

Economics Case Study: Janesville, WI

This sample task contains a set of primary and authentic sources about the city of Janesville, WI and the effects the closing of the General Motors plant had on the economy.

Alignment

The questions in this task align to the following social studies grade-level expectation.

4.9.6 Summarize the role of households, businesses, banks, and governments in the economy.

Contents

This sample task contains the following sections:

- [Primary and Authentic Sources](#)
- [Assessment Items](#)
- [Extended-Response Task](#)
- [Scoring Rubric](#)
- [Scoring Notes](#)
- [Printable Student Version](#)

Task Directions

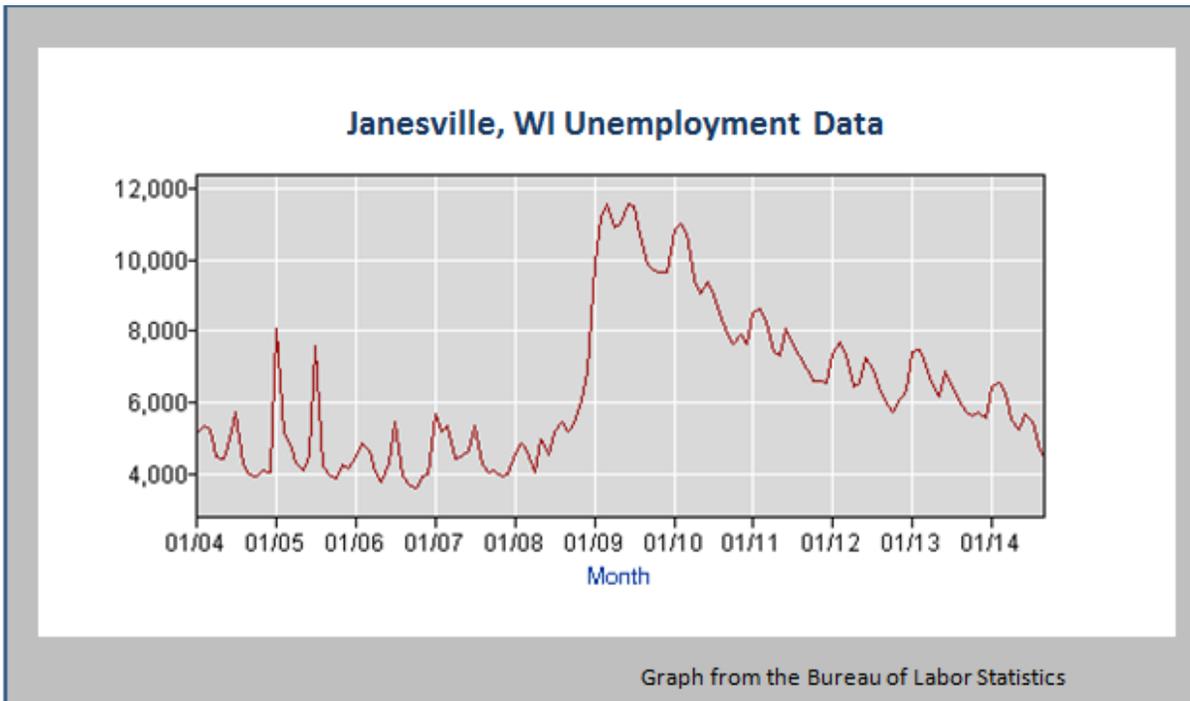
- Teachers may choose to use or modify this sample as part of an instructional lesson or as a formative or summative assessment.
- Teachers should provide students access to the printable student version of the task items, which excludes GLE alignment, answer keys, and scoring information.
- Students should then read or review the sources and answer the questions.
- For additional specifications about the task, please see the [Assessment Guidance](#) for grade 4.

Primary and Authentic Sources

Read and study Sources 1 through 4 about indentured servitude and slavery in the British North American colonies. As you read, you may take notes in the space next to the sources or on page 5 in this answer document. Then use the sources to answer questions 1 through 5.

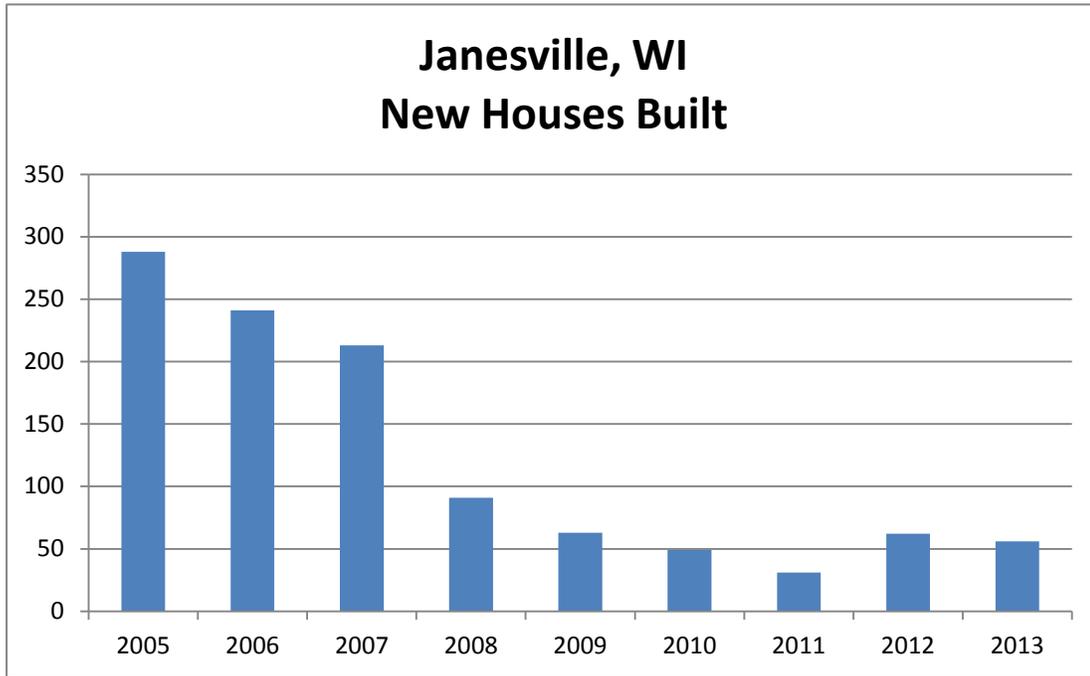
Source 1: "[Ripple effect felt in closing of GM's Janesville Plant](#)" (photo, caption, and first 12 paragraphs)

Source 2: Janesville Unemployment Data

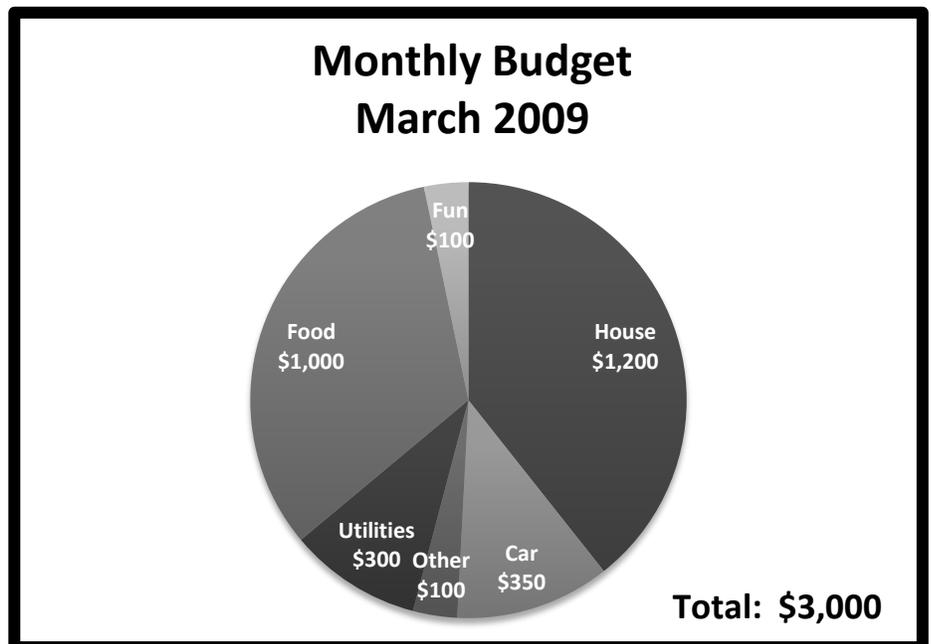
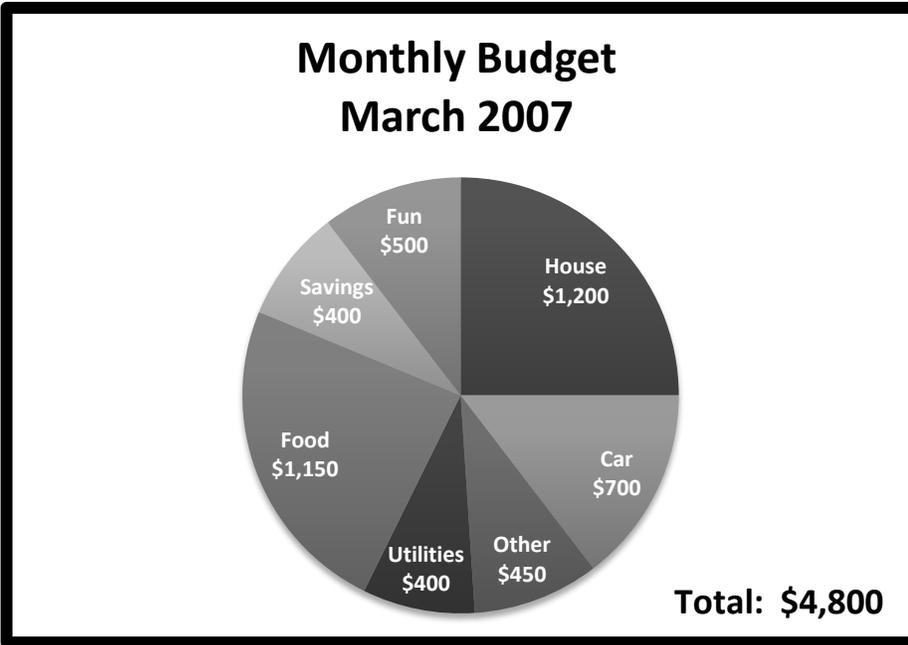


Note: The population of Janesville was approximately 61,000 in 2004 and approximately 64,000 in 2014.

Source 3: Graph of New Home Construction in Janesville



Source 4: Sample Family Budget



**fabricated (not-real) family and data*

Item 1: Multiple Choice

Based on Source 1, why is the Just in Time Day Care Center closing?

- A. The children who went to the day care grew up.
- B. The parents of the children lost their jobs and can't pay for day care.
- C. The day care center was turned into a restaurant.
- D. There were no teachers to work at the day care.

Item 2: Multiple Select

According to Source 2, Rock County will lose nearly 9,000 jobs. Only 4,200 are auto-related, which other jobs might be impacted to make up the remaining lost jobs?

- A. jobs in local restaurants
- B. jobs in the military
- C. jobs in local stores
- D. jobs in agriculture
- E. jobs in government
- F. jobs in construction

Item 3: Multiple Choice

Based on Source 2, why was there such a large increase in unemployment between January 2008 and January 2009?

- A. People lost jobs because of a shift in the economy.
- B. People lost jobs because of a natural disaster.
- C. People lost jobs because they didn't want them anymore.
- D. People lost jobs because they didn't have the skills needed.

Item 4: Multiple Choice

Based on Source 3, why did the number of new houses being built decrease so much after 2007?

- A. People liked the houses they already had.
- B. There was no more land to build houses on.
- C. There was a hurricane that damaged the new homes.
- D. People couldn't afford to buy new homes.

Item 5: Multiple Choice

Based on Source 4, why did the family’s budget change from 2007 to 2009?

- A. They wanted to save more money to be able to go on vacation.
- B. They had more money to spend on their wants.
- C. They had to make choices about spending money when their income changed.
- D. They decided to purchase a nicer car in 2009.

Item 6: Extended Response

Write a well-organized response on the lines provided on pages 7 and 8 in this answer document.

Describe how the GM plant contributed to the economy of Janesville, Wisconsin. Explain how the plant closing impacted the overall economy of the town and individual families.

As you write, follow the directions below.

- Address all parts of the prompt.
- Include information and examples from your own knowledge of social studies.
- Use evidence from the sources to support your response.
- Follow the steps on the Checklist as you write your response.

Use page 6 in this answer document for notes and planning. Write your **final response** on pages 7 and 8 in this answer document.

Remember: The prewriting activities on page 6 will not be scored. Only your response on pages 7 and 8 will be scored.

Scoring Rubric

The response should be scored **holistically** on its adherence to two dimensions: Content and Claims. Each response should be given the score that corresponds to the set of bulleted descriptors that **best** describes the response.

Dimension: Content	
Score	Description
4	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects thorough knowledge of the GM plant's role in the economy of Janesville and 3 effects the closing of the site had on the overall economy of the town and individual families by incorporating ample, focused factual information from prior knowledge and the sources; • Contains accurate understandings with no errors significant enough to detract from the overall content of the response; • Fully addresses all parts of the prompt.
3	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects general knowledge of the GM plant's role in the economy of Janesville and 3 effects the closing of the site had on the overall economy of the town and individual families by incorporating adequate factual information from prior knowledge and the sources; • Contains mostly accurate understandings with minimal errors that do not substantially detract from the overall content of the response; • Addresses all parts of the prompt.
2	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects limited knowledge of the GM plant's role in the economy of Janesville and 3 effects the closing of the site had on the overall economy of the town and individual families by incorporating some factual information from prior knowledge and the sources; • Contains some accurate understandings with a few errors that detract from the overall content of the response; • Addresses part of the prompt.
1	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects minimal knowledge of the GM plant's role in the economy of Janesville and 3 effects the closing of the site had on the overall economy of the town and individual families by incorporating little or no factual information from prior knowledge and the sources; • Contains few accurate understandings with several errors that detract from the overall content of the response; • Minimally addresses part of the prompt.
0	The student's response is blank, incorrect, or does not address the prompt.

Dimension: Claims

Score	Description
4	<p>The student's response:</p> <ul style="list-style-type: none"> • Develops a valid claim that effectively expresses a solid understanding of the topic; • Thoroughly supports the claim with well-chosen evidence from the sources; • Provides a logically organized, cohesive, and in-depth explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
3	<p>The student's response:</p> <ul style="list-style-type: none"> • Develops a relevant claim that expresses a general understanding of the topic; • Supports the claim with sufficient evidence from the sources; • Provides an organized explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
2	<p>The student's response:</p> <ul style="list-style-type: none"> • Presents an inadequate claim which expresses a limited understanding of the topic. • Includes insufficient support for the claim but does use some evidence from the sources; • Provides a weak explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
1	<p>The student's response:</p> <ul style="list-style-type: none"> • Does not develop a claim but provides evidence that relates to the topic; OR develops a substantially flawed claim with little or no evidence from the sources; • Provides a vague, unclear, or illogical explanation of the connections among ideas, people, events, and/or contexts within or across time and place.
0	<p>The student's response is blank, incorrect, or does not address the prompt.</p>

Scoring Notes for Claims Rubric

A response that develops a **valid** claim expresses a **solid** understanding of the social studies topic. The response is supported by **ample and well-chosen** evidence from the sources. The explanation is logical, organized, and cohesive, as demonstrated by connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. A **valid** claim shows a deep understanding of the complexity of social studies themes that is supported by convincing evidence. The analysis may include the ability to discuss cause-and-effect relationships; analyze the importance of and connection between source documents; classify patterns of continuity and change; evaluate differing perspectives; provide in-depth interpretations of historical events, etc.

A response that develops a **relevant** claim expresses a **general** understanding of the social studies topic. The response is supported by **sufficient** evidence from the sources. The explanation is organized and includes connections, patterns, or trends among ideas, people, events, and contexts within or across time and place but fails to reach the valid level. A **relevant** claim shows an accurate understanding of social studies themes but is less complex and includes more generalized evidence. The explanation may identify cause-and-effect relationships; describe patterns of continuity or change; recognize perspectives on a single topic or theme; identify the importance of or connection between source documents; provide general interpretations of historical events, etc.

A response that includes an **inadequate** claim expresses a **limited** understanding of the social studies topic and uses insufficient evidence from the sources to develop the claim. The explanation includes weak connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. An **inadequate** claim shows some understanding of social studies themes but is limited in its analysis and evidence. The explanation may include insufficient understanding of cause and effect relationships; little recognition of patterns of continuity or change; limited knowledge of perspectives on a single topic or theme; misconceptions regarding the importance of or connections between source documents; limited interpretation of historical events, etc.

A response that develops a **substantially flawed** claim expresses **little** understanding of the social studies topic. The explanation, if present, may include vague or illogical connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. It fails to reach the inadequate level for a variety of reasons. For example, the response may provide some evidence that relates to the topic, but is ineffective in supporting a claim, if one is made.

Characteristics of a Strong Response

A strong response is logically organized into several paragraphs. Any errors in spelling, punctuation, grammar, or capitalization do not interfere with the ability of the reader to understand the ideas presented.

A strong response may develop one or more lines of reasoning to support the claim. Here are some examples.

- The GM Plant in Janesville contributed to the economy of Janesville. General Motors had a manufacturing plant in Janesville, WI for over 80 years. Over 1,000 people worked at the plant. The incomes people earned by working at the GM Plant supported other businesses in the area such as the Just in Time Child Care Center, Prime Time Pizza, and Rivers Edge Bowl.
- The closing of the Janesville GM Plant hurt the economy. More than 1,000 workers lost their job at the GM plant in December of 2008. The number of people who were unemployed or didn't have jobs in Janesville increased significantly between 2008 and 2009. In 2008, about 4,000 people were unemployed in Janesville compared to about 12,000 in 2009. This is a difference of about 8,000 people. This led to other businesses closing down and laying off workers because of the decrease in customers. The closing of the GM plant in Janesville also affected

the number of new houses being built. In 2007, more than 200 new homes were built. By 2011, this decreased to less than 50 new homes being built.

- Closing the Janesville GM Plant impacted families. Individual families in Janesville had to change their budgets. When someone loses their job, they don't have the same amount of money to spend on bills and entertainment. They have to make choices and determine what is absolutely necessary to live. They have to focus on spending their income to meet their needs before they buy any of their wants.

A strong response shows understanding of the topic by analyzing the required sources and including well-chosen evidence from the sources, such as:

- General Motors had a manufacturing plant in Janesville, WI for over 80 years. (Source 1)
- The workers at the GM plant in Janesville supported other businesses in the area such as the Just in Time Child Care Center, Prime Time Pizza, and Rivers Edge Bowl. (Source 1)
- More than 1,000 workers lost their job at the GM plant in December of 2008. (Source 1)
- The number of people who were unemployed in Janesville increased significantly between 2008 and 2009. (Source 2)
- The closing of the GM plant in Janesville decreased the number of new houses being built. (Source 3)
- Individual families in Janesville had to change their budgets. (Source 4)

A strong response also includes important information beyond what is presented in the sources, such as:

- Describing the difference between needs and wants. Needs are the things that people need to live. Needs are things such as food, water, clothing, and shelter. Wants are things that people don't need, but they would like to have them. Wants are things like toys, sports cars, and computers.
- Describing the connection between financial decision-making and budgets. A budget is a way for people to look at how much income they have and how they can use their money to meet their needs. People use smart decision-making to pay for their needs first. When people have money left over after they pay for their needs, they can choose to save their money or spend their money on things they want.
- Describing the connection between individuals' incomes and the economy. People work at jobs to earn an income. That income is taxed which gives the government money it needs to provide services to people. The income is also used by people to buy things they need and want. People pay for goods and services from producers in their community. This helps businesses such as stores and restaurants make money.

**Printable
Student Version**

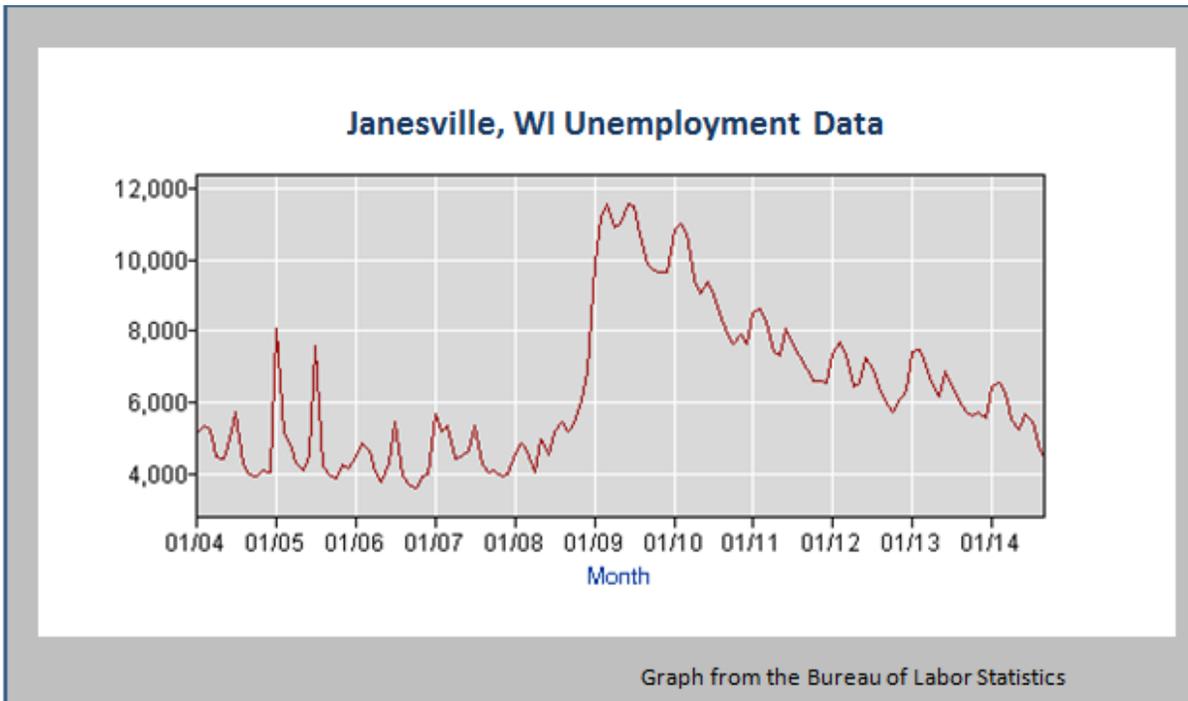
***Note: Some sources are available only in digital format. A link is provided and will require the use of a computer to view the source.**

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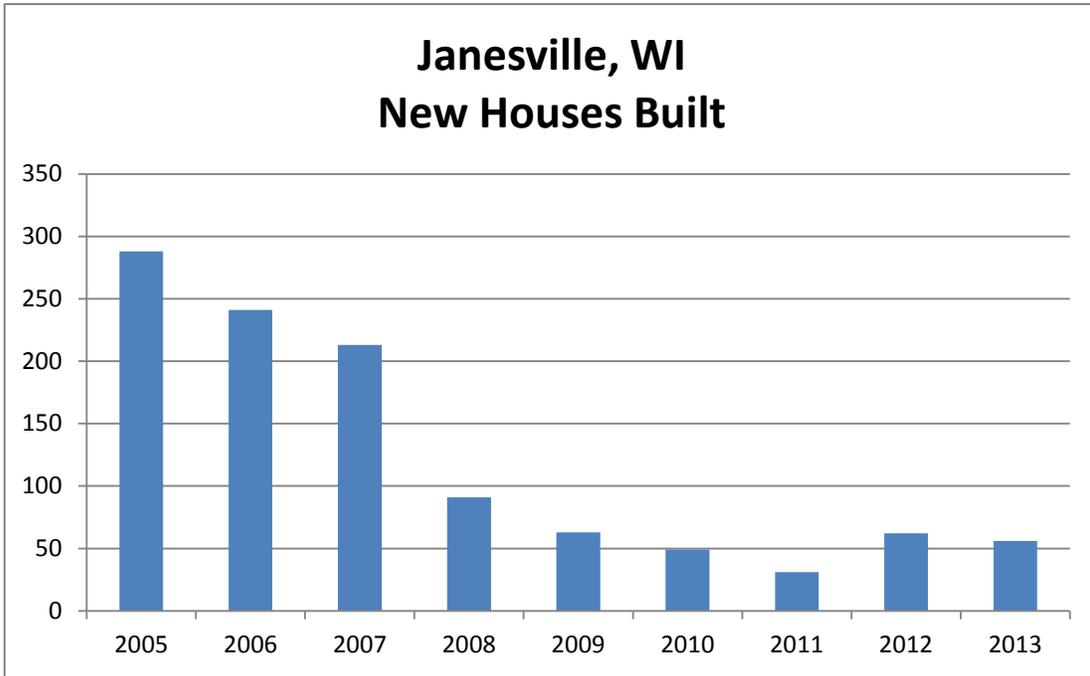
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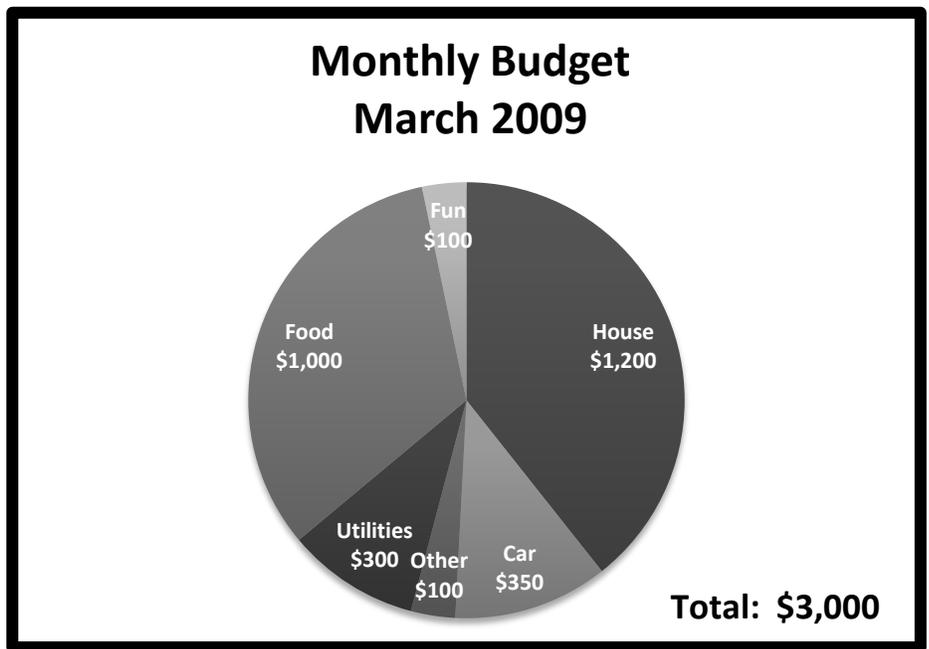
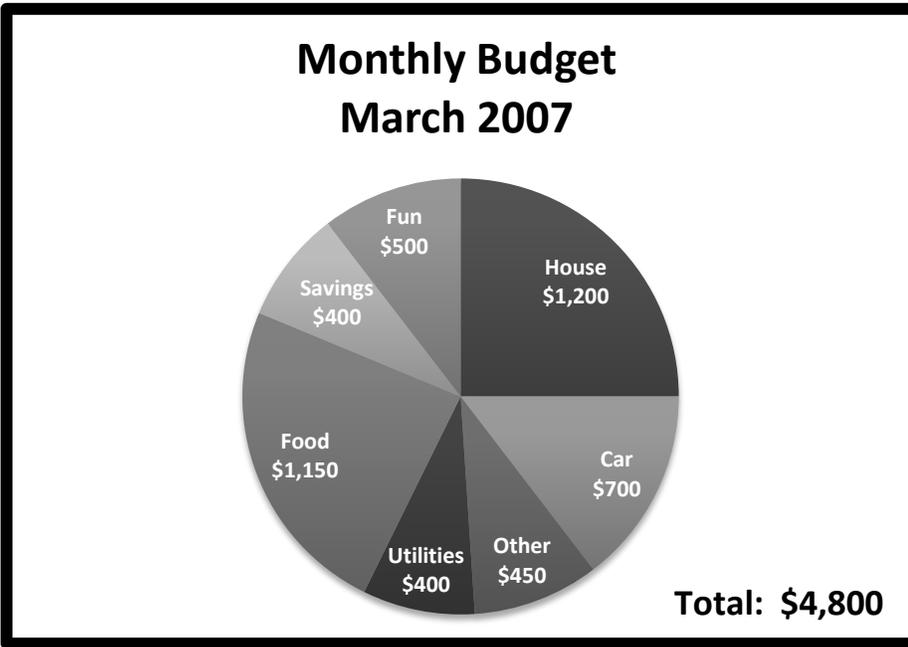


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(This page will not be scored.)

