

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Friday, June 18, 2010 — 9:15 a.m. to 12:15 p.m., only

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

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

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

VOLUME
1 OF 2
MC & THEMATIC

United States History
and Government

June 18, 2010

Part I

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Mechanics of Rating

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

Scoring the Part I Multiple-Choice Questions

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

United States History and Government
Content-Specific Rubric
June 2010

Theme: Technology

Technological developments have had both positive and negative effects on the United States economy and on American society.

Task: Identify *two* different technological developments and for *each*

- Discuss the positive *and/or* negative effects of the technological development on the United States economy or on American society

You may use any technological developments from your study of United States history. Some suggestions you might wish to consider include the cotton gin, steam-powered engines, the assembly line, nuclear power, the automobile, television, and computers.

Scoring Notes:

1. This thematic essay has a minimum of *four* components (for *each* of *two* technological developments, discussing *at least two* positive *and/or* negative effects on the United States economy *or* on American society).
2. The effects of the two technological developments may be similar as long as the discussion includes separate and distinct information for each, e.g., the cotton gin and the automobile had economic effects, but a discussion of these effects will include different information.
3. Any combination of positive and/or negative effects may be used to address the task.
4. The effects of the technological development may be immediate or long term.
5. The response may discuss the effect of the technological development as positive or negative as long as the position taken is supported by accurate facts and examples.
6. If more than two technological developments are discussed, only the first two technological developments may be scored.

Score of 5:

- Thoroughly develops the task evenly and in depth by discussing *at least two* positive and/or negative effects of *each* of *two* technological developments on the United States economy or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information) e.g., *cotton gin*: discusses how the cotton gin improved the processing of raw cotton, making the South a single-crop economy thus advancing the textile industry in the North and Great Britain and how the increased profitability of cotton led to a greater demand for slave labor and entrenched slavery as an economic and social institution that divided the nation; *automobile*: discusses how the wide availability of the automobile led to post–World War II construction of highways, suburbanization, and the decay of the inner city and how America’s love affair with the automobile caused dependence on foreign oil and environmental damage
- Richly supports the theme with many relevant facts, examples, and details, e.g. *cotton gin*: 1793; Eli Whitney; “King Cotton”; Industrial Revolution; Lowell Mills; plantation system; slaves as property; dehumanization; white supremacy; sectionalism; Civil War; *automobile*: Interstate Highway Act; Eisenhower; American dream; conformity; bedroom communities; shopping malls; white flight; reduced urban tax base; gas guzzlers; 1970s Oil Embargo; Middle East conflicts; 1991 Persian Gulf War; unfavorable balance of trade; ozone depletion; oil spills; urban smog; offshore drilling
- 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 the task but may do so somewhat unevenly by discussing one technological development more thoroughly than the second technological development
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information) e.g., *cotton gin*: discusses how the cotton gin made it easier to process raw cotton, making it the South's most profitable export for use in textile factories and how the South's increasing dependence on slave labor fueled sectionalism between the North and the South; *automobile*: discusses how widespread automobile ownership prompted the move to suburbs and the decline of cities and how increased use of automobiles made America dependent on foreign oil and polluted the air and water
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

America is a country where people never stop trying. Since our early beginnings millions of immigrants have been attracted to this land where the roads are paved with gold and the American dream is tangible. The United States is the epitome of advancement - of our people, our liberties and our technology. However, although technological advancements have made our great nation what it is today by expanding our economy, it has also had far-reaching negative effects on our society.

The U.S. has always been a source of technological advancement. Even as a young nation, Eli Whitney brought us the cotton gin. This machine which greatly increased the output of cotton than previous methods revolutionized the country so much that there was no turning back. First of all, the cotton gin helped create a strong southern economy and led cotton to be hailed as "King Cotton". This device especially helped southern plantation owners grow and expand as the increased output matched the increased demand for cotton overseas in countries such as Britain. Britain had the greatest textile industry in the world with an insatiable need for raw cotton. This trade helped make cotton America's greatest export through the Civil War, more profitable than all other crops combined. However, although the cotton gin directly

aided the Southern economy to make it as strong as it was it had. Extreme consequences on American society and hierarchy that would prove very difficult to change. As the cotton gin gained immediate popularity, the necessity of more slaves to work the cotton fields also grew. Southern plantations expanded as millions and millions more Africans faced the terrible fate of bondage. Slavery became a huge contradiction to the ideals and freedoms that this great country was founded on.

Although the cotton gin greatly aided the Southern economy, it increased the terrible institution of slavery that reigned in the South. It eventually led to the South's downfall and the Civil War.

Much later on, America would also be changed forever by the introduction of another technological advancement the assembly line. The assembly line which broke up the production of manufactured products into steps led to an increased output. This allowed for the first time in American history, the mass production of goods faster and cheaper than before. A prime example of how the assembly line was utilized was Henry Ford. Ford, whose name is still well-known on cars today used this advancement to ~~mass~~^{mass} ~~produce~~^{produce} his model-T, bringing cars to more Americans homes. Clearly, the American economy greatly benefited as big business

grew and expanded because of the new consumerism created by this process. The assembly line, which is still used today, shows how technological advancements can increase society's standard of living.

However, although the assembly line was an important factor in fostering a strong economy by allowing mass production of goods, it also proved to have negative consequences on society. One of these issues was the psychological problems the assembly line created. People placed in factories to work on assembly lines lost a sense of purpose in their jobs. As they only had to push a button, or repeat the same repetitive steps over and over, they became a machine to a machine. Motivation and determination and advancement which largely drive American society were eliminated with the assembly line. Also, the assembly line had many negative ripple effects including a widening of the gap between the newly wealthy business owners and the lower paid assembly line workers. When the pay for workers increased so they could afford the products they manufactured, the middle class increased. The assembly line also created a system that turned people into machines in the workplace.

America today owes our present place to the technological advancement that has brought us to where we are today.

Anchor Paper – Thematic Essay—Level 5 – A

However, although advancement with machines like the cotton gin and processes like the ~~assembly~~ assembly line has greatly helped our economy grow and expand, it has also led to negative consequences faced by the American people.

Anchor Level 5-A

The response:

- Thoroughly develops the task evenly and in depth by discussing the positive and negative effects of the cotton gin and the assembly line on the United States economy and American society
- Is more analytical than descriptive (*cotton gin*: this trade helped make cotton America's greatest export through the Civil War, more profitable than all the other crops combined; slavery became a huge contradiction to the ideals and freedoms that this great country was founded on; led to the South's downfall and the Civil War; *assembly line*: clearly the American economy greatly benefited as big business grew and expanded because of the new consumerism created by this process; people placed in factories to work on assembly lines lost a sense of purpose in their jobs; pay increased so workers could afford the products they manufactured)
- Richly supports the theme with relevant facts, examples, and details (*cotton gin*: young nation; Eli Whitney; "King Cotton"; southern plantation owners; Britain; textile industry; bondage; *assembly line*: increased output; mass production; faster and cheaper; Henry Ford; Model T; increased society's standard of living; psychological problems; repetitious effects; newly wealthy business owners; lower paid workers; increase in the middle class; turned people into machines)
- Demonstrates a logical and clear plan of organization; includes an introduction that relates technological developments to the American dream and a conclusion that recognizes that both advancements led to some negative consequences for the American people

Conclusion: Overall, the response fits the criteria for Level 5. The strength of the response lies in the parallels between the two technologies in stimulating the American economy at the expense of the dignity of many Americans. The response clearly demonstrates an understanding of the human costs of technological change.

Throughout American history, technological developments have shaped American economy and American society. Though the progress of technology has proven to be beneficial to the economy, the social effects of such technological innovations like the cotton gin and the assembly line have shown the American willingness to accept a dehumanized working class in return for financial benefits.

The cotton gin, invented by Eli Whitney, proved to be an economic gold mine for the southern region of America. The South was incredibly reliant on cotton, their precious crop deemed "King Cotton" during Civil War years. With the invention of the cotton gin, it was easier to separate the cotton seeds from the rest of the fiber, making the whole process more efficient. Therefore, the cotton trade boomed in response to this invention.

Raw cotton became the nation's number one export throughout the early 19th century, supplying both Northern and English factories. The profitable Lowell Mills in Massachusetts were just one example of the positive effect of the cotton gin.

However, also in response to the booming economy was the boom in the slave trade. Thousands and thousands of more slaves were brought and sold as property for plantations. The slave families were often separated from one another and

lived a life of complete servitude.

After the slave trade was banned, slave women were forced to supply children to work the cotton fields and fill the need for a large work force. On large plantations, overseers were allowed to use brutal force to keep slaves working from dawn to dusk in horrible conditions. Because of the lack of mobility in the southern social classes, most African Americans spent their lives as the property of white plantation owners. Therefore, though the cotton gin had its economic pluses, it helped solidify the institution of slavery and thus promoted the enslavement of a people. This enslavement eventually led to the division of the nation and the Civil War.

Another invention, the assembly-line, "enslaved" the working class to the machine of industrialization. A method perfected by Henry Ford, the assembly line aided economic development by making manufacturing all the more efficient. Instead of making separate parts and consolidating them separately, the assembly line gave every worker one job, a simple task of attaching some obscure piece, and that worker would do the same task over and over again, which would contribute to the completion of the final product. The assembly line succeeded in making it easier to create more of a product in less time and expense. For example, Because

of this process, consumer goods were readily available at lower cost to the average family increasing the standard of living for many Americans who bought manufactured goods like sewing machines, refrigerators, and automobiles in huge numbers, expanding the industrial economy. Also, it gave unskilled workers jobs, as they needed little skill in their tasks.

However, this type of working environment was dehumanizing. Assembly lines promoted an impersonal relationship between worker and employer. Workers could easily be replaced and were expendable. Subsequently, workers were placed in harmful conditions, and had little say in their wages and hours. The work place became boring and repetitive, with no sense of accomplishment for workers. Thus, the assembly line essentially made working people simple parts to a greater machine, replaceable and insignificant parts, compromising their respect.

Often in American history, the working class has been dehumanized and made expendable by the innovations of technology. Therefore, though economic life savers like the cotton gin and assembly line are beneficial, they have created unfavorable social effects.

Anchor Level 5-B

The response:

- Thoroughly develops the task evenly and in depth by discussing positive and negative effects of the cotton gin and the assembly line on the United States economy and American society
- Is more analytical than descriptive (*cotton gin*: the South was incredibly reliant on cotton, their precious crop deemed “King Cotton” during Civil War years; African Americans spent their lives as the property of white plantation owners; therefore, though the cotton gin had its economic pluses, it helped solidify the institution of slavery and thus promoted the enslavement of a people; this enslavement eventually led to the division of the nation and the Civil War; *assembly line*: “enslaved” the working classes to the machine of industrialization; because of this process, consumer goods were readily available at lower cost to the average family, increasing the standard of living for many Americans; gave unskilled workers jobs; made working people simple parts to a greater machine; promoted impersonal relations between worker and employer; workplace became boring and repetitive with no sense of accomplishment)
- Richly supports the theme with relevant facts, examples, and details (*cotton gin*: Eli Whitney; separate the cotton seeds from fiber; number one export; Northern and English factories; Lowell Mills; slave trade; use of brutal force; *assembly line*: Henry Ford; same task over and over; less time and expense; sewing machines; refrigerators; workers were expendable)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that cite Americans’ willingness to accept dehumanized working conditions in return for economic benefits

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates a substantial knowledge of history and the role of technological development as a catalyst for change. Strong analyses are enhanced by clear descriptions and relevant details.

Technology is a driving force in the creation of a nation. New inventions fuel new decades of economic and social change. Although many of the inventions that have been created promoted industrialization and economic success, some have a negative impact on society.

In the early 19th century, Eli Whitney developed a machine that would change the face of the nation - the cotton gin. This device picked the seeds out of cotton and allowed it to be processed quicker. Ultimately, this invention led to the South's economic boom with "King Cotton." The South supplied over 70% of the world's total cotton and had trading allies such as Great Britain and France. Textile industries in Europe and the North depended on large quantities of Southern cotton. While this seems like a positive influence, the cotton gin had a terrible impact on Southern Society. With the demand for cotton now on the rise, and the means to produce it, slavery increased nearly tenfold. Thousands of Africans were brought into bondage and forced to work long hours in horrible conditions. Many slaves died and were separated from their families. This dehumanization would be only the beginning of African-Americans long struggle with inequality. In addition, slavery was the driving cause in the division of the Northern and Southern states, which ultimately led to the Civil War.

In addition, Henry Ford created an invention that reshaped American's way of life. The Model-T, a new and now cheap

automobile, created for the first time a sense of freedom. People were able to leave their houses and go on vacations. Cities spread outward and ultimately the creation of suburbs emerged. A system of interstate highways was built so that people could live in more desirable places while working in the cities. People began shopping in suburban malls, city stores closed down and city neighborhoods crumbled. This new sense of independence allowed for thousands of new industries to arise. While this seems to only benefit the United States, the automobile spurred the beginning of a consumer society in which material wealth became the most important aspect of life. Many people became against this materialism and yearned for old values. In addition, the explosion of the automobile industry has created a dependence on gasoline that we are still feeling the effects of today.

It becomes clear that with every new invention that has a positive outcome, there are negative implications. While both the cotton gin and the Model T changed the lives of thousands of Americans, they also created problems that no one expected. These technological developments have had both a positive and negative impact on American society and economy.

Anchor Level 4-A

The response:

- Develops the task by discussing the positive and negative effects of the cotton gin and of the automobile
- Is both analytical and descriptive (*cotton gin*: ultimately, this invention led to the South's economic boom; South supplied over 70% of the world's cotton; slavery increased nearly tenfold; this dehumanization would only be the beginning of African Americans' long struggle with inequality; slavery was the driving force in the division of the Northern and Southern states; *automobile*: created a sense of freedom; people could live in more desirable places while working in the cities; the automobile spurred the beginning of a consumer society in which material wealth became the most important aspect of life); includes isolated analysis (*automobile*: many people became against the materialism and yearned for old values)
- Supports the theme with relevant facts, examples, and details (*cotton gin*: Eli Whitney; "King Cotton"; trading allies of Great Britain and France; textile industries in Europe and North; worked long hours; separated from families; Civil War; *automobile*: Henry Ford; Model T; vacations; interstate highways; suburban malls; city neighborhoods crumbled; dependence on gasoline); includes a minor inaccuracy (*cotton gin*: early 19th century)
- Demonstrates a logical and clear plan of organization; includes a general introduction and a conclusion mentioning that technological developments can create unexpected problems

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the cotton gin is perceptive pointing out the economic benefits that led to negative effects on society and the nation. The response includes several effects of the automobile, notably the impact of the automobile on consumerism in modern America. However, the response lacks the degree of analysis needed for a Level 5 rating.

Technology has shaped the face of America for over 200 years whether it had bad effects like the Cotton Gin or good effects like the Radio, Technology has always influenced the way America is. The Cotton Gin was invented and brought to southern farmers, who relied on its use heavily, it caused the system of slavery to be more important. While the radio had connecting factor in the U.S. it brought many Americans together like they never were before.

In the late 1700's the Cotton Gin was invented by Eli Whitney. It soon became an influential part of the southern economy and way of life. It's invention increased the amount of cotton that could be processed and used. It boosted southern cotton sales. The production of raw cotton was so profitable that the South became a single crop agricultural economy, failing to diversify its economy as the North did. The depletion of the soil forced southerners to push westward looking for fresh land in places like Texas. This would lead to calls for war with Mexico. It also had a very negative effect because it helped the cotton crop so much it increased southern reliance on slavery. The Southern society rested most of its profits on cotton and the cotton gin helped this but slavery became so essential to the growth of this economy. Many Southerners believed they would not be able to run and keep a strong economy without slavery. The Cotton Gin for all the good it did caused slavery in Southern states to continue and to grow in strength. The Cotton Gin cemented ^{and expanded} the institution of slavery becoming the main cause of sectional tension and disunion.

While the Cotton Gin increased slavery and separated America between two different ways of thinking and living, the Radio brought America together in a way it had never been brought together before. The Radio was gaining increasing popularity in the 1920's and with the economic boom and easy line of credit many Americans were able to afford one. The Radio contributed to the growth of advertising and consumer spending. Radio offered entertainment in music, theater and talking. While listening to their favorite shows, Americans heard commercials urging them to buy a variety of goods from soap to automobiles. People were persuaded to consume by catchy radio ads and easy credit. The Radio connected audiences all over the country and got them listening in. Even when tough times hit and the Great Depression was in full swing the radio was there to comfort and connect America. F.D.R. used the radio to assure and comfort a hurting nation with his fireside chats. The Radio became a staple in American homes. The Radio brought Americans together in a new way than ever before.

Technology has always shaped the way of life in America. It brings about changes in the economy and society but none more so than the Cotton Gin and the Radio. The Cotton Gin had some of the ~~the~~ most devastating effects on society, then any other invention. It cemented the institution of slavery making it so essential to southern society that many in the south believed society would collapse without slavery. The Radio also had a huge impact on society. It was a bonding impact among Americans on a whole new level. People all over the country

could listen to the same thing and get the same information. The Radio held together a nation that was hurting because of the Great Depression. These new technologies did something to the American nation that would change and define it for the rest of history.

Anchor Level 4-B

The response:

- Thoroughly develops the task evenly and in depth by discussing negative effects of the cotton gin and positive effects of the radio on the United States economy and American society
- Is both analytical and descriptive (*cotton gin*: the production of raw cotton was so profitable that the South became a single crop agricultural economy, failing to diversify its economy as the North did; the cotton gin cemented and expanded the institution of slavery, becoming the main cause of sectional tension and disunion; *radio*: while the cotton gin increased slavery and separated America between two different ways of thinking and living, the radio brought America together in a way it had never been brought together before; connected audiences all over the country; commercials urged people to buy a variety of goods from soap to automobiles; held together a nation that was hurting because of the Great Depression)
- Richly supports the theme with relevant facts, examples, and details (*cotton gin*: late 1700s; Eli Whitney; boosted southern cotton sales; depletion of soil; westward; Texas; war with Mexico; reliance on slavery; Civil War; *radio*: 1920s; offered entertainment; catchy radio ads; easy credit; Franklin Roosevelt; fireside chats)
- Demonstrates a logical and clear plan of organization; includes an introduction that notes that the cotton gin had negative effects while the radio was largely positive for Americans and a conclusion that repeats previous information

Conclusion: Overall, the response fits the criteria for Level 4. The response demonstrates awareness of the larger issues of the time periods discussed. It makes good connections between the technologies and their influence on history.

Technological innovations can quickly change the world if they are important enough. However, to every positive improvement there are negative repercussions.

The invention of the cotton gin is an excellent example of a positive innovation that still had some major negative effects on American life. When Eli Whitney invented the cotton gin, southern plantation owners were thrilled. They now had the ability to grow a widely demanded cash crop without having the intensive labor of hand picking the sharp seeds from the cotton balls. It suddenly became so easy to produce cotton that southern plantations expanded as far as Texas. This expansion created tensions between the United States and its southern neighbor, Mexico. As the textile industry in New England and Great Britain expanded, the need for more cotton increased. Single plantations were greatly increasing their size in order to grow more cotton. However, now that plantations were growing bigger and the cotton growing industry expanded, the demands for slave labor to pick the cotton increased and the once potent issue of slavery became a force capable of driving the country apart. Southerners became so dependent on slave labor that they were willing to break away from the Union to maintain this peculiar institution.

Since the bombing of Hiroshima and Nagasaki in World War II, nuclear tensions have substantially grown throughout the world. The scientific advancement of nuclear technology was a great asset to the United States in its defeat of the Japanese and its climb to become a world superpower. If the United States had invaded Japan, up to a million American soldiers would have been killed. Truman's order to drop the atomic ~~bomb~~^{bomb} achieved unconditional surrender from the Japanese without the loss of additional American lives. The negative side of such an advancement has been seen during the Cold War when America and the Soviet Union had built up their nuclear arsenal to the extent that they could have destroyed the world many times over. Throughout the late 20th century, Americans lived through years of uncertainty in which the superpowers continually tested each other's will. One crisis occurred when the Soviet Union tried to install nuclear missiles in Cuba, only 90 miles off the coast of the United States. Even today, after the breakup of the Soviet Union, "rogue" nations such as Iran and North Korea worry the United States as they seek nuclear power.

All technological advances have positive and negative effects on the world. The cotton gin and the nuclear bomb were excellent examples of this.

Anchor Level 4-C

The response:

- Develops the task but does so somewhat unevenly by discussing the positive and negative effects of nuclear power more thoroughly than the negative effects of the cotton gin
- Is both analytical and descriptive (*cotton gin*: it suddenly became so easy to produce cotton that southern plantations expanded as far as Texas; created tensions between the United States and Mexico; textile industry in New England and Great Britain expanded; demands for slave labor to pick cotton increased; Southerners became so dependent on slave labor that they were willing to break away from the Union to maintain this peculiar institution; *nuclear power*: the scientific advancement of nuclear technology was a great asset to the United States in its defeat of the Japanese and its climb to become a world superpower; throughout the late 20th century, Americans lived through years of uncertainty in which the superpowers continually tested each other's will; Soviet Union tried to install nuclear missiles in Cuba; even today, rogue nations such as Iran and North Korea worry the United States)
- Supports the theme with relevant facts, examples, and details (*cotton gin*: Eli Whitney; intensive labor; hand picking sharp seeds; *nuclear power*: Hiroshima; Nagasaki; World War II; a million American soldiers would have been killed; Truman's order achieved unconditional surrender; Cold War; buildup of nuclear arsenal)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are little more than a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Strong analyses are found throughout the response; however, they are not fully supported with details.

Technological developments always have been and always will be imperative to the survival of the American economy and society. In the nineteenth century, the assembly line revolutionized the production of goods. In the early twentieth century, the automobile permanently changed the form and availability of transportation in the United States, shaping society, but also causing problems of pollution. The inventions of the assembly line and the automobile have heavily influenced the American economy and society, making goods and transportation more available to the people.

The assembly line, created during the Industrial Revolution, introduced the idea of mass production. In an assembly line, laborers are assigned to one task per item, instead of assembling the entire product ~~himself~~ themselves. This form of labor reduces the time and cost needed to manufacture the goods, therefore making them more available to the ~~people~~ consumers. Assembly lines also opened job opportunities and made labor less intensive. Products manufactured using the new invention included anything from weapons to furniture. Mass production

ensured quality and consistency. The invention of the assembly line improved the United States economy by allowing the production of more consumer goods available at lower prices. This stimulated the consumer market and businesses profited greatly from its efficiency. The assembly line revolutionized the method of manufacturing, therefore improving and America's economy.

The automobile, invented in the early 1900s, has made a permanent mark on transportation in the nation. Ford, the first automobile king, used mass production to produce identical versions of his Model T. Mass production led to greater availability of the automobile to the public. The automobile influenced American society, spurring a growth in the suburbs. President Eisenhower passed the Interstate Highway Act, initiating the building of numerous roads connecting cities to suburbs. The automobile allowed Americans to live in the suburbs and work in the cities because commuting was increasingly possible. Modern society continues to be dependent on the automobile, now in many colors, shapes, and sizes. However, the use of the automobile in

transportation has created problems with pollution, legislation, and gasoline availability. Pollution has always been a dangerous issue and has increased because of the heavy use of the automobile by Americans. Multiple laws and codes have been required to protect both drivers and pedestrians, including those involving drunk driving and age. Perhaps one of the most alarming issues in the modern economy, gasoline, has become a problem because of automobiles. As gasoline becomes decreasingly available, prices increase and the automobile becomes more expensive to operate. The automobile has both positively and negatively impacted the society and economy of the United States.

Inventions are created and utilized to improve methods of activities such as manufacturing and transportation. The assembly line stimulated America's economy by allowing the quick, low-cost production of goods. The automobile led to the growth of the suburbs in American society by providing an easy method of transportation, but also created problems with pollution, legislation, and gasoline. Technology, depending on its nature and use, can positively or negatively influence society and economy.

Anchor Level 3-A

The response:

- Develops the task in some depth by discussing the positive effects of the assembly line and the positive and negative effects of the automobile
- Is more descriptive than analytical (*assembly line*: this form of labor reduces the time and cost needed to manufacture the goods, therefore making them more available to consumers; opened job opportunities; *automobile*: spurred a growth in the suburbs; pollution has always been a dangerous issue and has increased; multiple laws protect both drivers and pedestrians; as gasoline becomes less available, the automobile becomes more expensive to operate)
- Includes some relevant facts, examples, and details (*assembly line*: mass production; one task; ensured quality and consistency; lower prices for consumer goods; *automobile*: Ford; Model T; President Eisenhower; Interstate Highway Act; commuting was possible; drunk driving; gasoline; expensive to operate); includes inaccuracies (*assembly line*: in the 19th century, the assembly line revolutionized the production of goods; created during the Industrial Revolution); includes an inaccuracy (*automobile*: invented in the early 1900s)
- Demonstrates a satisfactory plan of organization; includes an introduction that recognizes technological developments have made goods and transportation more available and a repetitive conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response establishes clear links between each technological development and its effects on both the economy and American society. However, the discussion of the assembly line is weaker than the discussion of the automobile.

Development in technology often significantly affects the United States economy as well as ~~the~~ American society. Two particular examples are the railroad and the radio. Both began the ability to travel and communicate over long distances in a short period of time. Both began the connection of people everywhere.

In the 1830s, the locomotive had just recently made its debut following the canal era. Americans jumped at the chance to be able to travel from New York to Ohio in a matter of hours. The development of ~~passenger~~ complex systems of passenger trains and freight trains greatly increased the American economy. ~~the speed of trade across~~ The speed of trade across the nation increased as goods could be delivered via train. No longer did businesses have to rely on horses and ~~and~~ rivers to deliver merchandise. Farmers were also able to ship crops to large cities in a short time, increasing

productivity. ~~the railroad also greatly affected the~~
~~trains~~ also greatly affected the
American society. Boom towns began
to grow along railroads. People were
able to move from east to west
with improved ease. The railroad marked
the beginning of a new era of travel and
business.

The radio was another technological
development that greatly affected
the American economy and society.
It allowed for widespread advertisement
as radios were distributed at at least
one per home by the 1930s. Furthermore
the radio allowed for communication
and spread of ideas across the
nation. News could be delivered
to the entire country in a matter
of minutes. Also, people began to
listen to the radio for entertainment
tuning into the favorite shows. ~~The~~
~~radio had paved the way for~~
~~the~~ Moreover, during

the Great Depression, president Franklin D. Roosevelt used the radio as a means of ~~reach~~ reaching out to and comforting the nation.

Technology often influences the growth of ~~an~~ the economy and characterization of society. The railroad and radio both greatly influenced ^{the} American economy and society, as well as paved the way for future technological developments such as the ~~automobile~~ automobile and television.

Anchor Level 3-B

The response:

- Develops the task with little depth by discussing the positive effects of the railroad and of the radio
- Is both descriptive and analytical (*railroad*: development of complex systems of passenger trains and freight trains; the speed of trade across the nation increased as goods could be delivered via train; the railroad marked the beginning of a new era of travel and business; *radio*: allowed for widespread advertisement; allowed for communication and the spread of ideas across the nation; during the Great Depression, President Franklin Delano Roosevelt used the radio as a means of reaching out to and comforting the nation); includes faulty analysis (*railroad*: farmers were also able to ship crops to large cities in a short time, increasing productivity)
- Includes some relevant facts, examples, and details (*railroad*: followed the canal era; locomotive; New York to Ohio in a matter of hours; boom towns; *radio*: at least one per home by the 1930s; entertainment)
- Demonstrates a satisfactory plan of organization; includes an introduction that credits the railroad and radio with connecting people and a conclusion that presents the idea that the railroad and radio paved the way for the automobile and television

Conclusion: Overall, the response fits the criteria for Level 3. The response ties the two technological developments to faster travel and communication and uses appropriate references to specific historic periods. However, the cursory treatment given to the main ideas limits the response.

Throughout history a series of new technological developments have been produced in order to aid both the economy & people. For example, the Industrial Revolution & market revolution both spurred the creation & invention of many new efficient machines, techniques, & innovations. The development of inventions & techniques, such as the automobile, television, computers, cotton gin, & assembly line, have both helped & hurt the ~~United~~ economy & society of America. The technological development of the automobile & television, in particular, have had both positive & negative effects on the U.S. ~~economy~~ society in various ways.

Henry Ford's Model T was the first automobile created in the U.S. It served as an example for thousands of cars that were invented soon after. The development of the automobile greatly affected American society in both positive & negative ways. The automobile

made it extremely easy for people to transport themselves, their families, & goods from one location to another. It was an efficient & time-saving ~~product~~^{innovation} that greatly changed the world. Almost every family owned one car. cars provided people with opportunities to migrate, take quick trips to shops, go see family, friends, & relatives, or just simply to go out & explore. Cars ~~were~~ became ~~a~~ essential & necessary to one's life. They significantly decreased the time it took to run errands & were vital to one's family life. As beneficial as they were, ~~the~~ the creation of automobiles also caused many negative effects on American society.

Automobiles ran on gas, and driving a car was, & still is, extremely dangerous for the environment. It puts a large amount of toxins & pollutants into the air & assists in depleting the ozone layer. In addition to environmental hazards, automobiles posed other

troubles, as well. Many poor & lower class families were unable to afford cars. Their lives ~~did~~ not benefit from automobiles. If anything, automobiles caused even greater feelings of resentment towards the wealthier people who could afford them. Automobiles served to widen the gap between lower & upper classes, & eventually became a status symbol.

The invention of the television ~~also~~ had mainly positive effects on the American society. Watching television provided families with great entertainment, especially in times of despair, war, & hardships. It also served to bring families closer together, as it encouraged families to ~~to~~ spend more time with one another. Besides entertainment the television also broadcast news reports & kept Americans updated on important facts & information. It generally increased public awareness & informed the people of political, ~~an~~ economic, & foreign issues. The television had

the power to ~~more~~ educate, inform, & entertain the public all at once. It was a magical & captivating development that has greatly benefited our society. The television was, & still is, useful & relieving. It successfully changed the way people went about with their lives.

Technological developments throughout history have greatly impacted American society. While the automobile produced both positive & negative effects, the television mainly only helped improve the lives of Americans. As time continues, these developments will impact & lead to ~~an~~ many more new inventions that will hopefully only help & ameliorate American society.

Anchor Level 3-C

The response:

- Develops the task with little depth by discussing the positive and negative effects of the automobile and the positive effects of television
- Is more descriptive than analytical (*automobile*: cars provided people with opportunities to migrate, take quick trips to shop, go see family, friends, and relatives; automobiles served to widen the gap between lower and upper classes and eventually became a status symbol; *television*: watching television provided families with great entertainment; the television also broadcast news reports; increased public awareness and informed the people of political, economic, and foreign issues)
- Includes a few additional relevant facts, examples, and details (*automobile*: toxins and pollutants; depletes the ozone layer; *television*: power to educate, inform, and entertain the public all at once); includes an inaccuracy (*automobile*: Henry Ford's Model T was the first automobile created in the United States)
- Demonstrates a satisfactory plan of organization; includes an wordy introduction and a conclusion that overgeneralizes

Conclusion: Overall, the response fits the criteria for Level 3. Although the response recognizes the automobile as a symbol of materialism, it lacks specific detail and includes rambling statements that detract from its quality. The section on television makes broad general statements with few specific examples or details.

Throughout history, many technological advances have been made. ~~Advances have been made.~~ These developments have had both positive and negative effects on American society. Two positive developments were the television and automobiles. Both products were beneficial for the economy and still are today.

The development of the assembly line made it easier for Americans to produce and sell automobiles at a cheap price. The automobile made it easier for American families to travel and see other areas of the country. Because of their ability to go on vacation, they ~~did not only depend on~~ were not only a profit to car dealerships but to others as well. The development of chain restaurants and resorts ~~was~~ became an effect of this development. The development of the automobile helped benefit the economy, creating new business opportunities for tourist areas,

and allowing families to venture out, and not only stay in one area their whole lives.

Another technological advance that affected the economy was the television. Every middle class family was told they should have one, so therefore, they would buy it. Television had created a new form of entertainment, and drastically changed society. Families began eating in front of the television, instead of the table, and politics were also greatly impacted. Presidential debates were aired on television, so if they did not appear calm and alert, it would affect ~~the voter's opinion on each candidate~~ the voter's opinion on each candidate. It created new job opportunities for actors and actresses, and had the American people ~~investing money in them~~ investing money in them, to keep the economy strong.

Although some technological advances have negative impacts, both the television

And the automobile had mainly positive effects. Both made life more enjoyable for the American people, and helped keep the economy strong, making it easier to create ~~an~~ even better technological advances

Anchor Level 2-A

The response:

- Minimally develops the task by discussing the positive and negative effects of the automobile and of television
- Is primarily descriptive (*automobile*: the automobile made it easier for American families to travel and see other areas of the country; the development of the automobile helped benefit the economy, creating new business opportunities for tourist areas; *television*: television created a new form of entertainment and drastically changed society; presidential debates were aired on television, so if they did not appear calm and alert, it would affect the voters' opinion on each candidate)
- Includes few relevant facts, examples, and details (*automobile*: assembly line; car dealerships; chain restaurants; resorts; *television*: middle-class family; politics; creation of new job opportunities)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response addresses the entire task but does so with descriptions that lack depth, analysis, and details.

Technology has had an outstanding influence on America's economy and society throughout history. Economically, technology such as the cotton gin and steam-powered engines have majorly influenced the rate of industrialization and created a sense of national unity. American society, on the other hand, has been very prominently influenced by the television and assembly line.

In the 19th century, America's ~~rate~~ economy, especially that of the south, relied heavily on manual labor. Slaves were common on large plantations to harvest the south's most abundant good: cotton. Until the cotton gin was invented, the same amount of labor would go into taking the seeds out of cotton as it did to collect the good. However, with the invention of the cotton gin, the south's economy, and thus the nation's economy, dramatically changed. With a machine sifting through the cotton in a more time and labor

efficient manner, the south's economy boomed. The cotton gin, though it called for more slave labor, proved to be an economic stimulus for the United States.

Another invention that heightened the economy and promoted industrialization was steam-powered engines. With steam-powered engines came locomotives, and with locomotives came huge economic growth. Before these engines, transportation of goods was tedious, expensive, and time consuming. With the invention of steam engines, however, transportation became fast, easy, and cheap. Since this made it easier for sections of the country such as the south to transport raw goods to the north, it created the long-lasting effect of national unity.

The assembly line greatly ratified means of production and ~~was~~ revolutionized the ~~car~~ civilian aspect of American society. Previous to the assembly line, goods had to be hand-made,

one at a time. This was very time consuming and thus, expensive. The assembly line changed everything. By using mass production, companies and civilians saved money and ultimately originality. In the early years of the assembly line, ~~it~~ deviating from one design of a model was unheard of. Henry Ford once said of the Model T, the first good mass-produced on an assembly line that "[the customers] can have any color they want, as long as it's black." The assembly line led to the cheap production of uniform products, and is still widely used today.

The television is perhaps the most influential products ever invented. Before the television, people relied on radio for news and information. With the dawn of television, however, people stopped "tuning in" and started flipping through the channels. The television has greatly influenced advertisement and American economy. However, more importantly, it changes Americans' opinions. A prime example can be seen in the Kennedy v. Nixon debates. Many people speculate that Robert Kennedy won the election based

on his television appearance.

Many inventions & developments have proven influential to the U.S. without them, America would be extremely different today.

Anchor Level 2-B

The response:

- Minimally develops the task by discussing the positive and negative effects of the cotton gin and the positive effects of the steam-powered engine
- Is primarily descriptive (*cotton gin*: with the invention of the cotton gin, the South's economy and thus the nation's economy dramatically changed; the cotton gin, though it called for more slave labor, proved to be an economic stimulus for the United States; *steam-powered engine*: with locomotives came huge economic growth; it created the long-lasting effect of national unity)
- Includes few relevant facts, examples, and details (*cotton gin*: large plantations; South's most abundant good; taking the seeds out; *steam-powered engine*: transportation became fast, easy, and cheap)
- Demonstrates a general plan of organization; includes an introduction that mentions four different technological developments and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response contains underdeveloped ideas about the cotton gin and steam-powered engines. The assembly line and television are also discussed with more success; however, only the first two technological developments may be scored when more than two developments are selected.

Technological developments have had both positive and negative effects on the United States economy and on American society. Mostly there have been positive technological developments in the United States and in America. Two examples of positive technological developments are computers, and automobiles. These have been two developments that have had a major impact over the years.

One technological development that has had a positive effect on the US and America is the computer. Computers have been around for years. As the years go on they make our life easier and easier. Computers can hold so many programs that can be used to help out in your life. If you own your own business you are going to need something to put all your important papers in. You could store them on your computer. You can personalize your computer to any way you want. Now all computers have internet which lets you see what's happening all over the world right from your own home. In stead of going out to a library you can look all your information up right on the internet in your own home. As the years go on computers get more, and more advanced. They

are able to do things that you could never imagine possible. With 'ntar net and a computer you can find anything you need when ever, you want without even leaving your own home.

The second technological development that has had a effect on the US and America is the automobile. The automobile has revolutionized transportation. It has also advance again changed how Americon look at something. Before automobiles walking for distances was impossible. Everyone walked because there was nothing ~~any~~ else anyone could do. Teenages would sit on their front lawn and look for something to do. Most teens are lazy and they did not want to walk for distances. Since the automobile came out everything changed. Now people can go long distances because the automobile get them to their destinations faster. With auto mobiles available more teens had something to do. They would drive around, go see movies, and go to hangout spots. The auto mobile really changed the social life of America and the United States. The best thing was auto mobiles were cheap and most families could afford them. Automobile

were a positive affect on American and United States economy. Automobile's only advance of from this point cost went up but more safety features were added to protect the American people.

That was two examples of technological developments and how they had positive effects on American and U.S. economy and society. It only shows that these developments will only improve in the future. As time goes on the development only improve and are made even better than before. That is how these technological developments have stayed so popular in America and in the United States.

Anchor Level 2-C

The response:

- Develops the task by discussing positive effects of the computer in some depth and the positive effects for the automobile in very little depth
- Is primarily descriptive (*computer*: if you own your own business, you are going to need something to put all of your important papers in; you could store them on your computer; with the Internet and a computer, you can find anything you need whenever you want without even leaving your own home; *automobile*: automobiles were cheap and most families could afford them; cost went up because more safety features were added); lacks understanding (*automobile*: before automobiles, walking far distances was impossible; teenagers would sit on their front lawn and look for something to do)
- Includes few relevant facts, examples, and details (*computer*: make our life easier; look up information on the Internet; *automobile*: changed social life)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that emphasize the positive nature of technological development

Conclusion: Overall, the response fits the criteria for Level 2. The response makes some valid generalizations about the positive effects of computers on society. However, the conclusions about the automobile's effects, while adequate, are poorly developed.

technological development have had both positive and negative effects on the United States economy and on American society. Such as nuclear power and automotive, these technological ~~developments~~ developments have a positive and negative effects on the US economy and on American society.

One positive effect on the US with nuclear power was that ~~it~~^{it} made up a big threat to the other nations and nobody wanted that, the down side to this was that if some one were to disstray one of our bombs they would cause a chain reaction and destroy the world.

One positive effect on the development of automotive was that it was helping people find better work. It also helped people to travel from one place to another, last thing is that it helped with the farming and crops, the down side of this is the fumes from the cars are going in the air and causing pollution to the world.

So know that you've heard the

reasons ~~that~~ of good and bad
things happening to the world so it is up
to you to do the right thing and stand up
for what you believe in.

Anchor Level 1-A

The response:

- Minimally develops the task by mentioning positive and negative effects of nuclear power and of the automobile
- Is descriptive (*nuclear power*: if someone were to destroy our bombs, they would cause a chain reaction and destroy the world; *automobile*: the fumes from the cars are going in the air and causing pollution to the world); lacks understanding (*nuclear power*: it made us a big threat to the other nations and nobody wanted that)
- Includes few relevant facts, examples, or details (*automobile*: helped people find better work)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and an unrelated conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The intent of many statements is unclear, and very few details are used in support of these general statements.

Technology has changed America throughout the years. Both good and bad have come from them. Two examples are ~~the~~ ~~the~~ the train and the car.

For hundreds of years, people had traveled by horses. It would take weeks to cross the country North to South. The development of the train or "iron horse" changed that for good. With the train you could travel two-to-three times faster. This brought more people to America and made moving easier. Now people could move to a more industrialized area and expand our economy.

The car came after the train, Henry Ford invented it and also used the assembly line for manufacturing. The car could travel where trains couldn't, because cars didn't have to stay on a track. This increased travel and immigration even more. Henry Ford said, "You can have any color you want, so long as it's black." This was true, the cars came in only black, but that didn't deter people from buying them.

Technology changed America then, and it still does today. I'm sure that in the future, America will change from technology again. For the better or not. "Change is the only constant in life."

Anchor Level 1-B

The response:

- Minimally develops the task by mentioning positive effects of the train and automobile
- Is descriptive (*train*: with the train, you could travel two to three times faster; *automobile*: the car could travel where trains could not because cars did not have to stay on the track); lacks understanding (*automobile*: this increased travel and immigration even more)
- Includes few relevant facts, examples, or details (*train*: iron horse; *automobile*: assembly line); includes an inaccuracy (*automobile*: Henry Ford invented the car)
- Demonstrate a general plan of organization; contains a digression (*automobile*: cars came only in black); includes an introduction that restates the theme and a conclusion that recognizes that change is a constant in America

Conclusion: Overall, the response fits the criteria for Level 1. The response shows only a very minimal understanding of the effects of the railroad and the automobile on the United States.

THE UNITED STATES HAS BEEN DEVELOPING INTO A WORLD POWER EVER SINCE WE GAINED OUR INDEPENDENCE FROM GREAT BRITAIN. THERE HAVE BEEN MANY PEOPLE TRYING TO MAKE OUR COUNTRY A BETTER ONE FROM THE START. NEW INVENTIONS BROUGHT BOTH GOOD AND BAD EFFECTS ON THE NATIONAL ECONOMY AND ON THE OVERALL AMERICAN SOCIETY. SOME OF THESE ADVANCEMENTS INCLUDE THE ASSEMBLY LINE AND AUTOMOBILE BOTH THESE RELATED INVENTIONS BROUGHT FORTH A STRONG POSITIVE INFLUENCE. AMERICA WOULD NEVER BE THE SAME AGAIN.

WHEN FORD MADE THE ASSEMBLY LINE MOVE IN HIS FACTORY IN DETROIT MICHIGAN, HE COULD NOW MAKE CARS AT AN EXCEPTIONALLY FAST RATE. THIS BROUGHT THE COST OF HIS CARS DOWN TO AROUND \$300. EVEN THOUGH WORK WAS BORING FOR THE WORKERS BECAUSE THEY STOOD STILL AND THE ASSEMBLY LINE MOVED FOR THEM, FORD EVENTUALLY PAID THEM MUCH BETTER THAN EVERYONE ELSE AT THAT TIME. THE WORKERS WOULD DO ONE SPECIFIC TASK ALL DAY, EVERYDAY WHETHER IT BE PUTTING THE TIRES ON THE RIMS OR TIGHTENING THE SAME BOLT EVERYDAY. THE ASSEMBLY LINE WAS A MAJOR ADVANCEMENT AND IT WOULD SHOW LATER IN WWII WHEN THEY STARTED PRODUCING BOMBERS AND OTHER WARTIME NECESSARIES. EVEN TODAY WITH MOST GOODS MADE ON THE ASSEMBLY LINE, THEY ARE MUCH CHEAPER AND THEREFORE CONSUMERS CAN SPEND THEIR MONEY ON THEM. THIS NEW WAY OF THINKING REVOLUTIONIZED THE AMERICAN ECONOMY AND EVEN THE WORLD.

ANOTHER GREAT INVENTION WAS THE AUTOMOBILE. THIS NEW WAY OF TRANSPORTATION WAS DERIVED FROM MUCH SLOWER HORSE AND BUGGYS. AT FIRST THE CAR WAS POWERED BY JUST A STEAM ENGINE, WHICH IS ANOTHER TECHNOLOGICAL DEVELOPMENT WORTH NOTING THEN IT LATER HAD AN INTERNAL COMBUSTION ENGINE. THE CAR ALLOWED PEOPLE TO

MOVE AROUND FASTER AND GO FURTHER ON THE ROADS OF AMERICA THAN EVER BEFORE. WITH THE NEW INVENTION, CAME OTHER BUSINESSES LIKE MOTELS, HOTELS, CAMPGROUNDS, FAST-FOOD DINERS, AND GAS STATIONS. THIS SINGLE DEVELOPMENT CAUSED NEW JOB OPPORTUNITIES AND GAVE PEOPLE A CHANCE TO START THEIR OWN BUSINESSES. THIS ALSO FOR MORE ROADS WHICH PUT PEOPLE IN MORE JOBS. WITH THE CAR, PEOPLE STARTED TO BUY ON CREDIT. FOR THE TIME BEING, THIS INCREASED SPENDING ALLOWED THE GROWING ECONOMY TO FLOURISH.

IN THE FINAL ANALYSIS, BOTH TECHNOLOGICAL ADVANCES PROVIDED A PATHWAY FOR THE AMERICAN ECONOMY AND SOCIETY TO EXPAND TO WHAT WE KNOW IT AS TO DAY. YOU CAN REALLY SEE THAT THESE RELATED INVENTIONS WERE A KEY TO AMERICA'S SUCCESS AS A WORLD POWER AND IT WOULD'VE NEVER HAPPENED IF PEOPLE WEREN'T TRYING TO MAKE OUR COUNTRY A BETTER PLACE EVER SINCE THE REVOLUTIONARY WAR.

Technological developments have had both positive and negative effects on the United States economy and American Society. We can see the ~~difference~~ different influences that technology has on ~~an~~ American society by seeing how nuclear power changed the world, not only American society. And also the invention of the automobile.

Nuclear power nowadays are both good and bad in society today. One negative effect of Nuclear powers is the effect of the atomic bomb. Both the United States and the Soviet Union, wanted to build a powerful bomb during World War II but the United States had it first. And soon after we dropped the bomb ~~o~~ in Japan.

~~But now, today nuclear power or radiation is used in many other different ways.~~ Also the beginning of the Cold war was a race for nuclear power between America and the Soviet Union.

Another technology is the invention of the automobile. The automobile was a positive way of new transportation. Everyone was buying cars. But the negative effect was that

pollution increased in the United States and the need for oil for gas increased also. More and more people started moving to urbanized areas because it was so easy to move around. Now in the U.S. the cars are becoming more environmentally friendly. They are becoming gas sufficient.

All technologies have their positive and negative effects. But because of technology we are doing cures for diseases or even technology just for everyday life. Everyday more inventions are ~~going~~ being made. And they all are helping to make America grow.

The development of the United States has been marked by influential technological advances. These advances have greatly affected the way ^{the} American economy & society function. Specifically, the invention of the cotton gin by Eli Whitney promoted slavery & sectionalism within the nation, while the invention of steam-powered engines invigorated the economy by promoting westward expansion of business & trade.

The southern part of the United States has always relied on agriculture to sustain its economy. With the invention of the cotton gin, farming cotton crops became easier. This ease prompted the rise of cotton as a cash crop in the South. However, cotton crops require a expansive manpower to care for & harvest them. This need for numerous, cheap laborers encouraged the rise of slavery in the South. Eventually, differences

between the economies of the North & South & the issue of slavery would cause a tense, sectionalist atmosphere within the nation. By the mid-1800's, this tension came to a head with the outbreak of the Civil War. Therefore, it can be asserted that the invention of the cotton gin had a negative impact on American society.

On the other hand, the invention of the steam-powered engine breathed life into the U.S. economy. Specifically, the development of this engine led to the construction of railroads into the West. In addition to prompting the success of the steel industry, railroad construction connected the economies of the North & West, allowing for the transportation of agricultural products & other raw materials from the West to the North & finished products from the North to the West. This flow of goods in turn caused

the growth of several western trading cities, such as Chicago. Therefore, it can be asserted that the invention of the steam engine ultimately had a positive impact on the economy of the United States, especially that of the West.

Two early technological advances, the ~~cotton~~ cotton gin & steam-powered engine, had a great impact on the history of America. Both caused significant social & economic changes. Today, technology continues to influence the way American society & economy functions— for the better & the worse.

Our American society has had a lot of technological developments, some for the good and some for the worse. Two developments that were both positive and negative to our society was the automobile and the television.

The automobile was both positive and negative to the American society. The automobile was positive because it helped people go from place to place faster than they would on horses or by foot. If there was an emergency it would be easier to get the hurt person to help than it would be on a horse. The negative part about automobiles with our society today is how everyone is dependant on a vehicle to get them where they have to go. Most people don't walk anymore and that could be a factor on why our American

Society today is obese.

The television is also a development that is both positive and negative impact on our society. It has a positive impact on how we can watch the news and find out what happened that day. Watching the television is better because you will find out what happened that day not 2 weeks later. The television is negative impact on our society. The television is negative because with our society today the children watch the television and don't want to go outside to play. This causes our society, especially the children, to become obese.

That's how technological developments has had both a positive and a negative impact on our society today.

Throughout the history of our country, technology has frequently provided the American people with new conveniences that have changed life forever. In most cases, these things were a sort of double-edged sword; they helped American life, but simultaneously did things which would harm it.

One such example is the invention of the assembly line in the early 1900s. Mr. Henry Ford used the assembly line as a method of production in which products would move down a line, with each worker assigned a task in its completion. This idea was originally adopted to tackle the challenge of mass producing complex motor vehicles, but quickly spread. Soon a majority of industry utilized this invention. And while it certainly did create products at a rapid enough and efficient rate to meet the needs of the American consumer, products that were once considered luxuries became affordable to the average American family. Labor-saving devices such as washing machines and vacuum cleaners cut down on the drudgery of housework giving Americans more leisure time to enjoy life. Unfortunately, often times items were over-produced, and with an overabundance of the product, demand would fall, the prices along with it. This actually hurt the industries, as well as the nation as a whole. Overproduction was a cause of the Great Depression and many economic declines we face in America. On the other hand, products produced on an assembly line are generally easier and cheaper to repair. Standardized parts such as doors, wheels, and belts are available to replace parts of damaged products. However, the introduction of electronics somewhat reverses this advantage.

Another, more recent technological achievement is the computers. Existing as early as the 70s, they became mainstream towards the end of the century. Computers are marvellous things; you can compose and store documents you created, play games, and explore a new window to the world, the ~~Internet~~ ^{Internet}. It was here that one could find, quite literally, anything they desired. Be it online shopping, information, music, socialization, or anything else. But as computers have come to be more and more mainstream, an equal amount of problems are arising related to them. One example being the utilization of downloading, the method hundreds of thousands of Americans use to obtain, free of charge, commercial music, movies, and videogames. As a result, the entertainment industry is losing out ~~of~~ millions of dollars on account of "stolen" goods. They are attempting to fight back through heavy lawsuits and campaigns, but these illegal activities show no signs of ebbing. Another danger of the computer age is in regards to that of our very selves. With spies and scams using elaborate trickery to obtain unknowing surfers personal information such as credit card numbers and social security, a quick stop to a shopping site can lead to the robbing of your identity, and endless headaches. Children and teens are also at risk. Now more than ever, with sites such as MySpace, Facebook, AIM, and more, and an increasing number of troubled or naively friendly kids, they are beginning to turn to total strangers for friendship. And while this ~~can~~ can seem healthy and beneficial, which, to a degree, it is, there are individuals who utilize such services to veil themselves in anonymity, slowly gaining trust of the child, and then offering to "hang out," or something similar. Such events have lead to countless kidnappings and rapes of

Thematic Essay—Practice Paper – E

American children in the past few years.

In conclusion, while technology will always be here, and provides new and efficient ways to better our lives, theres always detrimental results, as well. We, the people, have to keep this in mind and try to think ~~at~~ ahead about thie consequences. Because if we don't, who else will?

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

- Develops the task but discusses the positive and negative effects of the assembly line more thoroughly than the positive and negative effects of the automobile
- Is more descriptive than analytical (*assembly line*: work was boring for the workers because they stood still and the assembly line moved for them; the assembly line was a major advancement and it would show later in World War II when they started producing bombers and other wartime necessities; most goods made on the assembly line are much cheaper; *automobile*: with the new invention came other businesses like motels, hotels, campgrounds, fast-food diners, and gas stations; this increased spending allowed the growing economy to flourish)
- Supports the theme with relevant facts, examples, and details (*assembly line*: Ford; Detroit, Michigan; paid workers much better; did one specific task such as putting the tire on the rim; *automobile*: internal combustion engine; more roads; people started to buy on credit)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that attributes these related inventions to America' success as a world power

Conclusion: Overall, the response fits the criteria for Level 3. The response shows understanding of the way the assembly line and the automobile caused profound economic change during a limited time period in United States history.

Practice Paper B—Score Level 1

The response:

- Minimally develops some of the task by discussing the negative effects of the automobile on American society
- Is descriptive (*automobile*: the negative effect was that pollution increased in the United States); lacks application (*nuclear power*: both the United States and the Soviet Union wanted to build a powerful bomb during World War II, but the United States had it first; after we dropped the bomb on Japan; the beginning of the Cold War was a race for nuclear power between America and the Soviet Union)
- Includes few relevant facts, examples, or details (*automobile*: need for oil for gas increased); includes a major inaccuracy (*automobile*: more people started moving to urbanized areas)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that randomly credits technology with curing diseases

Conclusion: Overall, the response fits the criteria for Level 1. The response provides minimal information for the automobile. However, despite accurate statements about the historical time period when nuclear power was introduced, there is no indication of whether the effects were positive or negative or what the effects were.

Practice Paper C—Score Level 3

The response:

- Develops the task with little depth by discussing the positive and the negative effects of the cotton gin and the positive effects of the steam-powered engine
- Is both analytical and descriptive (*cotton gin*: prompted the rise of cotton as a cash crop in the South; eventually, differences between the economies of the North and South and the issue of slavery would cause a tense, sectional atmosphere within the nation; *steam-powered engine*: railroad construction connected the economies of the North and West, allowing for the transportation of agricultural products and other raw materials; this flow of goods caused the growth of several western trading cities such as Chicago)
- Includes some relevant facts, examples, and details (*cotton gin*: Eli Whitney; Civil War; *steam-powered engine*: westward expansion; steel industry)
- Demonstrates a satisfactory plan of organization; includes an introduction that establishes sectionalism and westward expansion as the two major effects of the technological developments and a conclusion that notes the ongoing influence of technology on American society

Conclusion: Overall, the response fits the criteria for Level 3. Although the response is clearly understandable and includes several important historical generalizations, it lacks sufficient supporting detail.

Practice Paper D—Score Level 2

The response:

- Minimally develops the task by discussing positive and negative effects of the automobile and of television
- Is primarily descriptive (*automobile*: if there was an emergency, it would be easier to get the hurt person to help than on a horse; most people don't walk anymore, and that could be a factor on why American society today is obese; *television*: we can watch the news and find out what happened that day; children watch television and don't want to go outside to play)
- Includes few relevant facts, examples, and details (*automobile*: go faster; *television*: causes society to become obese)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response presents a simplistic discussion of the automobile and television, identifying obesity as a major effect of both with minimal distinction.

Practice Paper E—Score Level 4

The response:

- Develops the task but does so somewhat unevenly by discussing the positive and negative effects of the computer more thoroughly than the effects of the assembly line
- Is both analytical and descriptive (*assembly line*: labor-saving devices cut down on the drudgery of housework, giving Americans more leisure time to enjoy life; overproduction was a cause of the Great Depression and many economic declines faced in America; products produced on an assembly line are generally easier and cheaper to repair; *computer*: you can compose and store documents you created, play games, and explore a new window to the world, the Internet; the entertainment industry is losing millions of dollars on account of “stolen” goods; a quick stop to a shopping site can lead to the robbing of your identity; kids beginning to turn to total strangers for friendship); includes faulty analysis (*assembly line*: with an abundance of the products, demand would fall)
- Supports the theme with relevant facts, examples, and details (*assembly line*: invention of the early 1900s; Henry Ford; each worker assigned a task; challenge of mass producing complex motor vehicles; luxuries became affordable; washing machines; vacuum cleaners; *computer*: on-line shopping; downloading music, movies, videogames; MySpace; Facebook; AIM; led to countless kidnapping of American children)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that compare technological developments to a double-edged sword with both positive and negative consequences

Conclusion: Overall, the response fits the criteria for Level 4. The response describes a wide array of cyber crimes as indicative of the negative effects of the computer in today's world. The section on the assembly line, especially regarding overproduction and economic decline, is less complete.

United States History and Government Specifications June 2010

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Science and Technology; Factors of Production; Places and Regions	Standards 1, 3, and 4: United States and New York History; Geography; Economics
Document-based Essay	Reform Movements; Civic Values; Change; Factors of Production; Individuals, Groups, Institutions	Standards 1, 4, and 5: United States and New York History; Economics; Civics, Citizenship, and Government

Notes:

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

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

The *Chart for Determining the Final Examination Score for the June 2010 Regents Examination in United States History and Government* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

1. Go to <http://www.emsc.nysed.gov/osa/teacher/evaluation.html>.
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.