

Literacy Design Collaborative

Literacy Context:

HISTORY-SOCIAL STUDIES

Writing Mode:

ARGUMENTATION

ANCHOR PAPERS
FOR

SINGLE TASK:
Comparing Economic Systems

High School
(Grades 9-12)

Information Sheet

Module Title: Comparing Economic Systems

Module Description (overview):

Every society operates with a mixed economic system, combining the influences of market and command models in order to form a functioning economy and government. Individual countries have unique combinations of the market and command influences depending on how countries prioritize different economic goals. Students will learn the characteristics of the market and command systems and evaluate the benefits and consequences of each system.

Template Task (include number, type, level)	Teaching Task
<p>Task 2. SS Argumentative/Analysis L1, 2.</p> <p>[Insert essential question] After reading _____ (literature or informational texts), write a/an _____ (essay, report, or substitute) that addresses the question and support your position with evidence from the text(s). L2 Be sure to acknowledge competing views. L3 Give one or more examples from past or current events or issues to illustrate and clarify your position.</p>	<p>What combination of market and command systems do you believe creates an ideal mixed economy? After reading informational and opinion texts, write an essay that addresses the question and support your position with evidence from the texts. Be sure to acknowledge competing views.</p>

Grade(s)/Level: 10/11

Discipline: Social Studies

Course: Economics

Section I: What Task?

What task sets clear, measurable goals for learning?

- A. Template task (include number, type, level):** Insert the Argumentation template task you selected exactly as it is worded.

Task 2. Argumentation L1, 2.

[Insert essential question] After reading _____ (literature or informational texts), write an _____ (essay or substitute) that addresses the question and supports your position with evidence from _____. L2 Be sure to acknowledge competing views.

- B. Standards:** The CCR Anchor Standards from the common core standards are already identified by the Literacy Design Collaborative for all Argumentation tasks.

Number	CCR Anchor Standards for Reading (Argumentation)
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10	Read and comprehend complex literary and informational texts independently and proficiently.
Number	CCR Anchor Standards for Writing (Argumentation)
1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

Content Standards: Insert appropriate content standards as defined by your state/district.

Number	Content Standard(s)
SS.HS.EC.02.01	Compare and contrast the allocation of goods and services in market and command economies.
SS.HS.EC.04	Evaluate different economic systems, comparing advantages and disadvantages of each.

Content Standards Source: * Oregon State Standards - <http://www.ode.state.or.us/>

Literacy Design Collaborative Anchor Paper Annotation Form

Content Area: Science

History-Social Studies

English Language Arts

Mode: Argumentation

Informational/Explanatory

Grade Level: 12

Template Task#: 2

Module Title: Comparing Economic Systems

Teaching Task: What combination of market and command systems do you believe create the ideal mixed economy? After reading informational and opinion texts, write an essay that addresses the question and supports your position with evidence from the texts. Be sure to acknowledge competing views

Work Sample ID: HS-HSS.A2.Sample 449

Dimension	Score	Explanation of the Score / Evidence
Focus	1.5	<p>The focus is clear (market system is better than others) but it is weakly supported by evidence throughout the essay. Student makes claims with no specific examples or evidence. The focus is primarily on people's desire for freedom, presenting a one-sided argument with no acknowledgement of competing views or even a discussion of the disadvantages of a pure market economy.</p> <p><u>NOT A 1:</u> The essay has a focus. <u>NOT A 2:</u> Level 2 requires that the student address the prompt appropriately, which includes a discussion of competing views. No competing views (advantages of a command economy or disadvantages of a market economy) are even noted.</p>
Reading/Research	1.5	<p>There is a minimal attempt at addressing facts to support the focus (the example of German Automotives) however, minimal support is provided to show evidence of the argument. With the exception of this one example, no other examples are used to support claims. Instead, student makes claims about what people prefer as the basis for the argument (freedom vs. control; room for new and creative ideas vs. less room; incentive for inventors vs. less incentives).</p> <p><u>NOT A 1:</u> Cites one specific example that is relevant to the claim. Student clearly draws on other resources to inform the generalizations made about free market vs. command economies, but it is difficult to know because student does not cite them. <u>NOT A 2:</u> The references to the reading and research are vague. In the conclusion, the writer states that <i>Studies have shown that it has had more success than the other types of economies</i>. However, no information on what studies or how the studies demonstrated this is present.</p>
Controlling Idea	1	<p>There is a claim present (the market system is best) however, no counter claims are mentioned.</p> <p><u>NOT A 2:</u> The claim is consistently argued throughout the essay. It is missing the presence of a counterclaim (L2) necessary for a level 2 score.</p>
Development	1.5	<p>Minimal details are present in the essay. The writer relies on generalizations to support the reasoning of the argument. The reasoning itself helps to develop the argument, but the central claims on which the argument depends are not supported by detail or evidence.</p> <p><u>NOT A 1:</u> Essay is not completely devoid of detail, and has a discernible logic and argument. <u>NOT A 2:</u> Details presented to develop argument are insufficient.</p>
Organization	2	<p>A structure is present throughout the piece: An introductory statement of the controlling idea; a paragraph about the advantages of a free market economy and the disadvantages of a command economy in terms of individual freedoms and new, creative ideas; a paragraph that appears to be about the disadvantage of a command economy in terms of productivity, but reverts back to a discussion of freedoms; and a concluding paragraph that restates the controlling idea.</p> <p><u>NOT A 1:</u> The essay has a basic structure. <u>NOT A 3:</u> There are minor lapses in the structure, in particular the paragraph about productivity uses the example of an inventor being successful, this does not seem to fit with</p>

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		<p>the idea of productivity, but rather with the creativity mentioned in the previous paragraph. This paragraph ends up reverting back to the discussion of individual freedoms.</p>
<p>Conventions</p>	<p style="text-align: center;">2</p>	<p>Has a command of language conventions, with minor errors. Tone is mostly appropriate. Facts are not cited (studies show in the closing paragraph, citation for the German Automotive facts, etc.).</p> <p><u>NOT A 1:</u> Student has a basic command of language. <u>NOT A 3:</u> No sources are cited.</p>
<p>Content Understanding</p>	<p style="text-align: center;">1</p>	<p>Student appears to have a weak understanding of the main features of a free market economy and a command economy. In fact, there is no evidence that student can define what a market economy is or what a command economy is (other than that it is government controlled). With only one illustrative example and no other references, it is difficult to determine what understanding of content the writer has. The premise of the argument is that market systems support freedom and make people “happy” which is a very simplistic approach to a complex topic. Student seems to have no awareness of any disadvantages of a market economy or any advantages of a command economy.</p> <p><u>NOT A 2:</u> The writer lumps command economies and democratic socialism together. The writer demonstrates a lack of understanding of how these systems are different in the statement <i>Almost all the countries that had a command or democratic socialist economics failed to be productive with the people.</i> Although “almost” is used, this statement reflects a lack of understanding about how productive many democratic socialist nations are (France, Germany, Sweden, Norway, Britain).</p>

A market economy is better compared to the command or democratic socialist systems because it allows new ideas, and creativity.

There are more advantages than disadvantages to a market economy. For example, the people in the economy have more of a say in what decisions are made. The command and democratic socialist systems don't have that freedom. Instead, their decisions are controlled by the government. The market economy also has the freedom running their own businesses, whereas with the other systems, the government controls businesses. New and creative ideas are another freedom that the other systems lack. An example would be the German government control over the manufacturing of cars. They refused to take any new ideas into account, so they manufactured the same model of the car for almost thirty years for these reasons, a market economy is a much better idea than any other systems.

Almost all the countries that had a command or democratic socialist economies failed to be productive with the people. People of the world want to be free and be able to make decisions, and to have their voice heard. By having the economy be tied down by the government, those freedoms are lost. It is also possible for an aspiring inventor with an idea to be successful. Therefore, a market economy proves to be a better system.

A free market economy is what the people want. Studies have shown that it has had more success than the other types of economies. Making the economy free, creative and open to new ideas is what makes everyone happy.

Literacy Design Collaborative Anchor Paper Annotation Form

Content Area: Science

History-Social Studies

English Language Arts

Mode: Argumentation

Informational/Explanatory

Grade Level: 12

Template Task#: 2

Module Title: Comparing Economic Systems

Teaching Task: What combination of market and command systems do you believe create the ideal mixed economy? After reading informational and opinion texts, write an essay that addresses the question and supports your position with evidence from the texts. Be sure to acknowledge competing views

Work Sample ID: HS-HSS.A2.Sample 906

Dimension	Score	Explanation of the Score / Evidence
Focus	2	<p>The focus is clear and addresses the prompt adequately. (<i>An economy based on the characteristics in which the majority of the influence of the economy is market with some command is the most effective in allowing freedom and security.</i>) However, the focus is somewhat uneven. While the controlling idea is stated in the introduction and repeated in the conclusion, the majority of the two body paragraphs advocate for features of a socialist economy (government provision of healthcare and housing) while spending very little time discussing the benefits of a market economy - other than individuals being able to own and run their own businesses with little government interference. This point is stated briefly in the second paragraph and then returned to later through the soda tax paragraph that illustrates government control run amok. If student wants to propose that an ideal economy is market-based with some elements of a command economy, s/he should have spent more time describing the benefits and advantages of a market economy first.</p> <p><u>NOT A 1:</u> Does not lack focus. Competing views are included: both advantages and disadvantages of a command economy are discussed in the response. <u>NOT A 3:</u> Focus is clear, but not steady, as described above.</p>
Reading/Research	2	<p>General information from sources is presented in the essay. Few details, facts, research, or data are used as evidence to support claims.</p> <p><u>NOT A 1:</u> Information from the reading/research is generally accurate and relevant. <u>NOT A 3:</u> Many points are presented without sufficient detail. For example, student states that <i>When the government controls those aspects of the market [healthcare, housing] it would positively influence the economy.</i> No evidence is used to support this claim. In addition, countries like Finland and Denmark do not actually provide housing to citizens (though they do provide free healthcare). It is not clear where student got this information.</p>
Controlling Idea	2	<p>The claim that a majority of the economy should be market-based is presented throughout the essay. However, the benefits of a market-based economy are barely discussed. The counter claim citing the drawbacks of a command economy is much more fully developed, though it could still use more detail and evidence.</p> <p><u>NOT A 1:</u> Essay has a clear claim and makes note of counter claims in some parts (both the advantages and disadvantages of a command economy; one disadvantage of a market economy is implied - lack of a strong safety net when you lose your job. <u>NOT A 3:</u> Does not spend enough time explaining the features and benefits of a market economy.</p>
Development	2	<p>Writer presents a few details in support of the need for elements of a command economy but does not spend much time discussing the disadvantages - other than the negative impact of too much government control on individual freedom (e.g., student could have discussed disadvantages such as high taxes, limited health care, lower efficiency). Does not spend a lot of time developing the advantages or disadvantages of a market economy.</p> <p><u>NOT A 1:</u> Information supporting the argument is relevant. <u>NOT A 3:</u> Details for supporting the claim are insufficient. The level of detail in the discussion of this proposal for a mixed economy is lacking.</p>
Organization	2	<p>Essay uses an appropriate structure, with an introduction that states the controlling idea, two body paragraphs that builds the argument, and a concluding paragraph that restates the controlling idea. However, the two body paragraphs inadequately support the controlling idea.</p> <p><u>NOT A 1:</u>The writer has control of the structure of the essay. <u>NOT A 3:</u> Body paragraphs are not sufficiently consistent with the controlling idea and focus.</p>

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		Few transitions between paragraphs are evident.
Conventions	3	<p>Minor errors in conventions are present. Language and tone are mostly appropriate to an academic audience. Consistently cites sources. One lapse in tone/language: <i>People such as Fidel Castro to this day will still insist on implementing a command system of economy. Well they now have come to realize that their system was wrong as Cuba recently announced that they will be trying out a more market economy (Booth).</i></p> <p><u>NOT A 2:</u> Minor errors in conventions do not impede understanding <u>NOT A 4:</u> Command of language is not well developed. Some awkward usage and syntax.</p>
Content Understanding	2	<p>The basic advantages and disadvantages of a command economy are mentioned in the essay. But these remain at a general level - no discussion of high taxes, limited access to healthcare, limited choice, low efficiency. There seems to be an uneven understanding of content, with no clear definition or discussion of the advantages or disadvantages of a market economy.</p> <p><u>NOT A 1:</u> Writer has a basic understanding of the market and command economies. <u>NOT A 3:</u> Writer does not sufficiently define or discuss the two types of economies.</p>

Econ systems essay

There are a lot of different opinions on how to structure a nations economy. There is an ultra command system, such as in countries like North Korea. There is also a heavy market economy that is used in the United States. An economy based on the characteristics in which the majority of the influence of the economy is market with some command is the most effective in allowing freedom and security.

If the United States employed a system where the people could still own and run their own business' the government took care of basic needs, such as health care and housing, like in Finland and Denmark, the United States could be a much better and improved country ("Denmark Thrives Despite High Taxes"). When the government controls those aspects of the market it would positively influence the economy. The people are free to make their own choices regarding business, but the government takes care of things that are essential and costly so then the people can have more money to spend and bolster the economy.

People also have the ability to stay more secure with the influence of a command system. If the government does take care of housing and health care, again like Denmark and Finland, Americans will be able to have something to fall back on and use to their advantage. If you are out of work like 9.8 % of Americans right now, you would have no worries about having to lose your house, or an enormous medical bill (The World's Best Countries"). However, if the government takes it too far and tries to influence your personal decisions, like in the U.S. some states have chosen to tax soda products in order to influence people to be healthier. It should not be the role of the government to tax legitimate companies just because they are deemed "unhealthy". This is an example of the government overstepping its boundaries. The CEO of

Coca Cola, Muhtar Kent, said "I have never seen it work where a government tells people what to eat and what to drink" (Neuman): "There are countries in the world today who still employ a mainly command system of economy, mainly demonstrated in Cuba. People such as Fidel Castro to this day will still insist on implementing a command system of economy. Well they now have come to realize that their system was wrong as Cuba recently announced that they will be trying out a more market economy (Booth)

Overall, the best way to secure the freedom and best interest of the people in America would be to use an economy in which the majority of the characteristics of market economies are used much more than a command economy.

Works Cited

Booth, William. "As Cuba Gives Capitalism a try, Experts Ponder Future." *Washington Post*. 16 Sept 2010: n.p. Web. 24 Sept 2010. <www.washingtonpost.com>.

Neuman, William. "Should the Government Tax Your Coke?" *New York Times Upfront*. 23 Nov 2009: n. pag. Web. 25 Aug 2010.

"The World's Best Countries." *Interactive Infographic of the World's Best Countries*. *Newsweek*. n.d. Web. 20 Sept. 2010

Literacy Design Collaborative Anchor Paper Annotation Form

Content Area: Science

History-Social Studies

English Language Arts

Mode: Argumentation

Informational/Explanatory

Grade Level: 12

Template Task#: 2

Module Title: Comparing Economic Systems

Teaching Task: What combination of market and command systems do you believe create the ideal mixed economy? After reading informational and opinion texts, write an essay that addresses the question and supports your position with evidence from the texts. Be sure to acknowledge competing views

Work Sample ID: HS-HSS.A2.Sample 519

Dimension	Score	Explanation of the Score / Evidence
Focus	2.5	<p>The focus is clear and mostly steady (Controlling idea stated in introduction: <i>An ideal economy would be a balance between democratic socialism and market economics, because it provides equity for its people as well as freedom and efficiency.</i>) The point about balance is carried throughout the response, but some examples are not completely relevant to the points being made. This detracts from the focus. E.g., in paragraph 2 which is supposed to be about freedom, student cites example from Denmark and how it provides basic necessities like food, housing, healthcare. This is not relevant to freedom. The example from Cuba supports the point about the need for freedom, but the counterclaim, that having too much individual freedom would result in "things being out of control" is not convincing.</p> <p><u>NOT A 2:</u> The focus is clear and even across paragraphs, and addresses all aspects of the prompt, including the inclusion of competing views (e.g., disadvantages of a command economy - Cuba, North Korea, China).</p> <p><u>NOT A 3:</u> Most paragraphs provide general support for the argument, but a few examples included within paragraphs are not coherent with the topics being discussed. (Focus within paragraphs is a bit uneven.)</p>
Reading/Research	2.5	<p>Examples from readings (Cuba, Finland, Denmark, North Korea, China, Walmart) are presented to support claims, though examples lack factual detail that would strengthen them as supporting evidence. General information about the economies of these countries is used to support claims. More detail, cited from sources, would support accuracy and credibility.</p> <p><u>NOT A 2:</u> Most examples are relevant and are presented accurately.</p> <p><u>NOT A 3:</u> There are a few places where either specific facts are proposed without research cited or facts are over-generalized (the last sentence of the "balance of economic structures" paragraph, information about Cuba, North Korea and China) that keep the research from being as effective as it would need to be for a level 3. Also, as noted above, some examples are used that are not supportive of the claims being made within some paragraphs.</p>
Controlling Idea	3	<p>There is a clear claim introduced in the first paragraph about the benefits of a balanced economy. This idea of balance is carried throughout the response.</p> <p><u>NOT A 2:</u> Lapses in examples or explanations are very minor.</p> <p><u>NOT A 4:</u> The counter claims are presented but not discussed completely or thoroughly. Counterclaims about the disadvantages of Democratic Socialism could be more detailed (the problem of high taxes prohibiting innovation, and long waitlists for medical care are noted but not fully discussed). In discussion of Walmart as an example of the efficiency of market systems, student should also discuss the costs of efficiency, such as low wages and no benefits for workers and the outsourcing of manufacturing to other countries to provide low-cost goods. In this case, a democratic socialist government could provide social insurance to ensure workers a living wage and benefits such as healthcare and housing subsidies.</p>
Development	3	<p>The writer presents many appropriate examples details in support of the argument. The details support and develop the focus sufficiently to clarify and support the claim.</p> <p><u>NOT A 2:</u> The examples presented are sufficient to support the claim.</p> <p><u>NOT A 4:</u> Some examples could be bolstered with more facts and details from sources (e.g., statistics). A couple of examples seem inappropriate or ill-chosen. Cuba is mentioned three times to illustrate the disadvantages of a command economy (the same disadvantage - government control leads to poor productivity of workers and restricts freedom). Examples</p>

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<p>Organization</p>	<p>2.5</p>	<p>from other sources would have been more effective.</p> <p>Structure supports the argument about the need for balance. Student uses topic sentences in each paragraph to focus on the idea of balance in each paragraph. One paragraph seems ill-placed - the fifth paragraph repeats the downsides of a command economy --the inefficiencies of such a system in terms of lower productivity of workers, and the infringement on civil rights. These details were already stated previously and so this paragraph seems like a throw-away. Also, the two paragraphs on efficiency vs. equity could more clearly indicate which examples are illustrative of efficiency and which examples are illustrative of equity.</p> <p><u>NOT A 2:</u> The organizational structure is appropriate, with minor lapses. <u>NOT A 3:</u> Lapses cited above.</p>
<p>Conventions</p>	<p>2.5</p>	<p>Overall, student demonstrates a general command of language, with some minor errors in usage and grammar. Uses a conversational tone and language in some places.</p> <p><u>NOT A 2:</u> Control of conventions is not quite uneven. Essay is very readable. Facts are cited with very few errors. <u>NOT A 3:</u> Minor errors in conventions are present. Tone is uneven, using conversational language in parts. E.g., <i>Different societies around the world, they all function with a mixed economic system of some sort; whether it's more of a command system or more of a market system.</i> Occasionally, run-on sentences or missing words impede understanding. E.g., <i>Although Walmart should be regulated more so that it doesn't put smaller businesses out of business, the competition and freedom to make a profit should [not] be pushed to the side in favor of too much government control.</i> [Omitting the word "not" changes the meaning of this sentence]. Not all cited sources are included in Works Cited page and not all sources in the Works Cited pages are used in the essay.</p>
<p>Content Understanding</p>	<p>2.5</p>	<p>The writer uses sufficient examples and details to demonstrate understanding of mixed economies. Student doesn't clearly define market and command economies, or democratic socialism, but discussion of them is accurate and indicates a balanced understanding of their advantages and disadvantages. In addition, discussion of tradeoffs between efficiency and equity is not clear. Student needs to more clearly define these terms and clarify the relationship between Finland's democratic socialist economy, provision of healthcare, and equity; as well as the relationship between high taxes, efficiency, and innovation.</p> <p><u>NOT A 2:</u> Accurate and relevant information about the topic of economic systems is presented. There are minor errors, however the errors often appear to be caused by the lack of control of conventions. <u>NOT A 3:</u> The information on command economies is somewhat vague and cites the same example from Booth's article on Cuba. Clear definition of terms is needed as noted above.</p>

Different societies around the world, they all function with a mixed economic system of some sort; whether it's more of a command system or more of a market system. For some countries their economic system works well for them and the citizens are pleased with it, but for other societies their citizens do not like the combination of economic systems within their country. An ideal economy would be a balance between democratic socialism and market economics, because it provides equity for its people as well as freedom and efficiency.

An economic balance of democratic socialism and market it will allow citizens of the country freedom. Denmark being a democratic socialism, the government provides essential things people need to live such as food, housing and healthcare needs. Having a lot of freedom within country is very important, yet having a balance with some government involvement is important also. If the government ran everything, similar to a command system, it would give the citizens no freedom, and in return they would not want to do much for their country. In Cuba the government owns all the businesses where people work, and they aren't being paid well the workers do a poor job, because they don't want to work for them. They would not like their government and wouldn't want to give support to them. But if the citizens ran everything, things would be out of control, because everyone would try to run everything and there would be no structure to things.

Having strong equity and efficiency is another advantage of a balanced economy of Democratic Socialism and Capitalism. For example, being efficient and making the best use out of the scarce resources is a great way to be efficient. The people of Denmark sometimes suffer from high unemployment, but the government steps in to fix the problem by providing very good unemployment benefits ("Denmark Thrives Despite High Taxes"). This can also have a negative impact as people begin to rely on unemployment benefits and become less productive. In the extreme command system of Cuba, author William Booth of the Washington Post points out that the effect of the government-run economy is that "many workers in Cuba barely show up and do very little productive work when they do" (Booth).

In order to have a strong economic system, countries need to provide some level of equity. Society needs to feel like they are included in decisions and that they have a feel on the mainstream

society roles. In Finland, a democratic socialism country, the life expectancy is 72 years ("The World's Best Countries"). This very high life expectancy could be attributed to the national healthcare system of Finland that provides everyone with health coverage for free. There is a downside to a national healthcare system as occasionally it makes for long waiting lists and potential deaths from waiting so long but there should be a balanced solution where the power shared between government and the people is efficient and also promote equity, giving everyone a fair shot at a job and everyday battles.

If there is no balance of economic structures the society won't function very well. In Cuba for example, there the government controls everything, and the citizens do not respond very well to this. In Cuba they have poor jobs with even worse wages, because the government doesn't run things as well as a private business would. When a government takes control of the economy, it tends to also take civil rights away from its people as we've seen happen in the command-based systems of North Korea and China.

The United States with its market-based economy has many positive features. Companies like Walmart provide many jobs and cheap products (Krugman and Tiereny). This is good for the overall economy and promotes innovation and efficiency. Democratic socialist countries like Finland and Denmark have extremely high taxes and that can sometimes prevent powerful and helpful companies like Walmart develop. Although Walmart should be regulated more so that it doesn't put smaller businesses out of business, the competition and freedom to make a profit should be pushed to the side in favor of too much government control.

There is no perfect economic system, however, combing some of the success of America's market system and the democratic socialist influences of countries like Denmark would be the ideal way for a country to provide happiness and economic prosperity to its people. Economic justice to ensure that everyone has a fair chance at success and the super rich don't monopolize the economy is important, but so is innovation and economic growth. The two should be balanced to create a strong base for an economic and government system.

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"Denmark Thrives Despite High Taxes ." *All Things Considered* National Public Radio : NPR.
29.Jan 2010. Radio . 22 Aug 2010.

Edward, John, and Michael Tanner. "Should the U.S. have a National Healthcare System. " New York Times Upfront. 17 ept 2007: n. pag. Web . 3 pI 2010.

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Literacy Design Collaborative Anchor Paper Annotation Form

Content Area: Science

History-Social Studies

English Language Arts

Mode: Argumentation

Informational/Explanatory

Grade Level: 12

Template Task#: 2

Module Title: Comparing Economic Systems

Teaching Task: What combination of market and command systems do you believe create the ideal mixed economy? After reading informational and opinion texts, write an essay that addresses the question and supports your position with evidence from the texts. Be sure to acknowledge competing views

Work Sample ID: HS-HSS.A2.Sample 728

Dimension	Score	Explanation of the Score / Evidence
Focus	3	<p>The focus is clear and steady (<i>The ideal economy is an equal combination of command and market systems a democratic socialist economy - because it emphasizes the best aspects of both systems: freedom and security.</i>) Student also presents a competing view, citing opposition to the soda tax as an example of the problems of big government. However, this example has somewhat marginal relevance to the topic. A better counter claim would have been to cite the widespread opposition of many Americans to income, property, and business taxes that are too high, which many claim prohibit individual freedom, innovation, and productivity.</p> <p><u>NOT A 2:</u> Focus is not uneven. Controlling idea is evident throughout the response. <u>NOT A 4:</u> Essay has a clear and steady focus but is not entirely convincing. The competing view paragraph in particular detracts from the focus because it has marginal relevance in terms of implications for innovation and productivity in business, while focusing on the problems of big government and curbing of individual freedoms</p>
Reading/Research	3	<p>Factual information is presented and supportive. The information is used accurately to support the main claim of the piece. Statistics from a <i>Newsweek</i> article is used to support the idea that you can have features of a free market system (high levels of innovation and productivity comparable to that of the U.S.) even in a socialist economy (Finland). Example from Denmark is used to support the idea that a democratic socialist economy provides greater security than a market economy by guaranteeing unemployment insurance for up to four years. Proposals for universal healthcare by John Edwards and the example about the soda tax are less effective supports for the argument. Better support for universal healthcare would have been statistics showing that a high percentage (at least a majority) are in favor of a government option for healthcare and are willing to pay higher taxes for this.</p> <p><u>NOT A 2:</u> No lapses in accuracy or completeness in the use of the readings are evident. <u>NOT A 4:</u> Some examples are not the most effective in supporting the claims.</p>
Controlling Idea	3	<p>Controlling idea is credible. Both the claim and counterclaim are presented, counterclaims are addressed fairly. <i>People tend to believe that moving away from a market economy will also cause a violation of rights and less freedom. That can be proven wrong in the country statistics as well because both Finland and the U.S. have the highest freedom rating ("The World's Best Countries").</i> Also, includes the example of the soda tax as an example of big government gone wrong.</p> <p><u>NOT A 2:</u> Claim is credible. <u>NOT A 4:</u> Counterclaim could have been discussed more thoroughly. More effective examples and supports for the counterclaim, and then a response to the counterclaim would have made the claim more credible.</p>
Development	3	<p>The writer presents appropriate and sufficient details including statistics and examples in support of the argument. Some examples and details are not as effective as supporting evidence. (John Edwards' proposal for universal healthcare and the soda tax.)</p> <p><u>NOT A 2:</u> The argument is developed in a logical and reasonable manner. Counterclaims are presented and reasoned against in several places in the essay, providing a balanced approach to the topic <u>NOT A 4:</u> Information could be more thorough and more effectively selected to support the claims.</p>

Literacy Design Collaborative Anchor Paper Annotation Form

<p>Organization</p>	<p style="text-align: center;">4</p>	<p>A structure is present throughout the piece. Student begins by defining free market and command economies, and states clearly the controlling idea that a democratic socialist economy is the ideal blend. Next two paragraphs describe the advantages of a democratic socialist economy in terms of innovation and freedom, as well as security. This is followed by a paragraph that presents a competing claim and disputes this claim. Last, the student concludes by restating the controlling idea and summarizing some of the reasons supporting the argument.</p> <p><u>NOT A 3:</u> There is a strong reasoning pattern, with clear connections that increase the strength of the overall argument.</p>
<p>Conventions</p>	<p style="text-align: center;">3.5</p>	<p>Student has strong, well-developed command of language and sophisticated syntax and word choices, though essay is not without errors. E.g., <i>While a government too large in size is susceptible to corruption and failure. A democratic-socialist economy is a balance between the government and the people.</i></p> <p><u>NOT A 3:</u> Few errors are present. Tone is appropriate to an academic audience throughout the writing. Cites sources consistently with no errors.</p> <p><u>NOT A 4:</u> There are enough errors, including typos and errors in punctuation, to interfere with smooth comprehension of the text.</p>
<p>Content Understanding</p>	<p style="text-align: center;">4</p>	<p>Clearly defines market and command economies, as well as democratic socialism. The writer uses many facts to support the claim that a balanced economic system would be best. The facts are organized into paragraphs that reflect an accurate and well-rounded understanding of the issue. Information is processed and explained, demonstrating an understanding of the topic that goes beyond “sufficient.”</p> <p><u>NOT A 3:</u> The writer juxtaposes ideas in a sophisticated fashion, demonstrating a high level of both factual and conceptual content knowledge. This is very present in the concise and powerful summary present in the conclusion.</p>

Comparing Economic Systems Essay

Market and command economies are the two main economic systems that exist in the world today. While market economies are based on individual work and command economies are based on government involvement, no country has a pure market or command system. The ideal economy is an equal combination of command and market systems a democratic socialist economy - because it emphasizes the best aspects of both systems: freedom and security.

Because a democratic-socialist economy has qualities of a market economy, it provides freedom and innovation. According to Newsweek Magazine statistics, Finland, a democratic socialist country has an innovation index of 5.53. While that number does not seem impressive on its own, when compared to the capitalist United States innovation rating of 5.77, the result is surprising. Expanding new industries and improving technology is possible in a both free market and command-influenced economies. People tend to believe that moving away from a market economy will also cause a violation of rights and less freedom. That can be proven wrong in the country statistics as well because both Finland and the U.S. have the highest freedom rating ("The World's Best Countries"). Although the market features of freedom and innovation are important to an ideal economy, it also needs to be balanced with the security provided by a command influence.

Some of the qualities that a democratic-socialist economy possesses from a command economy are higher taxes that are used to ensure security for its people. A democratic-socialist country has higher taxes so that goods such as healthcare and college are taken care of by the government. While he was a candidate for president, John Edwards called for the creation of a universal healthcare system. This system would allow all Americans to have healthcare without going through private companies and "employee only" programs (Edwards, and Tanner). Another example of good security is the country of Denmark, which has some of the highest taxes in the world. Danish people don't mind paying these high taxes because they are provided with many services. David Kestenbaum, an NPR correspondent noted in an interview, "if you lose your job you can collect unemployment insurance for up to four years

("Denmark Thrives Despite High Taxes"). This unemployment system provides security for those who lose their jobs so that they have the opportunity to look for new jobs. The people of Denmark and other democratic-socialist countries appreciate these taxes because it keeps their income safe even if they lose a job.

Many American people argue that a system closer to a market economy is the most ideal because people have freedom to own and create without the government's intervention and the opportunity to become wealthy because the taxes are low. They do not agree with democratic socialist ideas because they believe that the government is too big and manipulating. An example of this opposition is the soda tax that has been implemented in thirty-three states. The government wishes to curb soda consumption with this tax and use the money to reform healthcare. Market system supporters do not believe that this is a wise plan because the plan will become corrupt and create a problem between the people and their government. Muhtar Kent, a chief executive at Coca Cola says "I have never seen it work where a government tells people what to eat and what to drink" (Neuman). Too much government involvement can sometimes be intrusive on the freedom and daily life of the average person.

While a government too large in size is susceptible to corruption and failure. A democratic-socialist economy is a balance between the government and the people. It has the qualities of economy that are desirable such as funding for unemployment, guaranteed healthcare, and also the freedom to innovate and create private businesses and new jobs. These qualities and balance make a democratic-socialist economy the most because the wants and needs of people from both market and command ideals are satisfied.

Works Cited

"Denmark Thrives Despite High Taxes." *All Things Considered*. National Public Radio: NPR, 29 Jan 2010. Radio. 22 Aug 2010. <<http://npr.org/>>.

Edwards, John, and Michael Tanner. "Should the U.S. have a National Healthcare System?" *New York Times Upfront*. 17 Sept 2007: n. pag. Web. 3 Sept 2010.

Neuman, William. "Should the Government Tax Your Coke?" *New York Times Upfront*. 23 Nov 2009: n. pag. Web. 25 Aug 2010.

"The World's Best Countries." *Interactive Infographic of the World's Best Countries*. *Newsweek*. n.d. Web. 20 Sept. 2010