the Panama or around the tip of South America. The invention and development of railroad's in this country assisted in meeting that need. Railroads allowed for the faster movement of people, equipment and goods from one location in the country to another. The first tran continental railroad allowed for people and goods to move across the country in a matter of days instead of what would have taken months. Farm products from California were transported to New York and midwestern farmers could get manufactured goods from the East. It increased the steel business because of it's dependence on the metal to build the rails. Coal and iron ore were mined for the railroads. Towns and cities grew at rail junctions. Chicago went from a sleepy town to a major city when rail lines connected it to farms, ranches and mines throughout the West. One other effect of the development of railroads in the country was that it provided jobs for Chinese and Irish immigrants. However while the railroads did provide jobs, it also came with dangers. Work on the railroad was hard, and immigrants were exploited, working long hours in dangerous conditions. During their construction many workers were injured or died from accidents constructing the railroad as well

as clearing the path for the road, often with dynamite. In the west, the Chinese faced extreme prejudice and were blocked from decent jobs. They were mistreated and no one cared if they lived or died. After the construction was finished, we passed the Chinese Exclusion Act to prevent further immigration from China. The development of the railroads impacted the country in a large way that changed the life of the peoples.

During most of the twentieth century, electricity was generated by burning dirty fossil fuels like coal and petroleum. Then, in the 1960s, Nuclear energy was developed as a cleaner form of fuel for the country. Nuclear energy is the result of fission in atoms which splits the particle releasing large amounts of energy at once. Nuclear energy releases less waste products than using fossil fuels like coal and petroleum. The development of Nuclear energy has had some positive effects on the country and some view it as the future of energy production. The uranium only needs to be replaced once every twenty to thirty months unlike coal or oil in which a constant supply is needed for continuous power. While oil reserves are now rapidly increasing in the United States, fears over the problems of fracking and transportation of this oil are also increasing. The major benefit of Nuclear energy for the world as a whole is that it doesn't release greenhouse gases like fossil fuels do. Scientists have linked the emissions from conventional power plants to changes in ocean temperatures and shrinking polar ice caps. However, Nuclear energy has negative effects on the environment as well. Since Nuclear plants need large amounts of water to cool the reactors down, they are usually built near a water source. While the water didn't come in

contact with the radiation, it was heated which changed the temperature of the water causing the death of some species of fish in the water. There is also the ominous threat of a nuclear meltdown which would release deadly radiation to its surroundings. Since the nuclear accident in Japan caused by the tsunami, a vast area of Japan with homes and farms has been quarantined as uninhabitable. Also, we are still learning of the horrible effects of the Chernobyl disaster in the 1980s. Even when nuclear power works without accident, there is still the problem of handling waste materials which remain deadly for a very long time. Many people are against nuclear energy because they fear for their safety. The debate over nuclear power plants is about the choices between global warming and radioactive disasters.

Both of these technological development brought change to the country and it's communities. Rail roads and Nuclear energy were key developments in the United States. The History of the United States has been shaped by the creation of both railroads and Nuclear energy in both positive and negative ways.

## Anchor Level 5-B

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing a change brought about by railroads and nuclear energy as well as the effects of each on the United States
- Is more analytical than descriptive (*railroads*: with the fulfillment of Manifest Destiny, the citizens of the United States needed a faster way to move from coast to coast to replace the torturous, long, and expensive overland wagon routes or dangerous sea voyages; the first transcontinental railroad allowed for people and goods to move across the continent in a matter of days instead of what would have taken months; Chicago went from a sleepy town to a major city when rail lines connected it to farms, ranches, and mines throughout the West; immigrants were exploited, working long hours in dangerous conditions; Chinese were mistreated; *nuclear energy*: during most of the 20th century, electricity was generated by burning dirty fossil fuels like coal and oil; nuclear energy was developed as a cleaner form of fuel for the country; the major benefit of nuclear energy for the world as a whole is that it does not release greenhouse gases like fossil fuels do; scientists have linked emissions from conventional power plants to changes in ocean temperatures and shrinking polar ice caps; ominous threat of a nuclear meltdown that would release deadly radiation to its surroundings; problem of handling waste materials which remain deadly for a long time; debate over nuclear power plants is about choosing between global warming and radioactive disasters)
- Richly supports the theme with relevant facts, examples, and details (*railroads*: farm products from California; manufactured goods from the East; coal and iron ore; Irish immigrants; extreme prejudice; Chinese Exclusion Act; *nuclear energy*: fission in atoms; uranium; fracking and transport of oil; nuclear accident in Japan; tsunami; Chernobyl disaster); includes a minor inaccuracy (*railroads*: use of dynamite to clear railroad paths)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. The response effectively analyzes the changes brought about by each technological development. It conveys clear understanding of the profound effects of railroads and the difficult environmental issues surrounding the use of nuclear energy.

Throughout American history, technology has changed the way people live. These changes have affected everyone and have had both positive & negative affects on everyone. Two of these technological innovations which have affected American society are the cotton gin & the railroads.

Even before the American Revolution, the plantation economy began to develop based on forced servitude of Africans. African slaves did all the hard work raising Southern crops such as tobacco, indigo, & cotton. It took many hours for slaves to get cotton ready for market. When the cotton gin was developed by Eli Whitney, the processing of cotton (which was the removal of seeds) became much easier and quicker for workers to do. Since more cotton could be processed, the plantation owner could increase acreage used for cotton production and greatly increase profits. Cotton rose to the top of the export market, changing the economy of America as well as bringing benefits to southern planters.

Despite the benefits that cotton brought to America, there were counter productive aspects of this new cotton gin innovation. The higher demand of cotton due to its profitability called for more cotton production, and this meant that more land had to be taken up. The natural environment thus suffered man's overuse of the terrain as cotton depleted the soil's nutrients. Southern growers pushed westward to find new land for growing cotton. This was a major part of the push west that led to the Trail of Tears. Many Southerners moved to Texas and established plantations there. Even more than the need for land, there was a need for more laborers, which at the time were slaves. This meant that the demand for slaves rose drastically & the attitudes of

Southerners became more convinced of the necessity of preventing emancipation or even providing limited rights. Strict slave codes were written to keep slaves obedient. If a slave dared to try to run away, he received cruel punishment. Families of slaves were often broken up as owners could buy and sell their children. Therefore there were inherit problems with the cotton gin, for it increased southern demands for land and labor.

Railroads were a major change at the time of their creation and that brought forth many benefits to Americans by speeding up travel times. Until this time, most transportation for people was by horse or by horse and wagon over very rough roads. Water transportation was much faster and was the only good way to move bulk goods. Without access to a good water route, it was almost impossible to move goods a long distance to market. Railroads helped ease the transportation of goods from farms to the eastern cities and for export to European lands and lowered the cost of transportation as well. Midwestern life became better for farmers mainly because they could be connected with urbanized parts on the coasts and could buy more manufactured goods. Also, the railroads allowed for inland development of cities and the settlement of the America West, because travel became less of a gamble. The economy not only thrived because of the railroads due to increased agricultural markets, but also because of the industrial demands of building the railroads. Coal served a new purpose as it was often used to power these new "iron horses" and so the coal industry thrived. The iron industry soared as steel was used for laying down tracks & making trains. Thousands of jobs opened up for miners, factory workers, builders & managers. Therefore, trains and railroads

certainly changed local markets into national markets, benefitting many along the way.

It would be difficult to say that railroads hurt America's economy, but it did affect it to some degree negatively as well as socially for farmers. Farmers did benefit from the railroads at first, but eventually threats were posed against them such as excessively charging for the interstate commerce of farmer's goods. Eventually farmers created their own party due to their belief that the current political parties didn't care enough for the agrarian problems of the farmers, especially their mistreatment by railroads and banks. The new Populist party was of the farmers, by the farmers & for the farmers. This party never gained huge support by the country except for farmers. Eventually many of their complaints did lead to government actions. When the supreme court ruled against state efforts to control rates, Congress passed the interstate commerce act which established the Interstate Commerce Commission. Therefore, there were problems facing the farmer as an individual, due to the power of the railroads.

The innovations in America such as the cotton gin & the railroads were undoubtedly successful, but they were also hurtful for some. They brought change to America; change which would never allow America to be the same, and this change would survive the tests of time as they have since shown benefits & problems in American society forever.

## Anchor Level 4-A

### The response:

- Develops all aspects of the task for the cotton gin and railroad
- Is both descriptive and analytical (*cotton gin*: when the cotton gin was developed by Eli Whitney, the processing of cotton became much easier and quicker for workers to do; since more cotton could be processed, the plantation owner could increase acreage used for cotton production and greatly increase profits; the natural environment thus suffered man's overuse of the terrain as cotton depleted the soil's nutrients; southern growers pushed westward to find new land for growing cotton; even more than the need for land was a need for more laborers; if a slave dared to try to run away, he received cruel punishment; families of slaves were often broken up as owners could buy and sell their children; *railroads*: transportation for people was by horse and wagon over rough roads; water transportation was much faster and was the only good way to move bulk goods; railroads helped ease the transportation of goods from farms to the eastern cities and for export to European lands; allowed for inland development of cities and the settlement of the American West; the iron industry soared as steel was used for laying down tracks and making trains; thousands of jobs opened up for miners, factory workers, builders, and managers; farmers created their own party due to their belief that the current political parties did not care enough for the agrarian problems of the farmers, especially their mistreatment by railroads and banks; the new Populist Party was of the farmers, by the farmers, and for the farmers)
- Supports the theme with relevant facts, examples, and details (*cotton gin*: forced servitude; top of the export market; Trail of Tears; preventing emancipation; limited rights; *railroads*: speeding up travel times; coal; iron horses; excessively charging farmers; Interstate Commerce Commission)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that is slightly beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The response shows good knowledge of the effects of the cotton gin and railroad; however, the discussion lacks the depth of analysis found in a higher level paper.

Since the beginning of the United States of America, technology has developed to modernize the nation. Many of these developments had a major impact on the country and American society. The cotton gin and the invention of railroads both brought great change to the nation.

Furthermore, in the late 18th century, one of the major industry in the southern region of the United States was cotton. It was used to produce textiles that were then sold or traded for other goods. Eli Whitney, a young inventor during this time period, saw possibility in this area, and produced a mechanism that boosted cotton production to an unimaginable output. He called his invention the cotton gin. The cotton gin made it so farmers could separate the seeds from the raw cotton plant and have it on it's way to be manufactured into cloth much quicker. This was much faster than the old method, which was mostly done by hand by slaves. As a result, southern plantation owners became very wealthy and wanted to expand their plantations. In order to keep producing more cotton however, they needed a larger labor force. As a result, the shipping industry behind selling enslaved Africans also flourished. The horrifying slave trade from the coast of Africa was the worst chapter in our history. Even after it ended, plantation owners bought and sold people like cattle at auctions. Families were split, children taken from their mothers and loved ones were sold away. These people were forced to pick cotton for hours without pay. It was a very unfair, and cruel practice for these people. In other words, the cotton gin was a slaves worst nightmare. The cotton gin also hurt Native Americans in the Southeast because land hungry planters, wanting more and more land for cotton, pushed the Cherokee

and other tribes farther west. Thousands of Cherokee died on the Trail of Tears.

Moreover, another technological development also played a major role in American history. The development of the steam engine and railroad made shipping goods much faster, as well as cheaper. Products such as grain and corn, could get from midwestern farms to crowded eastern cities in a fraction of the time, and in larger quantities than had previously been possible. The railroads also fulfilled the push for westward expansion and goals of Manifest Destiny, or the belief that the nation should stretch from the Atlantic Coast to the Pacific Coast. Once the United States owned the West, getting people there and shipping goods east was another problem. The railroads made a huge difference in travel and shipping time. The development of the West coast occurred steadily especially after the completion of the transcontinental railroad. Railroad companies got land grants from the government and then sold the excess to farmers. These farmers depended on the railroads to ship their crops to the East for shipment to worldwide markets. Chicago and St. Louis grew into major cities because railroad lines intersected there. The railroad also took over the hunting grounds of the Native American people of the plains. They lost their resources like the buffalo and were forced to change their traditional lifestyle and move to reservations, usually on bad land.

In conclusion, the history of the United States has been shaped by the developments in technology. The railroad and the cotton gin both have had positive and negative on the country and its society. America is an ever changing place.

## Anchor Level 4-B

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the cotton gin more thoroughly than railroads
- Is both descriptive and analytical (*cotton gin*: produced a mechanism that boosted cotton production to an unimaginable output; farmers could separate the seeds from the raw cotton plant and have it on its way to be manufactured into cloth much quicker; the shipping industry behind selling enslaved Africans also flourished; the horrifying slave trade from the coast of Africa was the worst chapter in our history; plantation owners bought and sold people like cattle at auctions; land-hungry planters, wanting more and more land for cotton, pushed the Cherokee and other tribes further west; *railroads*: development of the steam engine and railroad made shipping goods much faster, as well as cheaper; products, such as grain and corn, could get from Midwestern farms to crowded eastern cities in a fraction of the time; the railroad fulfilled the push for westward expansion and the goals of Manifest Destiny; made a huge difference in travel time; farmers depended on the railroad to ship their goods to worldwide markets; the railroad took over the hunting grounds of the Native American people of the Plains)
- Supports the theme with relevant facts, examples, and details (*cotton gin*: Eli Whitney; families were split; children taken; pick cotton for hours; thousands of Cherokee died; Trail of Tears; *railroads*: grain and corn; crowded eastern cities; transcontinental railroad; land grants; Chicago; St. Louis; buffalo)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The response demonstrates knowledge of the change brought about by the cotton gin. It includes a good discussion of the effects of the cotton gin on the slave trade and western expansion. However, the discussion of the effects of the railroad is somewhat less complete.

Throughout the history of the United States, technological advances frequently have changed American society. The conception of the automobile and the television are two of the most impactful advancements in US history. The automobile played a large role in distributing the population across the nation while television played a significant role in terms of political campaigns.

The invention of the automobile in the late 1800s captured the imaginations of Americans. When Henry Ford developed the assembly line, the distribution of these machines was facilitated. Due to this, many blue-collar Americans could afford automobiles in the time period of 1920–1980. In terms of population distribution, the rise of suburbs was directly caused by the automobile. Suburbanization is the movement of many Americans from the crowded and over-populated cities to neighborhoods on the outskirts of cities called “suburbs.” Automobiles inspire suburbanization due to the fact that people with city jobs can now “live the American dream” of homes with green lawns and new schools. They can raise a family in the suburbs without quitting their job due to the new ability to commute to work. This epitomizes why automobiles lead to such sprawl with the population distributed over a large area. With this in mind, previously over-populated cities became far less tightly packed with the rise of suburbs. The loss of population led to the loss of businesses and tax money causing cities to deteriorate over the years. In addition to suburbanization, many Americans can now more easily migrate to other parts of the country that were previously less-populated. This has been true in the Sunbelt.

In addition to automobiles, the invention of the television in the

1960s has vastly impacted society. The television has changed the way political campaigns are looked at. In the days before TV, candidates took “whistle stop” tours by train or made speeches in town squares or on radio. Now, widespread coverage on television means that people can watch candidates in their living rooms instead of going out to hear a speech. For instance, the famous televising of the Kennedy vs. Nixon debate completely changed the outlook of that election. Prior to television exposure, Nixon was a heavy favorite to win (due to greater experience as Vice President under Eisenhower). However, Kennedy’s charm and youthful appearance on television in comparison to Nixon’s angry look is one of the primary reasons, according to historians, that Kennedy was able to win the election. Polls showed that Americans who listened to the debate on the radio were far less likely to say that Kennedy won the debate than those watching the debate on television. This is a negative impact of television on political campaigns as the TV can often make appearance seem more significant than policy. However, a positive impact is that, with TV’s rise, more Americans are becoming aware of politics and can be more informed because of the fact that debates and analysis are one-click away. This new prevalence of television has forced president’s in this day and age to put an emphasis on coming across as confident and trustworthy. Today, with news coverage on television 24/7, every appearance of a candidate is covered and one mistake or wrong word can destroy a campaign as when Romney said he didn’t care about the bottom 47%. Wealthy special interest groups fund attack ads that are repeated over and over on TV and can influence public opinion.

Due to the advances of automobiles and the television, the American

society, in terms of population distribution and political campaigns, changed significantly in the 1900s.

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**Anchor Level 4-C**

**The response:**

- Develops all aspects of the task for the automobile and television but does so somewhat unevenly by discussing the automobile less thoroughly than television
- Is both descriptive and analytical (*automobile*: Henry Ford developed the assembly line; many blue-collar Americans could afford automobiles; the rise of suburbs was directly caused by the automobile; people with city jobs can now live the American dream of homes with green lawns and new schools; the loss of population led to the loss of businesses and tax money, causing cities to deteriorate over the years; *television*: in the days before television, candidates took “whistle stop” tours by train or made speeches in town squares or on radio; Nixon was heavy favorite to win due to greater experience as Vice President under Eisenhower; Kennedy’s charm and youthful appearance on television in comparison to Nixon’s angry look is one of the primary reasons that Kennedy was able to win the election; more Americans are becoming aware of politics and can be more informed because debates and analysis are one click away; wealthy special interest groups fund attack ads that are repeated over and over on television and can influence public opinion)
- Supports the theme with relevant facts, examples, and details (*automobile*: late 1800s; commute to work; overpopulated cities; suburbanization; *television*: puts an emphasis on appearing confident and trustworthy; Romney’s remark about the bottom 47%); includes a minor inaccuracy (*television*: invention of television in the 1960s)
- Demonstrates a logical and clear plan of organization; includes a general introduction and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. The discussion of how the television transformed American society includes greater analysis and detail than that of the automobile. A good understanding of the impact of television on political campaigns and of the changes experienced by cities with the widespread use of automobiles is demonstrated.

Over the course of United States' history, technological advancements have played an important role in transforming American society. One of the most prominent technological inventions in American history was Eli Whitney's cotton gin. The cotton gin decreased the amount of time it would take for cotton seeds to be removed from the cotton because rather than being done by hand it was done by machine. The invention of the television in the 1940s is one that still affects American lives today. The television changed how information was spread. However, the television also helped increase social and political conflict during the Vietnam war. Both the cotton gin and the television have had positive and negative effects on the United States and American society in that the cotton gin, although more efficient, further promoted a need for slavery and helped cause conflict between the North and South which led to the civil war. Television had a huge effect on how Vietnam was understood and helped increase distrust in President Johnson.

In 1793, Eli Whitney created the nation altering product known as the cotton gin. Prior to the invention of the cotton gin, plantation slaves separated the cotton product from the seeds, which proved to be a very time consuming effort. However, with the cotton gin's invention, the speed and efficiency of the separation nearly quadrupled. While Whitney's invention did positively impact the nation, it also had negative effects. Because cotton could be processed more quickly, plantation owners recognized they could expand their plantations in order to grow more cotton and ultimately earn a larger profit. With the growth of the plantations, the demand for more slaves grew. Slavery, at the time was a growing problem in the United States and was

looked down upon by many in the North being that they were more technologically advanced and factory reliant. However, slaves were viewed as necessary for the agriculturally based south. The debate over whether or not slavery should be allowed to expand westward or abolished lead to the growing division between the North and south. When Abraham Lincoln was elected president, one of his main views was that slavery was immoral and must not spread more. With that, the south seceded from the union.

After world war two a main goal of the United States was to strictly follow the policy of containment, or to prevent the spread of communism. One of the ways in which the United States attempted to prevent the spread was through participating in the Vietnam war. Some Americans resented America's presence in the war because they felt it was a civil war and believed we had no need to be in it. The television, invented in the 1940's promoted Americans' resentment of the war. Every night the television carried the news so that people could see it and hear it. This was different from the radio. The images shown on the television made the war real. The Vietnam war became known as the "Living Room war," because American citizens would watch on their televisions the actual war in Vietnam. They saw soldiers being injured and killed. In this aspect, television had a negative impact on society because it promoted the credibility gap. The credibility gap was the difference between what the American president, Johnson, was telling the people about the war compared to the relentless brutality they were viewing on their televisions. This caused a rise in distrust in the president, as well as an increased desire to remove United States military forces from Vietnam. Although the television negatively

impacted society during this time frame, it also served to positively influence society by allowing all kinds of information to spread more quickly and efficiently to a wider variety of audiences.

In United States history there have been thousands of inventions that have altered the lives of United States citizens and society. These inventions often had both a positive and negative impact on society. Generally, new inventions such as Eli Whitney's cotton gin decreased the time it took to complete a job and the television used images as well as speech to spread information. However, both inventions negatively influenced society. The cotton gin through promoting the need for slavery and the television through showing war time footage which caused Americans to resent the president and the war.

### Anchor Level 3-A

#### **The response:**

- Develops most aspects of the task in some depth for the cotton gin and television
- Is more descriptive than analytical (*cotton gin*: the cotton gin decreased the amount of time it would take for cotton seeds to be removed from the cotton because rather than being done by hand it was done by machine; plantation owners recognized they could expand their plantations to grow more cotton and ultimately earn a larger profit; with the growth of the plantations, the demand for more slaves grew; slavery viewed as necessary for the agriculturally based South; the debate over whether or not slavery should be allowed to spread westward or abolished led to the growing division between the North and the South; *television*: helped increase social and political conflict during the Vietnam War; Vietnam War became known as the “living room” war because American citizens would watch on their TVs; the credibility gap was the difference between what the American president, Johnson, was telling the people about the war compared to the relentless brutality they were viewing on their televisions; increased desire to remove United States military forces from Vietnam; allowed information to spread more quickly and efficiently to a wider variety of audiences)
- Includes some relevant facts, examples, and details (*cotton gin*: Eli Whitney; Abraham Lincoln; South seceded from the Union; *television*: containment; Vietnam a civil war; distrust in the president)
- Demonstrates a satisfactory plan of organization; includes an introduction that mentions points to be covered in the essay and a conclusion that restates the effects of each invention

**Conclusion:** Overall, the response fits the criteria for Level 3. The response shows a good understanding of the changes and effects of the cotton gin. The discussion of television demonstrates knowledge about the change it brought about and its impact on the presidency and the Vietnam War, but lacks development.

Technological advancements such as the railroad and television have played a tremendous role in changing American society. While the railroad stimulated trade across the American territory, television helped political figures such as John Kennedy win his campaign for presidency.

The railroad was developed in the United States around the civil war era. Congress and president Abraham Lincoln emphasized that building a transcontinental railroad would increase vast communications and expand trade. The development of railroads offered Irish and Chinese immigrants opportunities to work even though it was dangerous. This stimulated immigration into the United States. The development of railroads also allowed Union troops to transport ammunition and military aid such as produce, first aid supplies, and clothing. The Railroad was the technological advancement that aided the expansion to the west. The "Frontier" was settled by pioneers looking for opportunities while others came looking for resources to expand industrial development. The Railroad also made it easier to transport commodities such as beef, wheat and corn to the East and household items to the farms which helped spark national markets. Most importantly, the railroad provided a faster means of transportation. Folks were able to travel across the country to visit a relative more quickly than they would on a horse and wagon.

The television was the beginning of a modern era. If it weren't for the television, John Kennedy would probably not have won his campaign for the presidency. The television demonstrated Kennedy's charismatic, and genuine personality, while his opponent Richard Nixon was seen as an unpleasant looking man, who was unable to

connect to the audience. News, commercials, and broadcasts were also a result of television. The brutalities, and horrifying images of the Vietnam War shown on TV impacted the American people in the sense that they lost faith and respect in the federal government. The American people could not believe that innocent people of Vietnam were being massacred and beaten simply because we thought they were communist. On the bright side, television provided entertainment opportunities for families such as the Brady Bunch or the Bill Cosby show.

Throughout United States history, the American society have changed tremendously due to the technological advancements. Two of the most important advancements that helped shape the American society are the railroad and television. Although, the television revealed the realistic views of what was happening in Vietnam, and caused the American people to lose hope in the federal government, it provided American families access to weather reports, news, political debates and entertainment opportunities. On the other hand, the railroad not only expanded local and national markets, but provided job opportunities to immigrants and an advanced means of transportation.

### Anchor Level 3-B

#### **The response:**

- Develops all aspects of the task for railroads and some aspects in little depth for television
- Is more descriptive than analytical (*railroads*: provided a faster means of transportation; folks were able to travel across the country to visit a relative more quickly than they would on a horse and wagon; the development of the railroad offered Irish and Chinese immigrants opportunities to work, even though it was dangerous; made it easier to transport commodities such as beef, wheat, and corn to the East and household items to the farms which helped spark national markets; *television*: if it were not for television, John Kennedy would probably not have won his campaign for the presidency; television demonstrated Kennedy's charismatic and genuine personality while his opponent was seen as an unpleasant looking man, who was unable to connect to the audience; the brutalities and horrifying images of the Vietnam War shown on TV impacted the American people in the sense that they lost faith and respect in the federal government; the American people could not believe that innocent people of Vietnam were being massacred simply because we thought they were communist)
- Includes some relevant facts, examples, and details (*railroads*: Civil War era; President Abraham Lincoln, transcontinental railroad; Union troops; transport ammunition; military aid; expansion to the West; *television*: news; commercials; entertainment opportunities; *The Brady Bunch*)
- Demonstrates a general plan of organization; includes an introduction that establishes the topics to be discussed and a conclusion that recaps the points made in the essay

**Conclusion:** Overall, the response fits the criteria for Level 3. The response addresses several important effects of railroads and television and includes a few analytic statements. However, further development would have strengthened the discussion of those effects. The change caused by television is omitted.

Throughout United States history, American society has been shaped based upon the technological innovations and inventions created. These new ideas have had great impacts on the everyday lives of American people. Both positive and negative effects have been brought about by these new technologies. The invention of the railroads in the early 1800s as well as the invention of the television in the 1960s, have brought about significant changes in American culture and have had positive effects on American society.

In the 1830s, the invention of the railroad transformed the United States. This new invention provided transportation of both people and goods. The development of the railroad greatly promoted trade and augmented the size of the United States industry. These changes brought about positive effects, making trade easier and faster than other methods. Another benefit that came out of the railroads was employment. Thousands of people were able to find jobs in both constructing the railroad tracks as well as working for the companies when the construction had finished. The invention of the railroad also influenced farming. Since crops could be so easily transported, farmers began growing surpluses of their crops, making food cheaper for consumers. Another positive effect the railroad had was on the steel companies. These companies manufactured the materials needed to create and operate the trains.

The invention of the television in the 1960s had a significant impact on the lives of Americans, and continues to today. During the time of the Cold War, the television was available to keep Americans updated on worldwide news and warn citizens in case of an emergency. The positive effect of this was that it delivered news much

more quickly than the newspapers, and unlike the radio, gave visual aid. The Vietnam War was the first war ever to be televised. Americans were able to see all the violence and dangers of the war in the comfort of the own home. The development of the television also brought about political changes. Political campaigns now began to take place via the television, something completely new to society. Presidential speeches could now be broadcasted live for all citizens to see. The television not only became a form of communication but also a form of entertainment. We still see today how society is shaped by the media and advertising.

Both the invention of the railroad and the invention of the television played a crucial role in developing American society. The changes brought about by these developments positively affected the country. Economic, political, and social aspects of American life improved due to these innovations.

### Anchor Level 3-C

**The response:**

- Develops most aspects of the task in some depth for railroads and television
- Is more descriptive than analytical (*railroads*: this new invention provided transportation of both people and goods; greatly promoted trade and augmented the size of United States industry; thousands of people were able to find jobs in both constructing the railroad tracks as well as working for the companies when the construction was finished; since crops could be easily transported, farmers began growing surpluses of their crops, making food cheaper for consumers; steel companies manufactured the materials needed to create and operate the trains; *television*: available to keep Americans updated on worldwide news and warn citizens in case of an emergency; delivered news much more quickly than the newspapers, and unlike the radio, gave visual aid; Americans were able to see all the violence and dangers of the war in the comfort of their own home; presidential speeches could now be broadcast live for all citizens to see)
- Includes some relevant facts, examples, and details (*television*: Cold War; Vietnam War; entertainment; advertising); includes a minor inaccuracy (*television*: invention of television in the 1960s)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion stating that railroads and television positively affected the country

**Conclusion:** Overall, the response fits the criteria for Level 3. The focus of the response is on the effects of railroads and television on American society. A few well-placed analytical statements enhance the discussion; however, they lack supporting details and explanations. The change brought about by railroads is not addressed and the change from radio to television is mentioned, but not developed.

Technological development in the U.S has changed our way of life in both positive and negative ways. Throughout history, amazing inventions that we are now used to were new at some point and had major impacts on lifestyles. The cotton gin and the TV both marked major advancements but they didn't necessarily have a positive impact.

The cotton gin was invented by Eli Whitney and changed Southern Plantation work. It was hundreds of times more efficient than a human at pulling apart the fibers from the grain of cotton so it was quickly adopted as a common machine. The cotton gin made this job quicker and more efficient leading to more of a demand for cotton. Cotton was a hard item to plant and grow so Southern workers had to work hard labor to grow it. This meant that more workers were needed to grow more cotton to meet this demand. More workers needed meant an increase in slave labor. The cotton gin had a negative impact in this way because it caused an increase in the slave trade and so more Africans were stolen from their homeland and brought to America to work as slaves. This is definitely a negative impact of the cotton gin. With more slaves came more of an acceptance of slavery being normal in the South and more of a dependence on slave labor. It also had a positive impact of more trade in the U.S and between the U.S and foreign countries because everyone wanted cotton and as more trade meant a better economy. Therefore the cotton gin had a positive and negative effect on American society.

The television became common to U.S homes in 1960 and is still very common today. People not only got to watch entertainment on TV but also got to watch the presidential debates in addition to

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**Anchor Paper – Thematic Essay—Level 2 – A**

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listening to them. In the first televised presidential debate those who watched it said Kennedy had won but those who listened said the other candidate won. This was because Kennedy was young and charismatic so people judged by his looks. This was a negative thing in history because people could now judge candidates by their looks instead of on the issues leading to more judgement based on things that don't matter in a president such as looks.

The cotton gin and the TV shows how not all technological development had a purely positive impact because these 2 had negative impacts on society besides some good stuff.

**Anchor Level 2-A****The response:**

- Develops some aspects of the task in some depth for the cotton gin and in little depth for television
- Is primarily descriptive (*cotton gin*: more efficient than a human at pulling apart the fibers from cotton; more workers needed meant an increase in slave labor; more Africans were stolen from their homeland and brought to America to work as slaves; with more slaves came more of an acceptance of slavery being normal in the South; more trade in the United States and between the United States and foreign countries because everyone wanted cotton; *television*: people not only got to watch entertainment on TV, but also got to watch the presidential debates in addition to listening to them; in the first televised presidential debate those who watched it said Kennedy had won but those who listened said the other candidate won)
- Includes few relevant facts, examples, and details (*cotton gin*: Eli Whitney; *television*: Kennedy, young and charismatic)
- 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 shows a general understanding of the task. The strength of the discussion is on the effects of the cotton gin. The discussion of television lacks details and explanations.

Throughout history technology has had a profound effect on the lives of those in society. These new technologies have resulted in many changes and ultimately either were positive or negative in their impact. From 1920 to 1980 the automobile has played a large role on the distribution of populations in society as it resulted in a positive impact while television from 1960 to the present has negatively impacted political campaigns as it largely changed the view on it.

As the 1920's emerged automobile became increasingly popular throughout society. Due to Henry Fords assembly line and affordable Model T automobile many Americans were able to now buy themselves cars; not to mention the impact that the roaring twenties had on consumers in society as a whole. With the increased use of automobiles especially at a peak in the 1950's we see a demographic shift in the location of the nations population. Automobiles increased the convenience existing when one would live in the suburban areas. With automobiles, transportation to and from cities became efficient and much faster. The automobile had a positive effect on American society as overcrowding within cities was able to decrease as the result of those living in cities moving to the suburbs where they could easily commute back and forth to their jobs. The introduction of the automobile was able to alleviate the tensions building as slums and dirtiness increased. Although these problems still existed, with the use of automobiles and the spread of populations to the outskirts of cities and the suburbs the existed in a much more minimal scale then before, changing society on a completely new way.

During the 1960's through present day, the television has played a large role in the lives of humans in general. It has increasingly

changed the way presidential campaigns have been viewed over time. Although the television positively affected political campaigns by making them much more widespread its ultimate impact has been negative. Throughout this period more people have brought televisions and therefore the viewing of campaigns has taken a shift from being on the radio or seen on the spot to being televised nationally where no one could miss. It may be nice to be able to view the political campaigns but when it comes to the campaigns between Kennedy and Nixon we are able to view its negativity. Through television, the presidency has taken a position where society now pays more attention to one's look—than one's ability to make the decisions necessary to run a country. In the Nixon-Kennedy debate during their campaigns it was thought by those who saw it on the television that Kennedy had one but those who had heard it on the radio believed that Nixon was the winner. Society has resorted to using looks to choose a president and as commonly said "television dumbs down politics." Through the use of television presidents attempt to appeal to those watching rather than focusing on their beliefs of what is necessary for the country and therefore negatively impacting our lives.

Technology plays a large role in what occurs in history, the nation as well as the world. Some impacts are positive and beneficial but many hurt the nations values and all of the various aspects. Through the use of automobiles as well as the television were able to see both sides technology may have in society: in one case where it benefits the spread of the population and in others where it takes away from the basic standards use in presidential campaigns/elections.

## Anchor Level 2-B

### The response:

- Develops some aspects of the task in some depth for the automobile and television
- Is primarily descriptive (*automobile*: due to Henry Ford's assembly line and affordable Model-T automobile, many Americans were able to buy cars; transportation to and from cities became efficient and much faster; moving to the suburbs where they could easily commute back and forth to their jobs; *television*: the viewing of campaigns has taken a shift from being on the radio or seen on the spot to being televised nationally, where no one could miss; society now pays more attention to one's look than one's ability to make the decisions necessary to run a country; it was thought by those who saw it on the television that Kennedy had won, but those who heard it on the radio believed that Nixon was the winner); includes faulty analysis (*automobile*: the introduction of the automobile was able to alleviate the tensions building as slums and dirtiness increased; although these problems still existed, with the use of automobiles and the spread of populations to the outskirts of cities and the suburbs, they existed in a much more minimal scale than before)
- Includes few relevant facts, examples, and details (*automobile*: Roaring Twenties; demographic shift; *television*: Nixon-Kennedy debate); includes an inaccuracy (*automobile*: overcrowding in the cities decreased)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that over-generalize the effects

**Conclusion:** Overall, the response fits the criteria for Level 2. Although the response shows knowledge of the changes brought about by the automobile and television, it fails to address a second effect for television, and the second effect for the automobile is faulty.

The development of new technology brought about positive and negative effects to the people who were effected by it. The development of the cotton gin and the Railroads are just two examples of new technology that had brought change to the United States and positive and negative effects.

The cotton gin, manufactured and used between 1793 and 1860, was developed to make the cleaning of cotton easier and faster for the slaves. Instead of being pricked as you cleaned the cotton, the cotton gin picked the seeds out of the cotton. By using the cotton gin, cotton sales went up due to the mass amount that could be harvested faster. More cotton was traded and used throughout the United States and other parts of the world. Due to the cotton boom however, more slaves were needed on the plantations so more cotton could be cleaned and sold. The cotton gin had positive and negative effects on Americas economy and social life.

The railroads, built in the 1830s by Irish and Chinese immigrants, were also had a big economic and social effect on America both positive and negative. When the railroads were finished, it encouraged Americans to move out west because it was quicker than ever to relocate and settle down. The movement of goods was also made quicker due to the railroads. However, the railroads also had negative effects on the people in America. The farmers were overcharged to ship their goods to market using the railroad and the Native Americans were pushed off their land for the railroad to be built. The Native Americans food source, the buffalo, was also shot and killed during the making and after the construction of the railroad.

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**Anchor Paper – Thematic Essay—Level 2 – C**

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New Technology brought change and its consequences to America. The technology produced had positive and negative effects on the American people and made their lives easier yet brought consequences also.

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**Anchor Level 2-C****The response:**

- Minimally develops most aspects of the task for the cotton gin and railroads
- Is primarily descriptive (*cotton gin*: the cotton gin picked the seeds out of the cotton; more cotton was traded and used throughout the United States and other parts of the world; due to the cotton boom, more slaves were needed on the plantations; *railroads*: encouraged Americans to move out west because it was quicker than ever to relocate and settle down; farmers were overcharged to ship their goods to market; the Native Americans were pushed off their land for the railroad to be built; the buffalo, Native American food source, was killed)
- Includes few relevant facts, examples, and details (*cotton gin*: cotton sales went up; *railroads*: built in the 1830s by Irish immigrants); includes some inaccuracies (*cotton gin*: cotton could be harvested faster; *railroads*: Chinese immigrants in 1830s)
- 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 addresses most aspects of the task in a clear but cursory way. Although several effects for the railroad are mentioned, the change brought about is not.

Throughout United States history, technological developments have played an important role in changing American society. These developments have had both positive and negative effects on the United States and on American society.

One technological development that has changed American society was the development of television. The development of television really started to sprout during the 1960s. Television had some positive and some negative effects on American society. A positive effect on the development of television was that it became easier for people to get all their information. Instead of the radio or newspaper, it was much easier to see and get all your information from a television screen, especially with all those ads and commercials. For example TV today is filled with advertisements and commercials. There are so many different kinds of ways where commercials and advertisements can pull you in and persuade you to buy their product.

Another example of a technological development that changed American society was the invention of the automobile. The automobile was introduced in the 1920s by a man named Henry Ford. Ford was one of the first to discover the automobile which is why there are trucks named after him. Automobiles are great for society. A positive effect on the automobile is an easier way for transportation. No more horses walking to where people needed to go. There was a much easier way to get around in society. One negative effect on the automobile around the 1920s is that it was expensive. Many people couldn't afford vehicles during that time. If you look at vehicles today, it's very clear that they transformed dramatically since the 20s. In today's society, cars have transformed in many ways, shapes and forms. There are

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**Anchor Paper – Thematic Essay—Level 1 – A**

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many different types of cars today and many different companies that own different brands of cars.

In conclusion there are many technological developments that have changed since the time they were discovered a produced, to present day society. The automobile and television are both examples of technological developments that have changed and transformed dramatically over the years. Even though these developments had lots of positive effects on the United States and American society, there were and still is room for negative effects as well.

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

- Minimally develops some aspects of the task for television and the automobile
- Is descriptive (*television*: instead of the radio or newspaper, it was much easier to see and get all your information from a television screen; commercials and advertisements can persuade you to buy their product; *automobile*: no more horses walking to where people needed to go)
- Includes few relevant facts, examples, or details (*automobile*: easier way for transportation); includes an inaccuracy (*automobile*: automobile introduced in 1920s by Henry Ford)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. The response briefly states a change brought about by each technological development but fails to discuss the effects of the developments in any meaningful way.

Technology throughout the years, has been one of biggest game changers ever. Technology as a whole is extremely fascinating and so extremely necessary to society. The individual creations of technology, such as nuclear weapons in the 40s and buying on credit in the 20s-30s as new inventions, are key to how a society works. Without the creation of individual technologies, society would be at a standstill.

In the late 1920 and early 1930s, there was a prosperous boom in the US markets. Coming out of WWI as victors brought much happiness and pride to US citizens. People had more money than they had ever before, and they were using that money. Buying on credit and buying stocks on margin made people feel they didn't even have pay for what they were purchasing. Soon many people were deep in debt, and too many had bought on margin in the stock exchange. The country stopped in October of 1939 when then market crashed. With the invention of buying on credit, people had a false sense about how much they could and couldn't spend. New technology of credit brought upon the era of the Great Depression and put America into an economic downfall.

In the 1940's, after the US had entered WWII, they were looking for a way to end the war with Japan. The creation of Nuclear Power, would help do that job. In mid-1940s, US dropped the Atomic Bomb on both Hiroshima and Nagasaki putting an end to the war with Japan. Seeing the effects of nuclear weapons, the US made an executive decision to not use nuclear weapons again. This new technology helped US win the war and stay alive, but it had so many horrible, tragic effects after. The technology had both its positives and its negatives,

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**Anchor Paper – Thematic Essay—Level 1 – B**

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but the downsides were too greater than the upsides.

New technology is what the U.S runs on, what it is continuously built on. Without new technology we would not further advance our culture or our society. Technology has done much and helped U.S grow and prosper.

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

- Minimally develops an aspect of the task for nuclear power
- Is descriptive (*nuclear power*: in the mid-1940s, the United States dropped the atomic bomb on both Hiroshima and Nagasaki, putting an end to the war with Japan); lacks understanding (*nuclear power*: the United States made an executive decision not to use nuclear weapons again)
- Includes few relevant facts, examples, or details (*nuclear power*: World War II; win the war; horrible, tragic effects)
- Demonstrates a general plan of organization; includes an introduction and a conclusion stating that technology advances society

**Conclusion:** Overall, the response fits the criteria for Level 1. The response recognizes the importance of the atomic bomb in ending war with Japan. The discussion of buying on credit shows some knowledge of history, but it does not refer to a technological development and cannot receive credit.

Throughout the history of the United States, technological developments have played important roles in changing American society. Many benefit American society but can also have negative effects on society as well. Two examples would be the cotton gin in 1793–1860 and the automobile in 1920–1980. The cotton gin had obvious beneficial effects like the increase in cotton production, but negative effects like the expansion of slavery while the automobile would benefit society by creating many new jobs but also help cause pollution problems later on.

The cotton gin, developed by Eli Whitney, created a very beneficial changes in the American economy because it could increase cotton production on plantations dramatically. Before this, the seeds had to be removed by hand which was very time consuming. The cotton gin is a simple device that separates the sticky cotton seeds from the cotton fiber, making a faster and more profitable way to process cotton. As a result, Southern growers increased the size of their plantations and dedicated more of their land to cotton. This increase in production lead to an increase in cotton exported to England and France to feed their textile industries, and making the South richer then it already was. By the mid-19th century, "King Cotton" easily lead all other United States exports. Also, the increase in cotton production would help develop the growing textile factories in the Northeast and provide them with the raw material necessary to manufacture their fabrics and clothing. Towns like Lowell Massachusetts quickly became dependent on the South's cash crop. However this machine was a double-edge sword. While increasing production it also lead to the expansion of slavery. Southern planters believed they could not get along without

the institution of slavery. However some Americans began to see slavery as a violation of simple human rights. Slave auctions, harsh punishments and back-breaking labor defined this system of human bondage. This expansion of slavery also would cause further sectionalism and division in U.S. society by making the South desire to expand slavery into the Louisiana Purchase and Mexican Cession to meet their need for more fertile land to plant more and more cotton. Many northerners did not want slavery to expand and this created the divisions that led up to the outbreak of Civil War. The southerners thought their way of life was being threatened by northerners. Northerners, especially in the Midwest, did not want to compete with slaveholders in the western territories. Thus, despite cotton's benefits to American society it was detrimental as well.

Similarly the automobile changed American society as well. The assembly line revolutionized not only the mass production of automobiles but also countless other consumer goods. Henry Ford used Eli Whitney's other idea of interchangeable parts on his assembly line to make Model Ts in the 1920s that were affordable for average Americans. Few technological developments have had such an enormous economic impact. Before this, cars had been built much more slowly and had been much more expensive. This brand new industry would employ countless workers to build this new transportation technology. The automobile industry gave thousands of blue collar workers in the midwest a chance at the American dream. Hundreds of spin-off industries followed the rise of the automobile and established the American "car culture" with gas stations, an expanding network of better roads, drive-in movies, and shopping

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**Thematic Essay—Practice Paper – A**

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malls. The automobile would also create a new American export to be traded to other countries similar to the effect of Eli Whitney's cotton gin which increased cotton exports. In addition to these effects the automobile would lead to the obvious effect that Americans could transport themselves and goods all around the country with greater ease. However, despite these benefits the automobile, or more specifically their emissions would become one of the greatest sources of pollution leaving cities like Los Angeles in a haze of smog, and aggravating health issues like asthma. The carbon emissions of millions of automobiles are one cause of the breakdown of the ozone layer and have contributed to global warming. Thus similar to the cotton gin the automobile had positive and negative changes on American society.

Technological developments have often created important changes in American society. However as seen with the cotton gin and the automobile these changes often have unexpected effects which may help and hurt society.

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Throughout United States history, technological development have been imperative in changing American society in both negative and positive aspects. Two technological developments include the cotton gin during 1793 to 1860 which transformed the plantation economy and the automobile, during 1920 to 1980, changing population distribution.

The cotton gin changed American life. The cotton gin created by Eli Whitney made processing cotton much more faster. As a result, the South became dependent on a one crop economy based on solely cotton. The south's growth in cotton also helped the textile industries grow in both the North and Great Britain. The south's crop eventually became known as the "king cotton." However, the cotton gin also brought along negative effect. Since cotton was being produced at such a faster rate, there was a demand for more labor which was filled by using slaves. Slaves soon became even more essential to the plantation economy. Slavery, however, would soon divide the nation, with the North trying to stop the spread of slavery and the South wanting to expand slavery into new American territories.

When the automobile came into American life, it was like nothing ever seen before and transformed Americans. Automobiles became especially popular during post World War II, when at the time families began to have not just one but two cars. The availability of cars lead to many moving to the suburbs. New towns, outside the city, such as Levittown in Long Island New York became the model for other suburban communities in which former city people could own their own little outdoor space and house. Because of the automobile people in the suburbs could now drive to work and not feel the necessity to live

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**Thematic Essay—Practice Paper – B**

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near their job. In addition the government realized the importance of the automobile and passed the Interstate Highway Act which led to more roads, an increase in the number of automobiles and even more suburbs, further away from the cities. However, Automobiles made Americans very dependent on overseas oil. For that reason, there was a fuel shortage in the United States when OPEC refused to sell oil to any country supporting Israel during the Yom-Kippur War and in addition they raised their prices by 400%. Overseas resources such as oil is the same reason why the United States continues to get involved in middle east countries because the United States wants to protect its oil supply since it is necessary for many things such as the automobile.

Technological developments brought both positive and negative effects to the United States and American society as seen through the cotton gin and automobile. Nevertheless, future developments would do the same.

Throughout U.S. History technology has played an important role in changing American society. The elevator and the Automobile are an example of technology being an important aspect of the American Society.

Before the elevator was invented people would have to walk up many flights of stairs to get where they wanted to go. American buildings weren't able to be built very high because there would be too many flights of stairs. Once the elevator was invented, the buildings grew taller because people would not have to walk up stairs. The elevator had positive and negative effects. A positive effect that the elevator had on American society was the construction of higher buildings. The elevator was also a faster form of transportation. Although the elevator seems all positive it also had the negative effect of Death. The elevator has advanced throughout the years. The elevator has been modernized from the 1890s to 2013.

The invention of the automobile may be one of the greatest inventions. In the 1920's, the main form of transportation was the railroad. Traveling by railroad could take days to reach your destination. With the invention of the automobile, people were able to travel faster. Although the automobile seemed to be a great invention, there were negatives to it. The first automobile was not very safe because there were no seatbelts. Since the traffic light was not yet invented, there were many accidents which led to a lot of deaths, because there were no seatbelts or traffic lights. As the years went by, the automobile began to modernize. When the automobile was first invented there was only one model. Throughout the years, the automobile became more and more advanced. The invention of the seatbelt came along, which

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**Thematic Essay—Practice Paper – C**

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made driving a lot safer. Then we began to see different models of automobiles in different colors. When the radio was invented, there were automobiles with radios. With the invention of automobiles came the invention of drive in movies and diners. As technology advanced, the automobile also became more advanced.

Technology has always played an important role in American history. The elevator and the automobile are two of the many inventions that had many impacts on American Society. Technology will continue to advance throughout the years.

Throughout the history of the United States, technological developments have altered the way of life of Americans. The creation of both the automobile and television has led to positive changes in the everyday American life. Without these developments American life would be severely different from the lives we live today.

The automobile was first created by Henry Ford before 1910. At first cars were built one at a time, which was slow and more expensive. Ford soon utilized a process known as the assembly line to develop products quickly. Through this process, automobiles were sold at inexpensive prices to allow more Americans the ability to purchase. At this time, buying on credit was also introduced to increase the number of Americans able to purchase cars. Through the widespread availability of the automobile, Americans were able to move from cities to the suburbs. This movement became known as suburbanization and was made possible by the automobile. Americans were now able to buy affordable housing in suburbs that offered more space and more freedom. Due to the automobile, Americans were able to commute between their homes and where they worked. The automobile also allowed Americans to travel. Families were now able to drive to vacation spots instead of using trains or buses. Through the automobile, American lives were changed dramatically for the better.

The television was developed in the 1960's and like the automobile it still plays a vital role in American life today. Before the television, Americans would gather around their radios to listen to the news, soap operas, comedies, etc. During this time of technological advancement, the television was created. As opposed to their old ways, Americans were now able to both listen and watch some of the shows they loved.

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**Thematic Essay—Practice Paper – D**

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As a direct result of the television, political events could now be witnessed by all Americans. Television appearances became a popular way to persuade voters to vote for you. John F. Kennedy was known for his impressive appearances, that helped to win him his presidency. The way he was able to convey himself on television established confidence in his supporters. Television also played a major role during the Vietnam War. Through television, Americans were able to witness the brutality of war. During the war, President Johnson and his administration informed Americans that the war was coming to an end and would result in an American victory; however through television, Americans were able to tell that the war was still raging and the Vietcong was fighting back heavily. As a result of this, Americans began to lose faith in both their president and the war. Television increased Johnson's credibility gap as his reassurances did not match what the news showed. The television quickly became a vital source of information to Americans and led to positive reinforcements of American's ability to be informed.

Technological advances occur everyday and have led to drastic changes which have helped to improve the American lifestyle. Through technology, tasks have been able to be completed more quickly and efficiently. Both the automobile and television have led to positive changes and still play a role in the daily lives of Americans.

Technological advances in the United States had both positive and negative effects on America. The invention and widespread availability of the television had an effect on the election between John F. Kennedy and Richard Nixon, and also put an end to McCarthyism, while Nuclear energy put an end to World War II and created fears during the Cold War.

When the television was first invented in the early 20th century it was not a common household item. It was mostly for the rich. Americans had grown accustomed to listening to the President on the radio, but now they could see him speak. However, by the mid 20th century, a television was in most households. This had an unexpected effect on the election between John F. Kennedy and Richard Nixon. These candidates debated with each other on television which brought them into peoples' homes. This greatly helped Kennedy who was viewed as a young, handsome man to the American people whereas Nixon looked nervous and worn out. Kennedy was more camera ready and many Americans cast their votes based on appearance which gave Kennedy the victory. The television also helped end McCarthyism. McCarthyism drew support from the American people who greatly feared the spread of communism. McCarthy accused many government officials of being communist and held hearings against them. With the development of the television, people were able to see the hearings from their homes. People saw that McCarthy was an aggressive and mean man and McCarthyism lost support especially when viewers saw him target members of the army who had recently fought in World War II. Overall, the television had a positive effect on America. It helped end the scare that McCarthyism brought on to the

American people and it helped John F. Kennedy in the 1960 election.

Nuclear energy also had an impact in America in the 20th century. The study of nuclear energy led to the development of the atomic bomb by the Manhattan Project that was formed to develop atomic weapons. Atomic bombs were much more powerful than the regular bombs that had been used during World War II. American soldiers had not been able to get Japan to surrender unconditionally. President Truman decided that the two atomic bombs that were created should be used against Japan to end World War II. After the second bomb was dropped, Japan surrendered unconditionally and World War II was put to an end. In a way this was a positive effect because an estimated one million American lives would have been lost if the United States chose to invade Japan. Much more damage was caused by the atomic bomb than if conventional weapons had been used. This was also a negative effect because the environment that it was used on was destroyed and radiation from the bomb spread, killing thousands of innocent civilians. Nuclear energy also led to an arms race between the United States and the Soviet Union during the Cold War. Both sides tried to develop as many nuclear weapons as possible, which threatened each other. This had a negative effect because it created a fear among the American population of nuclear war that would destroy the world. Fear led families to build fallout shelters and schools to practice "duck and cover" drills. This possibility became even more real after spy planes saw Soviet missiles being built in Cuba, 90 miles away from the United States. Today, we still worry about nations and terrorists getting and using nuclear weapons against us.

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**Thematic Essay—Practice Paper – E**

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Both the invention of the television and nuclear energy impacted the United States. Television helped put an end to McCarthyism and eased the red scare. It also help Kennedy win election. Nuclear energy put an end to World War II but at a cost of lives, environmental damages and the beginning of an arms race against the Soviet Union.

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**Practice Paper A—Score Level 5****The response:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing a change brought about by the cotton gin and the automobile as well as the effects of each on the United States
- Is more analytical than descriptive (*cotton gin*: a simple device, it separated the sticky cotton seeds from the cotton fiber, making a faster and more profitable way to process cotton; southern growers increased the size of their plantations and dedicated more of their land to cotton; by the mid-19th century, “King Cotton” easily led all other United States exports; towns like Lowell, Massachusetts, quickly became dependent on the South’s cash crop; led to the expansion of slavery; southern planters believed they could not get along without the institution of slavery; some Americans began to see slavery as a violation of simple human rights; caused desire for more fertile land to plant more and more cotton; *automobile*: the assembly line revolutionized not only the mass production of automobiles but also countless other consumer goods; Model T’s in the 1920s were affordable for average Americans; automobile industry gave thousands of blue-collar workers in the Midwest a chance at the American dream; hundreds of spin-off industries followed the rise of the automobile and established the American “car culture”; emissions would become the greatest source of air pollution, leaving cities like Los Angeles in a haze of smog and aggravating health issues; the carbon emissions of millions of automobiles are one cause of the breakdown of the ozone layer and have contributed to global warming)
- Richly supports the theme with relevant facts, examples, and details (*cotton gin*: exported to England and France; textile factories; slave auctions; human bondage; sectionalism; Louisiana Purchase; Mexican Cession; Civil War; *automobile*; Henry Ford; Eli Whitney; interchangeable parts; gas stations; expanding network of better roads; drive-in movies; shopping malls; asthma)
- Demonstrates a logical and clear plan of organization; includes an introduction that mentions the main points to be discussed and a brief conclusion that notes technological developments often have unexpected effects

**Conclusion:** Overall, the response fits the criteria for Level 5. The response effectively discusses the key changes brought about by these technological developments and examines the significant, long-term impacts of both with numerous examples and analysis.

## Practice Paper B—Score Level 3

### The response:

- Develops most aspects of the task in some depth for the cotton gin and automobile
- Is more descriptive than analytical (*cotton gin*: the cotton gin, created by Eli Whitney, made processing of cotton much faster; there was a demand for more labor which was filled by using slaves; the South became dependent on a one-crop economy; the South's growth in cotton also helped the textile industries grow in both the North and Great Britain; slavery, however, would soon divide the nation, with the North trying to stop the spread of slavery and the South wanting to expand slavery into new American territories; *automobile*: automobiles became especially popular during post-World War II; the availability of cars led to many moving to the suburbs; people in the suburbs could now drive to work and not feel the necessity to live near their job; former city people could own their own little outdoor space and house; automobiles made Americans very dependent on overseas oil; there was a fuel shortage in the United States when OPEC refused to sell oil to any country supporting Israel; the United States would continue to get involved in Middle East countries because the United States wants to protect its oil supply)
- Includes some relevant facts, examples, and details (*cotton gin*: “King Cotton”; *automobile*: Levittown on Long Island; model for other suburban communities; Interstate Highway Act; Yom Kippur War; raised their prices by 400%)
- 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. Despite the brevity of this response, key ideas on the effects are presented in some depth. However, the description of the changes brought about by the cotton gin and the automobile are minimal.

## Practice Paper C—Score Level 2

### The response:

- Minimally develops some aspects of the task for elevators and the automobile
- Is primarily descriptive (*elevators*: people would have to walk up many flights to get where they wanted to go; American buildings were not able to be built very high because there would be too many flights of stairs; *automobile*: with the invention of the automobile, people were able to travel faster; since the traffic light was not yet invented, there were many accidents, which led to a lot of deaths); includes weak application (*automobile*: traveling by railroad could take days to reach your destination)
- Includes few relevant facts or details (*elevators*: buildings grew taller; *automobile*: invention of seatbelts; invention of drive-in movies); includes an inaccuracy (*automobile*: invention of diners and the radio after the 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 addresses the change to American society as a result of the elevator. The development of the effects of these technologies is focused on very basic elements, but is somewhat awkward as it is intermingled with several digressions.

## Practice Paper D—Score Level 3

### The response:

- Develops all aspects of the task for the automobile and television
- Is more descriptive than analytical (*automobile*: at first cars were built one at a time; Ford utilized a process known as the assembly line to develop products quickly; through this process, automobiles were sold at inexpensive prices to allow more Americans the ability to purchase; Americans were able to move from the cities to the suburbs; movement became known as suburbanization; Americans were able to commute between their homes and where they worked; families were now able to drive to vacation spots instead of using trains or buses; *television*: before television, Americans would gather around their radios to listen to the news, soap operas, comedies; Americans were now able to both listen and watch some of the shows they loved; television appearances became a popular way to persuade voters to vote for you; John F. Kennedy was known for his impressive appearances that helped to win him his presidency; through television, Americans were able to witness the brutality of war; Americans began to lose faith in both their president and the war; television increased Johnson's credibility gap)
- Includes some relevant facts, examples, and details (*automobile*: buying on credit; affordable housing; *television*: Vietnam War; President Johnson; Viet Cong fighting back heavily; vital source of information); includes some minor inaccuracies (*automobile*: first created by Henry Ford before 1910; *television*: television was developed in the 1960s)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that claim that both the automobile and television have led to positive changes

**Conclusion:** Overall, the response fits the criteria for Level 3. The response effectively discusses the change brought by television and its effects on American society in the 1960s. The discussion of the automobile would have benefited from further development.

## Practice Paper E—Score Level 4

### The response:

- Develops all aspects of the task for television and nuclear energy
- Is both descriptive and analytical (*television*: Americans had grown accustomed to listening to the president on radio, but now they could see him speak; by the mid-20th century, a television was in most households; had an unexpected effect on the election between John F. Kennedy and Richard Nixon; candidates debated with each other on television which brought them into people’s homes; Kennedy was more camera-ready and many Americans cast their votes based on appearance; people saw that McCarthy was an aggressive and mean man; McCarthyism lost support, especially when viewers saw him target members of the army who had recently fought in World War II; *nuclear energy*: led to the development of the atomic bomb; much more powerful than regular bombs used in World War II; American soldiers had not been able to get Japan to surrender unconditionally; after the second bomb was dropped, Japan surrendered unconditionally and World War II was put to an end; an estimated one million American lives would have been lost if the United States chose to invade Japan; much more damage was caused by the atomic bomb than if conventional weapons had been used; nuclear energy also led to an arms race between the United States and the Soviet Union during the Cold War; this possibility became even more real after spy planes saw Soviet missiles being built in Cuba, 90 miles away; today we still worry about nations and terrorists getting and using nuclear weapons against us)
- Supports the theme with relevant facts, examples, and details (*television*: Nixon looked nervous; people feared the spread of communism; accused many government officials; *nuclear energy*: Manhattan Project; President Truman; fallout shelters; “duck and cover” drills)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that summarize the main points of the response

**Conclusion:** Overall, the response fits the criteria for Level 4. The response includes historical details about McCarthyism and the arms race, demonstrating a good understanding of the task. While the discussion includes some analysis, more analytic statements especially regarding the changes brought about by nuclear energy would have strengthened the discussion.

# United States History and Government Specifications August 2014

## Part I Multiple-Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Change; Science and Technology; Factors of Production; Environment; Migration; Places and Regions	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Foreign Policy; Presidential Decisions and Actions; Interdependence; Places and Regions	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government

***Notes:***

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

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

**The *Chart for Determining the Final Examination Score for the August 2014 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> 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.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
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.