

FOR TEACHERS ONLY

THE UNIVERSITY OF THE STATE OF NEW YORK

GRADE 8

INTERMEDIATE-LEVEL TEST SOCIAL STUDIES

RATING GUIDE

BOOKLET 2

DOCUMENT-BASED QUESTION (DBQ)

JUNE 3, 2009

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

Mechanics of Rating

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

Contents of the Rating Guide

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

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

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

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

Rating the Part III B Essay Question

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

Introduction to the task—

- Raters read the essay task
- Raters identify the answers to the essay 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 essay task
- Trainer reviews procedures for assigning holistic scores, i.e., by matching evidence from the response to the content-specific rubric
- Trainer leads review of each anchor paper and commentary

Practice scoring individually—

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

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

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

Rating the Part III A (Scaffold) Questions

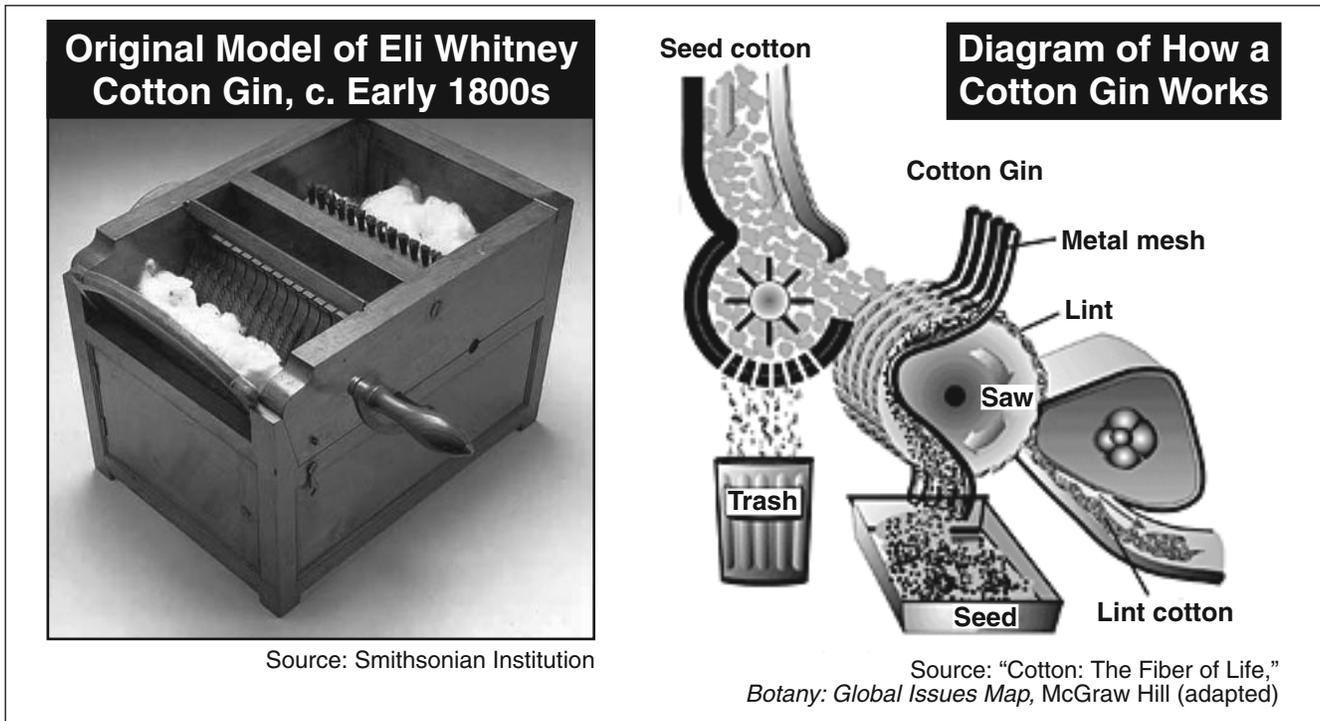
- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions need only be scored by one rater.
- (3) The scores for each scaffold question may be recorded in the student’s test booklet.

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

Grade 8 Intermediate-Level Social Studies
Part III A Specific Rubric
Document-Based Question—June 2009

Document 1

Eli Whitney invented the mechanical cotton gin in 1793. Before this invention, removing seeds from cotton was very time consuming.



Question 1 Based on this document, how did the use of this technology change the way cotton was processed?

Score of 1:

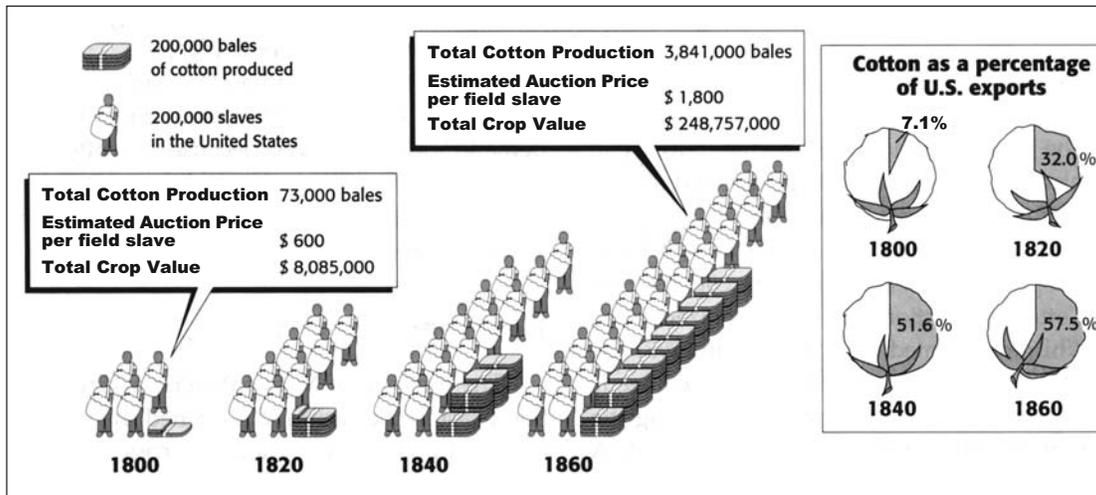
- States how the use of this technology changed the way cotton was processed
Examples: it was now processed by machine; it was processed much quicker/it was less time consuming; the gin took the seeds out of the cotton better; seeds and trash were easily separated from the lint cotton; it separated seeds from cotton faster than by hand; it was easier to get seeds out of cotton; seeds no longer had to be picked out of cotton by hand; less labor/fewer slaves were needed to pick the seeds out of the same amount of cotton

Score of 0:

- Incorrect response
Examples: it planted cotton; it was now done by hand; slaves were no longer needed; it was slower
- Vague response
Examples: the invention was important; it processed cotton; seeds were taken out; it was better
- No response

Document 2

Cotton Production in America, 1800–1860



Source: Joyce Appleby et al., *The American Journey*, Glencoe/McGraw-Hill, 1998 (adapted)

Question 2a Based on this document, state *one* effect the cotton gin had on cotton production.

Score of 1:

- States an effect the cotton gin had on cotton production based on this document
Examples: production of cotton increased; cotton exports increased; much more cotton was produced each year; total value of cotton crop increased over time; cotton gin created the need for more slaves/enslaved persons so more cotton could be produced; number of bales of cotton produced increased

Score of 0:

- Incorrect response
Examples: it increased the number of imports; production of cotton decreased; cotton trade/exports decreased
- Vague response
Examples: cotton was produced; there were slaves; there was more; it increased
- No response

Question 2b Based on this document, state *one* effect the cotton gin had on the growth of slavery.

Score of 1:

- States an effect the cotton gin had on the growth of slavery based on this document
Examples: number of slaves/enslaved persons increased; more slaves were being used; there was a need for more slaves; the value of slaves increased; cotton gin encouraged the growth of slavery

Score of 0:

- Incorrect response
Examples: number of slaves/enslaved persons decreased; imports of cotton increased; cotton production increased; price of cotton increased; crop value increased
- Vague response
Examples: there were field slaves; there was a total crop value; it was a percentage
- No response

Document 3a

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

Source: The Eli Whitney Museum

Question 3a Based on this document, state *one* effect the invention of the cotton gin had on the number of slave states.

Score of 1:

- States an effect the invention of the cotton gin had on the number of slave states based on this document
Examples: the number of slave states increased; in 1790, there were six slave states, and in 1860, there were fifteen slave states; the number of slave states increased from 6 to 15

Score of 0:

- Incorrect response
Examples: cotton growing became profitable; demand for land increased; importation of slaves from Africa was banned by Congress; there were 6 states in 1790; more slaves were imported
- Vague response
Examples: growth of slavery; states changed
- No response

Document 3b

. . . Because of the cotton gin, slaves now labored on ever-larger plantations where work was more regimented [organized] and relentless [unending]. As large plantations spread into the Southwest, the price of slaves and land inhibited [slowed] the growth of cities and industries. In the 1850s seven-eighths of all immigrants settled in the North, where they found 72% of the nation's manufacturing capacity. The growth of the "peculiar institution" [slavery] was affecting many aspects of Southern life.

Source: The Eli Whitney Museum

Question 3b Based on this document, state *one* effect the invention of the cotton gin had on the growth of cities and industries in the South.

Score of 1:

- States an effect the invention of the cotton gin had on the growth of cities and industries in the South based on this document

Examples: the growth of cities and industries in the South was slowed; they grew more slowly; cities/industries/manufacturing did not grow as quickly in the South

Score of 0:

- Incorrect response
Examples: cities grew rapidly; industries grew rapidly; cities did not grow
- Vague response
Examples: people moved; society changed; slaves labored
- No response

Document 4

Transportation Methods of the mid-1800s

Method of Transportation	Average Speed	Shipping Costs
Roads 	2 miles per hour by wagon 6–8 miles per hour by stagecoach	15 cents per ton per mile
Canals 	2–5 miles per hour	1.1 cents per ton per mile
Railroads 	10–20 miles per hour (including stops)	3.4 cents per ton per mile

Source: George Rogers Taylor, *The Transportation Revolution, 1815 to 1860*, Rinehart and Company, 1951 (adapted)

Question 4 Based on this chart, what was *one* advantage of using railroads compared with other methods of transportation in the mid-1800s?

Score of 1:

- States an advantage of using railroads compared with other methods of transportation in the mid-1800s as shown in this chart

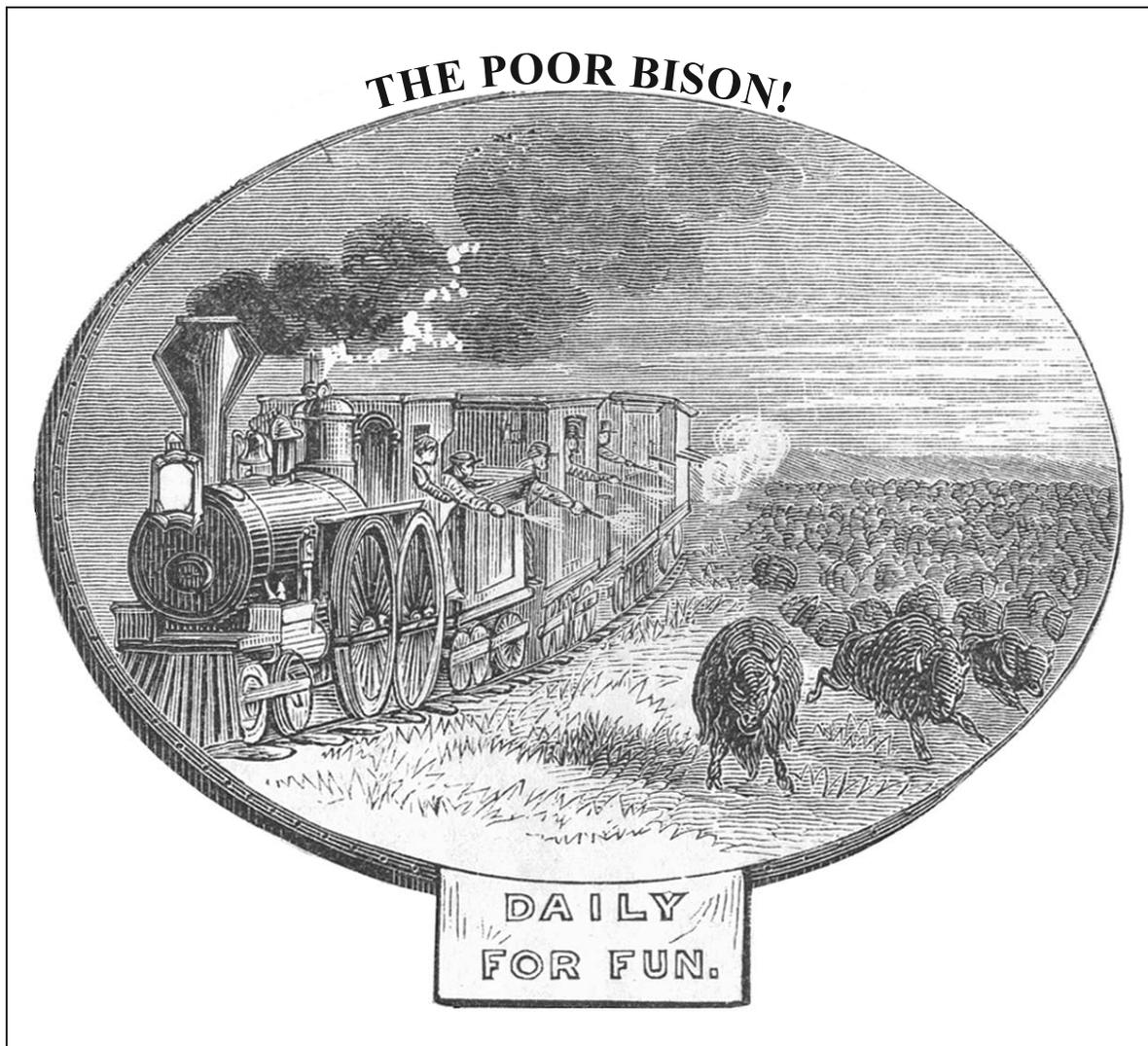
Examples: they provided faster transportation; railroad transportation was cheaper than roads/stagecoach/wagons; railroads would run in the winter when canals froze

Score of 0:

- Incorrect response
Examples: railroads provided the cheapest transportation; canals were more expensive than railroads
- Vague response
Examples: it was less money; tons were shipped; speed was average
- No response

Document 5

Wanton [Merciless] Destruction of the Buffalo



Source: William Edward Webb, *Buffalo Land*, Hubbard Brothers, 1872 (adapted)

Question 5 Based on this document, what was *one* negative effect of the railroad?

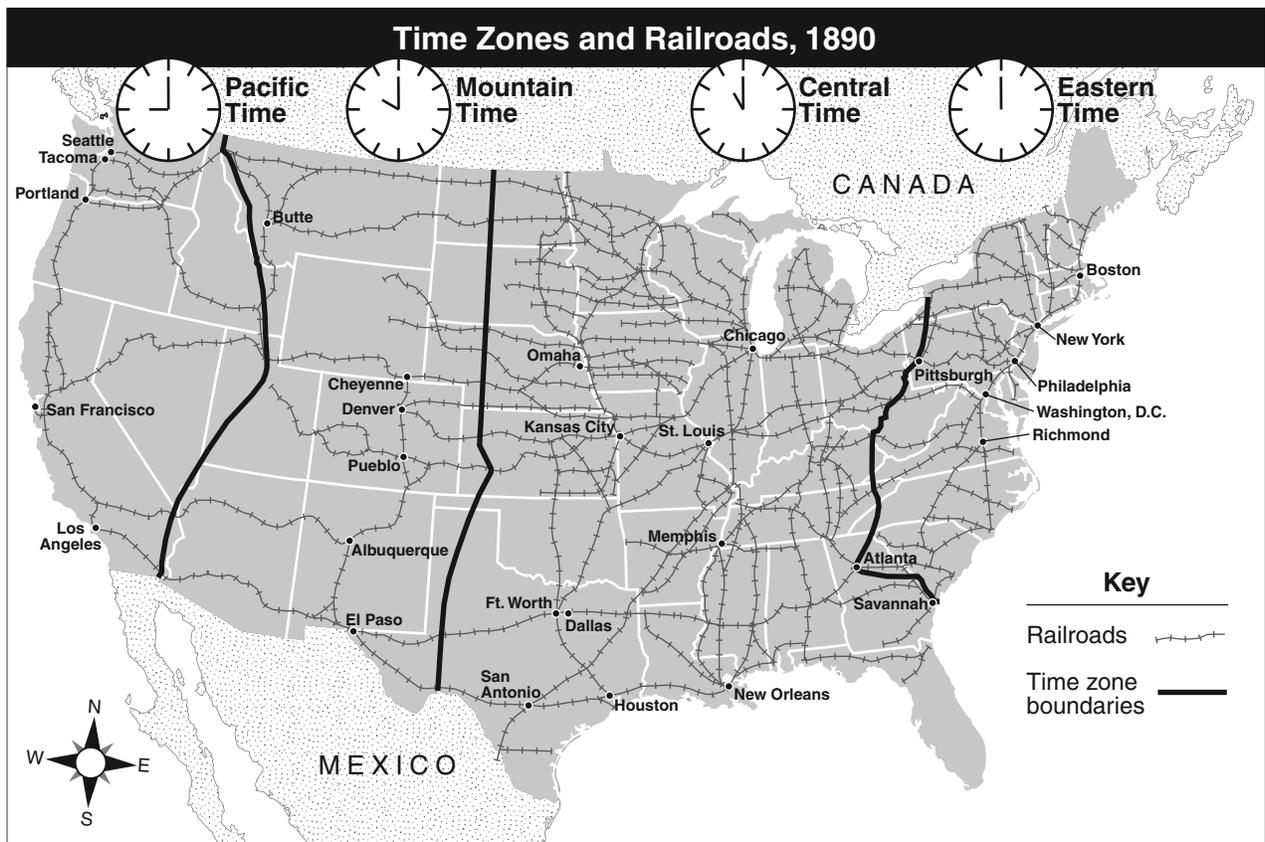
Score of 1:

- States a negative effect of the railroad based on this document
Examples: it resulted in the death of buffalo/bison; buffalo were destroyed; railroads polluted the environment; Native American Indians who lived in the West lost food supplies/material for clothing/shelter; it changed the life of Native Americans

Score of 0:

- Incorrect response
Examples: the buffalo were afraid of the train; people fed the buffalo from the train; people/goods were moved across the country; daily for fun
- Vague response
Examples: bison followed the train; the poor bison
- No response

Document 6



Source: Andrew Cayton et al., *America: Pathways to the Present*, Prentice Hall (adapted)

Question 6 Based on this map, state *one* generalization about the impact of railroads on the United States.

Score of 1:

- States a generalization about the impact of railroads on the United States based on this map
Examples: it made travel from city to city/state to state easier; made travel quicker; they led to the growth of cities; more railroads in the East than in the West; led to more development in the East; they connected the East Coast with the West Coast/North with the South/United States with Canada and Mexico; it led to the creation of time zones

Score of 0:

- Incorrect response
Examples: most railroads spread into Canada; Mexico became part of the United States; states disappeared
- Vague response
Examples: they spread everywhere; it was a network; they were great
- No response

Document 7

In Favor of Nuclear Power

. . . The more important responsibility of this Atomic Energy Agency would be to devise methods whereby this fissionable [divisible] material would be allocated to serve the needs of mankind. Experts would be mobilized to apply atomic [nuclear] energy to the peaceful pursuits of agriculture, medicine, and other peaceful activities. A special purpose would be to provide abundant electrical energy in the power-starved areas of the world. Thus the contributing powers would be dedicating some of their strength to serve the needs rather than the fears of mankind. . . .

Source: Address by President Dwight D. Eisenhower to the 470th Plenary Meeting of the United Nations General Assembly, December 8, 1953

Question 7 According to President Dwight D. Eisenhower, what are *two* advantages of nuclear power?

Score of 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* advantage of nuclear power according to President Dwight D. Eisenhower
Examples: it could help agriculture/medicine; it has peaceful uses; it could provide abundant electrical energy in the power-starved areas of the world; it could provide energy; it would help mankind

Note: To receive maximum credit, two *different* advantages of nuclear power must be identified. For example, *it could be used to provide energy* and *it could be used to create electricity* is the same advantage expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: it cannot be used in agriculture/medicine; it has no peaceful uses
- Vague response
Examples: mankind has fears; it was favored; it has a special purpose; there are experts
- No response

Document 8

Opposed to Nuclear Power

In 1979, an accident took place at the nuclear power plant at Three Mile Island, Pennsylvania.

. . . Looking back from the vantage point of a post-Three Mile Island, post-Chernobyl [in the Soviet Union] world, people sometimes wonder why we ever went ahead with nuclear power. Didn't anyone realize how dangerous it was? Didn't anybody think about the risks to people living close to nuclear plants? Didn't anyone consider the implications of generating so much nuclear waste? These things seem so obvious today. . . .

Source: Robert Pool, "Searching for Safety," *Beyond Engineering: How Society Shapes Technology*, PBS Frontline, 1997

Question 8 Based on this document, state *two* disadvantages of nuclear power.

Score of 1:

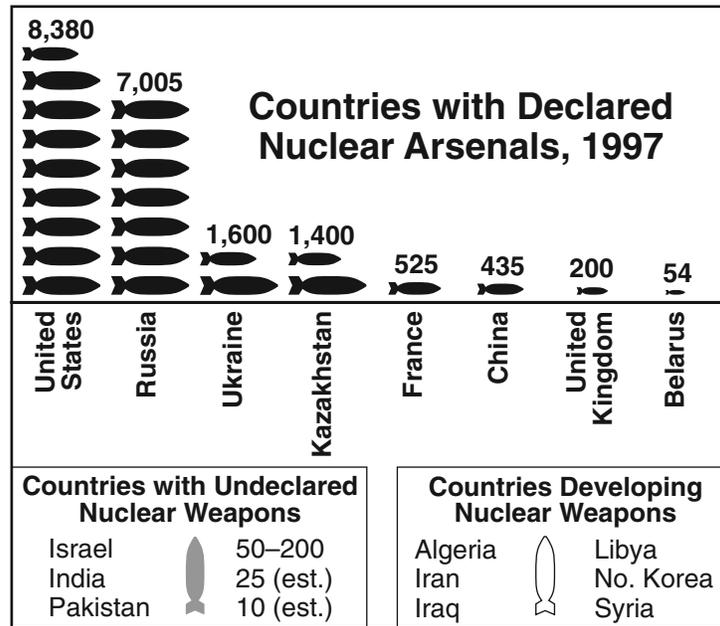
- Award 1 credit (up to a maximum of 2 credits) for each *different* disadvantage of nuclear power based on this document
Examples: it creates nuclear waste; it creates risks for people living close to nuclear plants; it could be very dangerous; plants could explode/could melt down accidentally/could have accidents; long-term exposure could create health risks

Note: To receive maximum credit, two *different* disadvantages of nuclear power must be identified. For example, *there could be explosions* and *plants could blow up* are the same disadvantage expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: there is not enough nuclear waste; it is not dangerous; there were no risks
- Vague response
Examples: it was a vantage point; people were opposed; there were implications
- No response

Document 9



Source: Paul Stich et al., *Intermediate-Level: Social Studies Big 8 Review*, N & N Publishing Company, 2002 (adapted)

Question 9a Based on this chart, how many countries had declared nuclear arsenals as of 1997?

Score of 1:

- States that **eight (8)** countries had declared nuclear arsenals as of 1997

Note: Award credit if **all eight** countries with declared nuclear arsenals are listed.

Score of 0:

- Incorrect response
Examples: any number other than eight
- Vague response
Examples: lots, a few; some
- No response

Question 9b Based on this chart, state *one* conclusion about the danger of nuclear weapons for the United States.

Score of 1:

- States a conclusion about the danger of nuclear weapons for the United States that is based on this chart
Examples: some nations unfriendly to the United States have nuclear weapons; too many countries have nuclear weapons; some countries have too many weapons; more countries are developing nuclear weapons; an arms race has been created; the potential for a devastating war has been created

Score of 0:

- Incorrect response
Examples: the United States is in charge of arms control; all nations now have nuclear weapons; there are more countries with undeclared nuclear weapons than ones with declared; nuclear weapons do not present a danger
- Vague response
Examples: the United States is the leader; it is a problem; the danger is great
- No response

Grade 8 Intermediate Level Social Studies
Part III B—Content-Specific Rubric
Document-Based Essay
June 2009

Historical Context: The history of the United States can be told in part through its technology. Technology has had both positive and negative effects on American life. Examples of technology that have affected the United States include the *cotton gin*, the *railroad*, and *nuclear power*.

Task: Choose **TWO** examples of technology mentioned in the historical context and for *each*

- Discuss *positive* effects of this technology on the United States
- Discuss *negative* effects of this technology on the United States

Scoring Notes:

1. The response to this document-based question should discuss both the *positive* effects **and** the *negative* effects of *each of two* examples of technology on the United States.
2. The two examples of technology must be selected from the historical context. If three examples are addressed, only the first two examples discussed may be scored.
3. The classification of an effect of the technology as positive or negative does not need to be identified specifically as long as the type of effect is implied in the discussion.
4. An effect of technology may be discussed from either a positive or a negative point of view as long as the position taken is supported by accurate historical facts and examples.
5. Since only *six* documents can be used to write the essay for this document-based question, the minimum number of required documents is *four*. For the purposes of meeting the criteria of *at least four* documents, documents 3a and 3b may be counted as separate documents *if* the response uses specific facts from each document.
6. Any time period in United States history may be used to discuss the effects of the technology on the United States.
7. A discussion on nuclear power can focus on weapons, energy, or both.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing both the *positive* effects **and** the *negative* effects of **two** different technologies on the United States
- Is both analytical and descriptive (analyzes, evaluates, and/or creates* information), e.g., *cotton gin*: connects the increasing speed with which cotton could be processed and the increasing value of the cotton crop to the resulting dependence of the South on slavery and to the widening rift between the North and the South; *nuclear power*: connects the risks involved in the generating power and the rise in tensions with other countries to the potential benefits of breakthroughs in nuclear medicine and the production of much needed electrical power in developing countries
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to the effects of technology (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *cotton gin*: Eli Whitney, interchangeable parts, Cotton Kingdom, sectionalism; *railroad*: pollution, expansion of farming, speculators, time zones; *nuclear power*: nuclear weapons, nuclear arsenals, Three Mile Island, United States Arms Control and Disarmament Agency, nuclear wastes, radiation therapy
- 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 all aspects of the task for one example of technology more thoroughly than for the second example of technology *or* by discussing either the *positive* or *negative* effects of the task more thoroughly than the opposite effect for both examples of technology
- Is both descriptive and analytical (applies, analyzes, evaluates and/or creates* information), e.g., *cotton gin*: discusses the speed at which seeds could be separated from the cotton, the increasing dependence of the South on slavery and cotton, the development of larger plantations, and the increasing profit made by Southerners from the sale of cotton to Northern textile mills and Europe; *nuclear power*: discusses the benefits of electricity produced by nuclear energy, the development of nuclear medicine, the risks of a power plant meltdown, and the possibility of health problems from exposure to nuclear waste
- Incorporates relevant information from **at least four** documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

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

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

*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.

Effects of Cotton Gin Technology on the United States

Key Ideas from Documents 1–3

Doc 1— Faster and cheaper processing of cotton

Doc 2— Effects between 1800 and 1860

Increase in cotton production

Increase in slavery

Increase in price of slaves

Increase in value of cotton crop

Increase in cotton as a percentage of United States exports

Doc 3a— Need for more slaves to grow and pick cotton

Reduction in needed labor for removing seeds

Increased demand for land and slave labor because of cotton profits

Increase in number of slave states (from 6 states in 1790 to 15 in 1860)

Doc 3b— Increase in size of plantations

Work on plantations more regimented and relentless

Slow growth of cities and industries from spread of large plantations in Southwest

Tendency of immigrants to settle in the North

Spread of plantation system westward

Relevant Outside Information

(This list is not all-inclusive.)

Use of interchangeable parts

Dependence on one-crop economy in the South

Agriculture remaining the mainstay of the Southern economy

Impact on increased slave trade within the United States

Growth of sectionalism

Impact on status of slavery in territories/new states

Impact on different views of slavery

Growth of abolitionism

Shipping of most American cotton to England or New England for manufacturing into cloth

Expansion of textile manufacturing in New England and investment of more capital in factories by Northerners

Increasing differences between Northern and Southern economies

Impact on Civil War

Growth of racism/segregation

Effects of Railroad Technology on the United States

Key Ideas from Documents 4–6

- Doc 4**—Railroad transportation faster than roads and canals
Railroad shipping costs cheaper than roads, although not cheaper than canals
- Doc 5**—Destruction of buffalo
Pollution to environment
- Doc 6**—Connection of the Atlantic to the Pacific
Connection of northern areas to southern areas
More access to remote areas of the country
Connection between different sections of the country
Need for the development of time zones

Relevant Outside Information

(This list is not all-inclusive.)

Settlers moving West, fostering growth of towns, cities, and new markets, and increased availability of natural resources (transcontinental railroad)
Details about alteration of Native American cultures, especially the Plains Indians (loss of food/clothing/shelter, movement to reservations)
Contribution to higher living standards, expansion of markets, and less geographic isolation
Expansion of farming/mining
Impact on the Civil War
Homestead Act
Connection of farmers to buffalo (food supply, heat supply)
Development of cattle industry (Cattle Kingdom)
Availability of cheap land with easy credit terms
Contribution to industrial growth
Strengthening of economic ties within the United States
Change in migration patterns of buffalo herds
Conflict with Native Americans
Details of Indian wars/Custer/Red Cloud
Exploitation of railroad workers (low pay, long hours, poor working conditions)
Jobs for immigrants
Development of abusive railroad practices (rebates, price discrimination, pooling, long-haul versus short-haul rates)
Development of better steel for tracks/Westinghouse brakes
Difficulties of farmers due to railroad monopolies
Organization of farmers to protest railroad abuses (Grange, Populist Party, railroad strikes, railroad tycoons)
Passage of Interstate Commerce Act
Decline of canal system

Effects of Nuclear Power Technology on the United States

Key Ideas from Documents 7–9

- Doc 7**—Nuclear energy to aid in agriculture, medicine, other peaceful uses
Ability to provide abundant electrical energy in power-starved areas of the world
Commitment of nations to have nuclear energy serve the needs rather than the fears of mankind
- Doc 8**—Risks and dangers to people from nuclear plants (Three Mile Island)
Problem of nuclear waste
- Doc 9**—Possession of declared nuclear arsenals by United States and some other countries
Possession of undeclared nuclear weapons by Israel, India, and Pakistan
Development of nuclear weapons by other countries
Role of United States Arms Control and Disarmament Agency

Relevant Outside Information

(This list is not all-inclusive.)

Development and use of nuclear bombs/Manhattan Project/Truman
Threat of nuclear war during the Cuban missile crisis
Acquisition of highly enriched uranium by terrorists to build and detonate nuclear bombs
Additional details on Three Mile Island and its effect on the United States
Development of nuclear power as an alternative energy source
Details on use of nuclear medicine (radiation therapy, diagnostic tests)
Search for weapons of mass destruction and war with Iraq
Cost of arms race for Americans
Role in Cold War
Details of protests against nuclear development
Details on treatment of nuclear waste
Details on contemporary developments/ possession of nuclear weapons
Details on Reagan's "Star Wars" Program
Details on disarmament agreements (SALT I, SALT II, START)

Through out our nations history we have developed better technology. For example, Alexander Graham Bell's invention of the telephone connected America through communication. This technology has helped us get where we are today, but not without its share of negative effects. Two main changes in technology that still effect us today is the railroad, and the invention of nuclear weapons. Each new development has both positive and negative effects.

The building of railroads have revolutionized our way of transportation. The building of the Transcontinental Railroad helped complete Manifest Destiny, and made it easier for settlers to move west. Instead of traveling west on the Oregon Trail, which took months to travel, and was also very dangerous, people could now ride a railroad, and you could go to almost any major city (Doc 6). It was also a quick, cheap way to travel. You didnt have to buy mules, oxen, and wagons, You just had to buy a ticket. Document 4 compares the average speed between roads, canals, and Railroads. Traveling by wagon you could get 2 miles covered per hour, and 6-8 miles of travel per hour by stagecoach. Traveling by canals you could travel 2-5 miles per hour, and 10-20 miles per hour by train. As you see traveling by train was much quicker. Document 4 also shows how it costs a lot less to ship a ton of goods if you used trains. Trains were also good for military purposes as well. You could easily move troops and supply's by train, and avoid marching for days to get to a battle site. This saved the troops' energy for the battle. The use of railroads helped

the North win the Civil War.

Railroads had negative effects too. In order to keep tracks clear railroad workers shot buffalo (Doc 5). Buffaloes died out partly because of the shooting. This harmed the Native Americans who used buffalo meat for food, their hides for clothes, and their bones for tools. Also, as railroads were built in other areas many trees were cut down, and forests destroyed. Animals lost their homes, and we lost some beautiful wildlife.

The creation of Nuclear power has also had a great impact on our country. Many believe that nuclear power can help in agriculture, medicine, and bring electrical power to places in the world where there are none. (Doc 7) Our country has also emerged as a superpower partly because of our nuclear weapons. We have more nuclear weapons than any other country in 1997. Doc 9 shows that in 1997 we have 8,380 declared nuclear weapons, and Russia has the second most with a total of 7,005 nuclear weapons. This may have a negative effect as well. With the U.S. as a superpower other countries are threatened, and tensions may rise resulting in a fight for power. It would be like another Cold War, or maybe a WWIII. Someday we could even have a nuclear war. Doc 8 also states some negative effects of nuclear powers. People near nuclear plants could be in danger of radiation, which we now know has harmful effects on humans, such as cancer and birth defects.

Nuclear power also creates nuclear waste which is very dangerous to our environment. If it was just dumped into our oceans it would kill off the

ecosystems there. Nuclear waste needs special care, and if too much is produced at one time we may run out of places to store it.

Every new technological advancement has brought its share of positive and negative effects. Each advancement has made us who we are today. If we didn't have railroads we may have more Native American tribes, and less people settled out west. If we didn't develop nuclear power we may not be a superpower and wars might've had a different outcome. Americans could still live in fear of Russia like they did in the Cold War. Medical advancements might not have been made. Other countries might not be afraid to challenge our democratic freedom if we weren't a superpower. Basically what I'm saying is that we are who we are today because of our technological advancements.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the railroad and nuclear power
- Is more analytical than descriptive (*railroad*: building of railroads revolutionized our way of transportation; made it easier for settlers to move west; to keep tracks clear, railroad workers shot buffalo; if we did not have railroads, we may have more Native American tribes and less people settled in the West; *nuclear power*: with the United States as a superpower, other countries are threatened and tensions could rise resulting in a fight for power; nuclear waste is very dangerous to our environment; if we did not develop nuclear power, we might not be a superpower, and wars might have had a different outcome; Americans could still live in fear of Russia like they did in the Cold War; other countries might not be afraid to challenge our democratic freedom)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*railroad*: building of transcontinental railroad helped complete Manifest Destiny; replaced traveling west on the Oregon Trail, which took months to travel and was also very dangerous; you did not have to buy mules, oxen, and weapons, you just had to buy a ticket; trains were good for military purposes; you could easily move troops and supplies by train and avoid marching for days to get to a battle site; trains saved troops' energy for the battle; use of the railroad helped the North win the Civil War; buffalo died out because of the shooting which harmed the Native Americans who used buffalo meat for food, their hides for clothes, and bones for tools; as railroads were built, many trees were cut down and forest was destroyed; animals lost their homes and we lost some beautiful wildlife; *nuclear power*: our country has emerged as a superpower partly because of our nuclear weapons; people who live near nuclear plants could be in danger of radiation; we now know radiation has harmful effects such as cancer and birth defects; if nuclear waste was just dumped into our oceans, it would kill off the ecosystems; nuclear waste needs special care and if too much is produced at one time, we may run out of places to store it)
- Richly supports the theme with many relevant facts, examples, and details (*railroad*: meant you could go to almost every major city; it was a cheap way to travel; compares the average speed between roads, canals, and railroads to demonstrate that traveling by train was quicker; *nuclear power*: can help in agriculture, medicine, and bring electrical power to places in the world where there are none; the United States had more nuclear weapons than any other country in 1997 and Russia had the second most); includes a minor inaccuracy (it costs a lot less to ship a ton of goods by train)
- Demonstrates a logical and clear plan of organization; includes an introduction that mentions Alexander Graham's Bell invention of the telephone as an example of technology and an analytical conclusion that speculates what might have happened without these specific technologies

Conclusion: Overall, the response fits the criteria for Level 5. Effective use of historical facts and descriptions lead to insightful analytical statements. The response makes sophisticated conclusions of what might be if the railroad had not been invented and nuclear power had not been developed.

The history of the United States can be examined by studying the growth of technology over the years. As this technology is developed, it benefits Americans in unthinkable ways, while at the same time, it negatively impacts our country. Two examples of important technology in America's history are the cotton gin and the railroad, both of which positively and negatively affected life in the U.S.

The cotton gin was developed by Eli Whitney in 1793. This new invention helped the processing of cotton by mechanically removing the seeds, decreasing the labor of doing the work by hand, as shown in Document #1. Since the process of making cotton useful to humans was now much easier, more and more cotton was produced. As shown in Document #2, 73,000 bales of cotton were produced in 1800; this soon skyrocketed to 3,841,000 bales in 1860. This had a very positive effect on the U.S. economy. Farmers were now making lots of profit from this cotton. "King cotton" became the most profitable cash crop, over half of U.S. exports in 1860 were cotton. However, there was a huge negative effect to the invention of the cotton gin. Slaves were the main use of labor for de-seeding cotton in the South, before the cotton gin. This invention made slave labor even more profitable. As seen in Document #3, the cotton gin did remove the labor of removing seeds, but it did not decrease the need for slaves to grow + pick the cotton. In fact, it greatly increased the

need for slave labor, since cotton was in such a high demand for export to Great Britain. The number of slaves increased until by 1860 1/3 of people in the South were slaves. The growth of slavery was horrible in itself, but it also caused the South to expand their plantations in a western direction while the North industrialized. These differences would increase the sectionalism that sparked the Civil War especially when Northern abolitionists wanted to stop slavery and Southerners saw slavery as a necessity for their economic life. The growth of slavery was a very negative effect of the cotton gin.

Another invention that had both its advantages + disadvantages was the railroad. As seen in Document #4, railroads were faster and cheaper than wagons or stagecoaches on roads, and though a bit more expensive than canals, much faster than them. Railroads made traveling and transporting goods a lot easier. Railroads were so convenient that they were soon built all over the U.S. as seen in Document #6, The Transcontinental Railroad was one of the major railroads that actually connected the east coast with the west coast. Although the railroad was an extreme benefit for American communication and trade, it was ~~was~~ a very big disadvantage to the Plains Indians. As seen in Document #5, railroad tracks in the west went right through fields where buffalo roamed. Since buffalo cannot be fenced in to keep them away from railroads, many died and the species

started to dwindle. The Plains Indians needed the buffalo for survival. They were nomads who followed the buffalo wherever they went and then hunted them. They used every part of the buffalo—the meat for food, fur for clothing, bones for weapons. Since buffalo were so essential to their survival, many groups of the Plains Indians faced starvation and died out.

In conclusion, over the years the United States has developed its technology. New inventions such as the cotton gin and the railroad system can benefit our country greatly—like the cotton gin boosting our economy & the railroad boosting our travel and trade. But with all of these advancements come many negative effects, such as the cotton gin contributing to the growth of slavery and railroads killing the buffalo & harming the Plains Indians. Simply because inventions have negative aspects of them does not mean we should stop advancing our society. However, we should learn from the past, and be careful in truly understanding how the technology can hurt us, and then taking necessary precautions. Otherwise, using the technology will be holding us back instead of pushing us forward to being the best country we can be.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the cotton gin and the railroad
- Is more analytical than descriptive (*cotton gin*: the growth of slavery was horrible in itself, but it also caused the South to expand their plantations in a western direction while the North industrialized; boosted our economy; contributed to the growth of slavery; *railroad*: made traveling and transporting goods much easier; they were so convenient that they were soon built all over the United States; since buffalo cannot be fenced in to keep them away from railroads, many died and the species started to dwindle; since buffalo were so essential to their survival, many groups of Plains Indians slowly died out; it boosted our travel and trade)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*cotton gin*: “King Cotton” became the most profitable cash crop; slaves were the main use of labor for deseeding cotton in the South before the cotton gin; the differences between the North and the South would increase the sectionalism that sparked the Civil War, especially when Northern abolitionists wanted to stop slavery and Southerners saw slavery as a necessity for their economic life; *railroad*: transcontinental railroad was one of the major railroads that actually connected the East Coast with the West Coast; although it was an extreme benefit for America’s communication and trade, it was a very big disadvantage to Plains Indians; Plains Indians needed the buffalo for survival; Plains Indians were nomads who followed the buffalo wherever they went and then hunted them; the Plains Indians used every part of the buffalo: meat for food, fur for clothing, bones for weapons)
- Richly supports the theme with many relevant facts, examples, and details (*cotton gin*: it was developed by Eli Whitney in 1793; helped the processing of cotton by mechanically removing the seeds, decreasing the labor of doing the work by hand; since the process was easier, more and more cotton was produced; increase in bales of cotton between 1800 and 1860 had a positive effect on the economy; farmers were making lots of profit; over half of United States exports in 1860 were cotton; it made slave labor even more profitable; it did remove the labor of removing seeds, but it did not decrease the need for slaves to grow and pick cotton; cotton was in high demand; by 1860, one third of the people in the South were slaves; *railroad*: they were faster and cheaper than wagons or stagecoaches on roads, and though a bit more expensive than canals, faster than them; railroad tracks in the West went right through fields where buffalo roamed)
- Demonstrates a logical and clear plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that summarizes the effects of the cotton gin and the railroad

Conclusion: Overall, the response fits the criteria for Level 5. The discussions of the connection of the cotton gin to the growth of sectionalism and of the effects of the railroad on the Plains Indians’ lifestyle enhance the response. The conclusion indicates a grasp of the importance of trying to foresee that the negative aspects of technology need to be considered.

America is the final remaining modern day Super Power of the world. We have achieved our military and economic superiority over the other countries of the world by maintaining technological superiority in an abundance of forms. Some of our most important technological advancements were our highly developed railroad transport system of the 19th century, and our modern day nuclear capabilities. Along with having positive effects, technology such as the railroad system and nuclear power have had some disastrous impacts also.

Railroads originated hundreds of years ago to meet the needs of ever-expanding economies and people of various countries. The United States was no exception to this. In the mid 1800's to early 1900's, the United States developed an extensive railway system used to transport millions of tons of raw materials and goods, as well as people, to various parts of the nation. As illustrated in Document 6, thousands of miles of railroad tracks spanned the nation and connected East to West. This was only advanced by such accomplishments as the transcontinental railroad. With the nation being so thoroughly connected, the transport of goods became more profitable by train since

it was one of the cheapest and fastest ways to relocate the products that were to be sold. Railroads also helped tame the West and complete manifest destiny. With an easy way to get to the West people began migrating there. Since the trading was fast and cheap due to the railroads, people were able to obtain much needed equipment and make a living trading valuables.

Railroads carried an unfortunate effect though. Due to increased Westward Expansion, a plethora of Native Americans were forced off of their land, either directly or indirectly. Directly, the government sent the military to forcibly remove the Native Americans to make way for the pioneers. Indirectly, expansion caused by the railway system resulted in the near extermination of the bison, as illustrated in Document 5. This also forced many of the Plains Indians to leave their land.

Nuclear Power is a more recent example of technology both assisting and plaguing us. The benefits of nuclear power are increased energy to meet the growing demands of the people of the world. Nuclear power is cheap, does not pollute the environment

directly, and is very efficient. Nuclear Power has its downsides too though. First of all, the creation of energy from the plant could be flawed, causing a catastrophic meltdown endangering lives, such as the ones at Chernobyl and Three-Mile Island. Nuclear Wastes, which are poisonous and take thousands of years to decay are another unfortunate outcome. Of all the negative effects, the most grim is all out Nuclear War. With over eight countries to have declared nuclear capabilities and more developing it, the consequences of Nuclear War would be disastrous.

American history has and is still being shaped by the technological advancement of the world. The future holds many new surprises for us. One thing will always hold certain though, technology, although useful, will never be perfect.

Anchor Level 4-A

The response:

- Develops all aspects of the task for the railroad and nuclear power but discusses the railroad more thoroughly than nuclear power
- Is both descriptive and analytical (*railroad*: the nation was thoroughly connected with railroads; people began migrating to the West because it was easy; *nuclear power*: is both assisting and plaguing us; the creation of energy from the plant could be flawed, causing a catastrophic meltdown; the most grim effect is all-out nuclear war; with over eight countries having declared nuclear capabilities and more developing it, the consequences of nuclear war would be disastrous)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*railroad*: was used to transport tons of raw materials and goods as well as people to various parts of the nation; the transcontinental railroad was an accomplishment; helped tame the West and complete Manifest Destiny; people were able to obtain much needed equipment and make a living trading valuables; a plethora of Native Americans were forced off their land; the government sent the military to forcibly remove the Native Americans to make way for the pioneers; elimination of the bison also forced many of the Plains Indians to leave their land; *nuclear power*: is cheap, does not pollute the environment directly, and is very efficient; nuclear wastes are poisonous and take thousands of years to decay)
- Supports the theme with relevant facts, examples, and details (*railroad*: thousands of miles of railroad tracks spanned the nation and connected the East to the West; transport of goods became more profitable by train since it was one of the cheapest and fastest ways to relocate the products that were to be sold; *nuclear power*: increased energy to meet the growing demands of the people of the world; meltdown at Three Mile Island); includes a minor inaccuracy (railroads originated hundreds of years ago)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the superpower status of America and its connection to technology and a conclusion that speculates the role of technology in the future

Conclusion: Overall, the response fits the criteria for Level 4. Although the discussion of nuclear power is succinct, the analytical nature effectively demonstrates a depth of understanding. The social, political, and economic effects of railroad development are interwoven to illustrate technological development.

Throughout its history, America has been the home to numerous developments in technology. Many inventors had created new inventions to improve the lives of Americans. These inventions had played an important role in the development of the United States, such as causing urbanization with streetcars and elevators. However, one of the results of this urbanization had been a dramatic increase in pollution. Technology in America ~~had~~ had many positive effects ~~of~~ on society as well as negative ones.

Technology had various positive results in the U.S. For example, the cotton gin quickened the production of cotton and made the process of separating the seeds from the fiber much easier (doc. 1). This led to more production and exports of cotton, improving U.S. economy (doc. 2).

Another advance in technology was the railroad (doc. 4). This development was soon made nationwide as a result of cheaper steel manufacturing. The Bessemer Process cut the cost to making steel, and Andrew Carnegie had strived to provide the public with good quality and inexpensive steel. This ^{steel} resulted in the building of numerous railroads, such as the Transcontinental Railroad. Railroads provided much faster transportation and connected the economies of the Northeast, South, and the West (doc. 6). Because farmers out West could sell their crops to the East and obtain manufactured

products through railroads, the popular transportation system had helped people to settle in the West, resulting in the development of cities across the U.S. However, beneficial the ~~to~~ new technologies were, they also had some not very positive results.

The ~~new~~ development of technology in the United States had a number of negative effects. One of these ^{caused} effects was the large increase of slaves in the U.S. ^{By} the invention of the cotton gin (doc. 2 and doc. 3), ^{increased} production of cotton and more slaves ~~only~~ ^{had} led to larger plantations with even more relentless work. These massive plantations ~~had~~ also inhibited the growth of cities and industries in the South. Another negative effect of new inventions was a result of the railroad (doc. 5). Railroads carried west hunters who killed off large herds of buffalo for entertainment. This not only led to a much smaller buffalo population, it also led to a smaller Native American population out West. The Plains Indians had used buffalo for necessary items such as shelter from hides, fuel from dried manure, and food from buffalo meat. The dwindling population of ~~buffalo~~ buffalo had weakened Native Americans' stronghold in the West. Railroads had, in addition, provided troubles for farmers and supported monopolies and large businesses. Rates for shipping crops were often high, ~~causing~~ sometimes leaving farmers in

debt. Many railroad companies had made secret deals with large businesses, who were using illegal tactics to make a profit. The development and money-making ways of railroads also ~~had~~ had hurt numerous small businesses in the U.S, who were also trying to make profits.

The development of technology in the United States had affected society in positive ways as well as negative ones. For example, the cotton gin both increased the production of cotton and the number of slaves in America, while railroads helped ~~to~~ in the development of the West as well as the extermination of Native Americans. There have been a large number of advances in technology in the United States throughout its history, whether the results were positive or negative.

Anchor Level 4-B

The response:

- Develops all aspects of the task for the cotton gin and the railroad but discusses the railroad more thoroughly than the cotton gin
- Is both descriptive and analytical (*cotton gin*: quickened the production of cotton and made the process of separating the seeds from the fiber much easier; led to more production and exports of cotton, improving the United States economy; *railroad*: connected the economies of the Northeast, South, and West; helped people to settle in the West, resulting in the development of cities across the United States; the killing of the buffalo led to a much smaller buffalo population, which led to a smaller Native American population; dwindling population of buffalo weakened the Native Americans' stronghold in the West)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*railroad*: cheaper steel manufacturing helped railroads go nationwide; Bessemer process cut the cost of making steel; Andrew Carnegie strove to provide the public with good quality and inexpensive steel and this steel resulted in the building of numerous railroads such as the transcontinental railroad; farmers out West could sell their crops to the East and obtain manufactured products through railroads; Plains Indians used buffalo for necessary items such as shelter from hides, fuel from dried manure, and food from buffalo meat; railroads provided troubles for farmers and supported monopolies and large businesses; rates for shipping crops were often high, sometimes leaving farmers in debt; many railroad companies had made secret deals with large businesses who were using illegal tactics to make a profit; development and money-making ways of the railroads also hurt numerous small businesses who were trying to make profits)
- Supports the theme with relevant facts, examples, and details (*cotton gin*: caused a large increase of slaves; increased production of cotton and led to larger plantations with even more relentless work; massive plantations inhibited the growth of cities and industries in the South; *railroad*: provided much faster transportation; carried hunters west who killed off large herds of buffalo for entertainment)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses urbanization and pollution and a conclusion that summarizes the positive and negative effects of the cotton gin and the railroad

Conclusion: Overall, the response fits the criteria for Level 4. Although the treatment of the cotton gin relies primarily on interpretation of document information, the depth of the discussion of the railroads enhances the narrative. The discussion of the effect of railroad monopolies on farmers indicates an understanding of the complexity of railroad technology.

Over the last two centuries, America has advanced with the developments of new inventions. These inventions have had both negative effects and positive effects on our economy, our society, and our world. Two of these inventions were the cotton gin and nuclear energy. And although it helped us, it also raised concern on our values.

Before the cotton gin, cotton had to be picked, cleaned, and have the seeds removed by hand before it could be sold. ~~██████████~~ This process took much time and was rather unproductive. Then when the cotton gin was made cotton was cleaned and processed much faster saving, both time and (Doc 1) money, on the plantation. Plantations flourished and the economy in the South ~~prospered~~ prospered. However with the increase in profit came the increase in land and labor (Doc 3). Plantation owners began buying more and more slaves until 1 out of 3 Southerners was a slave. Many people disagreed with the idea of slavery, and felt that it was against human rights. However most people who felt this way lived in the North. The South thought that their economy would collapse without the free labor slaves provided.

As a result, for a long time slavery in the U.S. continued.

Another invention was nuclear energy. Nuclear energy provided a new form of ~~en~~ power which could be converted into electricity. It helped provided states that had been power deficient with new electrical energy (Doc7). Nuclear Energy also provided for the needs of agriculture and medicine. As a result it helped the economy. Power Plants needed people to run them so Nuclear Energy also provided the unemployed with jobs, also helping the economy. However with Nuclear Energy came many health risks. Nuclear Energy left behind Nuclear waste. ~~Waste~~ (Doc8). With the waste, people often dumped it in un-inhabited areas. Thus Nuclear Energy effects the environment. And what effects the environment in time ~~in~~ effects us. Also plants could have problems like meltdowns which could bring harm to any people living near by. If something does go wrong and you survive, the health problems you'd be left with would either eventually kill you or disable you for life.

Through out our nation's history

we have created inventions that both help and hurt us. Some of these inventions like nuclear energy are still around today because we can't decide whether the good outweighs the bad or vis versa. Other inventions like the cotton gin slowed down the final decision on moral issues like slavery. ~~Also that, like~~ Also in that instance, there were good and bad effects. Hopefully someday we will have ~~an~~ invent things that would out date inventions like nuclear energy, that would ~~be more~~ ~~economic~~ have more positives effects like providing ~~an~~ power and less negative effects like destroying the enviroment.

Anchor Level 4-C

The response:

- Develops all aspects of the task for the cotton gin and nuclear power
- Is both descriptive and analytical (*cotton gin*: cleaning cotton took time and was rather unproductive; plantations flourished and the economy prospered; South thought that their economy would collapse without the free labor slaves provided and as a result, slavery continued; it slowed down the final decision on moral issues like slavery; *nuclear power*: with nuclear energy came health risks; the waste affects the environment and what affects the environment in time affects us; nuclear energy is still around today because we cannot decide whether the good outweighs the bad or vice versa)
- Incorporates relevant information from documents 1, 2, 3, 7, and 8
- Incorporates relevant outside information (*cotton gin*: before the cotton gin, cotton had to be picked, cleaned, and have the seeds removed by hand before it could be sold; saved time and money on the plantation; many people disagreed with the idea of slavery and felt that it was against human rights; most people who disagreed with slavery lived in the North; *nuclear power*: power plants needed people to run them so it provided the unemployed with jobs, also helping the economy; nuclear waste was dumped in uninhabited areas; if something does go wrong, the health problems you would be left with would either eventually kill you or disable you for life)
- Supports the theme with relevant facts, examples, and details (*cotton gin*: cleaned and processed cotton; with an increase in profit, came an increase in land and labor; plantation owners began buying more and more slaves until one out of every three Southerners was a slave; *nuclear power*: provided states that had been power deficient with new electrical energy; provided for the needs of agriculture and medicine; plants could have meltdowns which could bring harm to people living nearby)
- Demonstrates a logical and clear plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that states it would be helpful if the positive effects of technology outweighed the bad effects

Conclusion: Overall, the response fits the criteria for Level 4. Although most of the discussion is general, a few well-placed analytical statements and some relevant outside information strengthen the response. The moral implications of the cotton gin and nuclear energy are presented in the introduction, referred to throughout the response, reiterated in the conclusion, and then applied to other technologies.

Throughout history technology has had a significant effect on American lives. The railroad and nuclear power are both examples of technology that has had positive and negative effects on American life.

The railroad was a new method of transportation that led to the increase of Americans settling in the West. Traveling by train was much faster and easier than other transportation methods such as roads and canals. It also had one of the cheapest shipping costs. The continental railroad linked cities all over the United States. The new, easier form of transportation sent more people to settle west. It also made it possible for settlers in the west to send their products east to be sold in eastern markets. Although the railroad had a great effect on Westward expansion, it also had a negative effect on the nation. People were carelessly destroying the buffaloes in the west. Buffaloes were hunted for sport by white Americans. Native Americans could no longer depend on the buffalo which they had once used for food, shelter, clothing, and tools. The railroad had a positive and negative effect on the United States.

Nuclear power had a tremendous effect on American life. Nuclear power is a plentiful material that can easily be

used to serve the needs of mankind. It can be applied to the needs of agriculture, medicine, and other peaceful uses. This could provide abundant electrical energy to all areas of the world. While nuclear energy can be very useful it can also be very dangerous. Nuclear power plants produce very hazardous wastes and are of great risk to people living near a plant. A nuclear accident could cause great destruction. Many countries began developing powerful nuclear weapons. The threat of a nuclear war became a huge fear throughout the world. The arms race was a rivalry between the United States and the Soviet Union, based on fear of a nuclear war, to produce the most destructive nuclear weapons. American citizens built bomb shelters for protection if there ever was a nuclear^{war}. Nuclear power offered a fantastic source of energy but caused tremendous fears of nuclear disaster.

The railroad and nuclear power are technologies that have had great positive and negative effects on the lives of American citizens.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth for the railroad and nuclear power
- Is more descriptive than analytical (*railroad*: led to an increase of Americans settling in the West; was much faster and easier than other transportation methods such as roads and canals; had one of the cheapest shipping costs; continental railroad linked cities all over the United States; people were carelessly destroying the buffalo in the West; *nuclear power*: could provide abundant electrical energy to all areas of the world; can be very useful, but can also be very dangerous; produces very hazardous wastes; great risk to people living near a plant)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates limited relevant outside information (*railroad*: made it possible for settlers in the West to send their products east to be sold in eastern markets; Native Americans could no longer depend on the buffalo, which they had once used for food, shelter, clothing, and tools; *nuclear power*: threat of nuclear war became a huge fear throughout the world; arms race was a rivalry between the United States and the Soviet Union, which was based on a fear of nuclear war; American citizens built bomb shelters for protection if there ever was a nuclear war)
- Includes some relevant facts, examples, and details (*railroad*: buffalo was hunted for sport by white Americans; *nuclear power*: can be applied to the needs of agriculture, medicine, and other peaceful uses; can cause great destruction; many countries began developing powerful nuclear weapons)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are brief restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although some of the statements are taken directly from the documents, those statements are interwoven with relevant outside information. The discussion of nuclear power indicates a satisfactory understanding of a complex issue.

Without railroads and the cotton gin, our lives today would not be quite the same. Both were invented years ago, and both have influenced the way we do certain things now. Although railroads and the cotton gin had positive effects on the industry they both have their drawbacks.

In 1793, Eli Whitney invented a machine called the cotton gin. Before this invention, in the South life was different. There were a few cotton plantations and although there were many slaves working there it was still hard to clean the cotton mostly because of the seed separation. When cotton was picked there were sticky seeds in the cotton. It was difficult because the slaves had to, by hand, pick out all of the seeds. It was a slow process. The cotton gin changed, and sped up this process. The seeded cotton would be picked and then put in the cotton gin. Then there was a metal mesh that picked out the seeds. It made things much easier and cotton plantations grew rapidly in the South. It was "an economic boom." The cotton gin also increased the amount of imports and exports to and from other countries. This also had a huge negative effect to. The more

rapidly cotton farms were growing, the more slaves were needed. Soon it came to be that 1 out of every 3 people in the South was a slave. This is ironic because some people thought this machine was made to try to slow and eventually stop slavery in the South. The Cotton Gin in many ways benefited the economy in the South, but had one big negative effect as well.

The other invention was railroads. Railroads were "carlike" machines that moved on a track as a way for transportation. After a while Railroad tracks were all across America. This helped to put many cities on the map. Before there were canals and stagecoaches. Neither went nearly as fast. Not only people, but cargo could easily be sent by railroads to places farther away in a shorter amount of time. But just like the cotton gin railroads also had a negative effect. Native Americans hunted on the plains. Mainly buffalo. Before railroads there were plenty of buffalo which was good because the Plains Indians needed them to survive. When railroads were invented they were often built in flat areas like the plains. Sadly the more people went through the plains by way of railroads the more closer to extinct the buffalo

became. This happened because passengers riding on a train would shoot with guns into the buffalo herds, killing many. What was even more unfortunate was that the people killing these animals were only doing it for sport. They never ate the buffalo meat. Some people took their hides just to make a profit from them.

Despite these major drawbacks, these two inventions greatly benefited the US economically. They have influenced our lives today.

Anchor Level 3-B

The response:

- Develops most aspects of the task in some depth for the cotton gin and the railroad by discussing two positive effects and one negative effect for each technology
- Is more descriptive than analytical (*cotton gin*: it was hard to clean the cotton mostly because of the seed separation before the invention of the cotton gin; the more rapidly cotton farms were growing, the more slaves were needed; some people thought this machine was made to try and slow and eventually stop slavery in the South; *railroad*: they were “car-like” machines that moved on a track for transportation; not only people but cargo could be easily sent by railroads to places farther away in a shorter amount of time; the more the railroads were used the closer the buffalo came to extinction; it was unfortunate that people were killing buffalo for sport and never ate the buffalo meat)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (*cotton gin*: there were many slaves working on a few plantations before the invention of the cotton gin; the seeds were sticky; slaves had to pick out the seeds by hand; *railroad*: Native Americans hunted on the plains mainly for buffalo; before the railroads there were plenty of buffalo which was good because the Plains Indians needed them to survive; railroads were often built in flat areas like plains; some people took their hides just to make a profit from them)
- Includes some relevant facts, examples, and details (*cotton gin*: sped up the process; seeded cotton would be picked and then put in the cotton gin; cotton plantations grew rapidly; increased the number of exports; one out of every three people in the South was a slave; *railroad*: spread across America; helped to put many cities on the map; canals and stagecoaches were not as fast; train passengers would shoot the buffalo with guns, killing many)
- Demonstrates a satisfactory plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Good analytical conclusions are included throughout the response. While only one negative effect is clearly addressed for both the cotton gin and the railroad, the discussion of that effect is accurate.

Technology developed in the United States throughout the years has made lives for many Americans much easier. For work or leisure, machines have become more efficient and newly developed transportation ideas make traveling an everyday occurrence. However, with the newfound technological marvels, comes negative effects which are reflected through society. This can be seen throughout history with examples such as the cotton gin and nuclear power.

The cotton gin was invented by Eli Whitney in 1793. It separated the seeds from the seed cotton, which, before the cotton gin's invention, had been done by hand. As the cotton gin became widely used within the Southern cotton plantations, cotton production rose to incredible heights, by millions of bales. However, just because cotton became easier to produce, didn't make it any easier for slaves. In fact, as cotton growing became more profitable, Southern plantation owners increased their demand for slave labor. The number of slave

states increased, as did the price of slaves.

Nuclear power, a more recent technological discovery, was developed in the early 1950's. This form of energy is capable of replacing the use of fossil fuels using fission to provide us with our energy needs. This form of power shows promise able to provide "energy-starved" areas with a surplus amount of energy. Atomic power could also provide energy for medical research centers or hospitals, agricultural areas, as well as other high-power-use facilities. But, like most technological innovations, there comes a price, in this case, life threatening. Nuclear wastes present a danger when not properly stored. As it has been seen during tragic events like the disaster at Chernobyl, long-lasting effects have come from accidents that cause a leak in radioactive gases. This presents an obvious fear to those living near nuclear power-plants. Also, as nuclear-power becomes more developed, development of weapons of mass destruction could also

become an issue. The number of countries with nuclear weapons is already growing.

American life has changed throughout history because of technological developments, for better or for worse. The cotton gin and nuclear power are just two examples of the technology that effects society—and will be continually developed through future generations.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for the cotton gin and nuclear power
- Is more descriptive than analytical (*cotton gin*: just because cotton became easier to produce, it did not make it easier for slaves; *nuclear power*: shows promise to be able to provide energy-starved areas with a surplus amount of energy; disaster at Chernobyl was a tragic event)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates limited relevant outside information (*cotton gin*: before the invention of the cotton gin, separating seeds was done by hand; became widely used by the southern cotton plantations; *nuclear power*: is capable of replacing the use of fossil fuels using fission to provide us with our energy needs; could provide energy for medical research centers or hospitals as well as other high-power-use facilities; nuclear wastes present a danger when not properly stored; long-lasting effects have come from accidents that cause a leak in radioactive gases; development of weapons of mass destruction could also become an issue)
- Includes some relevant facts, examples, and details (*cotton gin*: invented by Eli Whitney in 1793; separated the seeds from cotton; helped cotton production rise to incredible heights, by millions of bales; as cotton growing became more profitable, Southern plantation owners increased their demand for slave labor; number of slave states increased as did the price of slaves; *nuclear power*: disasters present an obvious fear to those living near nuclear power plants; number of countries with nuclear weapons is already growing); includes a minor inaccuracy (nuclear power was developed in the early 1950s)
- Demonstrates a satisfactory plan of organization; includes an introduction that states some positive effects of technology and a conclusion that refers to the development of technology in future generations

Conclusion: Overall, the response fits the criteria for Level 3. Although all aspects of the task are developed, the treatment of the cotton gin is minimal. Relevant outside information, found mostly in the treatment of nuclear power, and limited analysis strengthen a narrative largely dependent on interpretation of document information.

Technology in America is an important part of life. The U.S. has had some really great things invented and some not so great things invented. All in all America has had alot of technology in its time. Two important inventions were the Cotton Gin and Nuclear (Atomic) Power.

Nuclear Power can be used for good and for the bad. Nuclear Power has it's advantages and it's disadvantages. Some of the advantages are Nuclear Power can be used for agriculture and medicine preposes. Another advantage is Nuclear Power is a good source of Power for places that don't have alot of electricity, (DOCUMENT 7). A few disadvantages of Nuclear Power are (DOCUMENT 8) Nuclear waste can kill people, animals, and even trees. Producing alot of Nuclear waste could be extremely bad for the earth. Once you have Nuclear waste there is no way to get rid of it. Another disadvantage is radiation poisoning, nuclear

power/waste gives off radiation that can kill you. (DOCUMENT 9) One of the biggest disadvantages is if all the countries have nuclear power/atomic bombs, there could be a world war with nuclear bombs. That could honestly ruin the world. But nuclear does have its positives, also.

Another invention was the cotton gin. The cotton gin had many pros and cons. (DOCUMENT 1) The cotton gin made picking the seeds out of the cotton about 10 times easier. Before the cotton gin people picked out the cotton themselves. But there were many more disadvantages than advantages. Some disadvantages are (DOCUMENT 2) The amount of slaves was increased by the thousands. Even though a lot of cotton was being produced, in the south almost every one out of three southerners were slaves.

All in all America has had its share in good inventions and bad inventions. But everything has pros and cons even inventions.

Anchor Level 2-A

The response:

- Minimally develops most aspects of the task in little depth by discussing positive and negative effects of nuclear power and a positive effect and a negative effect of the cotton gin
- Is primarily descriptive (*nuclear power*: can be used for good and bad; producing a lot of nuclear waste could be extremely bad for the Earth; if all the countries have nuclear power/atomic bombs, there could be a world war that could ruin the world; *cotton gin*: cotton gin made picking the seeds out of cotton about ten times easier); includes faulty application (once you have nuclear waste there is no way to get rid of it)
- Incorporates limited relevant information from documents 1, 2, 7, 8, and 9
- Presents little relevant outside information (*nuclear power*: nuclear waste can kill people, animals, and even trees; radiation poisoning is a disadvantage; nuclear power/waste gives off radiation that can kill you)
- Includes few relevant facts, examples, and details (*nuclear power*: can be used for agriculture and medicine; is a good source of power for places that do not have much electricity; *cotton gin*: before people picked it out of the cotton themselves; much cotton was being produced; almost one out of three Southerners were slaves)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Although relevant outside information about nuclear power is included and most aspects of the task are addressed, the treatment of the theme is superficial.

As years go by, the United States has improved its technology tremendously. The invention of railroads, cotton gin and nuclear power have changed our way of life. All of these inventions have had a positive and negative effect to our lives. These inventions were helpful to our society.

One new important technology was the cotton gin. This invention made the cotton production increase. It produced cotton in a fast amount of time. One positive effect of the cotton gin was that it didn't need the slaves to pick the cotton seeds. It worked so much faster. One negative effect of the cotton gin was the increase of slaves and slave states. In document 2, you can see how the percentage of slaves went up.

Another new and important invention was the railroads system. It was a fast and unexpensive way to travel. As you can see in document 6, it traveled around almost all of the United States. One

positive effect of the railroads was that it traveled faster and was not so expensive. One negative effect was the killing of buffalo as you can see in document 5.

As you can see, the railroad and cotton gin had both a positive and negative effect on American life. These inventions help make our lives modern and easier. The cotton gin increased the production of cotton but also increased slave workers. The railroad made it easier to travel in the United States but also killed many buffalo. These inventions changed our good for better and for worse.

Anchor Level 2-B

The response:

- Develops most aspects of the task in little depth by discussing positive and negative effects of the cotton gin and by discussing positive effects and a negative effect of the railroad
- Is primarily descriptive (*cotton gin*: made cotton production increase; produced cotton in a fast amount of time; slaves were not needed to pick the cotton seeds; *railroad*: were a fast way to travel)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts (*cotton gin*: increased slaves and slave states; *railroad*: traveled around almost all of the United States; buffalo were killed)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that is somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Repetition and statements that include faulty linkage to the documents weaken the response. The conclusion reiterates that technology has both positive and negative effects.

During the history of United States, there ~~was~~ were new technology, ~~enhancement~~ Railroad and Nuclear was a huge part of the history. Nuclear had positive and negative effect, ~~this goes~~ Even ~~was~~ Railroad had positive and negative ~~effect~~ effect, ~~Railroad was~~

Railroad was an ~~transportation~~ major transportation, ~~and~~ ~~was~~ ~~the~~ ~~most~~ ~~and~~ ~~cheaper~~. Railroads ~~was~~ ~~an~~ spreaded through out United States during the late 1800's. ~~Railroads~~ ~~was~~ ~~good~~ According to document 4, railroads was the fastest and cheapest transportation then the other ~~most~~ transportation method. It only cost \$0.06 ^{per ton per mile} ~~or~~ ~~per~~ ~~mile~~, and goes about 20 miles an hour including stops. Other method cost more and its slower. One bad effect of using the railroad is it scares the bisons and people in the train shoot them, ^{sometimes} ~~and~~ ~~sometimes~~ for fun according to document 5.

~~Nuclear~~ Nuclear wasn't a transportation but it is a radioactive chemical. Nuclear was used for many reasons, ~~According~~ ^{According} to document 7, it was a good thing nuclear was used since nuclear was used for electricity for power-starved areas on the world. Also nuclear can be used for agriculture, medicine and other peaceful uses, according to document 7. According to document 8, nuclear have ~~the~~ disadvantages, such as nuclear waste when nuclear is being used and it is ~~lot~~ highly radioactive so it is dangerous to you and your health, according to document ~~8~~ 8

~~It~~ ~~is~~

If you live near it, you will be greatly affected and have a bigger chance to die early than an average person. ~~As you can~~

According to document 9, nuclear can be used for weapons, and ~~over~~ ~~over~~ 18 countries have declared nuclear weapons and some didn't and some are developing nuclear weapons. United States has an 8,380 ~~nuclear~~ nuclear weapons, and this weapons can threaten countries and it is highly dangerous.

This 2 inventions were a huge part of history. As you can see, there are bad and good advantages of an ^{invention} ~~invention~~. In United States people are trying to ban nuclear but United States wants to keep it since other countries has nuclear.

This inventions ~~helps~~ helped a lot in United ~~States~~ States. Also an invention can lead to another ~~new~~ new invention. Today railroads goes very fast and it highly cost if the train is fast not a regular city train.

Anchor Level 2-C

The response:

- Develops most aspects of the task in little depth by discussing positive effects and a negative effect of the railroad and discussing positive and negative effects of nuclear power
- Is primarily descriptive (*railroad*: spread throughout the United States during the late 1800s; were the fastest transportation; scared the bison; *nuclear power*: nuclear weapons can be used to threaten countries and are highly dangerous); includes faulty application (*nuclear power*: was not a transportation, but a radioactive chemical; good thing nuclear was used for electricity for power-starved areas)
- Incorporates limited relevant information from documents 4, 5, 6, 7, 8, and 9
- Presents little relevant outside information (*nuclear power*: highly radioactive so it is dangerous to your health)
- Includes few relevant facts, examples, and details (*railroad*: goes about 20 miles an hour including stops; other methods are slower; people in the train shoot the bison and sometimes for fun; *nuclear power*: can be used for agriculture, medicine and other peaceful uses; nuclear waste is a disadvantage; can be used for weapons; some countries have declared nuclear arsenals and some are developing them; United States has 8,380 nuclear weapons); includes some inaccuracies (*railroad*: were the cheapest transportation; costs \$0.06 cents per ton per mile)
- Demonstrates a general plan of organization; contains digressions; includes an introduction that is a restatement of the theme and a conclusion that states a controversy over nuclear power and hints at the change in speed and cost of today's trains

Conclusion: Overall, the response fits the criteria for Level 2. The response focuses on statements of document information that are not further developed. Although a little outside information is included, faulty statements and overgeneralizations detract from this response.

The story of the United States ~~going~~ can be told ~~by~~ through its technology. This technology has been both positive and negative effects on the lives of Americans. Examples of technology that have affected American life are the cotten gin.

Eli Whitney invented the Cotten Gin. The Cotten Gin took the seeds out of cotten. This made ~~births~~ ^{clothing} very comfortable for people to wear. The Cotten Gin increased the growth of slavery (Document 3). This is because ~~they~~ many Southerners needed slaves for the Cotten Gin. The percentage of cotten increased ~~off~~ over the years. The Cotten Gin did effect lives of Americans. Eli Whitney died in 1825.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by mentioning positive effects and a negative effect of the cotton gin
- Is descriptive (cotton gin took the seeds out of cotton); lacks understanding (many Southerners needed slaves for the cotton gin)
- Consists primarily of relevant and irrelevant information from documents 1, 2, and 3
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Eli Whitney invented the cotton gin; cotton gin increased the growth of slavery)
- Demonstrates a general plan of organization; includes an introduction that copies the historical context and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Although some of the explanation offered in the response is erroneous, a few accurate facts from the documents are included.

Technology has had major effects on the lives of Americans. It has helped us in positive and negative ways. Two examples would be the cotton gin, and railroads.

The cotton gin was an invention made to make cotton out of the seeds. The cotton gin, was a huge success, except it's high demands, made slavery grow.

The railroad also had impact on American life. It transported goods faster and cheaper than any of the other ways of transportation. But it also had a negative effect. People on the trains were killing Buffalo.

In conclusion Technology has had a big impact on the lives of Americans. It helped positively and negatively, with the cotton gin, and the railroads.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by mentioning a negative effect of the cotton gin and mentioning a positive and a negative effect of the railroad
- Is descriptive (*cotton gin*: cotton gin was a huge success; *railroad*: transported goods faster); lacks accurate application (*cotton gin*: its high demands made slavery grow)
- Includes limited relevant information from documents 4 and 5; makes unclear references to documents 1, 2, and 3
- Presents no relevant outside information
- Includes few relevant facts (*railroad*: people on the trains were killing buffalo); includes inaccuracies (*cotton gin*: an invention made to make cotton out of the seeds; *railroad*: transported goods cheaper)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The combination of basic statements and lack of detail contribute to a weak response. Although the treatment of both technologies contains inaccurate information, a basic understanding of the task is demonstrated.

Document-Based Essay—Practice Paper – A

The United States have been greatly changed by technology. This technology has both positive and negative effects on the lives of Americans. The ^{cotton gin} ~~railroad~~ and nuclear power are two examples of technology that have affected American life. The cotton gin and nuclear power have affected Americans in both positive and negative ways.

One form of technology that positively and negatively effected American life is the cotton gin. The cotton gin, invented by Eli Whitney, reduced the labor of removing seeds. It was a machine that as the cotton went through, seeds were removed. (Doc.1) One positive effect of the cotton gin is that it increased the production of cotton and the total crop value. In 1800, cotton was 7.1% of U.S. exports and after the cotton gin, the percent grew until 1860 where ^{cotton was} 57.5% of U.S. exports. (Doc.2) One negative effect of the cotton gin is that it increased the growth of slavery. (Doc.3) Cotton growing became so profitable for planters that their demand for land and slave labor increased. Slaves ~~worked~~ labored on large plantations, very large farms in the south, where work was more regimented and relentless. This ~~also~~ slowed the growth of cities and industries. Slaves worked in the south until the 13th amendment was passed, which

Document-Based Essay—Practice Paper – A

outlawed slavery. Although the cotton gin had positive effects, it also had negative effects.

Nuclear Power is another form of technology that positively and negatively effected American life. One positive effect of nuclear power is that it would meet the needs of agriculture, medicines and other peaceful uses. It would also provide abundant electrical energy in the power-starved areas of the world. ^(Doc. 7) The use of nuclear power ~~in~~ ~~was~~ even helped the U.S. win victory over Japan in world war 2. There are also negative effects of nuclear power. One negative effect of nuclear power is that ~~it~~ is very dangerous. (Doc. 8) People who live near nuclear plants are under great risks. Also, ~~the~~ considering the implications of generating so much nuclear wastes can be dangerous. As of 1997, 8 countries ^{had} declared nuclear arsenals. (Doc. 9) The danger of nuclear weapons brings the threat of nuclear war. The Cuban Missile Crisis ^{during the} ~~was the~~ Cold War was the closest the world has ever come to nuclear war. Nuclear power has both positive and negative effects.

Technology changed the life of America. These changes can impact American life in positive ^{and} or negative ways. The cotton gin and nuclear power are just two of many examples of technology that positively and negatively affected American lives. The story of the United States can be told through its technology.

The story of the United States can be told through its technology. This technology has had both positive and negative effects on the lives of Americans. Examples of technology that have affected American life are the Cotton gin, the railroad and nuclear power.

A positive effect of technology on American life is the inventing of the Cotton gin. The cotton gin takes the seeds out of the cotton faster than handpicking. (Document 1) Also the cotton gin produced 50.4% more cotton from 1800 to 1860. (Document 2) The cotton gin made trade with other countries with the cotton. (Document 2). Also another positive effect of technology on American life is the railroad. The railroad made it faster and cheaper than by wagon. (Document 4)

A negative effect of technology on American life is nuclear power. Nuclear power was very dangerous to society. It takes a lot of years for nuclear waste

to be able to bury it. (document 8) Also countries can make nuclear weapons and that can also harm us. (document 9)

Those are some positive affects and negative affects of technology on American life.

This is DOCUMENT 3

^The positive effect of cotton gin is about when the slaves didn't have the machine they had to trash it ^{by hand} and then they had to get the seeds out that's how they didn't have the machine, and the negative effect was that they had to do growth of the cotton of the profit. The positive effect of the railroad was that the railroad was finish and the negative effect was that they ^{had to} keep working on the railroad, and also they had to use wooden logs to finish the railroad. This is documents

Document-Based Essay—Practice Paper – D

its nuclear waste then it could kill many people living around it. Nuclear power is shown in Document 9 in the form of weapons. Two nuclear weapons were used in WWII and killed about 140,000 people. If we had a nuclear war with the number of nuclear arsenals shown in Document 9 then it could take many lives. The 8,380 nuclear weapons the United States had in 1997 could kill millions. That would be devastating. Today nations are still developing nuclear weapons. Fear of nations in the Middle East developing and using nuclear bombs against their neighbors scares people all over the world.

Technologies have impacted the United States in many ways. The railroads helped transport people and goods from one side of the United States. The disadvantage though, is that buffalo and people were killed. I think the railroad is a great technology. If people did not kill buffalo then people's lives might not have been lost. Nuclear power is a dangerous technology. Even though it can end energy starvation, there is ~~the~~ ^a risk of many people dying. I think we should limit the number of nuclear items a country could have. The number of nuclear weapons could kill many people. Technology is a good thing, but not when it can take lives.

America has led the world with its technological advantages. We frequently came out on top because of the minds and resources at our disposal. With our advantages we have stayed in control and become a world superpower. Two of our greatest leapstones in technological advancement have been the inventions of the cotton gin and nuclear energy.

Nuclear energy was first developed during WWII in competition with our enemies. During the history of man, atomic energy has only been harnessed for destructive purposes twice. The USA dropped Nuclear Weapons on Hiroshima and Nagasaki while we were at war with Japan. Their use brought a quick end to the war and saved thousands of American lives. From that point on we have remained on top in the department of Nuclear weapons. Probably no foreign country can threaten us in a conflict of that scale without the assurance of mutual nuclear destruction. Later on during the cold war we had a guaranteed edge against our enemies. While they too soon developed nuclear weapons we had them in greater supply and class. The threat of nuclear war may have been one of the major factors in keeping the cold war from going hot. After the cold war and the collapse of the Soviet Union much of their arsenal was kept lightly protected or easily sold to other nations. Many of the smaller countries that were once part of the Soviet Union also retained nuclear

ability. (Document 9). Other countries could now have access to nuclear weapons. Other than its destructive purposes it had use as a source of power. Nuclear power plants created huge amounts of energy and could do so in any area. In this form nuclear power could easily be applied to many fields. (Document 7). Nuclear power too had its disadvantages.

While nuclear power produced much energy it also produced very deadly waste. (Doc. 8). This waste is hazardous to human health and hard to dispose of. As well Nuclear weapons can be easily attained now by Greedy and power hungry Nations who would not hesitate to use their destructive power. Millions could lose their lives if nuclear war broke out. While technology is designed to aid people it often can hurt them too.

The cotton gin set off the early USA as an economic giant. It allowed for the quick, easy, and profitable production of raw cotton. Cotton was in high demand in foreign countries and could be sold for great amounts of money. The need for cotton mills gave way to a growth of industry in the North while the entire country's economy sky-rocketed. The cotton gin itself removed the seeds and husks from the cotton. (Document 1) cutting out the long and tedious process of doing it by hand. Farmers and factory workers alike in America profited greatly from the creation of the cotton gin.

Document-Based Essay—Practice Paper – E

While technology is a great and wonderful thing it has many drawbacks. Eli Whitney Intended for the cotton gin to make work easier but it only opened the buisines of cotton more. Farmers now wanted more slave workers to pick the cotton. (Doc. 3). so they could profit from it. Slave labor increased nearly 10 fold (Doc. 2) as plantations took on more slaves. As well the cotton gin set the south as a region totally focused on production of raw cotton and farms. The south's Industrial and urban advancement slowed. (Doc. 3). The south was now caught in an age of slaves and plantations.

Our land has been blessed with hundreds of advacing technologies. While they may have serious drawbacks they should be utilized for good. But people must be careful about such things. Ideas can back-fire and evil people can abuse their power. One must be certain to see both the good and the bad in everything.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth for the cotton gin and nuclear power
- Is more descriptive than analytical (*cotton gin*: reduced the labor of removing seeds; growing cotton became so profitable for planters that their demand for land and slave labor increased; *nuclear power*: people who live near nuclear plants are under great risks; considering the implications of generating much nuclear waste, it can be dangerous)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates limited relevant outside information (*cotton gin*: plantations were very large farms in the South; slaves worked in the South until the 13th amendment, which outlawed slavery, was passed; *nuclear power*: use of nuclear power helped the United States win victory over Japan in World War II; danger of nuclear weapons brings the threat of nuclear war; Cuban missile crisis during the Cold War was the closest the world has ever come to nuclear war)
- Includes some relevant facts, examples, and details (*cotton gin*: invented by Eli Whitney; seeds were removed as cotton went through the machine; increased the production of cotton and the total crop value; in 1800, cotton was 7.1 per cent of United States exports and after the cotton gin, the per cent grew to 57.5; increased the growth of slavery; work for slaves was more regimented and relentless; growth of cities and industries slowed; *nuclear power*: would meet the needs of agriculture, medicines, and other peaceful uses; would provide abundant electrical energy in the power-starved areas of the world; as of 1997, eight countries had declared nuclear arsenals)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response shows a general understanding of the task. It strings together limited specific information from the documents and adds relevant outside information without much elaboration.

Practice Paper B—Score Level 1

The response:

- Minimally develops some aspects of the task by mentioning positive effects for both the cotton gin and the railroad
- Is descriptive (*cotton gin*: takes seeds out of cotton faster than handpicking; helped cotton trade with other countries); lacks understanding and application (cotton gin produced 50.4 % more cotton from 1800 to 1860)
- Incorporates limited relevant information from documents 1, 2, and 4
- Presents no relevant outside information
- Includes few relevant facts (*railroad*: was faster and cheaper than by wagon)
- Demonstrates a general plan of organization; lacks focus; includes an introduction that copies the historical context and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The lack of focus makes it evident that the task was not clearly understood. Although the comments on nuclear power are pertinent, they cannot be considered in the evaluation since only the first two examples of technology can be rated.

Practice Paper C—Score Level 0

The response:

Fails to develop the task; refers to the theme in a general way

Conclusion: Overall, the response fits the criteria for Level 0. Although a few statements refer to document 1, the explanation of that information is convoluted and incoherent. The information about the railroad is inaccurate. No relevant facts are included.

Practice Paper D—Score Level 4

The response:

- Develops all aspects of the task for the railroad and nuclear power
- Is both descriptive and analytical (*railroad*: passengers aboard the train wanted to have fun so they took out their guns and killed buffalo that the train passed; if people did not kill buffalo, then people's lives might not have been lost; *nuclear power*: if a nuclear power plant loses control of nuclear waste, many people living around it could be killed; today nations are still developing nuclear weapons; even though nuclear power can end energy starvation, there is a risk of many people dying; the number of nuclear items a country could have should be limited)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*railroad*: helped people expand westward; main source of food, clothing, and shelter for the Plains Indians was the buffalo; Indians attacked the trains to try and stop the people from killing the buffalo; people were killed during the Indian attacks; changed the culture of the Plains Indians; Native Americans lost and the government placed them on reservations and this is still an issue today; *nuclear power*: nuclear weapons were used in World War II and killed about 140,000 people; if we had a nuclear war, it could take many lives; fear of nations in the Middle East developing and using nuclear bombs against their neighbors scares people all over the world)
- Supports the theme with relevant facts, examples, and details (*railroad*: helped get goods and people from place to place; transcontinental railroad connected the eastern side of the United States to the western part; they can go much faster than transportation by road or canal; caused major cities to develop everywhere in the United States; *nuclear power*: allowed an abundance of electrical power to be produced; could also help agriculture and medicine)
- Demonstrates a logical and clear plan of organization; includes an introduction that states that some technologies help move goods from place to place while others could kill people and a conclusion that summarizes the positive and negative effects of the railroads and nuclear power

Conclusion: Overall, the response fits the criteria for Level 4. In this document-driven essay, supporting historical details are limited. However, the emphasis on loss of life as a result of technology demonstrates a good understanding of the drawbacks of railroads and nuclear power.

Practice Paper E—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for nuclear power and the cotton gin
- Is more analytical than descriptive (*nuclear power*: after World War II, the United States remained on top in the department of nuclear weapons; other countries now have access to nuclear weapons; other than destructive purposes, nuclear energy had use as a source of power; *cotton gin*: set off the early United States as an economic giant; farmers and factory workers alike in America profited greatly from its creation; Eli Whitney intended for the cotton gin to make work easier; farmers wanted more slave workers to pick cotton so they could profit from it; it set the South as a region totally focused on production of raw cotton and farms; South was now caught in an age of slaves and plantations)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*nuclear power*: nuclear energy was first developed during World War II in competition with our enemies; atomic energy has only been harnessed for destructive purposes twice when nuclear weapons were dropped on Hiroshima and Nagasaki; use of nuclear weapons brought a quick end to the war and saved thousands of American lives; probably no foreign country can threaten the United States in a conflict on the scale of World War II without assurance of mutual nuclear destruction; during the Cold War, the United States had a guaranteed edge against our enemies; threat of nuclear war may have been a major factor in keeping the Cold War from going hot; nuclear weapons can be easily attained by greedy and power hungry nations who would not hesitate to use their destructive power; millions could lose their lives if nuclear war broke out; *cotton gin*: cotton was in high demand in foreign countries and could be sold for great amounts of money; need for cotton mills gave way to a growth of industry in the North while the entire country's economy skyrocketed; cut out the long and tedious process of doing it by hand)
- Richly supports the theme with many relevant facts, examples, and details (*nuclear power*: nuclear power plants created huge amounts of energy; while nuclear power produced much energy, it also produced very deadly waste; nuclear waste is hazardous to human health and hard to dispose of; *cotton gin*: allowed for quick, easy, and profitable production of raw cotton; removed the seeds and husks from the cotton; increased slavery nearly tenfold as plantations took on more slaves; South's industrial and urban advancement slowed)
- Demonstrates a logical and clear plan of organization; includes an introduction that mentions how the use of minds and resources at our disposal have benefited the United States and a conclusion that discusses the need for careful consideration of benefits and drawbacks in the development of new technologies

Conclusion: Overall, the response fits the criteria for Level 5. Document and outside information is interwoven to support the premise that while technology has its drawbacks, it can also be used for good. The discussion of nuclear weapons effectively segues into subtle distinctions between positive and negative effects of nuclear power.

Grade 8 Intermediate-Level Social Studies

Descriptions of Performance Levels

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

Specifications Chart

DOCUMENT-BASED QUESTION	STANDARDS/UNIT
Effects of technology on the United States	Standards 1, 3, and 4: United States and New York History; Geography; Economics Units 3, 5, 6, 7, and 10: A New Nation Is Created; Life in a New Nation; Division and Reunion; An Industrial Society, and Worldwide Responsibilities

The *Chart for Determining the Final Test Score for the June 2009, Grade 8, Intermediate-Level Test in Social Studies*, will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> by noon on Wednesday, June 3, 2009. Conversion charts provided for the previous administrations of the Grade 8, Intermediate-Level Test in Social Studies must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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