

# FOR TEACHERS ONLY

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

## UNITED STATES HISTORY AND GOVERNMENT

Thursday, August 18, 2016— 8:30 to 11:30 a.m., only

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

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

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

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

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

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

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

## Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

### Mechanics of Rating

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

### Rating the Essay Question

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

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

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

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

**United States History and Government**  
**Content-Specific Rubric**  
**Thematic Essay**  
**August 2016**

**Theme: Economic Policy**

Throughout United States history, the federal government has taken actions to strengthen or reform the nation's economy. These actions have had varying degrees of success.

- Task:** Select *two* federal government actions that have affected the United States economy and for *each*
- Describe the historical circumstances that led to the government action
  - Discuss the extent to which the government action was successful in strengthening or reforming the United States economy

You may use any government action related to the economy from your study of United States history. Some suggestions you might wish to consider include creation of the Bank of the United States in 1790, passage of the Pacific Railway Act (transcontinental railroad) in 1862, passage of the Homestead Act in 1862, passage of the Sherman Antitrust Act in 1890, adoption of the income tax (16th) amendment in 1913, formation of the Tennessee Valley Authority in 1933, creation of the Social Security system in 1935, passage of the Interstate Highway Act in 1956, and ratification of the North American Free Trade Agreement (NAFTA) in 1993.

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

**Scoring Notes:**

1. This thematic essay has a minimum of *four* components (for *each* of *two* federal government actions related to the economy, discussing the historical circumstances surrounding *each* action and the extent to which *each* action strengthened or reformed the United States economy).
2. The historical circumstances that led to the government action may be similar for both actions as long as the description includes separate and distinct information for each. (e.g., *formation of the Tennessee Valley Authority* and *creation of the Social Security system* were both New Deal programs but the Tennessee Valley Authority resulted from devastating floods and extreme poverty in Appalachia while Social Security was proposed after widespread bank failures deprived seniors of their life savings).
3. A description of the federal government action itself may or may not be included in the discussion of the historical circumstances that led to the government action.
4. The extent of success of the federal government action in strengthening or reforming the United States economy may be immediate or long term.
5. The extent of success of the federal government action may be similar for both examples as long as the details are specific to that action (e.g., *passage of the Pacific Railway Act* and *passage of the Homestead Act* both advanced western agriculture but the transcontinental railroad established a national market for foodstuffs while the Homestead Act transformed the open plains into the breadbasket of America).
6. The response may discuss the extent to which an action strengthened or reformed the United States economy from any perspective as long as the position taken is supported by accurate facts and examples.
7. If more than two federal government actions are discussed, only the first two actions may be rated.

### Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the historical circumstances that led to **each** of **two** government actions and the extent to which **each** action was successful in strengthening or reforming the United States economy
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *adoption of the income tax (16th) amendment*: connects the Populist demand for a graduated income tax and the Progressive desire to reduce the gap between rich and poor to the adoption of the income tax that replaced the tariff with a more progressive source of revenue but failed to significantly redistribute wealth and created an ongoing battle over fiscal policy; *creation of the Social Security system*: connects the economic suffering of the elderly after widespread bank failures during the Great Depression and Roosevelt's commitment to New Deal reform for retired Americans to the creation of Social Security which reformed the economy by increasing the financial security of the elderly and unemployed, but has raised concerns about the viability of the program as baby boomers retire
- Richly supports the theme with relevant facts, examples, and details, e.g., *adoption of the income tax (16th) amendment*: property tax; Omaha Platform; Woodrow Wilson; Underwood Tariff; Internal Revenue Service; larger government bureaucracy; direct withholding; influence on consumer spending; Tea Party; flat tax; tax write-offs for the wealthy; concentration of wealth in the 1 percent; national debt; tax cuts versus social services; *creation of the Social Security system*: stock market crash; Townsend Plan; payroll tax; monthly pension benefits; unemployment insurance; disability benefits; Medicare; welfare state; privatization proposal; baby boomers; shifting ratio of workers to retirees; raising eligibility age
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

### Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one government action more thoroughly than the other
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *adoption of the income tax (16th) amendment*: discusses how the Populists' call for a graduated income tax to raise government revenue more fairly led to the 16th amendment during the Progressive movement and how the income tax resulted in increased federal revenue but little change in the gap between rich and poor; *creation of the Social Security system*: discusses how the loss of life savings and economic hardship of the elderly during the Great Depression led President Roosevelt to create Social Security and how Social Security has made the elderly more financially secure but is threatened today because of the large number of Americans reaching retirement age
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

### Score of 3:

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

**Note:** If **all** aspects of the task have been thoroughly developed evenly and in depth for **one** federal government action, and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

**Score of 2:**

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

**Score of 1:**

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

**Score of 0:**

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

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

**All sample student essays in this rating guide are presented in the same cursive font while preserving actual student work, including errors. This will ensure that the sample essays are easier for raters to read and use as scoring aids.**

**Raters should continue to disregard the quality of a student's handwriting in scoring examination papers and focus on how well the student has accomplished the task. The content-specific rubric should be applied holistically in determining the level of a student's response.**

Despite being the world's foremost economic power, the United States has had a long history of economic ups and downs. For much of our history the government has had a laissez-faire policy towards the economy, sticking to the capitalist principle of minimal regulation and allowing the free market to decide. On occasion, however, problems have grown serious enough to warrant government intervention, with varying degrees of success. The 1890 Sherman – Antitrust Act was unsuccessful in the short term at regulating big business, but the creation of the Social Security system has seen great success in assisting the elderly or those otherwise unable to work.

The decades after the Civil War saw the rise of big American businesses, making men such as John Rockefeller, Andrew Carnegie, and J.P. Morgan fabulously wealthy. This was America's Gilded Age, in which an enormous gap developed between the rich and the growing numbers of immigrant poor. The wealth of these men often came at the expense of others. For example, Rockefeller's Standard Oil was an example of horizontal integration, with the company owning nearly every oil refinery. This monopoly was achieved through ruthless price-cutting wars, buying up of, and sometimes even destroying other refineries. This total control meant that Rockefeller could control the prices of oil as much as he desired. Many other industries also moved toward monopoly and then trusts, which often controlled several holding companies. Many Americans thought that too much power was being held by too few people and that the government had to intervene. Congress used its power to regulate interstate trade and passed the Sherman Antitrust Act in 1890. However, since it outlawed organizations "in restraint of trade", it was originally used by big

business against labor unions, leaving the big trusts it was supposed to target largely unscathed and denying workers the means to battle these robber barons. The first time a case went to the U.S. Supreme Court, against the sugar refining monopoly, the court applied the law so narrowly that the government lost. It was not until the presidency of Teddy Roosevelt that the Sherman Anti-trust Act was used successfully to break up trusts. The Court ruled against the Northern Securities Company, earning Roosevelt the nickname of "Trust Buster". More than ten years later, Progressives strengthened its provisions with the passage of the Clayton Anti-trust Act. This gave the federal government the authority to dissolve the most appalling trusts. Some big businesses were reined in and their power was limited.

The Great Depression began with the stock market crash of 1929 and lasted until the onset of World War Two, when increased military production provided jobs for the millions of unemployed. President Franklin Roosevelt began to aggressively tackle the issues of bank failures and unemployment as soon as he entered office, unlike his predecessor Herbert Hoover, who hoped that community and philanthropic organizations would provide relief. The first New Deal, passed in his first 100 days in office, was a slew of organizations designed to provide immediate relief and jump-start the economy. In 1935 the Social Security Act was passed as part of his Second New Deal for long term reform and to help prevent future economic catastrophe. It aimed to support the large numbers of elderly people living in poverty because they were too old to work and had lost their savings when banks closed. Under the Social Security System, each

worker pays a set percent into the system matched by an equal amount from employers, and a person becomes eligible for social security benefits once they reach a certain age or are injured and cannot work. Social Security has provided an important source of income for the elderly or those otherwise unable to work, keeping many Americans out of poverty and providing them with purchasing power to stimulate the economy. Another part of the Social Security reforms was the creation of a national system of unemployment insurance and pensions for widows and children. All together Social Security payments help “smooth out” economic recessions, because of money that flows to the elderly and unemployed. The system worked very well for its first 60 years. However, with the Baby Boom generation starting to reach retirement age, there is growing concern that the younger generations will be unable to support the huge number of retirees. Fewer current workers paying for more retirees will lead to draining the Social Security reserves built up over decades. Some experts want to privatize the system. Others say we need to cut benefits or raise the retirement age. Still others believe an alternative system may be needed in the future.

Despite our outspoken advocacy of free-market capitalism, the United States government has repeatedly passed regulations to help solve economic problems as they have arisen. These actions, which included the Sherman Anti-Trust Act and the Social Security Act, have had varying degrees of success. At times, economic programs have little initial effect on the economy but served to bolster public opinion and assure people that the government cares about their problems. This was true for both of these actions. But over time, each was more



effective and proved successful reforms that strengthened the economy. The recent economic recession has demonstrated, through the passage of the stimulus bill that the government will respond to economic problems facing the country.

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### Anchor Level 5-A

#### The response:

- Thoroughly develops all aspects of the task evenly and in depth for the passage of the Sherman Antitrust Act and the creation of the Social Security system
- Is more analytical than descriptive (*Sherman Antitrust Act*: this was America’s Gilded Age in which an enormous gap developed between the rich and the growing numbers of immigrant poor; wealth of these men often came at the expense of others; monopoly was achieved through ruthless price-cutting wars; total control meant that Rockefeller could control the prices of oil as much as he desired; many Americans thought that too much power was being held by too few people and that the government had to intervene; Congress used its power to regulate interstate trade; since it outlawed organizations “in restraint of trade” it was originally used by big business against labor unions, leaving the big trusts it was supposed to target largely unscathed and denying workers the means to battle these robber barons; this act gave the federal government the authority to dissolve the most appalling trusts; *Social Security*: President Franklin Roosevelt began to aggressively tackle the issues of bank failures and unemployment; passed as part of his Second New Deal for long-term reform and to help prevent future economic catastrophe; aimed to support the large number of elderly people living in poverty because they were too old to work and had lost their savings when banks closed; each worker pays a set percent into the system matched by an equal amount from employers; keeping many Americans out of poverty and providing them with purchasing power to stimulate the economy; with the baby boom generation starting to reach retirement age there is growing concern that the younger generations will be unable to support the huge number of retirees; fewer current workers paying for more retirees will lead to draining the Social Security reserves)
- Richly supports the theme with relevant facts, examples, and details (*Sherman Antitrust Act*: Andrew Carnegie; J.P. Morgan; Standard Oil; horizontal organization; sugar refining monopoly; presidency of Teddy Roosevelt; Northern Securities; trustbuster; Progressives; Clayton Antitrust Act; *Social Security*: Great Depression; stock market crash of 1929; Herbert Hoover; first 100 days; privatize; cut benefits; raise the retirement age)
- Demonstrates a logical and clear plan of organization; includes an introduction that recognizes the long history of laissez-faire, capitalist principles, and the free market, and a conclusion that argues both actions became more successful and effective over time

**Conclusion:** Overall, the response fits the criteria for Level 5. The response uses analytic statements and good historical details to discuss what led the government to pass the Sherman Antitrust Act and to create the Social Security system. An evaluative discussion of the short- and long-term effects of these actions demonstrates a strong understanding of the task.

The nation's overall well-being has often correlated to its economic standing. Therefore, the economy of the country has often taken the interest of federal officials and policies. Both the economic actions of Reagan during his presidency and the passage of the Interstate Highway Act in 1956 were major federal programs that transformed the national economy.

Due to slow growth and high inflation in the 1970's, President Reagan would follow an economic policy based on "supply side" principles, known as Reaganomics. Inflation had grown in the 1960s as deficits mounted due to the vast military spending on the Cold War, particularly in Vietnam and Pres. Johnson's Great Society of helping the poor and vulnerable. In addition to large government spending the decision by OPEC (group of oil producing nations) to reduce the sale of oil to the United States sent gas prices skyrocketing, and led to even greater inflation. The U.S. had a bad recession just before the 1980 election. Unemployment and inflation was high and confidence in America's future was low. Reagan promised hope. Once in office he pushed a supply-side economic policy ("Reaganomics") to Congress. He wanted Congress to cut tax rates, especially on the wealthy. He argued that they would be able to invest more, create more jobs, and overall the government would get more revenue from a bigger economy. He also wanted less regulation and slashed government spending in many areas except national defense. While overall wealth increased, wealth inequality also increased as the poor suffered from cuts in social programs (food stamps, etc). Wealthy business owners also greatly profited from deregulation. In a way, Reagan got "lucky" on inflation, because the Federal Reserve took actions to get it under

control. The economy started to get stronger before the 1984 election. Reagan claimed credit because of his tax and budget policies. In reality, however, he couldn't eradicate the government deficit due to the decrease in tax revenue and the increased defense spending which was not matched by decreasing spending in other areas. Still, President Reagan is seen as a hero by today's Republicans who still want smaller government and lower taxes.

Another major economic action of the federal government regarding the U.S. economy was the passage of the Interstate Highway Act in 1956, the largest public works project until that point. It was the ambitious idea of President Eisenhower who saw when he was younger as a soldier traveling through the United States that the roads were not good on a large scale. After WW II, Eisenhower was greatly concerned that the U.S. did not have an adequate road system to transport and mobilize troops across the country, or to evacuate cities because of nuclear war. Eisenhower had to move many armies across Europe to win WWII, so he was an expert. He had been very impressed with the great German highways, which were not like those in the U.S. Because the U.S. and Soviet Union were in the midst of a dangerous Cold War, the U.S. needed a better road system. Also a coordinated national road system would allow consumer goods to be transported much easier as well. Therefore in 1956 the Act was passed and it led to a massive amount of money being pumped into the economy by businesses that benefited (automobile, gasoline, real estate). This fueled great prosperity as it provided more construction jobs and money to spend in the economy. Additionally the improvement of roads allowed goods to be shipped more easily from

place to place by trucks (crops from west, manufactured goods from east) encouraging interstate trade, and further unifying the national economy. Also, the improved roads allowed people to live outside of the cities and commute into the city for work. This led to major suburban growth and huge “white flight” from cities as people moved into larger houses with lawns away from the more crowded city. Almost every family who moved to the suburbs purchased a car, television, and other appliances. People also were able to travel greater distances for vacations and leisure activities. Overall, the construction of these roads greatly enhanced consumerism and influenced changes in lifestyles occurring at that time. The Interstate Highway System has rarely been used for military purposes as Eisenhower envisioned, but it remains the foundation of trade and tourism in the United States.

Both President Reagan and President Eisenhower made major decisions regarding the United States economy. One followed a new fiscal policy, and lowered taxes, while the other created the largest single public works project in the United State’s history greatly contributing to prosperity, and increasing people’s standard of living during the 1950s and 1960s. The actions taken by each of these administrations shows how federal action can greatly affect the national economy, and that the government has the ability to not only make social, and political changes, but major economic ones, as well.

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## Anchor Level 5-B

### **The response:**

- Thoroughly develops all aspects of the task evenly and in depth for the implementation of Reaganomics and the passage of the Interstate Highway Act
- Is more analytical than descriptive (*Reaganomics*: due to slow growth and high inflation in the 1970s President Reagan would follow an economic policy based on supply-side principles; inflation had grown in the 1960s as deficits mounted due to the vast military spending; decision by OPEC to reduce the sale of oil to the United States sent gas prices skyrocketing; Reagan promised hope; wanted Congress to cut tax rates; argued that they would be able to invest more, create more jobs, and overall the government would get more revenue; slashed government spending in many areas; while overall wealth increased, wealth inequality also increased as the poor suffered from cuts in social programs; wealthy business owners also greatly profited from deregulation; Reagan got “lucky” on inflation because the Federal Reserve took actions to get it under control; Reagan is seen as a hero by today’s Republicans who still want smaller government and lower taxes; *Interstate Highway Act*: ambitious idea of President Eisenhower who saw when he was younger as a soldier traveling through the United States that the roads were not good on a large scale; greatly concerned that the United States did not have an adequate road system to transport and mobilize troops across the country or to evacuate cities because of nuclear war; he had been very impressed with the great German highways; coordinated national road system would allow consumer goods to be transported much easier; fueled great prosperity as it provided more construction jobs and money to spend in the economy; improved roads allowed people to live outside of the cities and commute into the city for work; people also were able to travel greater distances for vacations and leisure activities; remains the foundation of trade and tourism in the United States)
- Richly supports the theme with relevant facts, examples, and details (*Reaganomics*: Cold War; Johnson’s Great Society; decrease in tax revenue; increased defense spending; *Interstate Highway Act*: largest public works project; Soviet Union; dangerous Cold War; businesses that benefitted; trucks; national economy; major suburban growth; white flight; consumerism)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that reviews several important points of the discussion

**Conclusion:** Overall, the response fits the criteria for Level 5. The historical circumstances and impact of Reaganomics and the Interstate Highway Act are thoughtfully and concisely developed using good details and strong well-placed analytic statements demonstrating a solid understanding of the task.

Throughout the course of our nation's history, the federal government, being the highest governing body in our land, has taken actions that have affected the health of the nation. These actions have had significant effects on our nation's history. Two of the federal government's actions that have had significant effects on the economy are; the formation of the Bank of the United States and the formation of the Social Security System.

The Bank of the United States was formed following the nation's "Critical Period" for several reasons. Prior to its formation, the nation was burdened with war debts from the Revolutionary War and was faced with the vexing task of stabilizing the economy. The post-war economy was actually worse than that of the nation prior to the war as trade between the U.S. and Great Britain was limited and the value of American currency fluctuated wildly. By the mid 1780s, thousands of veteran soldiers had yet to be paid pensions, a common currency was yet to be established, and America's debtors demanded their payments. These were major facts that had led to the adoption of the Constitution. Most agreed that a stronger central government was needed. All of these factors combined helped lead Alexander Hamilton to create the Bank of the United States as part of his plan to establish solid credit and promote manufacturing.

The Social Security System was another far reaching federal program. The main factor that led to the creation of this system was the Depression of the 30s. The economic Depression meant that banks failed and lifetime savings disappeared. The American nation was still under the effects of the stock market crash of 1929 and as a result of this, great poverty festered in many corners of the populace

especially among the elderly. In order to restore public faith in the federal government President Roosevelt commissioned many New Deal programs including a Social Security System. The provision of old age pensions for retirees was seen as the heart of the plan.

Immediately from its birth, the Bank of the United States proved to be a successful and ingenious brainchild of the federal government. The Bank was successful since it created a reliable currency for the nation and established the Federal Government as the highest economic authority within the nation, and strengthened its right to regulate trade. In addition to this, the Bank established the nation's credit, set up branch banks across the country, and paid back the nation's debts. Although the national bank did not last, it funded important internal improvements in the developing nation. Most importantly, it sent a strong signal to the world that the United States economy would not fail.

The Social Security System was also very successful. This system helped put the nation's economy back on track by devising a method to lessen widespread poverty among the aged and unemployed and by taking care of those unable to financially support themselves. The Federal Government recognized its responsibility for the welfare of its citizens. The success of the Social Security System is shown because it remains present today. This system is a fundamental part of the Federal Government's economy and continues to serve Americans with monthly checks. Social Security has been greatly expanded to include more Americans and even amended to provide medical care for the elderly through Medicare. This is a huge benefit, and very expensive, which may undermine the state of the whole federal budget.

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**Anchor Paper – Thematic Essay—Level 4 – A**

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These Federal Government actions greatly improved the health of the economy in times of hardship. The Bank of the United States and Social Security are strong examples of how the Federal Government regulated the economy and initiated programs to bring economic stability and relief. In these two instances, the Federal Government assumed its role as the supreme governing body of America and made dynamic changes that have had lasting impacts on our nation's history and have over time fueled our prosperity.

**Anchor Level 4-A****The response:**

- Develops all aspects of the task for the creation of the Bank of the United States and the Social Security system
- Is both descriptive and analytical (*Bank of the United States*: nation was burdened with war debts from the Revolutionary War and was faced with the vexing task of stabilizing the economy; postwar economy was actually worse than that of the nation prior to the war as trade between the United States and Great Britain was limited and the value of American currency fluctuated; helped lead Alexander Hamilton to create the bank as part of his plan to establish solid credit and promote manufacturing; bank was successful since it created a reliable currency for the nation and established the federal government as the highest economic authority; funded important internal improvements in the developing nation; sent a strong signal to the world that the United States economy would not fail; *Social Security*: economic depression meant that banks failed and lifetime savings disappeared; poverty festered in many corners of the populace, especially among the elderly; helped put the nation's economy back on track by devising a method to lesson widespread poverty among the aged and unemployed and by taking care of those unable to financially support themselves; has been greatly expanded to include more Americans and even amended to provide medical care for the elderly; huge benefit and very expensive, which may undermine the state of the whole federal budget)
- Supports the theme with relevant facts, examples, and details (*Bank of the United States*: "Critical Period"; soldiers had yet to be paid; debtors demanded their payments; common currency; established the nation's credit; branch banks; *Social Security*: stock market crash of 1929; President Roosevelt; New Deal programs; monthly checks; Medicare)
- Demonstrates a logical plan of organization; includes an introduction that is little more than a restatement of the theme and a conclusion that argues the federal government made dynamic changes which helped to create prosperity

**Conclusion:** Overall, the response fits the criteria for Level 4. The response includes some good analytic statements showing an understanding of the time periods and the conditions that led to each action. It presents relevant facts about the success of the two economic programs; however, further elaboration would have strengthened the discussion.



Throughout United States history, there have been various economic crises. The Federal government has responded to those crises in several different ways. They have attempted to bring reform and relief through economic legislation. Two examples of this are the Sherman Anti-Trust Act of 1890 and the Social Security Act of 1935.

The Sherman Anti-Trust Act was an effort on the part of the government to curb the power of big business during the Gilded Age. It was the legislation under which charges could be brought upon trusts in order to try and break them up. During the Gilded Age, robber barons like John D. Rockefeller and Andrew Carnegie made fortunes in the oil and steel industries by crushing their competition and paying workers low wages. The rapid industrial growth after the Civil War had led to many changes. Many people were upset about the huge monopolies that were growing, and had so much power. The United States faced a huge concentration of wealth as a result of this in the top 1%. The anti-trust act was passed with the purpose of lessening the disparity of wealth and cutting back down on the power of big business. The Sherman Anti-Trust Act had some problems though, due to the vague wording in the act that gave corporate bosses loopholes to avoid being found "in restraint of trade". This wording allowed trusts to get around the law. Instead of being used to prosecute trusts, the Sherman Anti-Trust Act was used to take apart labor unions. Because of that the Sherman Anti-Trust Act was viewed as a failure of the Federal government, because it was used in the exact opposite way it was intended to be used. When the federal government tried to use the law against monopoly in the sugar industry, the Supreme Court decided in the company's favor. It was not until Teddy Roosevelt was

president that the law was used successfully to actually break-up a trust. This was the Northern Securities case, which the government won. The Sherman Anti-Trust Act did pave the way though for more successful anti-trust legislation, such as the Clayton and Hepburn Acts during the Progressive Era. This act started a trend by which corporate business power would be checked by federal regulations and lawsuits. While these were not always successful, business power has been limited. Consumers have gained some major protections, which started with anti-trust efforts.

Social Security was created by the New Deal during the period of the Great Depression, when many lost their jobs and looked to the government for help. The idea for Social Security was first thought of by Dr. Francis Townsend. He wanted to help the elderly because most of them had no pension and feared poverty. The government changed Dr. Townsend's idea from giving elderly people 200 dollars a month to spend, to instead creating pensions for retired workers. This way, when people stopped working, they would still have a source of income to support themselves. The Social Security Act was part of President Roosevelt's three R's, specifically the reform aspect. Social Security did not cover most workers when it was created, but it has grown since then and now includes most Americans and is overall viewed as a success. In the present day though, Social Security has encountered several problems because of the fact that the baby boomers, who provided a surplus of money to the fund for the generation before them, now are retiring and there may not be enough money being contributed by the current workforce to pay for their retirement. Most Americans believe that government should do whatever it takes to keep

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**Anchor Paper – Thematic Essay—Level 4 – B**

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Social Security funded so that there will be money for the baby boomers and future generations.

Throughout U.S. History, there have been various economic crises that have required government intervention. Two examples of these are the Gilded Age and the Great Depression, both of which prompted intervention by the government through the form of the Sherman Anti-Trust Act and the Social Security Act.

## Anchor Level 4-B

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the passage of the Sherman Antitrust Act more thoroughly than the creation of the Social Security system
- Is both descriptive and analytical (*Sherman Antitrust Act*: an effort on the part of the government to curb the power of big business during the Gilded Age; robber barons made fortunes in the oil and steel industries by crushing their competition; the rapid industrial growth after the Civil War had led to many changes; people upset about the huge monopolies that were growing and had so much power; United States faced a huge concentration of wealth in the top 1 percent; act was passed with the purpose of lessening the disparity; vague wording in the act gave corporate bosses loopholes; used to take apart labor unions; viewed as a failure of the federal government because it was used in the exact opposite way it was intended; federal government tried to use the law against monopoly in the sugar industry; Supreme Court decided in company's favor; *Social Security*: created by the New Deal during the period of the Great Depression; government changed Dr. Townsend's idea from giving elderly people 200 dollars a month to spend to instead creating pensions for retired workers; when people stopped working they would still have a source of income to support themselves; did not cover most workers when it was created but it has grown since then; the baby boomers, who provided a surplus of money to the fund for the generation before them, now are retiring and there may not be enough money being contributed by the current workforce to pay for their retirement; most Americans believe that government should do whatever it takes to keep Social Security funded so there will be money for baby boomers and future generations)
- Supports the theme with relevant facts, examples, and details (*Sherman Antitrust Act*: John D. Rockefeller; Andrew Carnegie; low wages; in restraint of trade; Teddy Roosevelt; Clayton and Hepburn Acts; Progressive Era; *Social Security*: President Roosevelt; three Rs)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. Although the response provides a good description of historical circumstances for the Sherman Antitrust Act, its treatment of the historical circumstances for the Social Security system is more limited. Relevant details and some well-placed analytic statements about the extent to which both actions were successful represent the strength of this response.

Throughout U.S. History, the Federal government has used policies to reform or strengthen the economy. These policies have changed the United States and its economy not always for the better. The circumstances leading up to the need for government intervention and the success of that intervention varies throughout history depending on the time period, policies, politics, and world events.

One such policy was the formation of the Tennessee Valley Authority or the TVA. The TVA was formed in 1933 during President Roosevelt's term. It was part of his early New Deal program which was an attempt to rebound from the Great Depression. The New Deal consisted of public works projects and direct relief to those who needed it. What the TVA was intended to do was create government ownership of utilities in the Tennessee region with jobs for the people living in the poorest part of the country. Most of the residents were destitute and living with devastating floods. Another major goal was to provide cheap hydroelectric power to farmers in the area, who rarely had access to electricity let alone at a fair price. The TVA was the first government owned utility and this was a major shift away from capitalism. The TVA did succeed in providing cheap electricity to poor farmers and industry in the region. This greatly improved their standard of living and helped create more jobs in industry. Overall, one of the poorest areas of the country was given the chance to become more modern. This helped make all parts of life in the Tennessee valley area better. The TVA greatly improved the American economy.

Another government action that changed and strengthened the United States economy was the Interstate Highway Act of 1956. It was enacted during the presidency of Eisenhower. Eisenhower had been

in charge of Allied Armies in Europe during World War II and as a General, he realized that inadequate roads greatly minimized the ability to transport goods and soldiers as quickly and efficiently as possible. He realized connecting road systems would allow for protection of a country and he brought this idea with him into office. The Highway system started under Eisenhower had roads wide enough for planes to be able to land on them in drastic times. Congress gladly funded billions of dollars for construction of the roads because of Cold War threats and to stimulate employment. He created the road system with the general idea of being able to move soldiers and munitions, not consumer goods, as would come to dominate its traffic. The Interstate Highway System immensely strengthened the United States' economy and changed how trade is done. Trade goods began to be transported by truck rather than trains or boats because of the Highway System. Another major effect the Interstate Highway Act had on the US economy was massively increasing the amount of automobiles in use. The automobile became a dominant factor in the economy because now people could move much easier thanks to the Highways and the "car culture" captured America. The increase in automobiles also changed the US economy with the task of producing automobile related goods, especially gas stations, whose numbers began to expand dramatically. Americans used more and more oil and gasoline which was often imported from far away countries. The Interstate Highway System changed and strengthened the United States Economy to a great extent. Travel and trade will never be done the old way anymore because of how much faster and more efficient it is now.

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Beginning with George Washington and leading up to the present the government of the United States has enacted policies and reforms to help strengthen the economy. Sometimes these policies are successful and other times they fail, but either way they effect the economy and change it. There are often various circumstances that lead up to the need for government intervention and these circumstances affect how the policy changes the economy and why it was enacted.

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**Anchor Level 4-C**

**The response:**

- Develops all aspects of the task but does so somewhat unevenly by discussing the formation of the Tennessee Valley Authority with less depth than the passage of the Interstate Highway Act
- Is both descriptive and analytical (*Tennessee Valley Authority*: part of his early New Deal program which was an attempt to rebound from the Great Depression; intended to create government ownership of utilities in the Tennessee region with jobs for the people living in the poorest part of the country; another major goal was to provide cheap hydroelectric power to farmers in the area; first government-owned utility and this was a major shift away from capitalism; greatly improved their standard of living and helped create more jobs in industry; helped make all parts of life in the Tennessee Valley area better; *Interstate Highway Act*: Eisenhower realized that inadequate roads greatly minimized the ability to transport goods and soldiers as quickly and efficiently as possible; Congress gladly funded billions of dollars for construction of the roads because of Cold War threats and to stimulate employment; he created the road system with the general idea of being able to move soldiers and munitions, not consumer goods, as would come to dominate its traffic; goods began to be transported by truck rather than trains or boats; another major effect the act had on the economy was massively increasing the amount of automobiles in use; Americans used more and more oil and gasoline which was often imported from faraway countries)
- Supports the theme with relevant facts, examples, and details (*Tennessee Valley Authority*: President Roosevelt’s term; public works projects; direct relief; devastating floods; *Interstate Highway Act*: Eisenhower had been in charge of Allied armies; World War II; wide enough for planes; car culture; automobile-related goods)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that note the success of government intervention in the economy has varied throughout history

**Conclusion:** Overall, the response fits the criteria for Level 4. The discussion of the Tennessee Valley Authority is general and not fully developed. The discussion of the Interstate Highway Act is more thorough and informative.

Throughout American history, the best way to handle the ever-changing economy has been a particularly divisive issue in government policy. As new technological and societal developments occur, the circumstances change, but the question remains the same: to what extent should the government interfere with our nation's economy? The American government has tried myriad programs to strengthen our economy, two of the most significant being the Bank of the United States and the Sherman Anti-Trust Act. While the B.U.S. was successful for a few years in meeting its aims, the Sherman Anti-Trust Act lacked the power necessary to affect much change.

When Alexander Hamilton introduced his financial plan to the other founding fathers, the Bank of the U.S was met with harsh opposition. The Constitution had just been ratified, and the new country was trying to get its bearings after the failed Articles of Confederation. Thomas Jefferson, among others, argued that the B.U.S was unconstitutional given a strict reading of the Constitution. Hamilton, on the other hand, took a loose-construction view and said that given the federal government's right to tax, it needed a bank to carry out this power – it was “necessary and proper” under the powers of the Congress. In the end, the Bank was ratified and renewed until President Andrew Jackson took it upon himself to kill the Bank, which he was successful in doing. From this point on banks were largely regional and the rest of the century brought with it a series of credit crises and panics. It was not until FDR's New Deal that a national banking system was brought back with the Federal Reserve.

The Sherman Anti-Trust act, while less controversial in its passing,



was divisive in its use. Originally intended to tamp down the power of big businesses in the largely monopoly-centric economy of the Gilded Age, it was, in practice, used to halt the activities of unions and organized labor. This was clear evidence of the power of big business, even within the government. The Supreme Court really weakened the Sherman Anti-Trust Act when they ruled in favor of the sugar trust. When President Theodore Roosevelt saw the power of a new railroad trust, he brought a lawsuit against Northern Securities. The Supreme Court ruled in the government's favor and National Securities was divided into smaller companies. This was the end of the era of laissez-faire or hands-off government attitude towards the economy. It was not until the Clayton Anti-Trust act some years later that a strong Anti-Trust law was finally passed.

All in all, government attempts to strengthen the economy have been successful, but only to a certain extent, as we have seen with the BUS and the Sherman Anti-Trust Act.

### Anchor Level 3-A

#### **The response:**

- Develops most aspects of the task in some depth for the creation of the Bank of the United States and the passage of the Sherman Antitrust Act
- Is more descriptive than analytical (*Bank of the United States*: when Alexander Hamilton introduced his financial plan to the other founding fathers the bank was met with harsh opposition; the Constitution had just been ratified and the new country was trying to get its bearings after the failed Articles of Confederation; given the federal government's right to tax, it needed a bank to carry out this power; ratified and renewed until President Andrew Jackson took it upon himself to kill the bank; from this point on banks were largely regional and the rest of the century brought with it a series of credit crises and panics; *Sherman Antitrust Act*: while less controversial in its passing, was divisive in its use; originally intended to tamp down the power of big businesses in the largely monopoly-centric economy of the Gilded Age, it was, in practice, used to halt the activities of unions and organized labor; clear evidence of the power of big business, even within the government; when President Theodore Roosevelt saw the power of a new railroad trust, he brought a lawsuit against Northern Securities; end of era of laissez-faire or hands-off government attitude toward the economy)
- Includes some relevant facts, examples, and details (*Bank of the United States*: Thomas Jefferson; unconstitutional; loose construction; "necessary and proper"; *Sherman Antitrust Act*: Supreme Court; sugar trust; Clayton Antitrust Act); includes an inaccuracy (*Bank of the United States*: it was not until FDR's New Deal that a national banking system was brought back with the Federal Reserve)
- Demonstrates a satisfactory plan of organization; includes an introduction that states the question of government's interference in the economy is ongoing and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. The response conveys general knowledge of the Bank of the United States and the Sherman Antitrust Act. However, it fails to adequately describe the historical circumstances that led to the passage of the Sherman Antitrust Act.

The history of the United States is very diversified in its situations but always at the center is ensuring the government fosters a strong economy. A perfect example of this is the creation of the National Bank in 1790 at the very beginning of U.S. as a country. In addition part of FDR's economic policy of his New Deal was direct job relief such as the Tennessee Valley Authority during the Great Depression.

First, the creation of the National Bank which was the brain child of Alexander Hamilton one of the most powerful federalists. After the war for independence and the Articles of Confederation came the ratification of the U.S.'s current constitution. This allowed for a more centralized government to be formed under the control of the federalist party. Many politicians knew that many of the states were far into debt. Also, the U.S. as a whole did not have standardized credit. This led to serious trading problems when the U.S. wanted to trade with other countries. Hamilton came up with the solution that all of the state debt was to be consolidated and one central bank would be in charge of the country's banking. Virginia protested being burdened with such a thing when they had no state debt. This led to the deal that Virginia would accept the National Bank as long as the capital was moved to its current location of Washington D.C. When the bank went into effect it allowed the U.S. to have one standard currency that was globally evaluated. The elastic clause in the Constitution was used to ratify the bill of creation. The bank's constitutionality would be tested in the Marshall court in *McCulloch v. Maryland*. The conclusion on the bank's right to exist was it was constitutional and the states could not tax it because they did not possess the "power to destroy". This helped to make the United States a true country with its own identity.

Furthermore, during the Great Depression FDR was elected to the presidency by the people to restore prosperity to the economy. One of FDR's major programs was the TVA which allowed direct relief with an expansion of the public sector. Many people were put back to work building dams for the electrification of many areas previously without electricity. The workers that had been laid off from their other job were enthused by the fact they were going back to work and not just taking charity. This gave many people a sense of pride and showed that the government did care and was going to provide aid. This was a serious shift from the previous government, with Hoover, that believed in rugged individualism. The TVA was a major success and would be cited in the future as a perfect example of a successful public works project. In short, the TVA was the beginning of a new responsibility of government to provide direct aid with jobs.

All in all, to the U.S. the economy has always been a top priority. Throughout the course of history different eras and circumstances called for different tactics or actions to ensure the economy's strength. In the end the U.S. maintained the goal of keeping the U.S. economy strong.

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### Anchor Level 3-B

#### **The response:**

- Develops some aspects of the task for the creation of the Bank of the United States and the formation of the Tennessee Valley Authority
- Is more descriptive than analytical (*Bank of the United States*: brainchild of Alexander Hamilton, one of the most powerful federalists; United States as a whole did not have a standardized credit system; elastic clause in the Constitution was used to ratify the bill of creation; bank's constitutionality would be tested in the Marshall Court in *McCullough v. Maryland*; states could not tax it because they did not possess the "power to destroy"; *Tennessee Valley Authority*: during the Great Depression FDR was elected to the presidency by the people to restore prosperity to the economy; many people were put back to work building dams for the electrification of many areas previously without electricity; serious shift from the previous government, with Hoover, that believed in rugged individualism; beginning of a new responsibility of government to provide direct aid with jobs); includes isolated and faulty analysis (*Bank of the United States*: this led to the deal that Virginia would accept the national bank as long as the capital was moved to its current location of Washington, D.C.; when the bank went into effect, it allowed the United States to have one standard currency)
- Includes some relevant facts, examples, and details (*Bank of the United States*: war for independence; Articles of Confederation; more centralized government; states were far into debt; serious trading problems; *Tennessee Valley Authority*: successful public works project)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that states the economy is a top priority of government

**Conclusion:** Overall, the response fits the criteria for Level 3. Although the response includes substantial information about the formation of the Bank of the United States and its constitutionality, including the issue of state debts, it fails to evaluate its economic success. The discussion of the Tennessee Valley Authority does not have the same depth, but does address all aspects of the task.

The 1930's was a decade of struggle and turmoil for the American public. Deep into a worldwide depression, poverty and despair gripped the nation and steadily destroyed the economy. As it became more and more evident that the Great Depression wasn't going to go away on it's own, the US government started to take action.

Herbert Hoover, the US president of the time of the depression, was adamant that the economic crisis was part of a natural business cycle, and that it would fix itself in time. However, by the time he realized that measures needed to be taken, he was too late to be of much help. With businesses failing due to their high prices and lack of customers with money to buy them, millions of people found themselves unemployed. Unable to pay their bills, these people soon lost their homes and belongings. The depression became an endless cycle of unemployment, poverty and homelessness.

Enter Franklin Delano Roosevelt, the elected president following Hoover. When he took office, Roosevelt almost immediately began implementing his New Deal, which was a bundle of programs aimed at relieving, recovering, and reforming the nation to pull it out of the Great Depression. These programs included many laws and acts which provided funds and/or jobs to the public to jump start the economy, also known as FDR's "pump priming theory". One of the acts passed in the New Deal was the Tennessee Valley Authority in 1933. The Tennessee valley was, at the time, one of the most poverty stricken areas in the country. The Tennessee Valley Authority (TVA) brought thousands of federal jobs into the area in the form of dam construction projects, and the thousands that were put to work suddenly had an income to support themselves and their families with. The new dams

made electricity available in the area. The program put more money in the hands of consumers, so that they could purchase more goods and spur life into businesses.

Another program enacted by the New Deal in 1935 was the Social Security Act. This act, although it didn't provide immediate relief, has played a part in improving the economy over the past several decades. The program constantly collects money from people during their lives, and reserves this money for the people when they retire or become disabled and need it. Because of the loss of billions of dollars in life savings during the Depression, this program was developed with the idea of having money for the public in case of emergency. The SSA gave many Americans confidence in their futures and retirement.

The Great Depression, although one of the darkest times in US History, was also the starting point for an even stronger economy. Because of the depression, many reforms were made to ensure the future of our economy, and the effects of many of these reforms can still be seen today.

### Anchor Level 3-C

#### **The response:**

- Develops some aspects of the task in some depth for the formation of the Tennessee Valley Authority and the creation of the Social Security system
- Is more descriptive than analytical (*Tennessee Valley Authority*: president at the time of the Depression was adamant that the economic crisis was part of a natural business cycle and that it would fix itself; Depression became an endless cycle of unemployment, poverty, and homelessness; Roosevelt almost immediately began implementing his New Deal, which was a bundle of programs aimed at relieving, recovering, and reforming; Tennessee Valley was one of the most poverty-stricken areas of the country; brought thousands of federal jobs into the area in the form of dam construction projects; put more money in the hands of consumers so that they could purchase more goods and spur life into businesses; *Social Security*: didn't provide immediate relief; has played a part in improving the economy over the past several decades; program constantly collects money from people during their lives and reserves this money for people when they retire or become disabled; because of the loss of billions of dollars in life savings during the Depression)
- Includes few relevant facts, examples and details (*Tennessee Valley Authority*: Herbert Hoover; pump priming theory; made electricity available)
- Demonstrates a general plan of organization; includes an introduction about the Great Depression that generally relates to both actions and a conclusion that notes many reforms can be seen today

**Conclusion:** Overall, the response fits the criteria for Level 3. Although the response includes a strong discussion of the historical circumstances leading to New Deal programs, the discussion lacks development for each particular action. The extent to which the actions were successful is not fully developed.



Throughout the history of the United States, the Government has become increasingly involved in the country's economy. Originally the government followed a policy of laissez-faire, but as new technologies and industries grew, the government was forced to adapt and change its economic position. Examples of adaptation include laws such as the Sherman Anti-Trust Act and programs such as Social Security.

The Industrial Revolution, which hit the United States in the late nineteenth century, brought about a revolution in business practices as well. Companies were able to grow much larger than before because of inventions such as the telegraph and widespread rail lines and the ability to now mass produce goods. Smaller companies would often come together and form a larger company under a single board of directors, known as a trust. The government eventually realized the extent of harm these trusts were causing and passed that Sherman Anti-Trust Act. It created penalties for groups or individuals that were found to be inhibiting competition. Unfortunately the penalties outlined were not severe enough to deter the underhanded practices of some larger companies. It also had the inadvertent effect of being used by companies on unions. Although the Sherman Anti-trust Act had major shortcomings, these would later be dealt with in the Clayton Anti-trust Act.

In the late 1920's the world economy, including the United States, essentially collapsed. The unemployment rate in the U.S. rose rapidly. Many were unable to house, clothe, or even feed themselves or their family. When F.D.R. was elected in 1932 he quickly set out to 'Relieve, Recover, and Reform' the economy with his New Deal. As part of the

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

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Reform stage, Roosevelt wanted to provide people with a safety net in case such a devastating economic collapse ever occurred again. In 1935 the Social Security Administration was created to provide disability benefits to those who are unable to work and provide unemployment insurance to those who have lost their job. Still in place today, Social Security provides economic protection from the threat of job loss.

The nation's economy is at the whim of a multitude of factors, both foreign and domestic. The Federal government occasionally step in to try and protect the economy from these factors.

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

- Minimally develops all aspects of the task for the passage of the Sherman Antitrust Act and the creation of the Social Security system
- Is primarily descriptive (*Sherman Antitrust Act*: Industrial Revolution, which hit the United States in the late nineteenth century, brought about a revolution in business practices as well; government eventually realized the extent of harm these trusts were causing; created penalties for groups or individuals that were found to be inhibiting competition; had the inadvertent effect of being used by companies on unions; shortcomings would later be dealt with in the Clayton Antitrust Act; *Social Security*: in the late 1920s the world economy, including the United States, essentially collapsed; unemployment rate in the United States rose rapidly; as part of the reform stage, Roosevelt wanted to provide people with a safety net in case such a devastating economic collapse ever occurred again; provides economic protection from the threat of job loss)
- Includes some relevant facts, examples, and details (*Sherman Antitrust Act*: single board of directors; *Social Security*: elected in 1932; Relief, Recovery, and Reform; New Deal; disability benefits; unemployment insurance)
- Demonstrates a satisfactory plan of organization; includes an introduction that observes the government originally followed a policy of laissez-faire but has increasingly become more involved in the economy, and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The response includes some basic information about the Sherman Antitrust Act and Social Security Act. However, the extent to which these acts were successful is not adequately developed.

Throughout United States history, the nation's economy has been reformed and strengthened through actions taken by the federal government. These actions varied on whether they ended up being successful or not. Two such legislations were the Bank of the United States in 1790 and the Homestead Act of 1862. Each was successful in their own way, but one was more than the other.

Under Hamilton's Federalist financial plan, the Bank of the United States was formed in 1790. President Washington asked Alexander Hamilton, his secretary of the treasury, to come up with a plan to bring the national economy together. One aspect, the National Bank, was hard fought against by future president Thomas Jefferson. He, along with his Republican party, believed that the bank was unconstitutional because there was no mention in the constitution that gave the national government that kind of power. Despite Jefferson's argument, the Bank of the United States was passed through Congress. The main objective of the Bank was to make a unified national currency. It did just that, and began to print off paper money that was used nationwide. The Bank of the United States helped to build the American economy and was so successful the Congress passed it again and the Bank was revived in 1816.

When Abraham Lincoln came into the presidency, the country was experiencing a vast amount of westward expansion. Many could not afford the varying prices of land plots, and so equality and some form of legislation were necessary. Under the Homestead Act, people were given a certain amount of acreage for just \$30. There were only two conditions: live on that plot of land for at least five years, and make it better somehow. The second condition could be fulfilled by, for

example, building a house or growing crops on the land. This gave many westward settlers a chance at a new life. The Homestead Act of 1862 gave the economy a new push, but the people who bought the land typically ended up being unhappy. Their land was usually infertile, and therefore a waste of money, simply because speculators had gotten to the best land first.

Generally, government actions taken in response to the economy end up being fairly successful. The Bank of the United States, set in place by Hamilton, was highly successful in setting up the American economy. Due to its success, many of its principles are still kept in place within today's banks. On the other hand, the Homestead Act paled in comparison. Its only success was bringing money back into the economy. It made people unhappy, but also expanded western settlement. All legislations vary in their degrees of success. Being two such legislations, the Bank of the United States and Homestead Act show just how much two government actions can differ in how successful they end up being.

## Anchor Level 2-B

### The response:

- Minimally develops most aspects of the task for the creation of the Bank of the United States and the passage of the Homestead Act
- Is primarily descriptive (*Bank of the United States*: formed under Hamilton's federalist financial plan; come up with a plan to bring the national economy together; believed that the bank was unconstitutional because there was no mention in the Constitution that gave the national government that kind of power; began to print off paper money that was used nationwide; was so successful the Congress passed it again; *Homestead Act*: when Abraham Lincoln came into the presidency the country was experiencing a vast amount of westward expansion; many could not afford the varying prices of land plots; gave many westward-moving settlers a chance at a new life; speculators had gotten to the best land first); includes faulty analysis (*Homestead Act*: people who bought the land typically ended up unhappy; its only success was bringing money back into the economy)
- Includes some relevant facts, examples, and details (*Bank of the United States*: President Washington; Secretary of the Treasury; future President Thomas Jefferson; Republican Party; unified national currency; *Homestead Act*: at least five years; growing crops; infertile); includes an inaccuracy (*Homestead Act*: people were given a certain amount of acreage for just \$30)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a weak conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The response includes relevant information about the historical circumstances that led to each act. The discussion recognizes the difficulties faced by individual homesteaders, but the discussion of the extent of success includes broad generalizations for the Bank of the United States and faulty analysis for the Homestead Act.

Throughout the years of American History, the federal government has taken steps to try and strengthen or reform the country's economic wellbeing. Some were extremely successful while others fizzled out and didn't get off the ground. Two of these actions were the creation of the Bank of the United States in 1790 and the passage of the Transcontinental railroad.

The Bank of the United States were first chartered by Alexander Hamilton in his financial Plan. He proposed this when he was in office as the Secretary of Treasury. He believed that the government needed to regulate the sale and printing of money. The Articles of Confederation was being criticized and the new constitution was underway. Hamilton believed the states held too much power. The North supported it strongly while the west and South detested it and thought that a strong national government would ruin the freedoms they had with slavery and land ownership. After a series of crashes and failure the bank finally took off and was successful until corruption caused crisis again.

The transcontinental railroad was constructed following the Civil War. There was a need to connect the Atlantic and Pacific coasts. One railroad company started in the west (Pacific railroad company) and another started in the East (union railroad company) and connected this disjointed railroads in UT. Each company used immigrants as cheap labor (chinese and Irish). They were in desperate need of money to feed and clothe their families. This railroad was beneficial to the North and the west but not so much to the South – who believed it was a waste of money. Cattle, raw materials, natural resources and food were shipped all around the country via railroad, not only was it a

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Anchor Paper – Thematic Essay—Level 2 – C

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cheap way of transportation but it also boosted the U.S. economy quite a lot.

Through out the years the U.S. federal government has strengthened and reformed actions that benefitted the country's economy greatly. The transcontinental railroad and the Bank of the United States increase the flow and regulation of money going into and out of the states.

**Anchor Level 2-C**

**The response:**

- Minimally develops most aspects of the task for the creation of the Bank of the United States and the passage of the transcontinental railroad
- Is primarily descriptive (*Bank of the United States*: first chartered by Alexander Hamilton in his financial plan; the new constitution was underway; North supported it strongly while the West and South detested it; *transcontinental railroad*: a need to connect the Atlantic and Pacific coasts; each company used immigrants as cheap labor; cattle, raw materials, natural resources, and food were shipped all around the country via railroad; not only was it a cheap way of transportation but it also boosted the United States economy); includes faulty and weak analysis (*Bank of the United States*: the government needed to regulate the sale and printing of money; thought that a strong national government would ruin the freedoms they had with slavery and land ownership; was successful until corruption caused crisis again)
- Includes some relevant facts, examples, and details (*Bank of the United States*: Secretary of Treasury; Articles of Confederation; *transcontinental railroad*: Civil War; Utah; Chinese and Irish)
- Demonstrates a general plan of organization; includes an introduction that is little more than a restatement of the theme and a conclusion that includes an inaccuracy

**Conclusion:** Overall, the response fits the criteria for Level 2. The discussion of the historical circumstances that led to each action shows some general knowledge, but the extent to which these actions were successful is merely mentioned.

Throughout United States history, the federal government had a significant role in improving and reform the nation's economy. The legislations that have been passed, significantly improved the economy in various ways. In 1862, the Pacific Railway [Transcontinental Railroad] Act was passed to help farmers ship their goods. The Homestead Act of 1862, play a significant role in developing land. These two legislations contributed to various success in the nation's economy.

In the 1862, the federal government passed the Pacific Railway [Transcontinental Railroad] Act. The Pacific Railway [Transcontinental Railroad] Act was established to help the farmer transport crops from the west to the east. Also during this time period America was expanding westward. People were moving towards the west for a living. The Act was also establish for convenience; travel time, to travel across the continent.

The Pacific Railway [Transcontinental Railroad] Act impacted the United States for the better. The transcontinental railroad made it way more convenient to travel across the United States. Not just that, the Transcontinental Railroad conserved more time in traveling due to the rail cutting through land. Transcontinental Railroad helped the farmers deliver the crops quicker and more at once compared to wagons. The farmers would pay for the train to ship things off, the money would go towards the government providing it with money.

Also in the year of 1862, the Homestead Act was passed. This act had a significance in the economy. The Homestead Act was an act providing land in the west for people to cultivate. The Homestead Act primary goal was to get people from the east to move out towards the



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

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west to cultivate the land. Americans government used this tactic to help create and cultivate land. Americans were attracted towards the west with this offer.

The Homestead Act of 1862 have effected the citizens and the country itself. The Homestead Act gave out free land allowing the poor to rise above. This gave the opportunity of growing crops. The Homestead Act help the country by cultivating, improving the land. It was also passed during the Pacific Railway Act was establish allowing the trains to make a profit of it.

United States have passed lots of legislations to improve and reform the nations economy. The Homestead Act provided free land to cultivate and make it a home. The Pacific Railway Act provided crops to ship faster. The economy has shift for the better as each legislation is established. These acts made the United States more successful economically.

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

- Minimally develops some aspects of the task for passage of the Pacific Railway Act and the Homestead Act
- Is descriptive (*Pacific Railway Act*: established to help the farmer transport crops from the west to the east; helped the farmers deliver the crops quicker; *Homestead Act*: act providing land in the west; primary goal was to get people from the east to move west; helped the country by cultivating, improving the land); includes faulty analysis (*Pacific Railway Act*: the money would go toward the government providing it with money)
- Includes no additional relevant facts, examples, or details
- Demonstrates a general plan of organization; includes an introduction and a conclusion that calls both acts successful

**Conclusion:** Overall, the response fits the criteria for Level 1. The response uses repetitive wording with few ideas but recognizes the role of each action in the development of the West.

History has proven that any single action or event can have major implications. Throughout the history of the U.S., there have been countless positive and negative acts. Two actions taken by the U.S. Government that have impacted the national economy were the passage of the Pacific Railway Act in 1862 and the decision to enter World War I. As a result of these decisions, the economy initially flourished, then was destroyed by the questionable entrance of WWI.

Around the mid-1800s, U.S. people began migrating westward. One event that spurred this movement was the approving of the Pacific Railway Act. This was a governmental decision to build a transcontinental railroad, linking the east and west. One of the draws of the building of the railroad was getting paid. Labor on the railroad was remarkably better than that on Southern plantation, and therefore attracted many African American Slaves. The increase in labor opportunities also led to an increase in immigration, especially from Asia. After completion of the railroad, trade between distant cities greatly increased. This certainly strengthened the economy and also helped modernize the nation. All in all, the government's decision to build a railroad proved to be a good one in regards to the effects on the economy.

In contrast, the U.S.'s decision to enter WWI can be labeled as an economic failure. At first, the conclusion of the war led to an economic boom. The stock market shot upwards, and the value of houses, cars and other goods greatly increased. However this quickly evolved into a very high number of people in debt, as well as lots of overextension of credit. All of this eventually resulted in the Great Depression, a time where income was low, and unemployment was high. This resulted in

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

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many homeless people and a stock market crash. Overall, the entrance by the U.S. into WWI led to lots of partying during the 1920's. However, this leisurely lifestyle resulted in the near death of the U.S. and its economy.

The Pacific Railroad Act and the entrance into WWI were two government decisions that directly influenced the U.S. economy. Without a doubt, it can be said that the Great Depression nearly killed the U.S. as a country. Luckily, the country rebounded and was able to survive this questionable choice and tragic event.

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

- Minimally develops some aspects of the task for the passage of the Pacific Railway Act
- Is descriptive (*Pacific Railway Act*: build a transcontinental railroad, linking the east and west; increase in labor opportunities also led to an increase in immigration; trade between distant cities greatly increased; helped modernize the nation); lacks understanding (*Pacific Railway Act*: labor on the railroad was remarkably better than that on southern plantations, and therefore attracted many African American slaves)
- Includes no additional relevant facts, examples, or details
- Demonstrates a general plan of organization; includes a weak introduction and conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The response shows a small amount of understanding about the transcontinental railroad. However, the discussion of entrance into World War I as an economic action is simply an overview of the 1920s with no connection to the task.

The United States federal government has issued many acts and programs to improve our economy or to help the economy recover from an economic crisis. Many of the acts have failed to improve the economy and some have even made it worse. There are, however, acts and programs that have helped the economy a great deal. The Pacific Railway Act and the Social Security program are two reforms that have helped the economy.

The Pacific Railway Act of 1862 was created to connect the east and the vast, rather new territory of the west. Territorial gains from the Mexican-American War, Louisiana Purchase, and the Spanish-American War had expanded the United States. Many people had moved to the west coast because of events such as the Gold Rush in California. The land of the Great Plains was largely unsettled with few towns. The Potato Famine had brought Irish immigrants to the United States. The Chinese also emigrated from China after hearing about the findings of gold in California. The Pacific Railway Act was passed in 1862 and led to the first transcontinental railroad. The Chinese with their knowledge of explosives had built the railroad from the Pacific Ocean through the Rocky Mountains while the Irish started from the East and built the railroad through the Great Plains. The two groups of railroad workers met in Utah. The Social Security Program was one of the many programs formed in the New Deal. During the Great Depression, President Hoover and President Roosevelt both sought to improve the economy. President Roosevelt created the New Deal programs to help the economy recover from the depression. The Social Security Program was designed to help senior citizens who had lost their life savings when the banks failed. A small amount of a

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## Thematic Essay—Practice Paper – A

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worker's pay would be used to create a retirement fund for the worker.

The Pacific Railway Act improved transportation between the east and the west. Goods were now more efficiently transported within America. Industries could spread their products and also pay less to transport their goods from one place to the next. Also products from the East and Midwest were transported by rail to California and then exported to Asia, opening international markets for American producers. The Social Security program helped senior citizens survive without working. Senior citizens and retired workers were now more comfortable to be unemployed. This created more jobs for new workers as people did not feel the need to stay when they were old. The Social Security program is still alive today which shows its success. Many Americans have social security and even though it might be hard to survive on just those monthly checks, they are able to retire knowing they are more financially secure.

The Pacific Railway Act and the creation of Social Security improved the United States economy. While the transcontinental railroad still exists, more people travel on highways now. Social Security, however, still continues to help retired workers.

Throughout the history of United States, the country has gone through periods of wealth and economic booms as well as times of recession or even depression. This was caused by the happenings in the stock market, consumer spending, and other aspects which influence the economic market. The federal government has taken many actions to strengthen or reform the United States economy, varying in success rates. In the mid-seventeenth century the government passed the Sherman Antitrust Act to prevent complete takeover by large businesses. The Social Security System was passed to ensure economic stability to United States citizens.

During the 1800's companies built up economically thereby increasing production which increased consumer spending by placing more products on the market for a lower price. The employers then began to take over small and new businesses creating a monopoly, and were therefore able to raise their prices extremely high. These employers were called 'Robber Barons' as they lived on the money taken from the middle and lower classes, causing the poor to become poorer. The owners believed in 'survival of the fittest' and felt that since they had the ability and strength to take over businesses, they aren't wrong in their actions.

The government, in attempt to help the nation, backed down from their policy of *laissez faire* and implemented acts to end trusts. In 1890, The Sherman Antitrust Act was passed making trusts illegal. This law did not end the monopolies as the employers found loopholes, yet it definitely decreased the affect of the robber barons and their businesses.

When one retires, he or she lives on the money saved up in the past.

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## Thematic Essay—Practice Paper – B

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Many people didn't put aside money for their elder years. This caused unstable economic conditions for them. Besides for the elderly, special needs people as well as people with disabilities, don't stand a chance of getting a job and means for pay.

In 1935, the Social Security System was created. This provided economic aid through a social securities tax taxed on workers which saved up money for his retirement. Social Security also provides pay for disabled and special needs people. This law was and still is extremely bennifical for all citizens since it helps and provided monetary aid when most needed.

During the United States history, the government has taken actions which benefited the nations economy to various degrees. At some points this went against the policy of Lasseiz Faire-hands off of the business world. Some examples of actions taken by the federal government is the Sherman Antitrust Act and the Social Security System. Both provided benefitts to United States citizens.

The United States government has played an important role in the development of its economy, intervening numerous times through its history. Its decisions have essentially shaped the progress of America's economy. Some of the most important decisions occurred just last century, with the passing of the GI Bill after World War II, and the creation of NAFTA in the 1990's. Many actions were successful in expanding the economy.

During World War II, much like World War I, millions of men left to join the army and war. Many women replaced men in many of the industrial jobs that they had left to join the war. After World War I, veterans were thrown into the job market immediately after leaving the army. Since they often had little training in most fields, they were at a disadvantage in competing for jobs. As a result, many WWI war veterans became impoverished and, during the Great Depression, many veterans even marched on Washington, demanding to be paid their bonuses which they had been promised for the future. This caused much unrest. To prevent similar economic hardships like the Great Depression from befalling the veterans of WWII, congress passed the G.I. Bill. In the bill, many things were promised to veterans. If they desired, they could go to any university paid for by the government. Another thing the bill promised was lenient mortgage loans to veterans, with extremely low rates with payment needed many years after. This encouraged many veterans to buy houses, farms and businesses. This spurred on economic growth into the 1950's. As veterans became educated, trained, and settled, they integrated well into the American professional workforce. This contributed to the rise of a strong middle class. This bill was crucial in strengthening U.S



consumerism and the baby boom at this time.

As America and the rest of the world developed, they became more and more bound economically to each other in the international market place by the invisible pull of globalism. Companies became multinational, producing inexpensive goods by using cheaper international labor and purchasing and exploiting resources in countries where they were most plentiful. Cheaper goods were consequently produced for American consumers. U.S. businesses faced, and still face, more global competition and many American manufacturing jobs transferred to cheaper destinations worldwide. This dual-edged nature of globalism has created a debate that still rages of whether to follow international policies of “free” trade, or protectionism. Most reviews are usually mixed. America had accepted free trade policies with the creation of NAFTA, the North American Free Trade Agreement. NAFTA vastly reduced trade barriers between America, Canada, and Mexico starting from 1993, its founding date. This reduction of trade barriers helped increase the flow of businesses to find the cheapest labor and resources, to be most economically efficient. Goods traded between the U.S, Canada, and Mexico no longer faced trade barriers like tariffs and quotas which had drastically increased the price of goods. Although economic competition between the three countries decreased and total economic trade between them drastically increased, many U.S. jobs were lost to Mexico. In the 1990’s especially, all 3 countries did relatively well, with America even having a budget surplus during the Clinton Administration for the first time in years. Consumers benefitted tremendously from cheaper prices, buying more. NAFTA had a mixed impact on the

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**Thematic Essay—Practice Paper – C**

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economy of the United States and has once again become a major political issue because many blame NAFTA specifically for the closing of factories in the United States.

The United States government often acts and affects economic development. It tries to expand its economy with the policies it thinks are best at the time. The government has succeeded much of the time, notably with the G.I. Bill after World War II but only partly with NAFTA in the 1990's. The government continues to monitor and regulate the economy today. Government actions are hugely important in the development of its economy.

Throughout United States History, the federal government has taken actions to strengthen or reform the nation's economy. These actions have had varying degrees of success. The government has tried many things to help the economy, but not all of them have worked. Two economic plans I think of are the creation of the National Bank and the passage of the Pacific Railway Act of 1862.

The creation of the National Bank was part of Alexander Hamilton's economic plan. In 1790, new jobs were opening up in factories, and the government needed a place to store the people's money. Hamilton proposed his plan and it was passed, thus the creation of the National Bank.

The Bank was very successful, and it provided a place for people to store their money safely. It lasted for many years until the Stock Market Crash of 1933. The President closed down many banks and declared a "bank holiday" to let the banks economically adjust to the situation. But after the Depression, people continued to use the banks as a safe place for their money, and we still use banks today.

Another government action I think helped the American economy was the passage of the Pacific Railway Act of 1862. The Pacific Railway Act allowed for the creation of a railroad that would stretch across the country from Omaha, Nebraska to Sacramento, California. The Railroad was necessary because it was needed to bind the country together.

The trans-continental Railroad helped the economy by allowing people to move west and expand the country. People moved west and settled down which in turn allowed more money to circulate from across the country. People had more land out west and started farms.

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**Thematic Essay—Practice Paper – D**

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This helped the economy even today because there are still people living in the West making money.

Throughout United States history, the federal government has taken actions to strengthen or reform the nation's economy. These actions have had varying degrees of success. This is how the creation of the National Bank and the passage of the Pacific Railway Act contributed to strengthening the nation's economy.

The economy plays an integral role in our society and in our lives. When the economy is good we reap the benefits. However, when it deteriorates we fall into an economic depression. Therefore United States leaders are constantly planning and devising new legislation to keep our economy healthy, and to preserve our status as a Super Power. Two such laws that were passed was the Sherman Anti-trust Laws, and the Social Security Act.

With the Industrial Revolution taking place during the late 1800's, the United States economy was flourishing and prospering. New industries began cropping up due to the new technological advancements, and discovery of new energy sources. Oil refineries, railroad systems, and mining were among those new industries that emerged at the time. However not all Americans were prospering from these new businesses because many of them were owned by monopolies. These entrepreneurs, such as Rockefeller over the oil refineries, and Vanderbilt over the Rail Roads, created monopolies over their enterprise. This allowed them to create a fixed price and eliminate all competition. In addition they treated their workers poorly and in unsafe conditions.

At first the government encouraged these big monopolies and they practiced a policy of 'Laissez faire'; hands off. Business flourishes best when no government regulations are involved. However as time progressed workers that were employed under these "Robber Barons" began protesting their horrible conditions and their low wages. At the same time the government realized that monopolies and trusts are not as beneficial as they appeared. As a result in 1890 Congress passed a law known as the Sherman Anti-trust Laws. This act made the

formation of trusts and monopolies illegal. At first, though, this law was not enforced and many big business found loop holes and evaded the law. This prevailed until Theodore Roosevelt took office, and made it his business to stop all monopolies and big business from ruling the country there by earning himself the title of "Trust Buster".

The 20th century began with a flourishing and prosperous economy, in which everyone believed would never end. Poverty is a thing of the past. However all this prosperity ended on Black Tuesday in 1929, with the Stock Market Crash. After that faithful day the United States economy plunged into the greatest depression in its history. Unemployment was at its highest; rich men became paupers over night; countless Americans were homeless, life at the time was unbearable. President Hoover was the president at the time, although he attempted alleviating the depression by creating building projects, critics said his attempts were too few and too far in between.

Therefore when Franklin D. Roosevelt ran for president 1932, and promised the country a "New Deal" he won with a landslide. Immediately upon entering office F.D.R. began his New Deal Programs. One of his major legislation in the new Deal was the Social Security Act of 1935. This act was passed as a form of recovery for the shaky economy. Social security is a retirement program founded by the government. The purpose was to lower the unemployment rate. Social Security allows citizens over the age of 65 to retire with a substantial pensions, this allows for more job openings for the young members in society. Social Security still plays an important role in our economy and is very useful till today.

The United States economy, is constantly fluctuating. Economist

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**Thematic Essay—Practice Paper – E**

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as well as well as Congress and the government are constantly devising new methodes and legeslation to boost the economy. The Sherman Anti-trust act as well as the Social Security act are two fundamental Acts that shape our economy till today.

**Practice Paper A—Score Level 3****The response:**

- Develops some aspects of the task in some depth for the passage of the Pacific Railway Act and the creation of the Social Security system
- Is more descriptive than analytical (*Pacific Railway Act*: created to connect the east and the vast, rather new territory of the west; many people had moved to the west coast because of events such as the Gold Rush in California; land of the Great Plains was largely unsettled with few towns; goods were now more efficiently transported within America; products from the East and Midwest were transported by rail to California and then exported to Asia, opening international markets for American producers; *Social Security*: President Roosevelt created the New Deal programs to help the economy recover from the Great Depression; program was designed to help senior citizens who had lost their life savings when the banks failed; a small amount of a worker's pay would be used to create a retirement fund; program is still alive today which shows its success; even though it might be hard to survive on just those monthly checks, they are able to retire knowing they are more financially secure); includes isolated analysis (*Pacific Railway Act*: the potato famine had brought Irish immigrants to the United States)
- Includes some relevant facts, examples, and details (*Pacific Railway Act*: Mexican-American War; Louisiana Purchase; Chinese; explosives; Rocky Mountains; met in Utah; *Social Security*: President Hoover); includes an inaccuracy (*Pacific Railway Act*: Spanish-American War)
- Demonstrates a weakness in organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that states more people travel on highways than railroads

**Conclusion:** Overall, the response fits the criteria for Level 3. The discussion includes good information about the historical circumstances that led to each government action; however, the success of each action is not discussed in adequate depth. The poor organization of the response detracts from the quality of the discussion.

## Practice Paper B—Score Level 2

### The response:

- Minimally develops all aspects of the task for passage of the Sherman Antitrust Act and the creation of the Social Security system
- Is primarily descriptive (*Sherman Antitrust Act*: employers then began to take over small and new businesses creating a monopoly and were therefore able to raise their prices extremely high; owners believed in “survival of the fittest” and felt that since they had the ability and strength to take over businesses, they are not wrong in their actions; government, in attempt to help the nation, backed down from its policy of laissez-faire; did not end the monopolies as the employers found loopholes; *Social Security*: when one retires, he or she lives on the money saved up in the past; provided economic aid through a tax on workers; also provides pay for disabled and special-needs people; extremely beneficial for all citizens); includes faulty analysis (*Sherman Antitrust Act*: it definitely decreased the effect of the robber barons and their businesses; *Social Security*: people did not put aside money for their elder years)
- Includes few relevant facts, examples, and details (*Sherman Antitrust Act*: increasing production; poor became poorer; *Social Security*: elderly); includes an inaccuracy (*Sherman Antitrust Act*: mid-seventeenth century)
- Demonstrates a general plan of organization; includes an introduction that states the goals of each action and a conclusion that notes the actions went against the policy of laissez-faire

**Conclusion:** Overall, the response fits the criteria for Level 2. The response fails to clearly connect the plight of the elderly during the Great Depression to Social Security. The discussion of the Sherman Antitrust Act demonstrates general understanding.



## Practice Paper C—Score Level 4

### The response:

- Develops all aspects of the task for the passage of the GI Bill and ratification of the North American Free Trade Agreement
- Is both descriptive and analytical (*GI Bill*: after World War I, veterans were thrown into the job market immediately after leaving the army; to prevent similar economic hardships like the Great Depression from befalling the veterans of World War II, Congress passed the GI Bill; they could go to any university paid for by the government; as veterans became educated, trained, and settled, they integrated well into the American professional workforce; contributed to the rise of a strong middle class; bill was crucial in strengthening consumerism and the baby boom; *North American Free Trade Agreement*: they became more and more bound economically to each other in the international marketplace by the invisible pull of globalism; companies became multinational, producing inexpensive goods by using cheaper international labor and purchasing and exploiting resources in countries where they were most plentiful; goods traded between the United States, Canada, and Mexico no longer faced trade barriers like tariffs and quotas which had drastically increased the price of goods; although economic competition between the three countries decreased and total economic trade between them drastically increased, many United States jobs were lost to Mexico; NAFTA had a mixed impact on the economy of the United States and has once again become a major political issue because many blame NAFTA for the closing of factories in the United States)
- Supports the theme with relevant facts, examples, and details (*GI Bill*: lenient mortgage loans; low rates; buy houses, farms, and businesses; *North American Free Trade Agreement*: protectionism; budget surplus; Clinton administration)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion repeating that the GI Bill was successful while NAFTA was only partially successful

**Conclusion:** Overall, the response fits the criteria for Level 4. The response demonstrates a strong understanding of the historical circumstances and success of the GI Bill and a good economic understanding of the benefits and costs associated with NAFTA.

## Practice Paper D—Score Level 1

### **The response:**

- Minimally develops some aspects of the task for the creation of the Bank of the United States and passage of the Pacific Railway Act
- Is descriptive (*Bank of the United States*: part of Alexander Hamilton’s economic plan; *Pacific Railway Act*: railroad that would stretch across the country; needed to bind the country together; people had more land out west and started farms); lacks understanding (*Bank of the United States*: needed a place to store the peoples’ money; it lasted for many years until the stock market crash; *Pacific Railway Act*: this helped the economy even today because there are still people living in the west making money)
- Includes few relevant facts, examples, or details (*Pacific Railway Act*: Omaha, Nebraska; Sacramento, California)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that generally restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. The discussion of the Bank of the United States shows little comprehension of the federal government’s action. Although the discussion of the Pacific Railway Act addresses the role of the railroad in linking east to west, it fails to elaborate on its economic impact.

### Practice Paper E—Score Level 3

**The response:**

- Develops some aspects of the task in some depth for passage of the Sherman Antitrust Act and the creation of the Social Security system
- Is more descriptive than analytical (*Sherman Antitrust Act*: new industries began cropping up due to the new technological advancements and discovery of new energy sources; allowed them to create a fixed price and eliminate all competition; at first the government encouraged these monopolies and practiced a policy of laissez-faire; this law was not enforced and many big businesses found loopholes and evaded the law; this prevailed until Theodore Roosevelt took office; *Social Security*: United States economy plunged into the greatest depression in its history; rich men became paupers overnight; immediately upon entering office FDR began his New Deal programs; allows citizens over the age of 65 to retire with a substantial pension; plays an important role in our economy); includes faulty analysis (*Sherman Antitrust Act*: made it his business to stop all monopolies and big business from ruling the country; *Social Security*: poverty is a thing of the past)
- Includes some relevant facts, examples, and details (*Sherman Antitrust Act*: Industrial Revolution; oil refineries; railroad systems; Rockefeller; Vanderbilt; robber barons; low wages; trustbuster; *Social Security*: stock market crash; unemployment; homeless; President Hoover; won with a landslide; retirement program)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that emphasize the efforts of government to maintain the economy

**Conclusion:** Overall, the response fits the criteria for Level 3. The response offers a concise description of the factors leading to the Sherman Antitrust Act and Social Security system. The extent to which each action was successful is not fully developed.

# United States History and Government Specifications August 2016

## Part I Multiple-Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Economic Systems; Government; Places and Regions; Foreign Policy	Standards 1, 3, and 4: United States and New York History; Geography; Economics
Document-based Essay	Migration; Places and Regions; Civic Values; Presidential Decisions and Actions; Environment	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government

### *Notes:*

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

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

**The *Chart for Determining the Final Examination Score for the August 2016 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.**

### **Submitting Teacher Evaluations of the Test to the Department**

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

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.