
Standard 8—Wants/Scarcity and Producers/Consumers: Students make connections between the U.S. economic system and how it affects their daily lives.*

GLE 3.8.2 Investigate ways in which people are producers and consumers and explain why they depend on one another

GLE 3.8.4 Explain how producers and consumers affect prices

* All standards and Grade Level Expectations (GLEs) are eligible for assessment. However, the extended-response question of the Task will not cover content from the final unit of the [Social Studies Scope and Sequence Grade 3](#). The sample task provided here assesses the relationship between producers and consumers.

Read and study the sources about the roles that different people have in the Louisiana economy. As you read the three sources, think about what would happen if some people gave up those roles. After you read the sources, answer questions 1–4.

Source 1

On the Farm: Louisiana Sugarcane Harvest

Farmer Justin Frederick supervises the loading of sugarcane harvested on his farm near Arnaudville in 2014.



Source 2

At the Refinery: Processing Sugar

After sugarcane is harvested, it is sent to a sugar refinery. At the refinery, the sugarcane is processed into white, granulated sugar. Then the sugar is sold to other factories or the sugar is sent to the grocery store.



Source 3

In a Candy Shop: Getting Some Candy

Once the sugar has been processed at the refinery, it can be used for making different types of foods, such as candy and cakes.



Source 3: iStock Photo/Alina Solovyova-Vincent

Item 1: Multiple Choice

Which statement describes the role of the people shown in Source 1?

- A. They are producers because they are growing sugarcane.
- B. They are importers because they are selling sugarcane.
- C. They are exporters because they are moving sugarcane.
- D. They are consumers because they are buying sugarcane.

Item 2: Multiple Choice

How does the man shown in Source 3 contribute to the economy?

- A. He is a producer, getting products ready to sell.
- B. He is a consumer, buying and using products.
- C. He is a consumer, selling products he has made by himself.
- D. He is a producer, serving customers who are buying products.

Item 3: Multiple Select

Why might prices change for goods such as those in Source 1 and Source 3?

Select the **two** correct answers.

- A. A greater demand for the goods would cause prices to decrease.
- B. A smaller supply of the goods would cause prices to decrease.
- C. A surplus of the goods would cause prices to decrease.
- D. A shortage of the goods would cause prices to increase.
- E. A return of the goods would cause prices to increase.

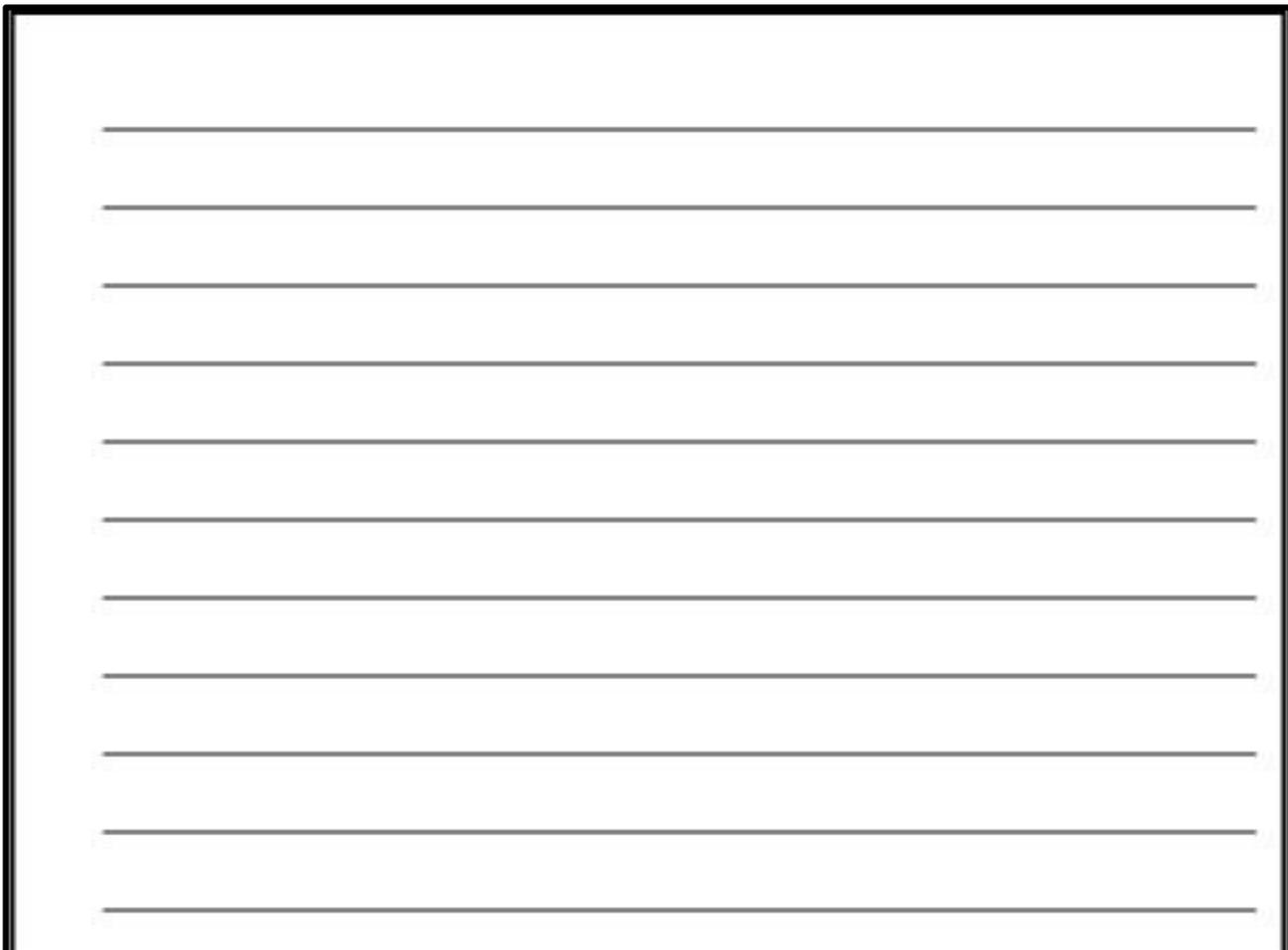
Item 4: Extended Response

Imagine that many farmers like Justin Frederick, shown in Source 1, stopped growing sugarcane.

Based on the sources and your knowledge of social studies, describe the results that this decision would have on people like the man shown in Source 3. Describe how those results would then affect the economy of Louisiana.

As you write, follow the directions below.

- Address all parts of the prompt.
- Include information and examples from what you already know.
- Use evidence from the sources to support your response.



Scoring

The response should be scored **holistically** on its content and claims. Each response should be given the score that corresponds to the set of bulleted descriptors that **best** describes the response.

Score	Description
4	<p>The student's response:</p> <ul style="list-style-type: none"> Reflects thorough knowledge of the results that the decision of many farmers to stop growing sugarcane would have on consumers and how those results would then affect the economy of Louisiana by incorporating ample focused factual information from prior knowledge and the sources Develops a valid claim which expresses a solid understanding of the topic Supports the claim with well-chosen evidence from the sources Response is organized in a logical manner that fully addresses all parts of the prompt with no errors significant enough to detract from the overall response
3	<p>The student's response:</p> <ul style="list-style-type: none"> Reflects general knowledge of the results that the decision of many farmers to stop growing sugarcane would have on consumers and how those results would then affect the economy of Louisiana by incorporating adequate factual information from prior knowledge and the sources Develops a relevant claim which expresses a general understanding of the topic Supports the claim with sufficient evidence from the sources Response is organized and addresses all parts of the prompt with minimal errors that do not substantially detract from the overall response
2	<p>The student's response:</p> <ul style="list-style-type: none"> Reflects limited knowledge of the results that the decision of many farmers to stop growing sugarcane would have on consumers and how those results would then affect the economy of Louisiana by incorporating some factual information from prior knowledge and the sources 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 Response contains some accurate understandings with a few errors that detract from the overall response
1	<p>The student's response:</p> <ul style="list-style-type: none"> Reflects minimal knowledge of the results that the decision of many farmers to stop growing sugarcane would have on consumers and how those results would then affect the economy of Louisiana by incorporating little or no factual information from prior knowledge and the sources 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; Response contains few accurate understandings with several errors that detract from the response
0	The student's response is blank, incorrect, or does not address the prompt.

Scoring Notes

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.

- If Louisiana farmers stop growing sugarcane, it could cause a fall in the supply of sugarcane that is made available to make sugar. This would cause an increase in the price of sugar, which is needed to make candy. As a result, the cost of candy for consumers would increase.

Consumers would have to decide if it is worthwhile to continue to buy candy or to spend money on other goods and services.

- If Louisiana farmers stop growing sugarcane, it could have a significant impact on the economy of Louisiana. Sugar refineries would not have enough of a supply of sugarcane to refine. This would cause them to lay off employees. Unemployed workers would not be able to buy goods and services, causing other businesses to lose business and lay off workers or shut down. Consumers would also see an increase in the price of foods that use sugar.
- If Louisiana farmers stop growing sugarcane, it could have a significant impact on the economy of Louisiana. Because there is a smaller supply and the same demand, sugar refiners would have to purchase raw sugarcane at higher prices. Because their costs increased, they would pass this increase onto the refined sugar they sell. Food manufacturers who purchase the refined sugar to make candy, ice cream or other sweets would then have to either pass on these costs to their consumers. Manufacturers may also find other sources of sugar to use in their processed foods. Increased food prices would force consumers to make choices about what foods they wanted to buy.
- If Louisiana farmers stop growing sugar cane, it could have a significant impact on the economy of Louisiana. The reduced production of refined sugar may cause prices of specific processed foods to increase significantly, forcing consumers to look for other sources of foods. This could lead to them eating healthier alternatives, such as fruit. Farmers may react by growing fruits consumers like in order to meet the increased demand.

A strong response addresses the sources appropriately, by citing such evidence as:

- Farmers are examples of producers (Source 1).
- Manufacturers are considered both producers and consumers because they take in raw materials and turn it into a good to sell (Source 2).
- Buyers are considered consumers because they purchase a good (Source 3).
- Farmers and manufacturers determine the supply of goods (Source 1 and Source 2).
- Consumers determine the demand for goods (Source 3).
- There is a relationship between producers and consumers, which determines the price of goods (Source 1, Source 2, and Source 3).

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

- Substitute goods can be introduced to replace goods if the price of a good increases beyond what consumers are willing to pay.
- Food processors frequently look for substitute ingredients to replace existing ingredients when the supply of the ingredients decreases or they become too expensive.
- Louisiana is a major producer of sugarcane and refined sugar in the United States, and a decision by Louisiana farmers to stop growing sugarcane would impact other industries within the state economy, such as food processors, farm equipment distributors, and exporters.