

FOR TEACHERS ONLY

THE UNIVERSITY OF THE STATE OF NEW YORK

GRADE 8

INTERMEDIATE-LEVEL TEST SOCIAL STUDIES

RATING GUIDE

BOOKLET 2

DOCUMENT-BASED QUESTION (DBQ)

JUNE 6, 2007

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

Mechanics of Rating

The procedures on the next page are to be used in rating papers for this test. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Manual for Administrators and Teachers for the Grade 8 Intermediate-Level Social Studies Test*.

Contents of the Rating Guide

For **Part III A** (scaffold questions):

- A question-specific rubric
- Sample responses for questions scored 0–2

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

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

Rating the Part III B 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 papers independently without looking at the scores and commentaries provided
- Trainer records scores and leads discussion until the raters feel confident enough to move on to actual rating

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

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

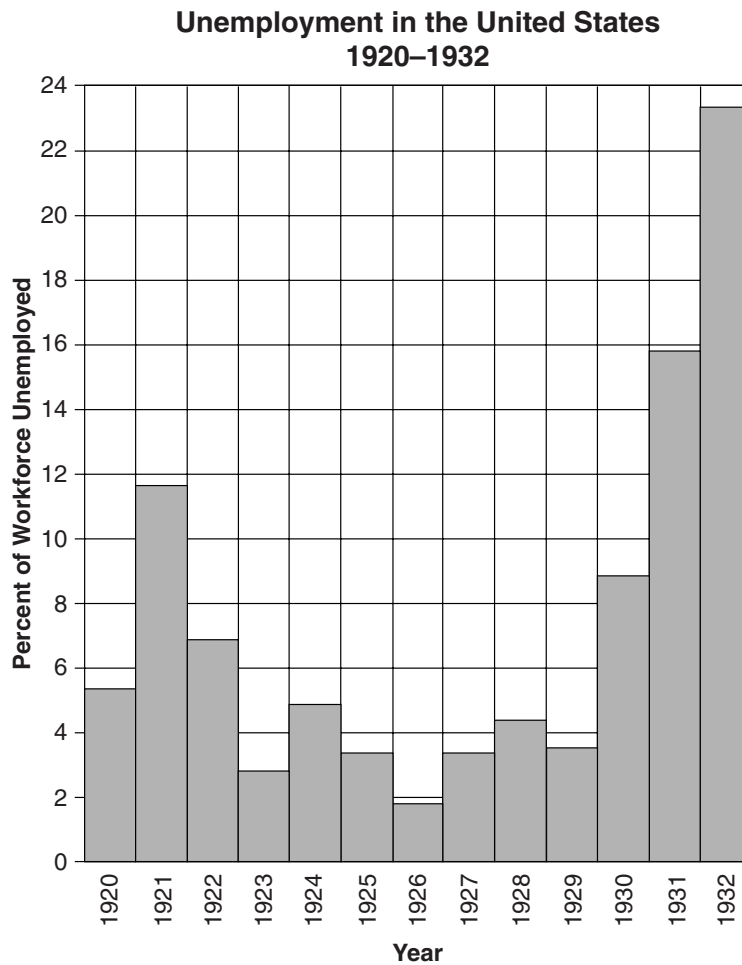
Rating the Part III A (Scaffold) Questions

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

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student’s essay, recording that score on the student’s Part I answer sheet or on the last page of the test booklet, and determining the student’s final examination score. The 2007 conversion chart located at <http://www.emsc.nysed.gov/osa/> must be used for determining the final test score.

Grade 8 Intermediate-Level Social Studies
Part III A Specific Rubric
Document-Based Question—June 2007

Document 1



Source: *Historical Statistics of the United States*, U. S. Bureau of the Census (adapted)

Question 1 According to this graph, how did the stock market crash of 1929 affect workers?

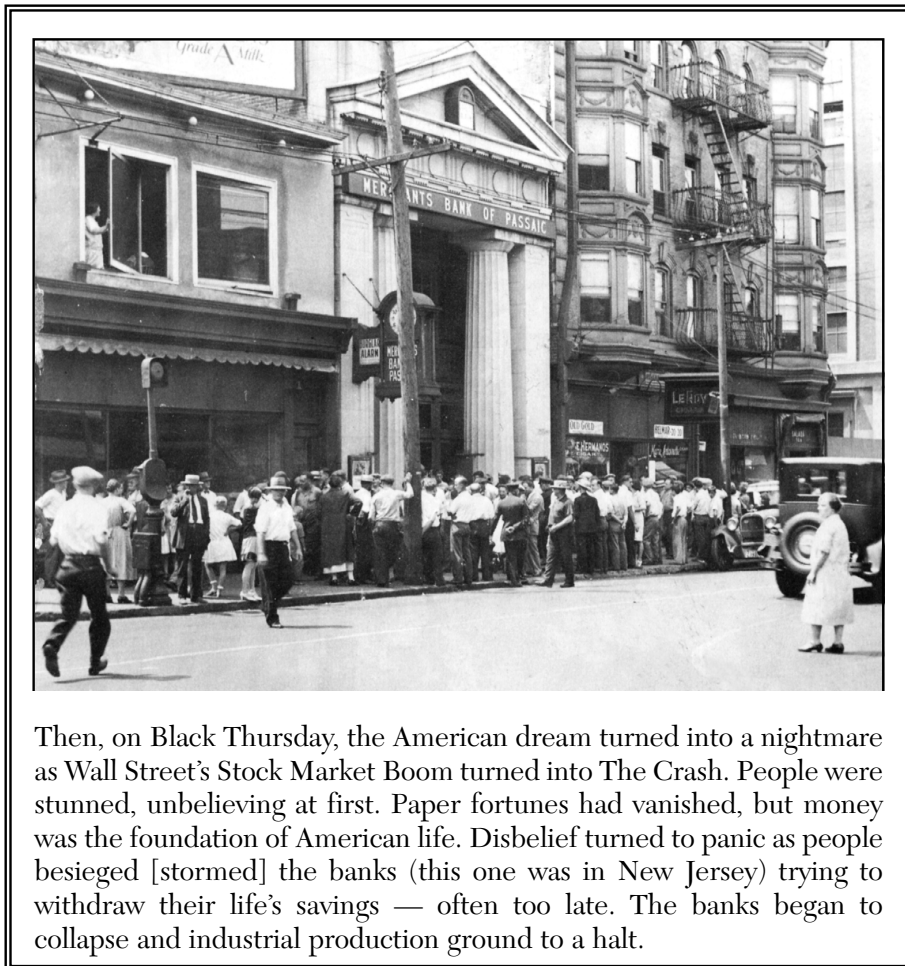
Score of 1:

- States how the stock market crash of 1929 affected workers according to this graph
Examples: unemployment increased/employment decreased; many people lost jobs; people were laid off; jobs became scarce; there were fewer jobs; the number of unemployed grew rapidly

Score of 0:

- Incorrect response
Examples: percentage of workers increased rapidly; number of employed increased; unemployment dropped to the lowest it had ever been; stock market went down; 3% of the workers were unemployed in 1929
- Vague response that does not answer the question
Examples: it went up; many workers changed jobs; jobs went up and down
- No response

Document 2



Then, on Black Thursday, the American dream turned into a nightmare as Wall Street's Stock Market Boom turned into The Crash. People were stunned, unbelieving at first. Paper fortunes had vanished, but money was the foundation of American life. Disbelief turned to panic as people besieged [stormed] the banks (this one was in New Jersey) trying to withdraw their life's savings — often too late. The banks began to collapse and industrial production ground to a halt.

Source: Robert Goldston, *The Great Depression: The United States in the Thirties*, Bobbs-Merrill

Question 2 According to this document, what effect did The Crash have on banks?

Score of 1:

- States an effect that the stock market crash had on banks
Examples: people withdrew their money; banks failed/closed/began to collapse; there were “runs” on banks/people stormed banks; people lost faith in banks; banks ran out of money; disbelief turned to panic as people besieged the banks

Score of 0:

- Incorrect response
Examples: people put more money in banks; industrial production ground to a halt; stock market crashed
- Vague response that does not answer the question
Examples: it was bad; there were lines; disbelief turned to panic
- No response

Document 3

This excerpt is from an article about Vera, a college-educated woman in New York City who was deeply affected by the Great Depression.

Vera

... Vera has never had a job. Almost every day of her first year in New York was spent in the discouraging routine all too familiar to the inexperienced college graduate looking for work. Employment agencies and prospective employers were usually indifferent to her plight when they discovered her lack of experience. And the money she spent on stamps for answering want ads was wasted; her letters never elicited [brought] replies.

For a time she lived on a small inheritance. But by the summer of 1934 it was gone and she seemed as far as ever from any hope of getting a job. Despite the intense heat and the growing nausea and weakness of slow starvation she continued to look for work for a month after her funds gave out. During this period she did not pay any rent for her furnished room and for food she depended almost entirely on occasional dinner invitations from her friends. There were not many of these invitations because she did not tell anyone how desperate her situation really was. Sometimes, though, she would borrow a dollar which usually went for carfare when she got so tired she couldn't walk further or, contrary to her better judgment, for food.

After four weeks of assuring her landlady that she would soon get a job and pay her rent she came home one night to find that all her clothing and personal belongings had disappeared during her absence. Frantic, she appealed to the landlady who told her that everything would be returned when she paid her rent. The value of her possessions was of course far greater than the amount of unpaid rent and she asked friends to loan her twelve dollars, the sum of her indebtedness. When she went home that night to redeem her possessions she found that a new lock had been put on the outside door of the house and that her key no longer fitted it. She rang the bell and knocked for a long time, but there was no answer. . . .

Source: Ruth L. Porterfield, "Women Available," *The American Mercury*, April 1935

Question 3 Based on this document, identify *two* problems Vera faced during the Great Depression.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* problem that Vera faced during the Great Depression

Examples: she had little money for food/ not enough money to pay rent/her funds gave out/indebtedness; few clothes; no work experience; she could not find a job; nausea/weakness due to hunger; locked out of her apartment/homeless; landlady took her clothes/possessions; she was embarrassed to tell friends that she didn't have money; so tired she couldn't walk

Note: To receive maximum credit, two *different* problems faced by Vera must be identified. For example, *her funds gave out* and *she had no money* are the same problem expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: she does not want to work; she lost her job; she had a small inheritance; she had no friends
- Vague response that does not answer the question
Examples: troubles; possessions; she had a hard time; jobs; money; desperate situation; frantic; she was embarrassed to tell friends
- No response

Document 4

Many “kitchens” similar to this one in Chicago in 1931 were opened by various individuals or groups.



Source: National Archives (adapted)

Question 4 Based on this photograph, what assistance is being offered to the people standing in line?

Score of 1:

- Identifies what assistance is being offered to the people standing in line in this photograph
Examples: free food/food; free coffee/coffee; free doughnuts/doughnuts; free soup/soup; food for the unemployed/food for people out of work

Score of 0:

- Incorrect response
Examples: there was no assistance being offered; they were getting assistance trying to find jobs; jobs; groceries
- Vague response that does not answer the question
Examples: unemployed people; help; free stuff
- No response

Document 5

. . . In such a spirit on my part and on yours we face our common difficulties. They concern, thank God, only material things. Values have shrunken to fantastic levels; taxes have risen; our ability to pay has fallen; government of all kinds is faced by serious curtailment [decrease] of income; the means of exchange [money and credit] are frozen in the currents of trade; the withered leaves [failure] of industrial enterprise [business] lie on every side; farmers find no markets for their produce; the savings of many years in thousands of families are gone. . . .

Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting [hiring] by the Government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed projects to stimulate and reorganize the use of our natural resources. . . .

Source: President Franklin D. Roosevelt, Inaugural Address, 1933, FDR Library

Question 5a According to President Roosevelt, what *two* problems did Americans face in 1933?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* problem that Americans faced in 1933 according to the information in this speech

Examples: taxes rose; government lacked money; trade decreased; people were unemployed; industries/businesses failed; farmers could not sell their crops; many families lost their life savings; values shrank; ability to pay fell

Note: To receive maximum credit, two *different* problems faced by Americans in 1933 as identified in this speech must be provided. For example, *savings are gone* and *many families lost their life savings* are the same problem expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: had enough money to pay their taxes; direct recruiting by the government
- Vague response that does not answer the question
Examples: money; common difficulties; credit; work
- No response

Question 5b According to this document, what did President Roosevelt say the government should do to solve the problems of the Great Depression?

Score of 1:

- States what President Roosevelt said the government should do to solve the problems of the Great Depression

Examples: put people to work; give people jobs; set up programs for the unemployed; create jobs to stimulate and reorganize use of natural resources; reorganize the use of our natural resources; stimulate the use of our natural resources; treat the task the same as the emergency of a war; use direct recruiting/hiring by the government

Score of 0:

- Incorrect response
Examples: lower taxes; print more money; buy people cars; get more material things
- Vague response that does not answer the question
Examples: accomplish projects; natural resources; face common difficulties wisely; solve the problem; make things better
- No response

Document 6



Source: Clifford Berryman, *Washington Star*, January 5, 1934, Library of Congress (adapted)

Question 6a In this cartoon, who does the doctor represent?

Score of 1:

- Identifies who the doctor represents in this political cartoon
Examples: the president; Franklin D. Roosevelt; FDR; the United States president

Score of 0:

- Incorrect response
Examples: Congress; New Deal Remedies; the United States/America; Theodore Roosevelt; any president other than FDR; medical companies; hospitals
- Vague response that does not answer the question
Examples: an important man; the national doctor; a good guy
- No response

Question 6b In this cartoon, what do the bottles on the table represent?

Score of 1:

- States what the bottles on the table in this political cartoon represent
Examples: New Deal programs/New Deal; programs that would be used to try to stop the problems of the Great Depression; plans that the United States/FDR had to end the Great Depression; help that the government would give Americans; New Deal remedies/agencies; FDR's policies/programs; New Deal remedies for the Great Depression; Relief/Reform/Recovery efforts; Roosevelt's remedies/medicine to end the Depression

Score of 0:

- Incorrect response
Examples: name of any single New Deal agency; New Deal programs that failed; other/foreign countries; the government; the laws of the United States; the United States
- Vague response that does not answer the question
Examples: organizations; medicine; different groups of the government; Reform; things that might help
- No response

The Townsend Plan
...in Brief

Have the National Government enact legislation to the effect that all citizens of the United States — man or woman — over the age of 60 years may retire on a pension of \$200 per month on the following conditions:

1. That they engage in no further labor, business or profession for gain.
2. That their past life is free from habitual criminality.
3. That they take oath to, and actually do spend, within the confines of the United States, the entire amount of their pension within thirty days after receiving same.

Have the National Government create the revolving fund by levying a general sales tax; have the rate just high enough to produce the amount necessary to keep the Old Age Revolving Pensions Fund adequate to pay the monthly pensions.

Have the act so drawn that such sales tax can only be used for the Old Age Revolving Pensions Fund.

OLD AGE REVOLVING PENSIONS, INC.
148 American Avenue Long Beach, California

BEACH CITY PTD. CO., 242 E. 9TH, L. P. COPYRIGHT 1934, F. E. TOWNSEND

Source: Social Security Administration (<http://www.ssa.gov>)

Question 7a According to this document, which group of people would benefit from Dr. Townsend's plan?

Score of 1:

- Identifies the group of people who would benefit from the Townsend plan
Examples: people/men and women who are 60 or older; people age 60 or older who engage in no further labor/business/profession for gain; people who are 60 or older who are retired; senior citizens/elderly/old people over 60

Score of 0:

- Incorrect response
Examples: habitual criminals; anyone under the age of 60; anyone still working in labor/business/profession for gain
- Vague response that does not answer the question
Examples: old people; Americans; senior citizens; eligible people
- No response

Question 7b Based on this document, state *one* provision of Dr. Townsend's plan.

Score of 1:

- States a provision of the Townsend plan
Examples: \$200 pension would be paid each month to eligible people; recipients could not work anymore; recipients could not be habitual criminals; recipients had to spend their \$200 each month in the United States; program would be funded by a sales tax; sales tax could only be used for the Old Age Revolving Pensions Fund

Score of 0:

- Incorrect response
Examples: income taxes would be increased; pensions would be paid weekly; Old Age Pension could fund a new sales tax
- Vague response that does not answer the question
Examples: money would be given out; pensions; the national government would enact legislation
- No response

Grade 8 Intermediate Level Social Studies
Part III B—Content-Specific Rubric
Document-Based Essay
June 2007

Historical Context: After the stock market crash of 1929, the United States went into a period of economic crisis known as the Great Depression. During this time, the political, economic, and social institutions of the United States were in turmoil. The government, various groups, and individuals sought ways to address the problems that Americans faced.

Task:

- Discuss the problems that Americans faced during the Great Depression
- Discuss actions taken by the government, *and/or* various groups, *and/or* individuals in an attempt to solve the problems brought about by the Great Depression

Scoring Notes:

1. This document-based question has **four** components (*at least two* problems that Americans faced during the Great Depression and *at least two* actions taken by the government, *and/or* various groups, *and/or* individuals in an attempt to solve the problems brought about by the Great Depression).
2. The actions may both be actions taken by the government, by various groups, or by individuals, *or* they may be a combination of any of these categories.
3. If actions by government are used, references can be made to federal, state, or local government.
4. The classification of actions by government, groups, and/or individuals need not be specifically identified as long as the information is implied in the discussion.
5. The actions taken do not have to be specifically related to the problems that are discussed, e.g., if the problem of bank failures is discussed, the Bank Holiday does not need to be discussed as an attempt to solve problems.
6. Causes of the Great Depression may be used as outside information as long as they are related to the problems Americans faced during the Great Depression.
7. President Herbert Hoover’s *laissez-faire* approach is acceptable as an attempt by the federal government to solve the problems of the Great Depression.
8. For the purpose of this question, the terms “Black Thursday” and “Black Tuesday” are acceptable in reference to Document 2. Black Thursday, October 24, 1929, refers to the first major drop in the stock market, while Black Tuesday, October 29, 1929, refers to the “Great Crash.”
9. The extent to which the problems of the Great Depression were solved depends on the point of view of the student. The response may discuss solutions to the problems of the Great Depression from any perspective as long as the position taken is supported with accurate historical facts and details.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing problems that Americans faced during the Great Depression and discussing actions taken by the government, *and/or* various groups, *and/or* individuals in an attempt to solve the problems brought about by the Great Depression
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., analyzes the cyclical nature of the Depression; compares Hoover’s laissez-faire program to FDR’s New Deal program; connects the government putting people to work to the beginning of the growth of the economy during the Depression
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., Hoover’s laissez-faire program; stock market crash of 1929; unemployment; Bank Holiday; Hundred Days; New Deal; pump priming
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task by discussing problems that Americans faced during the Great Depression and discussing actions taken by the government, *and/or* various groups, *and/or* individuals in an attempt to solve the problems brought about by the Great Depression, but may do so somewhat unevenly by discussing one aspect more thoroughly than another
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., discusses the interconnection between poverty and despair; discusses how the Bank Holiday was successful in opening some banks; discusses the pump-priming philosophy of FDR’s New Deal
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

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

Holistic scoring reminder: This note applies only to the evaluation of bullet 1.

Score of 3:

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

Examples of developing *at least three* aspects in some depth at Level 3

Holistic scoring reminder: These examples apply only to the evaluation of Bullet 1.

A response meeting the criteria below does not, by itself, make it a Level 3 response.

- | |
|---|
| <ol style="list-style-type: none">1. Discusses two problems faced and one action taken2. Discusses one problem faced and two actions taken |
|---|

Score of 2:

- Minimally develops *all* aspects of the task *or* develops *at least two* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Examples of developing *at least two* aspects in some depth at Level 2

Holistic scoring reminder: These examples apply only to the evaluation of Bullet 1.

A response meeting the criteria below does not, by itself, make it a Level 2 response.

1. Discusses *two* problems faced *or two* actions taken
2. Discusses *one* problem faced and *one* action taken

Score of 1:

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

Score of 0:

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

Key Ideas from the Documents

Problems Americans Faced During the Great Depression

Document 1	Unemployment
Document 2	Bank failures/“run” on the banks, financial panic Economy faltered
Documents 2, 5	Loss of life savings
Document 3	Homelessness Shame, embarrassment, mental and physical responses to prolonged poverty
Documents 3, 4	Unemployment, poverty, hunger
Document 5	Increase in taxes Inability to pay debts/bills Decrease of government income Effect on trade with freezing of money and credit Failure of industrial enterprise and business No market for farm produce

Actions Taken in an Attempt to Solve the Problems Brought About by the Great Depression

Document 4	Offer of free food to the unemployed by organizations
Document 5	Task of putting people to work by the government Treatment of Depression by the government as if it were a war Stimulation and reorganization of use of natural resources by government projects
Document 6	President Roosevelt’s New Deal Programs
Document 7	Dr. Francis Townsend’s proposed pension plan basis for the Social Security Act of 1935

Relevant Outside Information

(This list is not all-inclusive.)

Problems Americans Faced During the Great Depression

Events involved in the stock market crash/margin buying
Hoover's inability to solve economic problems—details about Bonus Army, Hoovervilles
Details about living conditions of people during the Depression
Pay cuts for many employed people
Loss of pensions
Lack of opportunity for young people
Lower pay for women and African American workers
Description of farm problems; farm and home foreclosures
Dust Bowl and farmer migration (*Grapes of Wrath*)
Culture of the Depression ("Brother Can you Spare a Dime"/Woody Guthrie/hobos)
Long-term health problems as a result of malnutrition
Increased psychological problems and suicides
Marital/family tensions
Inadequate medical and dental care
Increased hostility toward immigrants

Actions Taken in an Attempt to Solve the Problems Brought About by the Great Depression

Contributions to and maintenance of charities by volunteers
March to Washington by Bonus Army to demand immediate payment of promised pension from World War I
Bonus money for World War I veterans to be paid in 1945
Dumping of milk and blockades by farmers
Selling apples and pencils on street corners
Feeding and clothing the poor by schools, communities, and churches
Franklin D. Roosevelt—fireside chats
Deficit spending; pump priming
Details about New Deal programs (names, goals)
Eleanor Roosevelt—newspaper column "My Day," visits to poverty-stricken areas, source of comfort to letter writers
Unemployment insurance; minimum wage; farm subsidies offered by government programs
3R's (Relief, Recovery, and Reform)
Bank Holiday
One Hundred Days
Details about the Social Security program

The Great Depression was the worst economical failure in the American history. ~~At the~~ The prosperity of the Roaring Twenties quickly vanished as the Great Depression overshadowed the nation. One cause of the Great Depression of the 1930's was overproduction. ~~At the time, new technologies developed at the time of the event.~~ New technologies made production of goods more efficient. Prices dropped as the supply increased, causing a decrease in the demand. According to the economic theory of Supply vs. Demand, greatest profit is made when supply is low and demand is high. Another cause of the Great Depression include the stock market crash on October 29, 1929. ~~At~~ Prices of stocks decreased, but still no buyers. The stock market crashed, and once a bull market changed to a bear market. The stock market crash had especially a huge hit to those buying on margin. Now the values of stocks decreased, stock holders

sold them for a lower price, losing a great amount of their money. ^{Investors} People could not pay off their debt. The Stock Market Crash of 1929 also led to bank failure as depositors rushed to banks to withdraw their life savings. Banks collapsed, and businesses also failed, ~~due~~ because banks could not loan money. This soon led to unemployment as ^{businesses} ~~employers~~ laid off workers. ~~the~~ The President of the United States during the birth of the Great Depression was Herbert Hoover, a republican. He took little action to improve the US economy. He believed businesses would recover by itself, believing in the economic theory of "trickle down" ~~Hoover~~. However, as Franklin Delano Roosevelt became the president in 1932, the government no longer followed ~~the~~ a laissez-faire attitude. It ~~that~~ regulated the people and the business of America. FDR and his New Deal programs helped boost the economy.

There were many ~~fast~~ social and economical problems faced by nation and actions were taken to fix the American society,

Americans faced many hardships during the Great Depression. One major problem in the society was unemployment. ^(Doc 1) Businesses laid off workers ^{L (Doc 3)} as it lost capital and profit. They could no longer pay for worker's salary, especially after the bank failure. Without jobs, families fell into poverty. By 1932, over 6 million Americans were without jobs. Another problem faced during the Great Depression was the Dust Bowl in the Great Plains. Farmers living in the west, experienced great hardship as drought and dust storms hit, leaving their crops in ruins. Many farmers and their families, known as "Okies" left their home and took Route 66

to find jobs ~~in~~ as fruit pickers in states, such as California.

~~One~~ One major problem faced by Americans of the Great Depression also include poverty. ~~(Doc 3)~~ Many could not afford food. They relied on charities for free food. (Doc 4)

Breadlines and soup kitchens gave free breads and soups to those who fell into poverty. They wait in line for hours and some faint from hunger. Lack of housing was also a major issue during the Great Depression. Families lost their property as they fell deeper in debt. Some families lived in ~~just~~ a car, while others lived in a piano box. Many also lived in Hoovervilles. Hoovervilles were a little towns of wretched huts for families who would not afford housing. Hoovervilles were named after president Herbert Hoover. Many Americans blamed president Hoover for the

economical depression. President Hoover took little action to help the American economy withdraw from the depression. The Great Depression had many impacts on the American society and economy, Americans faced great hardships throughout this economic failure.

Many
Numerous actions were taken by the government sought ways to address the problems Americans faced during the Great Depression. When President Franklin Delano Roosevelt took office in 1932, ~~the~~ he sought to make reforms to help boost the economy. ^(DOC6) During his first hundred days in office, he passed an unprecedented number of bills through the congress. Roosevelt also ~~believed~~ created programs to help America out of the depression. This was known as his New Deal, which ~~sought to~~ aimed to bring relief, recovery, and reform. Major new Deal programs include the WPA or the works progress association. This decreased the percentage of unemployment, by providing jobs to artists, musicians, and writers. The CCC also help reduce the unemployment rate in the United states. It gave jobs to young men to plant trees. The AAA ~~help~~ brought ~~her~~ recovery to the nation. This program ~~attached~~ ~~and~~ paid farmers not to grow crops to stop the over production. The most important New Deal ^(DOC7) program was the Social Securities Act. This program

brought retirement benefits. Those over ~~60~~^{sixty} should retire leaving jobs for the younger workers. They would in return receive money from the government to spend on consumer goods. The social security act ~~was~~ came from the idea of Mr. Townsend and his Townsend Plan, which called for retirement for those over ~~60~~^{sixty}, and would receive \$200 per month to pay for consumer goods to put money back into the economy. Roosevelt played an important role in bestowing economic prosperity, as well as confidence in America. He gave "fireside" chats to inform the nation of his plans. He also followed the economic theory of "Pump Priming", which gave money to the people and that capital would be put into circulation back into the economy. Roosevelt also believed in government regulation. He believed it was the government's job to meet the needs of the nation. Actions taken by individuals and the gov't help bring many improvements to the economy.

Numerous problems overshadowed the nation during the great Depression, and actions were taken to fix these hardships. One major problem of the Great Depression included unemployment, as businesses lost capital, and laid off workers. Unemployment also led to poverty as

families could not afford food and housing. Many waited in breadlines and soup kitchens for free food. Another problem existed in the Great Depression was ~~the~~ lack of housing. Many families lived in Hoovervilles or a rattle town of wretched huts, named after president Hoover. Numerous actions were also taken to end these hardships. Individuals such as Roosevelt created ~~many~~ programs to help the American economy and its people. His New Deal programs aimed to bring relief, recovery and reform. Roosevelt's New Deal programs included the ~~Civilian~~ Works Progress Association, the CCC, the AAA, and the Social Security Act taken from the idea of ~~Dr.~~ Dr. Townsend. ~~The Social~~ ~~Security~~ The Government also played an active role in bringing change. ~~The~~ The United States fully recovered from the Great Depression by the entry into the World War II as the nation shifted to a wartime economy. The Great Depression is an example of the prosperities, recessions, and depressions ^{in our economy's} ~~in our~~ business cycle today.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing many problems that Americans faced during the Great Depression, discussing numerous actions taken by the federal government, and mentioning charities' and individuals' attempts to solve the problems brought about by the Great Depression
- Is more analytical than descriptive (prosperity of the Roaring Twenties quickly vanished as the Great Depression overshadowed the nation; impact of new technology on production helped create overproduction which led to a decrease in demand which helped lead to the Great Depression; explains the stock market crash and the change from a bull market to a bear market; connects business failures to the bank failures; compares Hoover's and Franklin D. Roosevelt's philosophies of government; identifies paying farmers not to grow crops to avoid overproduction; connects the business cycle phenomenon to the set of events involved in the Depression)
- Incorporates relevant information from all the documents
- Incorporates substantial relevant outside information (economic theory of supply versus demand; bull versus bear markets; buying on margin; replacement of trickle-down theory and laissez-faire with pump priming; Dust Bowl in the Great Plains and the Okies and Route 66; Hoover's inaction; passage of unprecedented number of bills through Congress in first hundred days; relief, recovery, and reform; description of specific New Deal agencies; fireside chats used by Roosevelt to inform the nation of his plans)
- Richly supports the theme with many relevant facts, examples, and details (values of stocks decreased; workers laid off; workers stood in food lines for hours; living in cars and piano boxes; given free bread and soup; droughts and dust storms left crops in ruins; Hoovervilles—little towns of wretched huts; retirees should receive \$200 a month; shift to a wartime economy); includes minor inaccuracies (Works Progress Association; the Social Security program stated that those over 60 should retire)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the causes of the Great Depression and a conclusion that summarizes the information in the response

Conclusion: Overall, the response fits the criteria for Level 5. The introduction sets the stage with the use of background information to discuss the Great Depression. Although the response is repetitive at times, outside information is interwoven with a thorough explanation of document information into a sophisticated, detailed narrative that explains all facets of the Great Depression.

Throughout history, all countries have ups and downs in their economy. This is called the business cycle. The U.S. started out as an agrarian society, farming and harvesting, to a huge industrial power. The 1920's, a.k.a. Roaring 20's, were an industrial boom. People had fun, and seemed to ~~have~~ be able to buy anything with the stock market on their side. People used installment buying, so if they didn't have all the money now, they could pay it off later, and buying on margin to make a quick profit. However ~~the~~ what goes up, must come down, and it did. On October 29, 1929 the stock market crashed. Panic fell upon the United States, and President Herbert ~~the~~ Hoover didn't do anything about it because he believed in laissez-faire (the economy could fix itself). The America went from a boom to a depression, the Great Depression. Finally, in 1932, Franklin D. Roosevelt came along, and got right down to work. He set up all sorts of programs. During the Great Depression, Americans faced many hardships, and the Government did everything they could to ease the pain.

Americans were faced with many new, difficult problems, such as unemployment (Doc. 1). After the crash on October 29, 1929, also known as Black Tuesday, unemployment skyrocketed. In 1929, 3.5% were unemployed, 1930 - 8.75%, 1931 - 15.88%, and in 1932 - 23.5%! This was an all time high. The reason for all this unemployment was once the stock market crashed,

businesses all around also started falling, just like dominoes. The U.S. was in a peacetime crisis. Also because of this unemployment, people couldn't pay rent, or provide food for their families.

Many were kicked out of their homes, others starved to death.

Many people decided to rush to the banks, because their life savings, and fortunes were written out on paper. But this just caused the banks to fail and close down. Her President Hoover continued to stay out of it, although people came to him desperately in need. In addition many people were too ashamed to get help.

A young woman named Vera lost all of her personal values and possessions because she couldn't pay rent (Doc. 3). She couldn't get a job, couldn't get food, and had no home, like very many across the country. In the Mid-west there was a harsh dust bowl. The Dust Bowl was the time when the fields were so worked that they started to erode and the wind blew the dirt and dust everywhere, constantly. Many of these helpless farmers became "okies" who went to California to pick fruit to provide for their family. The homeless formed communities called Hoovervilles with shelters made of boxes and any scrap wood or metal they could find. People were desperate, and hope seemed to be lost. The American people were faced with hardships so sudden and shocking, they couldn't cope.

However, when all hope seemed to be lost, the government came around with a new leader to help. In the election of

1932, a man with polio name Franklin D. Roosevelt was elected. He came with many new remedies to save the country (Doc. Co). His plan of government was called the "New Deal". The New Deal was made up of many programs to get people back to work and start circulating money again. He believed in "pumping up" (giving the money straight to the people, then having it work its way up to businesses). When Hoover believed in Trickle down (give the money to the business, it will eventually make it to the people) President Roosevelt made the majority of his programs in his first 100 Days of office. Just about everyone was approved. The help ~~we~~ Americans needed seemed to finally arrive, with all of FDR's new programs, ~~things~~ times were looking better.

After all of the problems Americans had, FDR put many programs together as part of his New Deal. During the 20's alcohol was illegal, prohibition, but people still broke the law anyway. ~~Reese~~ FDR realized that repealing prohibition would provide many jobs. Therefore, the liquor business was back. Also to help stop the ~~B~~ panic of no banks. FDR declared a National Bank Holiday. This holiday was when all banks closed for 3-4 days, and the only ones that reopened were the ones with a strong foundation of money to stay together. Americans didn't worry ~~beats~~ because FDR kept them posted with his radio talks called fire side chats. Broadcasts

and soup kitchens were also formed to provide free food (Doc. 4). In addition, FDR made up many specific programs to provide jobs for the people. One program was the TVA, Tennessee Valley Authority. This provided ^{outdoor} work for men and at the same time they were building roadway and providing electricity to the Tennessee Valley. Another program was the Social Security Act ^(SSA) which provided all retired eligible men and women over 60 a monthly pay, because they didn't work anymore (Doc. 7). These were only 2 of the ~~A~~ ^{many new Deal programs} but there finally, to see if his programs were in order and successful, Eleanor Roosevelt (his wife) traveled the country. She was FDR's eyes and ears because he ~~was~~ had polio. Although there was much to be done, FDR said "There's nothing to fear but fear itself".

Once the government came around and helped, the hardships put on Americans became easier. Some of these hardships were unemployment, which increased to 23.5% by 1932, homelessness, and starvation. People couldn't get money and provide for families, or themselves anymore. Finally in the Election of 1932, FDR came into office with his new Deal. In his first hundred days he provided programs such as the TVA and SSA. He also ~~rep~~ repealed prohibition. Although nothing really pulled America out of the Great Depression until World War II, the government tried their best. As FDR put it "There is nothing to fear but fear itself!"

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing problems that Americans faced during the Great Depression and discussing actions taken by the federal government and Eleanor Roosevelt in attempts to solve the problems brought about by the Great Depression
- Is more analytical than descriptive (United States went from an agrarian society to a huge industrial power; connects the domino effect of the stock market collapse to business failures; explains a reason for the Dust Bowl; compares Roosevelt's pump priming to Hoover's trickle-down theory)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (business cycle; Roaring Twenties was industrial boom; installment buying; buying on margin to make a quick profit; Hoover's inaction after the stock market crash; Okies went to California to pick fruit; majority of Roosevelt's programs in his first hundred days; repeal of Prohibition; national bank holidays; fireside chats Roosevelt's way of keeping Americans posted; summary of Tennessee Valley Authority and Social Security Act; Eleanor Roosevelt FDR's eyes and ears)
- Richly supports the theme with many relevant facts, examples, and details (describes how Vera lost values and possessions; fields eroded and wind blew dust and dirt everywhere; shelters made of boxes and any scrap wood or metal; explains trickle-down theory; Tennessee Valley Authority provided roadways and electricity for the Tennessee Valley); includes a minor inaccuracy (Social Security provided all men and women over 60 a monthly pay)
- Demonstrates a logical and clear plan of organization; includes an introduction that provides a good overview of the Great Depression and a conclusion that illustrates the appropriateness that there is "nothing to fear but fear itself."

Conclusion: Overall, the response fits the criteria for Level 5. Although attempts to solve the problems of the Great Depression are not discussed in chronological order and a few overgeneralizations (explanation of pump priming; discussion of the repeal of Prohibition) are included, they do not detract from the overall effectiveness. Explanation of details demonstrates a thorough understanding of all aspects of the Great Depression.

The stock market crash of 1929 sent the United States into an economic and political depression. The Great Depression was a time of economic downfall for Americans as they searched for a way out. The government, groups and individuals looked for a way to help Americans in this time of crisis.

On Black Thursday the American dream turned into a nightmare. Banks began to collapse and much industrial production ground to a halt. (doc 2) People's life savings were gone in an instant and pandemonium broke out. People were in uproar and could not believe the reality of what had just happened to them. After the Crash of the stock market Americans went into a Great Depression. Many people ended up losing everything. After the crash taxes rose and people were unable to pay their bills (Doc 5) or even buy food for their families. Most Americans lost their jobs (Doc 1) because bosses didn't have enough money to pay the workers. Many relied on soup kitchens for food. Since people couldn't pay their bills they lost their homes and possessions. They ended up living in Hoovervilles which were poor places where people were forced to live because that was all they could afford. People everywhere were jobless, homeless

and starving and looking for someone to free them from their Depression.

After the crash of the stock market Americans looked for someone to turn to but they didn't receive it. President Hoover's reaction to the Great Depression was the exact opposite of what Americans needed. Hoover's first reaction to the stock market crash was to wait and see. Finally when he did something it was too little too late. Even when Hoover did something it was the opposite of what Americans needed, he raised taxes and said that people should get themselves out of the depression. People were upset over the decisions Hoover made and blamed him for the continuation of the depression. Americans' hopes on ever getting out of the depression were gone until Franklin Roosevelt (FDR) came into the picture. His plan to get America out of the depression was far different from that of Hoover. FDR's approach was for the Government to take action treating the task as an emergency of war. (Doc 5) FDR gave Americans hope through his New Deal plan and through Fireside chats. FDR's New Deal plan was based on recovery, relief and reform. Many programs came from this that helped Americans through this crisis. These

programs provided money and jobs. The Social Security Act was one of these reform programs, it provided pension to men and women 65 or older when they retired. The CCC was another program which gave young men jobs in forests. Fireside chats was also another way FDR helped Americans. Americans would gather around their radio and listen to FDR talk about the problems of the depression, this provided hope and a comfort of knowing that they are not alone. Franklin Roosevelt was a real relief from the problem of the depression and he helped them face their problems with hope.

Though the stock market crash of 1929 did send America into the Great Depression and though they did face many hardships they were able to hold on to hope because of Franklin Roosevelt. It was a time of economic crisis for America and though some of the problems were relieved by Franklin Roosevelt America doesn't really get out of their depression until WWII.

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing problems that Americans faced during the Great Depression and discussing actions taken by the federal government in an attempt to solve the problems brought about by the Great Depression
- Is both descriptive and analytical (Black Thursday, an American dream turned into a nightmare; indicates a difference in approach to the Great Depression of Hoover and FDR; demonstrates the effect of the fireside chats in providing hope and alleviating the feeling of being alone; FDR helped Americans face their problems with hope)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (increase of taxes under Hoover; Hoovervilles; Hoover's inaction; Hoover's attitude that people should pull themselves out of the Depression; Hoover blamed for the Depression; relief, recovery, and reform; discusses the Social Security Act and the CCC)
- Supports the theme with relevant facts, examples, and details (collapse of banks and halt of much industrial production; not enough money to pay workers leading to loss of jobs; Hoovervilles as poor places where people were forced to live; gathering around the radio and listening to FDR talk about problems of the Depression during fireside chats)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states although President Roosevelt gave Americans hope they did not really get out of the Depression until World War II

Conclusion: Overall, the response fits the criteria for Level 4. Although much of the information originates from the documents, the outside information is effectively explained and integrated into the discussion. The discussion demonstrates an understanding of the differences between the approaches and the effectiveness of Hoover and Roosevelt to the Depression.

In the year of 1929, industrialization was already well off. A little more than 3% weren't working, which is quite good. However, after the stock market crash of 1929, a decrease in American employment was quickly appearing. By 1932, the decrease in the employment rate dramatically rose to about 23%. The American society was collapsing, and the citizens of our country were being greatly affected by it. Americans were becoming frantic because banks were unable to return their money to them, there was widespread homelessness, and starvation was killing a number of people. Trying to fix the situation was Franklin D. Roosevelt, who ended up supposedly "saving the day". His new deal programs such as his projects and his fireside chats calmed Americans and helped bring the economy to its previous position.

Once Americans heard about the stock market crash, of course they panicked, heading straight to the bank in order to retrieve their financial savings. The time being too late, the banks were unable to give them anything except an apology that scared the American citizens. The money that was in the banks was currently being used as loans to businesses and investors in the stock market. Roosevelt closed the banks, noted as the "Bank Holiday" by FDR, until they were in a healthy condition. Homelessness has always been a problem that still exists

today, yet after the Stockmarket crash of 1929, it rose to an ultimate high. Industrial factories were greatly affected by the crash, either having to close down or cut loose many employees. Finding a job to begin with is always difficult, but if you tried back then, you'd be out of luck. Without jobs, people couldn't pay the mortgage for houses or the rent for apartments. Landlords were fed up with people that promised they would pay previous debts, like hers in 1934. After being short 4 weeks of rent, which only amounted to 12 dollars, her landlord deprived her of all of her personal possessions. Many of those who were homeless built miniature, flimsy shacks, usually in large groups. These shacks were nick named "Hooverilles" because the president coming into the Great Depression was Herbert Hoover, who they blamed all of their problems on.

Those that were homeless were 99.9% destined to be a victim to starvation. Without jobs, there was no money to purchase food items, or anything at all for that matter. Some restaurants in which the owners were courteous held days where they would give free food to homeless or unemployed. Things like a simple cup of coffee and doughnuts would often be served by charities, such items seem so cheap to us today. These places are similar to soup kitchens that we still have today, where people volunteer to give free food to poor individuals. A large number of people died from starvation during the Great Depression.

After Herbert Hoover was removed from office, Franklin Delano Roosevelt stepped in to replace him. FDR had ideas for a "New Deal", which included certain steps to return to a healthy economy. FDR introduced simple projects that would provide jobs for those that were desperate. There were a cornucopia of projects assembled for the American citizens, and all of them were abbreviated to usually 3 or 4 letters. These projects normally took a long period of time. In the CCC men and very few women participated in planting tree seeds and tending to forest enclosures for months on end, in building dams or other things, and in a plethora of other activities. These projects were meant to put money back into the economy, however it also resulted in taking money away from the government.

FDR's fireside chats were one of the most popular programs to listen to on the ever popular radio device. Fireside chats were very soothing, calm lectures on FDR's plans and strategies to put the American society back up on their feet. Probably they made Americans quite pleased with themselves because they were actually informed about the president's plans before he took them into action.

After the Stock market crash of 1929, the American society plunged further into a Great Depression. Americans were frantic because they were now primarily facing the collapse of banking systems, the wide spread of homelessness, and the fear of starvation. But here to help the people out was Franklin Delano Roosevelt, or FDR, with his

"New Deal" ideas of projects and fireside chats. Some parts of American society proclaim that FDR was the only reason that the United States eventually pulled out of the Great Depression. However, in my ~~opinion~~ opinion, the U.S. involvement in World War II gave Americans jobs to provide weapons and soldiers to participate in the war. Either way, I am very HAPPY that my country isn't still suffering in the Great Depression.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing problems that Americans faced during the Great Depression and discussing actions taken by the federal government and groups in an attempt to solve the problems brought about by the Great Depression
- Is both descriptive and analytical (connects unemployment to starvation; connects the closing of banks to loans made to businesses and stock investors; money put into the economy by Roosevelt's projects taking money away from the government; American people soothed and informed by fireside chats; end of Depression helped by World War II's need for weapons and soldiers)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (fireside chats; Bank Holiday; homelessness rose to an ultimate high; Hoovervilles; blaming of Hoover for all of the problems; description of the CCC; use of the radio for the fireside chats)
- Supports the theme with relevant facts, examples, and details (banks not able to return money to people; money unavailable from banks because being used for loans; factories closed down and employees cut loose; details about Vera's situation; free food provided to the hungry by restaurants and charities; details on CCC activities)
- Demonstrates a logical and clear plan of organization; includes an introduction that states some of the problems of the Depression and discusses how Roosevelt's New Deal programs and his fireside chats saved the day and a conclusion that reviews the task and states that World War II gave Americans jobs

Conclusion: Overall, the response fits the criteria for Level 4. Although the response includes some chronological inconsistencies, document information is integrated with outside information to demonstrate a good understanding of the Depression. The response notes that some of the problems of the Depression are related to similar problems in today's society. The analytical statements strengthen the response.

During the late 1920s and throughout the 1930s, the United States was caught in the throes of the Great Depression. This catastrophic event, brought about by the infamous stock market crash, rendered thousands, maybe millions, of Americans jobless and without money or any way of supporting themselves and their families. No job meant no money, and no money meant no food. No money also meant no rent. Landlords and -ladies would take possessions of belongings and even kick families out of their own homes if they couldn't pay. Vera, a young New Yorker fresh out of college, wasn't able to find a job during the Depression due to her lack of experience in every field. She only ate when her friends asked her to dinner, and didn't pay her rent for weeks. Vera's landlady, sick of receiving "IOUs" instead of money, took her belongings and eventually kicked her out of the house. Throughout the country, conditions were like this and worse.

The government was as hurt by the Great Depression as the people. They received no income, so the national debt grew. President Hoover, who presided from 1928 to 1932, did little to boost the economy. His only major effort was the setup of the Reconstruction Finance Corporation, which tried to help the railroads, among other things. However, by the time the RFC was instated, some railroads had already gone under. It was too little, too late. On the other hand, ^{when} Franklin Delano Roosevelt took over the office, things began to look up. In his inaugural address, he promised to put people to work, and he did. His presidency began with the Hundred Days, a period in which many major laws were passed in 100 days. FDR also began the creation of his "alphabet agencies," or 'remedies' as they were called in a political cartoon.

featuring FDR as a doctor tending an ill Uncle Sam. These agencies provided jobs fixing public buildings, planting trees, and in other ways improving society. These jobs were open to young men. They were fed meals provided by the government and were given money to take or send home to their families. With his methods, FDR and the federal government boosted the morale of the entire nation.

Unemployed people had no money with which to buy food, so many Americans were living on the brink of starvation. A teacher once told a young girl in her class to go home and eat. The little girl replied, "I can't. It's my sister's turn to eat today." The men would go out into the streets in an attempt to beg some food for themselves and their families, but to no avail, as there was no food to be found. Seeing the plight of the unemployed, many charities opened up soup kitchens, which provided meals for any who needed one. They also provided jobs for men to work behind the counter, serving the soup in exchange for a small amount of money. Private shops, such as the cafés and dime stores, gave away what goods they could in efforts to help.

Some private citizens tried to find ways to help ease the troubles of the Depression. Francis Townsend, a doctor from California, recommended the instating of what he called the "Old Age Revolving Pensions Fund." This system would involve the government providing \$200 a month to every retired American citizen over age 60 without a criminal background. This would give the elderly some security during the difficult times the Depression brought.

The Great Depression brought about a handful of troubles. Some of these

troubles were too much of a burden for the American citizens to bear alone. The government, through FDR's agencies, helped carry the load by providing work. Charities and other groups provided food, and Francis Townsend came up with a plan to provide money. Without them, the Depression would have been much harder to handle.

Anchor Level 4-C

The response:

- Develops all aspects of the task by discussing problems that Americans faced during the Great Depression and discussing actions taken by the federal government, various groups, and Dr. Francis Townsend in an attempt to solve the problems brought about by the Great Depression
- Is both descriptive and analytical (Hoover's policies too little too late; morale of the entire nation boosted by Roosevelt's methods; explains what lack of money meant in daily life; uses a specific example to demonstrate the extent of starvation; Depression too much of a burden to bear alone)
- Incorporates relevant information from documents 1, 3, 4, 5, 6, and 7
- Incorporates relevant outside information (federal government as well as the people affected by Depression; Hoover's inaction; Reconstruction Finance Corporation tried to help railroads; 100 Days; creation of alphabet agencies; Caroline Bird's *Invisible Scar*)
- Supports the theme with relevant facts, examples, and details (details about Vera's life; FDR's agencies provided jobs for fixing public buildings and planting trees; charities opened soup kitchens; details about the Townsend plan)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the problems of the Depression and a conclusion that summarizes some of the efforts by government, groups, and Francis Townsend to deal with the Depression

Conclusion: Overall, the response fits the criteria for Level 4. The strength of the response is in the straightforward explanation of details, the comparison of Hoover and Roosevelt, the interweaving of document information and outside information, and the summary statements about the extent of the success of efforts to deal with the problems.

In 1929, the United States' stock market crashed. For many years to follow, the United States suffered from an economic crisis, later titled the Great Depression. During this time period, Americans suffered greatly. Despite such problems, others were still able to help and attempted to solve these problems. Most notably was the federal government.

One of the most immediate effects of the crash, was unemployment. Soon after many people found themselves without a job. Document 1 shows the percent of Americans that were unemployed. In 1929, the rate of unemployment was about 4. Though by 1932, the rate had grown about 20% percent and was now at ^{about} 24, which is nearly one quarter of the population. That means one out every ~~to~~ four Americans were unemployed. Such unemployment led to poverty and loss of possessions as seen in Document 3. Many people lost homes and had to make shelters out of whatever they could find. A large group of shacks would be called "Hoovervilles", in spite of President Hoover (who was blamed for the nation's problems).

Another problem that was a result of the Great Depression was the failure of many businesses. A business that suffered greatly were the banks. After the stock market crash, many people became scared that they would lose the money that they had in the banks. Document 2 states this problem. In spite of this scare, many people withdrew all their money from the banks, causing the bank system to collapse.

Now that the banks were closed, more people were laid off, and more people became affected by the Depression. Luckily, the newly elected president, Franklin Delano Roosevelt had a plan.

Upon being elected, President Roosevelt began his Fireside chats. Here he stated his plans to bring the country out of the Great Depression, in a calm, friendly manner which gained the confidence of the people. Roosevelt immediately fixed the bank problem telling Americans to keep their money in the banks and by having all the banks unfit to operate, remain closed and fix themselves up. Despite this ^{success in the} ~~one~~ of the biggest problems he still faced, was unemployment.

Roosevelt proposed his "New Deal" to help get the nation back on track. Document 5 is a quote by Roosevelt, outlining what the government needed to do. The New Deal consisted of many new programs to get Americans their jobs back, while stimulating the production of natural resources at the same time. One program that did this was the CCC. Roosevelt had countless other programs that he used to pull Americans out of the Depression. These programs often found themselves at the basis of political satire and cartoons. Document 6 is an example of one. His most famous program was the NRA, which in the cartoon has the biggest bottle.

The federal government wasn't the only institution to offer help to Americans. Some people and businesses who were more fortunate than others, provided some help to those who weren't. Document 4 is an example of this. It shows a place where unemployed people could get a drink and some food.

The Great Depression was not a most pleasant chapter in America's history.

Though out of it came Tom Brokaw's "Greatest Generation". The greatest factor to the end of the Depression was WWII. Throughout the ~~the~~ Great Depression, many people suffered greatly, and it was up to the government to solve to nation's problem.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth by explaining problems that Americans faced during the Great Depression and discussing actions taken by the federal government and various groups in an attempt to solve the problems brought about by the Great Depression
- Is more descriptive than analytical (poverty and loss of possessions from unemployment; people were scared that they would lose the money they had in the banks; luckily, the newly elected president had a plan; confidence because of Roosevelt's calm, friendly manner; out of the Depression came the "Greatest Generation")
- Incorporates some relevant information from documents 1, 2, 3, 4, 5 and 6
- Incorporates limited relevant outside information (Hoover's blame; Hoover blamed for the nation's problems; Roosevelt's plans to bring the country out of the Depression in fireside chats; implied reference to Bank Holiday; New Deal programs were basis of political satire and cartoons)
- Includes some relevant facts, examples, and details (unemployment; bank failures; stock market crash; proposal of New Deal to help the nation get back on track; federal government not the only institution to offer help to Americans); includes some minor inaccuracies (Roosevelt immediately fixed the banking problems; collapse of the bank system)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states the Depression was not a pleasant chapter in America's history and World War II was the greatest factor in ending the Depression

Conclusion: Overall, the response fits the criteria for Level 3. Although facts are sometimes incorrectly stated and some overgeneralizations are included, the discussion demonstrates a satisfactory understanding of the Great Depression. Relevant outside information strengthens the quality of the response.

Throughout American history, there have been changes in economy that have affected many people. In 1929, the stock market crashed causing serious repercussions. This failure of business and economy helped cause the Great Depression. The Depression and the attempts to end it were important events in American history.

During the Depression, Americans faced a great many problems. The market had crashed because of frequent speculation and buying on margin. When one day stock prices went down, a rush to sell stocks caused the Crash of 1929. After "the Crash," people rushed to withdraw savings from banks (Doc. 2). The banks' lack of currency led to their collapse. People also faced a large increase in unemployment (Doc. 1). In 1932, about 1 out of every 4 people was unemployed. Besides not having money or jobs, people lost their homes and were unable to pay for rent or transportation (Doc. 3). Food became an expense people were unable to pay for. Even the government was suffering decreases in income (Doc. 5).

Several actions were taken by government, various groups, and individuals in attempt to solve problems caused by the Great Depression. President Franklin D. Roosevelt gave fireside chats on the radio to encourage people and declared a bank holiday to help get the banks back on their feet as a start to his New Deal program. The New Deal provided relief for people most affected by the Depression (Doc. 6). Programs included the Federal Relief Administration (FERA) and the Civilian Conservation Corps (CCC) which gave young men jobs planting trees and

Anchor Paper – Document–Based Essay – Level 3 – B

building recreation areas. Critics of the New Deal thought other things needed to be done to help the people who most needed it. Dr. Francis Townsend thought that citizens over the age of 60 should receive a pension of \$200 a month. (Doc. 7). Another critic, Huey Long, thought money should be taken from the rich and given to the poor.

One of the most important times in American history was the Great Depression. Many problems were caused for Americans, including unemployment and homelessness. The government and other people made numerous attempts to help the United States recover. The Great Depression was a defining time in American history.

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

- Develops all aspects of the task with little depth by discussing problems that Americans faced during the Great Depression and discussing actions taken by the federal government and individuals in an attempt to solve the problems brought about by the Great Depression
- Is more descriptive than analytical (stock market crash as a result of frequent speculation and buying on margin; collapse of banks connected to lack of currency; the New Deal not without its critics)
- Incorporates some relevant information from documents 1, 2, 3, 5, 6 and 7
- Incorporates limited relevant outside information (fireside chats; Bank Holiday; relief programs; Federal Emergency Relief Administration; Civilian Conservation Corps; Huey Long thought money should be taken from the rich and given to the poor)
- Includes some relevant facts, examples, and details (crash of 1929 caused by rush to sell stocks; loss of homes; people unable to pay for rent or transportation or food; food expensive; problems of unemployment and homelessness)
- 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. A simplistic description of causes and effects is used to address the task. The integration of statements of outside information with document information and some good analytical conclusions strengthen the response.

The Great Depression was a horrible time for everyone. On October 29, 1929 the Stock Market crashed. People lost all their money overnight. Millions of people were out of work. There were many problems faced during the time of the Great Depression and people tried to make things better.

There were many problems during the Great Depression. There were very few jobs. From 1929 to 1932 the unemployment rate ~~then~~ went from 4% roughly 4% to about 24% (Doc. 1). People could not find jobs. Therefore they got no money (Doc. 3). People lost their homes because they could no longer afford to live in them. People could also not afford food people went hungry and families went hungry. Families were forced to live ~~in~~ tenement housing with up to 4 other families living with them. The houses were in poor condition. Not only were they ~~crowded~~ crowded but they were not and they ~~spelled~~ ^{smelled} and were dangerous. There were many problems during the time of the Great

Depression

The gov't as well as the people did many things to try and make life better. People set up soup kitchens for those who could not afford food. They sold things such as coffee and doughnuts for breakfast & to soups for lunch and dinner. It was very helpful to those that were unemployed because they got their food for free. Also, the gov't helped the unemployed by setting up public works to create jobs. President Franklin D. Roosevelt created the New Deal which was a huge help to the people. It created thousands of jobs. (Document 6). President's Roosevelt's plans became known as Alphabet Soup because these new organizations were abbreviated by letters. There were organizations such as CCC, and the AAA. The main goal of all of the organizations were relief, recovery, and reform. Relief was to help the poor. Recovery to help the economy and businesses, and Reform to prevent such a thing from ever happening again.

The New Deal worked so well that they made a second New Deal creating even more jobs.

The gov't and the people helped fix the problems during the Great Depression. People went bankrupt, had no jobs and food. The New Deal and soup kitchens helped make things a little bit better. The Great Depression was a horrible time for everyone.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by discussing problems that Americans faced during the Great Depression and discussing actions taken by the federal government and groups in an attempt to solve the problems brought about by the Great Depression
- Is more descriptive than analytical (Depression was a horrible time; loss of homes and lack of food as a result of unemployment; second New Deal because of success of first New Deal)
- Incorporates some relevant information from documents 1, 3, 4, and 6
- Incorporates limited relevant outside information (public works programs set up by government to create jobs; alphabet soup agencies; relief, recovery, and reform; second New Deal)
- Includes some relevant facts, examples, and details (money lost overnight; millions of people out of work; very few jobs from 1929 to 1932; soup kitchens set up for those who could not afford food); includes some minor inaccuracies (coffee and doughnuts sold in soup kitchens)
- Demonstrates a satisfactory plan of organization; includes an introduction that describes the Great Depression and a conclusion that states that the New Deal and soup kitchens helped make things a little bit better

Conclusion: Overall, the response fits the criteria for Level 3. Although most documents are interpreted literally and not very well integrated, the response is strengthened by a description of Roosevelt's relief, recovery, and reform. The information presented indicates a basic understanding of the Great Depression.

During the 1930's, the United States was cast into a period of socio-economic disparity known as the Great Depression. Most Americans faced terrible problems during this time period. Several groups, including the Federal Government, made many attempts to boost our nation's economy. The Great Depression was a period of economic turmoil.

The problems encountered by many Americans were atrocious. Many banks lost all their money and closed down. Because of this, most people lost their savings. (Doc. 2) Unemployment rates also increased substantially. (Doc. 1) Many people lost their homes and nearly starved. (Doc. 3) Most Americans faced horrible problems during the Great Depression.

The government, along with several other groups, did many things to correct these problems. At first, the government did nothing, hoping the economy would correct itself. Later on, they created many programs, primarily to give people jobs. Some of these programs included the CCC, NRA, and the FACA, among others. (Doc. 6) These were all part of President Franklin Roosevelt's New Deal. Individual

Groups opened soup kitchens to feed the homeless. (Doc. 4)
Several individuals made suggestions to the government
to aid in the time of crisis. (Doc. 7)

As you can see, the Great Depression was a
terrible time in history. It had a tremendous affect
on the American people. Many tried to "repair" the
economy in many different ways. The Great Depression
was a period of dramatic economic descent.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task by discussing problems that Americans faced during the Great Depression and mentioning that the federal government, various groups, and individuals took actions in an attempt to solve the problems brought about by the Great Depression
- Is primarily descriptive (Great Depression was a period of socio-economic disparity; programs created by government primarily to give people jobs; the Depression was a period of dramatic economic descent); includes isolated and weak application and analysis (at first, the government did nothing, hoping the economy would correct itself; NRA and FACA were programs primarily created to give people jobs)
- Incorporates limited relevant information from documents 1, 2, 3, 4, and 6
- Presents little relevant outside information (initial government inaction)
- Includes few relevant facts, examples, and details (closing of banks; substantial increase in unemployment rates; loss of homes; Roosevelt's New Deal programs included the CCC, NRA, FACA; homeless fed by soup kitchens)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states many tried to "repair" the economy in different ways

Conclusion: Overall, the response fits the criteria for Level 2. Although all parts of the task are addressed, superficial treatment of document information weakens the response. Information is stated but is not developed; references to the Great Depression are made but are not discussed.

In 1929 the U.S. went through an economic crisis known as The Great ~~Depression~~ Depression. Everyone was affected by the great depression. Although everyone had their own problems because of the great depression in the end they all came together to help each other.

Americans were faced ~~with~~ with many problems during the Great Depression. One problem they were faced with was the increase of unemployment (Doc. 1) ~~un~~ unemployment increased from $3\frac{1}{5}$ to $23\frac{4}{5}$ percent. Another problem that Americans were faced with was finding food. (Doc 3, ~~1~~) Many people were starving because they couldn't afford food. Many people were also ashamed to ask their family, or friends for money for food. Obviously Americans had a hard time surviving through the

Great depression.

Many programs were made to help americans out of the depression. Some company owners offered the unemployment free food. (Doc. 4) Soup kitchens were also developed. The government also made programs like N.R.A., CCC, and F.A.C.A. that helped the economy and at the same time produced new jobs for americans. (Doc. 6). Part of F.D.R.'s new Deal plan was to make a lot of programs that would help the U.S. get out of The Depression. Obviously many acts were taken to help americans out of the depression.

The Great depression didn't help any one. ~~many~~ many programs and independent companies greatly helped americans out of the depression. All in all the depression brought the U.S. together as one country.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task by discussing problems that Americans faced during the Great Depression and addressing actions taken by the federal government and groups in an attempt to solve the problems brought about by the Great Depression
- Is primarily descriptive (Americans had hard time surviving through the Great Depression); includes faulty and weak application (soup kitchens also developed; the Depression brought people together as one country; NRA and FACA provided new jobs for Americans)
- Incorporates limited relevant information from documents 1, 3, 4, and 6
- Presents little relevant outside information (economy helped by New Deal agencies and new jobs produced for Americans)
- Includes few relevant facts, examples, and details (increase in unemployment; finding food another problem faced by Americans; people starving because food was not affordable; people ashamed to ask family or friends for money)
- Demonstrates a general plan of organization; includes an introduction that states everyone had their own problems because of the Great Depression and a conclusion that states many programs helped the United States get out of the Depression

Conclusion: Overall, the response fits the criteria for Level 2. Ideas are presented but are not supported with historical facts and details. Documents are utilized but are interpreted literally and therefore, in some cases, misinterpreted.

After the stock market crash of 1929, the United States went into a period of economic crisis that became known as the Great Depression. During this time the political, economic, and social institutions of the United States were in turmoil. The government groups, individuals sought ways to address the problems Americans faced.

Americans faced many problems during the Great Depression. One problem Americans faced was increased unemployment. Since there was a increase in unemployment people like Vera could not afford to pay their rent so she got all her belongings taken away and eventually she could not live there any more. Another problem Americans faced was higher taxes. This was a problem because everyone was unemployed and could not afford to pay the higher taxes.

During the Great Depression many different groups tried to help solve problems. One group that tried to solve the problems of the unemployed was business's. The business's offered the unemployed people coffee, soup, and doughnuts, because they had no money to afford those things. Another group of people that tried to solve problems was president Franklin D. Roosevelt. He tried to help by acting like a doctor to the United States. Franklin D. Roosevelt said if we face it wisely and courageously we can stop the unemployment. He also came up with New Deal remedies to stop the Great Depression.

In conclusion, during the Great Depression Americans faced many hardships. During the Great Depression many groups of people tried to help solve problems. The time of the Great Depression was a hard time period for the United States.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task by discussing problems that Americans faced during the Great Depression and discussing actions taken by businesses and Franklin D. Roosevelt in an attempt to solve the problems brought about by the Great Depression
- Is primarily descriptive (higher taxes not affordable; Roosevelt like a doctor); includes faulty and weak application (everyone unemployed; Roosevelt came up with New Deal reminders to stop the Great Depression)
- Incorporates limited relevant information from documents 1, 3, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (increased unemployment; rent not affordable; free coffee, soup, and doughnuts)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states the Great Depression was a hard time period for the United States

Conclusion: Overall, the response fits the criteria for Level 2. Literal interpretation of the documents leads to some faulty conclusions. Although the response is very general in nature, a limited understanding of the problems and actions taken to solve those problems is demonstrated.

The Great Depression During 1929 affected a lot of people. It affected them in many different ways. Some people like Vera who was a woman that spented months looking for a job lost her house. She did not have money to eat so she will go out with her friends when they invited her and they threw her out of her house and took her things. The Great Depression affected everybody in a way or another. Many people lost their life savings they had in the bank, many didn't have money to eat or pay rent.

Wagon

If the great Depression wouldn't have happened maybe a lot of things would of been different in those days. (This problem decreased a lot of peoples income.)

In conclusion, The Great Depression mostly affected every body economically and since the great Depression happened a lot of things change for every body in those days and just like vera there were people affected worse.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by mentioning problems that Americans faced during the Great Depression
- Is descriptive (a lot of people affected by the Great Depression; Depression affected everyone in a way or another); includes weak application (if the Great Depression had not happened, maybe a lot of things would have been different in those days; since the Great Depression happened a lot of things changed for everybody)
- Incorporates limited relevant information from documents 2 and 3
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Vera did not enough money to eat; loss of life savings by many; many didn't have enough money to eat or pay rent)
- Demonstrates a general plan of organization; lacks focus; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Most of the information depends on the limited interpretation of document 3. A few overgeneralizations are also included.

In this essay I will write about what the great depression was.

What happened in the great depression was that the stock market broke/crashed. The result of this was that worker became unemployed. Banks went out of business. People became homeless, & also there was a lot of hunger. long lines for free food. Money unsuccessful solutions were tried. Social security happened.

Anchor Level 1-B

The response:

- Minimally develops all aspects of the task by mentioning problems that Americans faced during the Great Depression and mentioning actions taken by the government and groups in an attempt to solve the problems brought about by the Great Depression
- Is descriptive (stock market crashed; workers became unemployed; Social Security happened); lacks understanding and application (unsuccessful solutions tried)
- Makes vague, unclear references to documents 1, 2, 3, 4, and 7
- Presents no relevant outside information
- Includes relevant facts (banks out of business; people became homeless; lot of hunger; long lines for free food)
- Demonstrates a general plan of organization; lacks focus; does not clearly identify which aspect of the task is being addressed; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Although an attempt is made to address the task, the information presented is limited in scope and lacks details. Minimal document information is used and the references are vague.

The stock market crash of 1929 led to an economic crisis known as the Great Depression. During this time many government-funded programs were created. Many Americans were unemployed and homeless. President Franklin D. Roosevelt created work programs to end unemployment.

Many people were buying stocks in the 1920s. They bought them by installment buying or buying on margin. This helped cause the stock market crash. The day the stock market crashed was known as Black Tuesday. Americans went to banks to get all their money, but so many people did that it caused many banks to close due to shortage of money. Businesses also failed which caused unemployment to reach almost 24%.

Many Americans were unemployed and a lot were homeless. This led to soup kitchens where the unemployed could get free food. There would be lines for this food so long that some people never got a serving. This led to soup kitchens run by charities like churches and the Salvation Army. President Franklin D. Roosevelt was determined to end unemployment and also to end the depression. This determination led to a series of programs known as FDR's New Deal. One of his programs was the Works Progress Administration, or WPA. This program created jobs for the unemployed by building dams and other buildings. Programs like this helped out, but never got us fully out of the Great Depression. Two New Deal programs

that still exist today are the Social Security Act and the Federal Deposit Insurance Corporation, or FDIC. The Social Security Act took a small amount from people's pay checks while they were working and saved the money. When a person retired he or she would be given a monthly payment to live off. The money came from their paychecks from earlier in their life. The FDIC protects people's money in banks. If a bank failed, someone who deposited money in that bank would be insured for up to \$5,000 guaranteed by the federal government.

Unemployment, homelessness, and shortage of money were the main concerns of the Great Depression. Franklin D. Roosevelt tried to get the U.S. out of the depression, but only World War II could do that. During the 1930s, people ate at soup kitchens and worked for FDR's New Deal programs. It was insured that something like the Great Depression could not happen again.

The stock market crash of 1929 was just the beginning to a long trail downhill. People suffered badly and lost a lot of money.

Unemployment went up very high in 1929-1932. Farmers could not find markets to sell their food and industries were going down because less people were buying, in which caused unemployment because the industries didn't need as many workers.

Many places gave out food for the unemployed because they couldn't afford to buy their own food. Many people would starve from not being able to eat for long periods of time.

On Black Thursday the stock market boom turned into a crash and people swarmed at banks to collect ~~all~~ all of their money being saved. Most were too late, the banks collapsed and people lost their life savings causing them to be broke. 🌐

In conclusion the stock market crash of 1929 was the long road for people, losing money, jobs and even lives. It was a very harsh situation and was dealt with by many.

During the Great Depression, the time period after the stock market crash of 1929, Americans faced many hardships. Daily life became a struggle for many families and individuals. The government, various groups, and individuals took action to end the Depression.

The Great Depression was a time of suffering for Americans. Many lost their jobs when companies had to lay off workers. Nearly 1 in 4 workers were unemployed in the time after the crash. People lost their homes and possessions to pay for food. Many couldn't even do that. President Herbert Hoover called for communities to help themselves and soup kitchens were set up to help the jobless and homeless. (Doc 4) Many blamed President Hoover for the Depression. They called shanty towns outside of cities "Hoovervilles" and newspapers/people used for warmth "Hoover blankets". Many would also turn their pockets inside-out to show they had no money. People called these "Hoover pockets". Many farms were foreclosed on as well because farmers were over producing and couldn't sell their goods. The majority of Americans with savings in banks lost that in addition to any money invested in stocks. A plethora of people died during the Depression. People starved and were often ill from living in poor conditions. The Great Depression was an era of

great loss (Doc. 2)

People tried to fight it though. The government took steps to end it as well as various groups and individuals. At the beginning of the Depression, the government had a 'laissez faire' policy. This meant that they wanted to have as little of an impact on the economy and the people as possible. They pretty much said "Hands off." When Franklin D Roosevelt (Herbert Hoover's successor) was elected, he ignored this policy. He was famous for his "Hundred Days". This refers to his first 100 days in office. He passed more laws through Congress in his first 100 days in office than any President before or since. These programs and additional laws were called the "New Deal." (Doc 6)

These programs were intended to create jobs and end the Great Depression. A few of these programs were the CCC, TVA, and SSA. The CCC stands for the Civilian Conservation Corps. This program provided jobs for young men. The Works Progress Administration built schools, hospitals, and other facilities for public use. The Middle School part of Gouverneur Middle High School was built by the WPA. The TVA stands for the Tennessee Valley Authority. It built dams and still provides hydro-electricity to seven states in the Tennessee Valley region today. The SSA is

the Social Security Act. This is another one of the New Deal programs that still exists today. It was based on Dr. Townsend's idea for an old age pension program. The current president, George W. Bush, is attempting to reform Social Security. (Doc. 7) The Bonus Army was a group that tried to solve their problems caused by the Depression in Hoover's presidency. They were a group of WWI veterans that marched on Washington to demand a bonus before it was due to them. Under Herbert Hoover's direction, the army had the tar-paper shacks they had erected to stay in burned. This angered many Americans who blamed Hoover. ~~Franklin~~^{Eleanor} Roosevelt was an individual who helped try to solve the problems of the Great Depression. She toured the nation to help F.D.R. She was the first First Lady to become actively involved in the President's work. She was F.D.R.'s "eyes." She also spent time with children and distributed toys, clothes, and books.

Many efforts were made to end the Great Depression. Franklin D. Roosevelt's New Deal programs eased the Depression, but did not end it. The United States was not the only nation with difficulty with its economy. WWI had sent most of Europe and Asia into a depression as well. Many of these countries turned to dictators with promises of raising them back up to glory. These dictators were actually one of the reasons for WWII. World War II brought the United States's economy up from its knees to its feet again.

The Crash of the stock market in 1929 was the beginning of ~~the period~~ the Great Depression in the United States. Many ~~problems~~ economic and political problems started. Americans tried to find ways to better themselves during the Depression.

When the Stock Market crashed, Americans ran to banks to get their life savings, however by the time they were at the banks there was nothing left. Savings from many years were lost within seconds and people were devastated. People lost their jobs and couldn't pay their rent. Many were ~~starving~~ ^{starving} and they didn't know when the next meal would come to ~~them~~ ^{them}. According to Doc # 5 Government of all kinds was faced by serious decrease of income. Farmers couldn't find any markets to sell their products. ~~They~~ ^{Farmers} had to travel to different places because of the dust Bowl that covered their lands. Also businesses ~~often~~ often failed.

Franklin D. Roosevelt came up with New Deal programs, according to Doc # 6. FDR came up with programs such as the C.C.C. to help

~~people~~ people get jobs and earn money for themselves and for their families. Also there were Soup kitchens, ~~which~~ ^{according to Doc #4}, which gave meals to the people in need of food and for the unemployed. The programs ~~helped~~ ^{were} help to people ~~because~~ ^{and businesses} because if people were working that meant that they were earning money and with that money people bought the necessary things for their families and that started other businesses, those businesses needed labor and it was a whole cycle. ^{According to Doc #7,} Dr. Townsend's plan was to have the National government enact legislation to the effect that all citizens in the United States above 60 yrs. old and retired could get a pension of 200 dollars a month. However in order to get this citizens over ~~60~~ ⁶⁰ yrs. old could not work at all, no criminal record and they had to spend that money in 31 days for their necessities.

The United States passed through a horrible period during the ~~the~~ Great Depression, however when FDR became President things started to change for the better of America.

When the stock market crashed in 1929 the United States entered what is ^{now} known as the Great Depression. During this horrific time banks collapsed and businesses closed. Americans faced tremendous hardships in this era. Finally, after the action taken by the government, groups, and individuals, the United States began to recover. This was a long and difficult process, though.

When the stock market crashed, Americans were faced with many new problems. As shown in the graph of unemployment, a great number of people were out of work after the crash, this number increased tremendously all the way through 1932. This resulted in both families and individuals losing money. Sometimes there was not enough money to buy food to eat. Also, as shown in the picture of a bank in New Jersey, people's entire life savings disappeared in banks in a short amount of time. The standard of living in America drastically decreased. Thousands of people, like Vera, ~~were~~ were forced out of their homes when they weren't able to pay the rent. Americans were having a terrible life.

Finally, after the shock had passed, people began to take action. People did not only work alone but as organized groups and the government did as well. For example, free food, such as soup, doughnuts, coffee, etc., was served to people who were starving because they lost all of their money. Such free food stands, as seen in the picture, were set up across the country. Also, as F. D. R said in his

inaugural address, the government could help the situation by putting people to work. Programs were created to put people to work constructing buildings, schools, painting murals and building new roads. In return the government would pay these workers a small sum of money, which was better than nothing. Slowly but surely the nation began to recover from this traumatic economic blast.

One single, sudden event caused American's lives to change in an instant. New hurdles arised that had to be over come and this was not easy to do. When action did begin to take place, the US headed toward being able to recover. As FDR said, "This is no unsolvable problem if we face it wisely ~~and~~^r courageously." That is exactly what America did.

Practice Paper A—Score Level 4

The response:

- Develops all aspects of the task by discussing problems that Americans faced during the Great Depression and discussing actions taken by the federal government and groups in an attempt to solve the problems brought about by the Great Depression
- Is both descriptive and analytical (connects the stock market crash to consequent bank and business collapses; demand for food in soup lines sometimes greater than food; Roosevelt’s programs never fully got us out of the Depression)
- Incorporates relevant information from documents 1, 2, 4, 5, and 6
- Incorporates relevant outside information (installment buying; buying on margin; Salvation Army; role of World War II in getting the United States out of the Depression)
- Supports the theme with relevant facts, examples, and details (unemployment as a result of business failures; food at soup kitchens for unemployed; details about the Works Progress Administration, Social Security Act, and FDIC)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states World War II did more to bring us out of the Great Depression than Roosevelt’s programs could and the New Deal tried to insure that the Great Depression could not happen again

Conclusion: Overall, the response fits the criteria for Level 4. Cause-and-effect statements are employed to connect the different aspects of the task effectively. Outside information is explained and integrated into the discussion of document information.

Practice Paper B—Score Level 2

The response:

- Develops some aspects of the task in some depth by discussing problems that Americans faced during the Great Depression and making only a vague reference to an attempt to solve a problem brought about by the Great Depression
- Is primarily descriptive (industries going down because fewer people were buying; unemployment because industries didn’t need as many workers; on Black Thursday, the stock market boom turned into a crash and people swarmed to banks); includes weak application (discussion of the stock market crash after the events and actions that resulted from it)
- Incorporates limited relevant information from documents 1, 2, 3, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (unemployment very high; free food for the unemployed because they could not afford to buy food; starvation from not being able to eat for long periods of time)
- Demonstrates a general plan of organization; includes an introduction that states the stock market crash was the beginning of a long trail downhill and a conclusion that states that the Depression was a very harsh situation

Conclusion: Overall, the response fits the criteria for Level 2. Lack of chronology and lack of specific historical details to support statements detract from the overall quality of the response. Simple cause-and-effect statements are employed to address the task.

Practice Paper C—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing problems that Americans faced during the Great Depression and discussing actions taken by the federal government, the Bonus Army, and Eleanor Roosevelt in an attempt to solve the problems brought about by the Great Depression
- Is more analytical than descriptive (connects farm foreclosures and agricultural overproduction; more laws passed through Congress in Roosevelt’s first hundred days than any other president before or since; connects the worldwide depression and the growth of dictatorships in Europe and Asia pre-World War II)
- Incorporates relevant information from documents 1, 2, 4, 5, 6, and 7
- Incorporates substantial relevant outside information (President Hoover blamed for the Depression; Hoovervilles; Hoover blankets; Hoover pockets; explains Works Progress Administration which built part of Gouverneur Middle School, the Civilian Conservation Corps, and the Tennessee Valley Authority; farm foreclosures due to overproduction; President Bush’s efforts to reform Social Security; Bonus Army’s shacks burned under Hoover’s watch; Eleanor Roosevelt tours the nation as FDR’s eyes; turning of Europe and Asia to dictatorships; dictators a reason for World War II)
- Richly supports the theme with many relevant facts, examples, and details (one in four workers unemployed; newspapers used for warmth; many foreclosures because farmers were overproducing and could not sell their goods; laissez-faire; electricity from Tennessee Valley Authority still provided to seven states in the Tennessee Valley region today; march of World War I veterans on Washington to demand a bonus; active involvement of Eleanor Roosevelt in the president’s work and time spent by her in distributing toys, clothes, and books)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a strong analytical conclusion that discusses how World War I contributed to a worldwide depression and how World War II helped rebuild the United States economy

Conclusion: Overall, the response fits the criteria for Level 5. Although events are not presented in order of occurrence, the response indicates a strong knowledge of the events of the Great Depression. The depth and quality of the few analytical statements, especially in the summary discussion, are particularly effective and strengthen the response.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing problems that Americans faced during the Great Depression and discussing actions taken by the government, various groups, and Francis Townsend in an attempt to solve the problems brought about by the Great Depression
- Is more descriptive than analytical (savings lost and people devastated; cycle of getting people back to work to help the economy; United States passed through a horrible period)
- Incorporates some relevant information from documents 2, 3, 4, 5, 6, and 7
- Incorporates limited relevant outside information (farmer relocation caused by Dust Bowl; food given to people by soup kitchens; pump priming)
- Includes some relevant facts, examples, and details (loss of jobs meant rent could not be paid; markets could not be found by farmers; details about the Townsend plan)
- Demonstrates a satisfactory plan of organization; includes an introduction that states the crash of the stock market in 1929 was the beginning of the Great Depression and a brief conclusion that states Roosevelt started to make things better for America

Conclusion: Overall, the response fits the criteria for Level 3. Although all aspects of the task are addressed, the information used to support the documents is limited. Minimal but significant outside information indicates an understanding of the principle of pump priming.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing problems that Americans faced during the Great Depression and discussing actions taken by the federal government and discussing that groups were organized which attempted to solve the problems brought about by the Great Depression
- Is more descriptive than analytical (Depression was a horrific time; workers were paid a small amount of money by the government to work in these programs; Depression was a traumatic economic blast)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (drastic decrease in standard of living; putting people to work constructing buildings, painting murals, and building new roads)
- Includes some relevant facts, examples, and details (increased unemployment through 1932; disappearance of entire life savings; inability to pay rent forced people out of homes; starving people fed free food such as soup, doughnuts, and coffee)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that uses a quotation from Roosevelt's inaugural address to state how America dealt with the Depression

Conclusion: Overall, the response fits the criteria for Level 3. The response contains a limited discussion and little analysis. The limited information used from the documents is woven into a succinct narrative.

Grade 8 Intermediate-Level Social Studies

Descriptions of Performance Levels

Performance Level	Range of Final Scores	Definitions
4 Meeting the Standards with Distinction	85–100	Shows evidence of superior understanding of the content and concepts and of the skills required for intermediate-level achievement in each of the learning standards and key ideas assessed in social studies. Shows evidence of superior ability to apply the social studies content, concepts, and skills required for entering secondary academic environments.
3 Meeting the Standards	65–84	Shows knowledge and understanding of the content and concepts and of the skills required for intermediate-level achievement of the five learning standards that are assessed in social studies. Shows the ability to apply the social studies content, concepts, and skills required for entering secondary academic environments.
2 Not Fully Meeting the Standards	44–64	Shows only minimal knowledge and understanding of the content and concepts and of the skills required for intermediate-level achievement of the five learning standards that are assessed in social studies. Shows only minimal knowledge of the social studies content, concepts, and skills required for entering secondary academic environments.
1 Not Meeting the Standards	0–43	Does not show proficiency in understanding the content and concepts and proficiency in the skills required for intermediate-level achievement in any or most of the learning standards and key ideas assessed in social studies. Does not show evidence of an ability to apply the social studies content, concepts, and skills required for entering secondary academic environments.

Specifications Chart

DOCUMENT-BASED QUESTION	STANDARDS/UNIT
Problems of the Great Depression and actions taken to solve these problems	Standards 1 and 4: United States and New York History; Economics Unit 9: Between the Wars

The Chart for Determining the Final Test Score for the June 2007, Grade 8, Intermediate-Level Test in Social Studies, will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> by noon on Wednesday, June 6, 2007. Conversion charts provided for the previous administrations of the Grade 8, Intermediate-Level Test in Social Studies 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.

Rating Guide Survey: *Help Wanted*

Social Studies Teachers/Supervisors: Please take a few minutes to complete the State Education Department's Social Studies Rating Guide survey, available online at <http://www.forms.nysed.gov/emsc/osa/exameval/ssratingguides.htm>.

Your feedback on how social studies rating guides are used will help us improve them. The survey pertains to the rating guide for the *Grade 8 Intermediate-Level Social Studies Test*. This survey affords teachers and supervisors the opportunity to comment on what they like or do not like about the Grade 8 rating guides in general.

This survey is also available at www.emsc.nysed.gov/osa/. Select **scoring information**, then select **Social Studies Rating Guide Survey**. This survey will be available only through July 2007.