

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

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

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

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

Copyright 2008
The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

VOLUME
1 OF 2
MC & THEMATIC

United States History
and Government

August 13, 2008

Part I

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

Cut Here

Cut Here

Mechanics of Rating

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

Scoring the Part I Multiple-Choice Questions

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.
- (3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

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

Theme: Government Role in the Economy

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

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

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

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

Scoring Notes:

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

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by discussing the historical circumstances that led to each of two different actions that addressed a problem with the nation's economy and discussing the impact of each action on the economy of the United States
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information) (*assumption of Revolutionary War debts*: connects Hamilton's proposal that Congress should pay debts contracted by the Continental Congress during the Revolutionary War and take over all remaining states' debts from the war to the economic problems of the new nation generated by the existence of thirteen separate financial systems; connects Hamilton's proposal to the inability of some states to meet their obligations and to his determination to establish the credit of the United States; connects Hamilton's proposal to the federal government's involvement in credit and trade, to economic growth and to increased sectional conflict over taxation; *building the transcontinental railroad*: connects the achievement of Manifest Destiny, the rapid West Coast settlement during the gold rush, and the Union's advantage in rail transportation during the Civil War to the United States government's use of land grants and support for private investors in building a transcontinental railroad; connects the completion of the transcontinental railroad to the extinction of the buffalo, the settlement of the Great Plains, the creation of a national economy, and the formation of new industries)
- Richly supports the theme with relevant facts, examples, and details (*assumption of Revolutionary War debts*: Articles of Confederation; imbalance of trade; Washington's cabinet; Federalist Party; Secretary of the Treasury; bond speculators; agrarian versus manufacturing economy; Jefferson's opposition; Bank of the United States; location of the federal capital; federal power over the states; *building the transcontinental railroad*: wagon trains; desire for Asian trade; Lincoln's 1860 campaign; subsidies; Pacific Railway Act of 1862; Homestead Act; Union Pacific and Central Pacific Railroads; Chinese immigrant labor; Promontory Point; golden spike; growth of towns and cities; Credit Mobilier; Grange movement; Interstate Commerce Act; cattle and meatpacking; oil and steel; telegraph; railroad innovations; economic interdependence)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops *all* aspects of the task but may do so somewhat unevenly by discussing one aspect of the task more thoroughly than the other aspect of the task for both actions *or* discussing one action more thoroughly than the second action
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information) (*assumption of Revolutionary War debts*: discusses the inability of some of the thirteen states to pay war debts and the need for credit and economic stability leading to Hamilton's plan for the assumption of state debts; discusses how the economy grew because the United States honored its commitment to creditors; discusses the increase in sectionalism because southern states who had paid their debts resented the plan; *building the transcontinental railroad*: discusses the need of the United States, which controlled all the land from the Atlantic to the Pacific, for a faster way to reach the west coast because of the gold rush; discusses the concept of Manifest Destiny; discusses the impact of the Lincoln administration's promotion of the transcontinental railroad with land grants to private companies; discusses the impact the completion of the railroad had on eastern markets for western farmers, the impact of the creation of new towns and cities, and/or the impact on the Plains Indians)
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

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

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

Score of 3:

- Develops *all* aspects of the task with little depth *or* develops *at least three* aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

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

Score of 2:

- Minimally develops *all* aspects of the task *or* develops *at least two* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

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

Score of 0:

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

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

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

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

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

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

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

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

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

Anchor Level 5-A

The response:

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

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

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

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

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

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

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

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

to be a major source of sectional conflict because the South saw it as a threat to their agricultural economy.

Throughout history, the United States gov't has taken various actions to address problems with the nation's economy. Two actions that directly affected the economy of the nation throughout the 19th century were the building of the Transcontinental Railroad and the passage of the Tariff Laws.

Anchor Level 5-B

The response:

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

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

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

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

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

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

which addressed conditions in the workplace. A progressive income tax lessened the increasing rift between the upper and lower-class. Today, it is the job of government to ensure the greatest economy possible for its people. During the Great Depression, the government under FDR created alphabet agencies to give people jobs and stimulate the economy. Under presidents like Woodrow Wilson, the progressives gained rights for the workers, so they weren't taken advantage of as badly by wealthy business owners.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the historical circumstances that led to the New Deal and Progressive legislation more thoroughly than discussing the impact of each action on the economy of the United States
- Is more analytical than descriptive (*introduction of the New Deal*: by the end of the 1920s, production slowed, consumption slowed, and the economy slowly waned; combined with failing Dust Bowl farms on the Great Plains, the nation's economy was in serious peril; legislation enacted to get formerly employed men off the streets and into a job; alphabet agencies became a major United States employer; ultimately, it was the country's decision to enter World War II that re-stimulated manufacturing to a level unparalleled in previous years, thus reviving the economy; *Progressive legislation*: the early 20th century is also characterized by its infinitely unfair business practices and ethics; these business leaders utilized shrewd and often manipulative business practices in order to out-compete all competitors; child labor laws and reduced work hours addressed conditions in the work place; the progressive income tax lessened the increasing rift between the upper and lower classes)
- Supports the theme with relevant facts, examples, and details (*introduction of the New Deal*: post-World War I; stockholders; selling frenzy; depression; Franklin Delano Roosevelt; Tennessee Valley Authority; Public Works Administration; *Progressive legislation*: robber barons; monopoly; child labor; captains of industry; income tax; Woodrow Wilson)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response is a careful and fairly thorough review of the historical circumstances that led to the need for economic reform, including the premise that Americans periodically have faced economic injustice. However, the impact of each action is expressed in a single statement without sufficient examination.

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

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

and cities across the heartland.

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

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

Anchor Level 4-B

The response:

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

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

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

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

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

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

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

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

Anchor Level 4-C

The response:

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

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

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

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

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

Some thought it was unconstitutional.

Eventually it was ruled as constitutional.

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

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

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

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

Anchor Level 3-A

The response:

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

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

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

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

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

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

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

Anchor Level 3-B

The response:

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

Conclusion: Overall, the response fits the criteria for Level 3. Although there is little detail about the passage of federal minimum wage laws, the response demonstrates knowledge of the economic issues discussed.

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

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

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

Johnson's new deal was developed during the ~~1930~~ 1930's ~~1930~~ with the intention of healing the country of its economic depression that was widespread during that time. Johnson took many actions to ensure that the country would benefit from his new deal. The new deal was composed of dozens of programs which were created to directly benefit the people.

One program that he developed was the Tennessee Valley Authority. This program created jobs for the young men in that area by paying them to work on public works. Another program

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

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

Anchor Level 3-C

The response:

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

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

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

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

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

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

Anchor Level 2-A

The response:

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

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

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

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

Also, to preserve the nation's economy

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

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

Anchor Level 2-B

The response:

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

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

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

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

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

Anchor Paper – Thematic Essay—Level 2 – C

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

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

Anchor Level 2-C

The response:

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

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

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

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

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

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

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by mentioning a historical circumstance that led to passage of federal minimum wage laws and discussing the impact of building the transcontinental railroad and passage of federal minimum wage laws on the economy of the United States
- Is descriptive (*building the transcontinental railroad*: goods from the West could go to the East in less time, and the other way around; transporting the goods that people needed so people were able to buy it, helping the economy grow; *passage of federal minimum wage laws*: started because people would work for hours a day and would not get the money they needed; if the people get money, then it would help the economy because they could buy more goods)
- Includes very few relevant facts, examples, or details
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response makes several valid generalizations but suffers from a lack of detail and explanation.

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

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

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

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

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

Anchor Level 1-B

The response:

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

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

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

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

Another intelligent economic boost by the National Government was the creation of the Federal Deposit Insurance Corporation (FDIC). After the ~~1929~~ Stock Market Crash, The Economy began to go down the drain. The New Deal was put in place to

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ANOTHER EXAMPLE OF GOVERNMENT INTERFERENCE IN THE ECONOMY WAS THE NEW DEAL, INSPIRED BY THE NEED TO END THE GREAT DEPRESSION. IN 1929, THE AMERICAN STOCK MARKET CRASHED, BUT THIS WAS ONLY ONE OF THE HUGE PROBLEMS FACING THE AMERICAN ECONOMY. MILLIONS OF AMERICANS LOST THEIR JOBS AND SUCCUMBED TO POVERTY. PRESIDENT FRANKLIN DELANO ROOSEVELT SOUGHT TO RECTIFY THESE PROBLEMS AND HELP AMERICANS TO GET BACK ON THEIR FEET WITH THE NEW DEAL. THIS WAS A SERIES OF SOCIAL PROGRAMS DEVOTED TO FINDING WORK FOR AMERICANS IN REFORESTATION (CCL) AND BUILDING SCHOOLS/~~POST OFFICES~~ AND POST OFFICES (PWA) AND GIVING DIRECT RELIEF (FERA) AND OLD AGE PENSIONS (SOCIAL SECURITY).

PRESIDENT ROOSEVELT ANGERED MANY AMERICANS WHO HAD A FIRM BELIEF IN A LAISSEZ-FAIRE ECONOMY, FEELING THE GOVERNMENT SHOULD NOT INTERVENE. ROOSEVELT HAD TO GREATLY INCREASE FEDERAL

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

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

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

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

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

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

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

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

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

Practice Paper A—Score Level 2

The response:

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

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

Practice Paper B—Score Level 3

The response:

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

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

Practice Paper C—Score Level 4

The response:

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

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

Practice Paper D—Score Level 5

The response:

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

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

Practice Paper E—Score Level 3

The response:

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

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

United States History and Government Specifications August 2008

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

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

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

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

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

Submitting Teacher Evaluations of the Test to the Department

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

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