The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY
AND GEOGRAPHY

Friday, January 25, 2013 — 9:15 a.m. to 12:15 p.m., only

Student Name ______________________________________________________________
School Name _______________________________________________________________

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.

This examination has three parts. You are to answer all questions in all parts. Use black or dark-blue ink to write your answers to Parts II, III A, and III B.

Part I contains 50 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

Part III is based on several documents:

Part III A contains the documents. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one or more questions. Write your answer to each question in this examination booklet on the lines following that question.

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

When you have completed the examination, you must sign the declaration printed at the end of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.
Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, record on your separate answer sheet the number of the word or expression that, of those given, best completes the statement or answers the question.

1 Which item would be considered a secondary source on World War I?
   (1) map used by General Lanrezac in planning for the Battle of the Marne
   (2) diary of a soldier who fought in the Battle of the Somme
   (3) rifle instruction manual used by a Russian soldier on the Eastern Front
   (4) magazine article on the 75th anniversary of the poem, “In Flanders Fields”

2 Which body of water is located between Southwest Asia and Southeast Asia?
   (1) Pacific Ocean   (3) Indian Ocean
   (2) Caribbean Sea   (4) Black Sea

3 Which river system is found in Mesopotamia?
   (1) Nile River
   (2) Yellow River
   (3) Tigris and Euphrates rivers
   (4) Ganges and Brahmaputra rivers

4 The Bantu migrations in Africa (500 B.C.–A.D. 1500) had the greatest impact on the development of modern African
   (1) languages
   (2) market systems
   (3) transportation systems
   (4) architecture

5 Oracle bones, Daoism, and the Mandate of Heaven are all associated with early civilizations in
   (1) Egypt
   (2) Russia
   (3) India
   (4) China

6 • Fasting during Ramadan
   • Praying five times each day
   • Giving charity to the poor

   Followers of which religion engage in these practices?
   (1) Christianity
   (2) Buddhism
   (3) Islam
   (4) Judaism

Base your answer to question 7 on the photograph below and on your knowledge of social studies.

Cathedral of St. Sophia,
1017-1037

Source: Basil Dmytryshyn, ed.,
Medieval Russia: A Source Book, 850-1700,
Academic International Press

7 Which civilization most influenced the style of Russian architecture shown in this photograph?
   (1) Umayyad
   (2) Byzantine
   (3) French
   (4) Persian

8 • Creation of colorful murals in the Ajanta caves
   • Development of decimal system and concept of zero
   • Trade with Persia and east African cities

   These accomplishments occurred during the
   (1) Han dynasty
   (2) Gupta Empire
   (3) Tang dynasty
   (4) Maurya Empire
9 Which achievements are most closely associated with the Golden Age of Islamic culture?
(1) mosques, medical books, and algebra
(2) gunpowder, pagodas, and silk
(3) aqueducts, roads, and polytheistic temples
(4) columns, theory of a sun-centered universe, and democracy

10 Which statement accurately describes the actions of Muslims during the Crusades?
(1) Most Muslims converted to Christianity.
(2) Muslims attacked and conquered Constantinople.
(3) Muslims defended Jerusalem because it was sacred to them.
(4) Many Muslims visited Europe for the first time to obtain luxury goods.

11 One important impact of the Mongol expansion across Asia and Europe was the
(1) increased authority of the Kievan princes
(2) rise in trade along the Silk Roads
(3) introduction of Hinduism into Chinese culture
(4) maritime exploration of the Arabian seacoast

12 The economic wealth of Calicut, Mogadishu, and Venice in the 13th century was primarily dependent on their
(1) fertile soil (3) gold mines
(2) iron ore (4) coastal locations

13 What was a direct result of the Black Death in Europe?
(1) The rate of urbanization increased.
(2) A shortage of workers developed.
(3) Food crops had to be imported from the Americas.
(4) German states dominated trade in the eastern Mediterranean.

14 In The Prince, Niccolò Machiavelli was most concerned with
(1) the use of political power
(2) the expansion of church authority
(3) government regulation of the economy
(4) equality and justice for all

15 • The world view shifted from other-worldly to secular.
• Greek and Roman ideas were revived.
• Improvements were made to the printing press.

Which occurrence is most closely associated with these aspects of the Renaissance?
(1) Gothic cathedrals became the focal point of town activities.
(2) Charlemagne was crowned Holy Roman Emperor by the Pope.
(3) Galileo Galilei published information about a heliocentric universe.
(4) Emperors used the Twelve Tables to bring about Pax Romana.

16 Which situation was an immediate cause for the collapse of the Aztec civilization?
(1) disruption of overseas trade networks
(2) conquest by foreigners
(3) a series of crop failures
(4) a lack of military training

17 Why is the year 1492 considered a turning point in history?
(1) The Spanish established an exchange between Europe and the Americas.
(2) The Ming dynasty launched expeditions to the east coast of Africa.
(3) Muslim Arab armies succeeded in conquering Egypt and Syria.
(4) The British established control over new territories in India.

18 In the 1500s, European attempts to establish colonies in Africa were hindered by
(1) the abolition of the slave trade
(2) the cooperative efforts of Christian and Islamic missionaries
(3) a variety of geographic obstacles in Africa
(4) a widespread unified resistance by African tribal leaders
19 Which idea is most closely associated with the economic concept of mercantilism?
(1) Colonies exist to provide raw materials and markets for a colonial power.
(2) Wealth and power are based on land exchanged between nobles.
(3) Goods and services are traded without government interference.
(4) Property is owned collectively and administered by the state.

20 One way in which the reigns of Peter the Great and Catherine the Great are similar is that both leaders
(1) promoted the emancipation of serfs
(2) strengthened the role of the Duma and centralized royal power
(3) shared their power with the Russian Orthodox Church
(4) pursued a policy of westernization and expansion

21 Which institution became stronger and limited the monarchy in order to end absolutism in England?
(1) banks
(2) Parliament
(3) universities
(4) Anglican Church

22 Which idea is central to John Locke’s *Two Treatises of Government*?
(1) A government’s power comes from the consent of the people.
(2) Predestination will determine who will go to heaven.
(3) Famine, disease, and conflict are natural checks on population growth.
(4) The have-nots will rise up and overthrow the government of the haves.

23 The Andes Mountains and the Amazon River basin affected Simón Bolívar’s efforts to bring about
(1) economic imperialism
(2) political unification
(3) religious solidarity
(4) technological improvements

24 • Appointment of Otto von Bismarck as Chancellor
• Austro-Prussian War, 1866
• Franco-Prussian War, 1870–1871
These events led directly to
(1) the unification of Germany
(2) foreign rule in Italy
(3) the rebellion of the Sepoys
(4) an alliance between Serbs and Russians

25 The mass emigration of the Irish in the mid-19th century was primarily a result of
(1) mandatory military service
(2) famine
(3) civil war
(4) farm mechanization

26 The 19th-century ideas of Social Darwinism and the “White Man’s Burden” were often used to justify
(1) isolationism
(2) appeasement
(3) imperialism
(4) disarmament

27 Before 1914, nationalism in the Balkan Peninsula contributed to
(1) resistance by ethnic groups to Austrian rule
(2) campaigns by foreign diplomats against the use of trench warfare
(3) the inability of countries to make reparation payments
(4) the rejection of the Versailles Treaty by combatants
28 The idea expressed in this cartoon is most closely associated with the
(1) alliances formed in Europe
(2) division of Africa discussed at the Berlin Conference
(3) spheres of influence established in China by foreigners
(4) border changes made at the Congress of Vienna

29 Which statement regarding World War I is an opinion rather than a fact?
(1) European countries increased the production of weapons during the war.
(2) The governments of most countries stated that the period of conflict would be short.
(3) Propaganda posters were used to gain support for the war.
(4) Citizens of the Allied nations showed more patriotism than those of the Central Powers.

30 Which action was taken by the Bolsheviks under the leadership of Vladimir Lenin?
(1) supporting a traditional economy
(2) eliminating political opposition
(3) surrendering to the Provisional Government
(4) extending the war against Austria-Hungary

31 An economic change introduced in the Soviet Union under Joseph Stalin would include
(1) establishing free-market reforms
(2) boycotting Baltic Sea trade routes
(3) focusing on the production of consumer goods
(4) collectivizing agriculture

32 Which of these World War II events happened first?
(1) Battle of Britain
(2) D-Day invasion
(3) invasion of Poland
(4) dropping of an atomic bomb on Hiroshima
Base your answer to question 33 on the passage below and on your knowledge of social studies.

The “Middle East” is not a term Middle Easterners gave themselves, but a British term borne of a colonial, European perspective. The term’s origins are seeped [steeped] in controversy for having originally been a European imposition of geographic perspective according to European spheres of influence, East from where? From London. Why “Middle”? Because it was half-way between the United Kingdom and India, the Far East…. 

— Pierre Tristam, “What is the Middle East?”

33 Which term is most closely associated with the main idea of this passage?
(1) interdependence (3) containment
(2) pacifism (4) ethnocentrism

34 In what way were Korea and Germany similar after World War II?
(1) They refused to align with the superpowers.
(2) Their former emperors stood trial for war crimes.
(3) Both remained divided during the Cold War.
(4) Ethnic tensions threatened civil war in each country.

35 A goal of both the European Union (EU) and the North American Free Trade Agreement (NAFTA) is to
(1) reduce trade barriers between member nations
(2) decrease competition between key industries
(3) control the supply of oil available to industrialized nations
(4) increase nationalism in western nations

36 Which Chinese leader is most closely associated with leading the Great Leap Forward and the Cultural Revolution?
(1) Sun Yixian (Sun Yat-sen)
(2) Jiang Jieshi (Chiang Kai-shek)
(3) Mao Zedong
(4) Deng Xiaoping

37 Why did large numbers of Hindus and Muslims migrate immediately after India gained its independence?
(1) Many jobs were being outsourced overseas.
(2) The government offered housing incentives in newly developed areas.
(3) Religious pilgrimages to neighboring countries were required based on their beliefs.
(4) The subcontinent was divided into countries based primarily on the location of religious majorities.

38 F. W. de Klerk and Nelson Mandela received the Nobel Peace Prize for their work to end the
(1) foreign control of the diamond mines
(2) discriminatory policy of apartheid
(3) anarchy in Somalia
(4) Boer War

39 Pol Pot, the Khmer Rouge, the “killing fields,” and Year Zero are all associated with a violent period in which country?
(1) Vietnam (3) China
(2) Cambodia (4) Korea

40 Which condition, in combination with drought, has most directly forced the migration of people out of the southern regions bordering the Sahara?
(1) urbanization (3) wildlife tourism
(2) coastal pollution (4) desertification
41 What is the main idea of this cartoon?
(1) Riding a horse is more dangerous than riding in an automobile.
(2) The use of bio-fuels made from corn will improve automobile safety.
(3) Using corn to make bio-fuels for automobiles will increase food shortages.
(4) Feeding corn to horses is less efficient than using it to make fuel for automobiles.

42 The aftermath of which problem is being described in this passage?
(1) volcanic eruption  (3) global warming
(2) nuclear disaster  (4) deforestation

43 What is one factor that has affected economic development in southern African nations in the 21st century?
(1) reliance on coffee exports  (2) equal distribution of wealth
(3) establishment of communist governments  (4) spread of the AIDS epidemic

44 The workers in industrial countries must create a revolution, overthrow the existing governments using force if necessary, and then create a new classless society.

This statement expresses the views of
(1) Mikhail Gorbachev  (3) Karl Marx
(2) Jomo Kenyatta  (4) Kemal Atatürk
Base your answers to questions 45 and 46 on the art work below and on your knowledge of social studies.

Source: Bridging World History, Annenberg Learner

45 Which economic system is most closely associated with the activities shown in this art work?
(1) manorialism  (2) capitalism  (3) communism  (4) socialism

46 With which historical setting is this art work most closely associated?
(1) Japan—Tokugawa shogunate  (2) Middle East—Abbasid dynasty  (3) Western Europe—Middle Ages  (4) India—Mughal Empire

47 The Nuremberg laws are best described as
(1) efforts of the Roman Catholic Church to punish heresy
(2) major articles in the Declaration of the Rights of Man
(3) specific laws contained in Justinian's Code
(4) anti-Semitic laws of 20th-century Germany

48 Which factor aided Russian troops in defeating Napoleon's armies and Soviet forces in defeating Hitler's armies?
(1) severe winters  (2) mountain passes  (3) superior air forces  (4) United Nations peacekeepers

49 The treatment of untouchables in India, the treatment of Jews during the Holocaust, and the treatment of Chinese student demonstrators in Tiananmen Square are all examples of
(1) fascist policies  (2) extraterritoriality  (3) excommunication  (4) human rights violations

50 One way in which Toussaint L'Ouverture, Kwame Nkrumah, and Ho Chi Minh are similar is that each leader
(1) opposed the role of the Roman Catholic Church in politics  (2) established the first democratic government in his country  (3) fought to free his country from European control  (4) embraced the principles of civil disobedience
In developing your answer to Part II, be sure to keep these general definitions in mind:

(a) **describe** means “to illustrate something in words or tell about it”
(b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

**Part II**

**THEMATIC ESSAY QUESTION**

*Directions*: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

**Theme: Change—Collapse of Government**

The sudden death of a ruler, a defeat in war, or a successful revolution has often led to the collapse of a government. Political, social, and economic changes have occurred as a result of the collapse of a government.

**Task:**

Select *two* situations where the collapse of a government has led to significant changes in a country or region and for *each*

- Describe the historical circumstances that led to the collapse of a government
- Discuss the political, social, and/or economic changes that occurred as a result of the collapse of that government

You may use any situation from your study of global history and geography in which the collapse of a government led to significant changes in a country or region. Some suggestions you might wish to consider include collapse of the Roman Empire, collapse of Louis XVI’s government, collapse of the Tokugawa shogunate, collapse of Czar Nicholas II’s government, collapse of the Ottoman Empire, collapse of the Nationalist government in China (Guomindang), collapse of Batista’s government in Cuba, fall of Reza Pahlavi’s government in Iran, breakup of Yugoslavia, and collapse of the Soviet Union.

You are *not* limited to these suggestions.

Do *not* use an example from United States history as one of your situations.

**Guidelines:**

- **In your essay, be sure to**
  - Develop all aspects of the task
  - Support the theme with relevant facts, examples, and details
  - Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme
Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

Throughout history, the need and desire for certain products has led to long-lasting effects on people, societies, and regions. Some of these products include salt, sugar, and cotton.

Task: Using the information from the documents and your knowledge of global history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

Choose two products mentioned in the historical context and for each
• Explain why people needed or desired this product
• Discuss how this product influenced a people, a society, and/or a region

In developing your answers to Part III, be sure to keep these general definitions in mind:

(a) explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”

(b) discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”
Part A
Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1

… In the Mediterranean world, where there were not only salt deposits but a strong enough sun to dry sea salt, salting to preserve food was not a new idea. In preclassical times, Egyptians and Romans had salted fish and developed a thriving trade. Salted meats were popular, and Roman Gaul had been famous for salted and smoked hams. Before they turned to cod, the Basques had sometimes salted whale meat; salt whale was found to be good with peas, and the most prized part of the whale, the tongue, was also often salted.…

Source: Mark Kurlansky, Cod, Penguin Books

1 According to Mark Kurlansky, why did people use salt? [1]
... All this trade led to the founding of cities. Most of these cities were especially concerned with the trade across the Sahara. They began as small trading settlements, but grew bigger as more traders came and went, and became centres for craftsmen who worked in leather, wood, ivory, and metals. City governments became necessary, as well as men trained to be put in charge of keeping accounts, of maintaining law and order, of ensuring the safety of citizens. Then the rulers of these cities began to extend their power to ever wider regions of neighbouring countryside. Gradually the cities grew into states, and the states into empires....

Source: Basil Davidson, *A History of West Africa to the Nineteenth Century*, Anchor Books (adapted)

2 Based on this document, what was one result of the gold-salt trade in West Africa? [1]
… One of the chief trade centers for salt in the ancient world was the fabled city of Timbuktu. Located on the southern edge of the Sahara Desert, the city thrived on profits from the salt trade.

The salt trade made the city prosperous; in Africa, salt ranked with gold and slaves in value. For merchants to risk camels over hundreds of miles of burning sand, the profits must have been enormous. Nor did the city squander [waste] its wealth. Timbuktu’s salt trade supported schools and libraries; merchants lived in fine houses; the king paid handsome salaries to judges, doctors, and clerics—all from profits on the three-hundred-pound salt cargo that each camel carried.…


3 According to Robert Kraske, what are **two** ways the profits of the salt trade affected the city of Timbuktu? [2]

(1)__________________________________________________________________________________

__________________________________________________________________________________

Score

(2)__________________________________________________________________________________

__________________________________________________________________________________

Score
… At the time [1450s] that the Portuguese and the Spaniards set out to establish a sugar industry on the Atlantic islands they controlled, sugar was still a luxury, a medicine, and a spice in western Europe. The peoples of Greece, Italy, Spain, and North Africa were familiar with sugar cane as a crop and, to some extent, with sugar itself as a sweetener. But as sugar production in the Mediterranean waned [decreased], knowledge of sugar and the desire for it waxed [increased] in Europe. The movement of the industry to the Atlantic islands occurred when European demand was probably growing. Individual entrepreneurs were encouraged to establish sugar-cane (and other) plantations on the Atlantic islands, manned with African slaves and destined to produce sugar for Portugal and other European markets, because their presence safeguarded the extension of Portuguese trade routes around Africa and toward the Orient.…

Source: Sidney W. Mintz, *Sweetness and Power: The Place of Sugar in Modern History*, Penguin Books (adapted)

4 According to Sidney Mintz, what was one way western Europeans used sugar?   [1]
Document 5a

… Sugar grows best where heat and water are plentiful all year round. The Mediterranean is therefore less than ideal. Even the southern Mediterranean has a cool season in the winter and a dry season in the summer. With the European maritime revolution beginning in the fifteenth century, Europeans had easy access to the Atlantic islands, and some of them had a far better environment for sugar cultivation….


Document 5b

5 Based on this excerpt by Philip D. Curtin and the information on this map, what was one reason for the expansion of sugar production into the Atlantic islands and into regions of the Americas? [1]

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Score [ ]
6 According to Thayer Watkins, what were two changes that occurred in the Americas as a result of the establishment of the sugar industry? [2]

(1) __________________________________________

(2) __________________________________________

Score
The cotton industry commanded the central role in Britain’s early industrialization. Cotton, as a fiber, had characteristics relatively easy to mechanize; it broke less often than wool and, particularly, linen. Further, cotton was a new product line in Europe, more open to innovation. It had been widely used in India, and an Asian market for cotton cloth already existed. In England, however, its novelty facilitated the introduction of new machines, though the raw fiber had to be imported. Workers were displaced indirectly by the rise of cotton because traditional linen production declined. The lack of a large established labor force in cotton obviated [made unnecessary] the need to prompt many traditional workers to change their ways directly, and this fact limited resistance. At the same time, cotton had great appeal as a product: It could be brightly colored for a population increasingly eager to make a statement through clothing, and it was easily washed, which appealed to people who were developing more stringent [demanding] notions of personal cleanliness. Cotton was in demand, and this invited new techniques to produce the cloth in quantity.…

7a According to Peter N. Stearns, what was one effect of the cotton trade on Great Britain? [1]  

7b According to Peter N. Stearns, what was one reason cotton was in demand in England? [1]
Document 8a

Prior to the British Industrial Revolution, India was a major producer of textiles.

… India had not only a large and inexpensive workforce, but also centuries of expertise with cotton textiles. The assembly of millions of short, fragile cotton fibers into a durable thread is no mean [ordinary] task. Before 1750, English spinners could not produce cotton thread strong enough to use in the lengthwise fabric warp, so domestically made cloth was usually a mix of linen or wool warp and cotton weft; only the more highly skilled Indian spinners manufactured thread adequate for bolts of pure cotton fabric. Thus, before the invention of practical spinning machines in the eighteenth century, almost all of the West’s cotton cloth came from thread spun in India….


8a According to William J. Bernstein, what was one reason the West imported cotton cloth from India before 1750?  [1]

Document 8b

The British desire for raw cotton from India influenced the development of the British textile industry and Great Britain’s relationship with India.

… Inevitably, Indian cotton had the makings of a contentious [controversial] political issue. By depriving India of the fruits of its own labor, England all but guaranteed that the crop would one day come to symbolize colonial subjugation [control] and provide a rallying point against it. When that day finally arrived in the early 1900s, a frail warrior with the heart of a lion, Mahatma Gandhi, intertwined the destinies of homespun cotton and self-rule so adroitly [skillfully] that he made one indistinguishable from the other. Freedom became the cotton cloth you wove and wore, a tangible [visible] protest against tyranny from abroad….

Source: Stephen Yafa, Cotton: The Biography of a Revolutionary Fiber, Penguin Books

8b According to Stephen Yafa, what effect did the British cotton textile industry have on India?  [1]
9 Based on this image, state one impact the importation of cotton had on Great Britain. [1]
Part B
Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least four documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:
Throughout history, the need and desire for certain products has led to long-lasting effects on people, societies, and regions. Some of these products include salt, sugar, and cotton.

Task: Using the information from the documents and your knowledge of global history, write an essay in which you

Choose two products mentioned in the historical context and for each
- Explain why people needed or desired this product
- Discuss how this product influenced a people, a society, and/or a region

Guidelines:
In your essay, be sure to
- Develop all aspects of the task
- Incorporate information from at least four documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme
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 at: http://www.p12.nysed.gov/assessment/ and select the link “Scoring Information” for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

Scoring the Part I Multiple-Choice Questions

Follow the procedures set up by the Regional Information Center, the Large City Scanning Center, and/or the school district for scoring the multiple-choice questions. If the student’s responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Any other marks on the answer sheet will interfere with the accuracy of scanning.

Multiple Choice for Part I
Allow 1 credit for each correct response.

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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

Mechanics of Rating

The following procedures are to be used in rating essay 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.

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.

Schools are not permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ essay) on this exam after each question has been rated the required number of times as specified in the rating guides, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.
Global History and Geography
Content-Specific Rubric
Thematic Essay
January 2013

Theme: Change—Collapse of Government
The sudden death of a ruler, a defeat in war, or a successful revolution has often led to the collapse of a government. Political, social, and economic changes have occurred as a result of the collapse of a government.

Task: Select two situations where the collapse of a government has led to significant changes in a country or region, and for each
• Describe the historical circumstances that led to the collapse of a government
• Discuss the political, social, and/or economic changes that occurred as a result of the collapse of that government

You may use any situation from your study of global history and geography in which the collapse of a government led to significant changes in a country or region. Some suggestions you might wish to consider include collapse of the Roman Empire, collapse of Louis XVI’s government, collapse of the Tokugawa shogunate, collapse of Czar Nicholas II’s government, collapse of the Ottoman Empire, collapse of the Nationalist government in China [Guomindang], collapse of Batista’s government in Cuba, fall of Reza Pahlavi’s government in Iran, breakup of Yugoslavia, and collapse of the Soviet Union.

You are not limited to these suggestions.
Do not use an example from United States history as one of your situations.

Scoring Notes:
1. This thematic essay has a minimum of six components (for each of two collapses of government, describing the historical circumstances that led to the collapse and discussing at least two changes that occurred as a result of the collapse).
2. The same country or region may be used to discuss the collapse of government, e.g., the collapse of Czar Nicholas II’s government in Russia and the collapse of the Soviet Union.
3. At least two changes that occurred as a result of each collapse should be discussed. The changes can be both political, both social, both economic, or a combination of any two.
4. The classification of changes as political, social, or economic does not need to be specifically identified.
5. The changes that occurred as a result of the collapse of a government may be immediate or long term. The response may discuss changes taking place during the collapse and/or changes that took place after the collapse.
6. Changes may be discussed from any perspective as long as the position taken is supported by accurate historical facts and examples.
7. If more than two collapses of government are discussed, only the first two should be scored.
Score of 5:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances that led to the collapse of each of two governments and at least two political, social, and/or economic changes that occurred as a result of the collapse of each government.
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., Roman Empire: connects the shortcomings of emperors after Pax Romana, the immensity of internal problems, and the inability of the government to protect Rome’s borders from invasions to the collapse of the western Roman Empire that led to the development of a strong Byzantine Empire in the East and the development of feudalism in the West; Louis XVI’s government: connects the abuses of power and large debt of Louis XVI, the social inequality between the estates, and the ideas and writings of the Enlightenment to the overthrow of the French monarchy that led to chaos during the Reign of Terror, the sweeping nature of the Napoleonic reforms, and the resulting nationalist movements throughout Europe.
- Richly supports the theme with relevant facts, examples, and details, e.g., Roman Empire: civil war; economic inequality; inflation; Diocletian; use of mercenaries; decline of cities; preservation of Greco-Roman knowledge; rise of power of the Catholic Church; manorialism; Louis XVI’s government: Versailles; Marie Antoinette; three estates; bourgeoisie; John Locke; Rousseau; Montesquieu; American Revolution; storming of the Bastille; Robespierre; guillotine; Law of Suspects; Code Napoleon; Haitian Revolution.
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme.

Score of 4:

- Develops all aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for one collapse of government more thoroughly than for the second collapse or by discussing one aspect of the task less thoroughly than the others.
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., Roman Empire: discusses the weak rulers, the end of expansion, the spread of Christianity, and the successful attacks by Germanic peoples as they relate to the collapse of the western Roman Empire, the development of feudalism, and the political role of the Catholic Church; Louis XVI’s government: discusses the unfair tax system, the Estates system, the rule of Louis XVI, and the Enlightenment as they relate to the collapse of the French monarchy, the establishment of Napoleon as emperor, and sweeping change throughout Europe.
- 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 all aspects of the task with little depth or develops at least four aspects of the task 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 all aspects of the task are thoroughly developed evenly and in depth for one collapse of government and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.
Score of 2:
• Minimally develops all aspects of the task or develops at least three aspects of the task 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 some aspects of 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.
The government lasts forever. Throughout global history, whether through a leader’s poor decisions, war, or other kinds of unrest, many established governments have been removed from power. Often these shifts bring significant changes to the political, economic, and society of the country in question. Louis XVI and Nicholas II, who led the monarchies of France and Russia, respectively, each saw themselves tumultuously thrown from power as a result of conditions in their countries. The changes they experienced by those nations have had a lasting impact on the events of history.

Much like other monarchies of the time, France under Louis XVI was characterized by stark contrast in terms of rights and prosperity between social groups. France’s feudal legacy divided society into three estates. The Third Estate was made up of peasants, a rising bourgeoisie that sought political influence to match its economic success, and day laborers who were especially vulnerable to inflation. This estate clearly had a lot of grievances. While the first and second estates made up less than 5% of society and contained some of the wealthiest people, they paid no direct taxes. The Third Estate saw the injustice of this as the responsibility for taxes fell on them. Many French citizens felt they were victims of economic and social injustice. This discontent was exacerbated by a shortage of food, resulting from several poor harvests. France’s dilemma was increased by a monarch who was ill-suited to deal with a staggering national debt.
Though the monarchical rule of Louis XVI was eventually brought down, the revolutionary period was by no means peaceful. The mob that stormed the prison known as the Bastille were an indication of things to come. At the start, declarations by the National Assembly such as the Tennis Court and the Declaration of the Rights of Man raised hope for a solution to grievances. The government abolished the old tax system and began to write a new constitution. However, the country soon found itself in political turmoil. During what became known as the Reign of Terror, led by Maximilian Robespierre, thousands of French citizens lost their lives as the result of retribution and the radical politics of the Jacobins. Louis XVI and Marie Antoinette were among those executed. After the fall of Robespierre, the Directory appointed Napoleon as leader. The revolution culminated with the dictatorship of Napoleon Bonaparte. Napoleon codified laws, won the support of the peasants by letting them keep land acquired when the nobles fled, and created a bureaucracy based on merit. While Napoleon ended much of the internal violence in France and gained a large amount of territory through wars, he did not fully bring the democratic reforms the revolution originally sought. He disregarded elected assemblies and used censorship to ensure support. The rise of nationalism and a couple more revolutions would be needed to bring these reforms to France.
The revolution in Russia shared many characteristics with France, although it produced a vastly different result. Like Louis XVI, Nicholas II was a monarch deeply resented by his people. Russia, which had failed to modernize as quickly as other European nations, was experiencing an industrial revolution that produced an exploited working class who would be big supporters of revolutionary change. This effort helped destabilize Russia. Russia was made up predominately of peasant farmers who had been liberated from serfdom but still felt they were victims of an unfair landholding system. Poor harvests added to their discontent. In addition, Russia’s defeat in the Russo-Japanese War and the massacre of peaceful protesters in the event known as Bloody Sunday led to a promise of a constitution and the sharing of power with the Duma. However, Russia’s damaging involvement in World War I caused the majority to lose faith in the czar’s government. Nicholas II’s reputation was destroyed. Russia’s inability to manage for long was led to the revolution and then to the execution of the czar.

The Russian Revolution brought about a very different government than in France, and many citizens lost their rights rather than gained them. The monarchy was replaced with a single-party communist system headed by Lenin and the Bolsheviks. A three-year bloody civil war left Russia exhausted. Although he was unhappy about it, Lenin established elements of capitalism in the NEP to foster the economy and keep the communists in government. However, it was
The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the collapse of the government of Louis XVI of France and of the government of Nicholas II of Russia and changes that occurred as a result.
- Is more analytical than descriptive (Louis XVI’s government: stark contrast in terms of rights and prosperity between social groups; feudal legacy divided society into Three Estates; rising bourgeoisie sought political influence to match its economic success; France’s dilemma increased by a monarch who was ill-suited to dealing with staggering national debt; mob that stormed Bastille was an indicator of things to come; declarations raised hope for a solution to grievances; the rise of nationalism and a couple more revolutions would be necessary to bring reforms to France; Czar Nicholas II’s government: Russia failed to modernize as quickly as other European nations; forced industrial revolution produced an exploited working class that would be big supporters of revolutionary change; peasants had been liberated from serfdom but felt they were victims of unfair landholding system; poor harvests added to their discontent; damaging involvement in World War I caused majority to lose faith in the government of Nicholas II; Russian Revolution brought about very different government than in France; many citizens lost their rights rather than gained them; monarchy was replaced with single-party communist system; Lenin established NEP to restore economy and keep Communists in government; Stalin gave the world a totalitarian model of communism).
- Richly supports the theme with relevant facts, examples, and details (Louis XVI’s government: peasants; day laborers were vulnerable to inflation; clergy and nobles, less than 5% of society, contained some of the wealthiest people; responsibility for taxes fell to the Third Estate; economic and social injustice; shortage of food; several poor harvests; Tennis Court Oath; Declaration of Rights of Man; National Assembly; Reign of Terror; Jacobins; Maximilian Robespierre; execution of Louis XVI and Marie Antoinette; Napoleon; Czar Nicholas II’s government: Russia made up predominantly of peasant farmers; Russo-Japanese War; Bloody Sunday; inability to manage long war led to abdication and execution of czar; Bolsheviks; three-year bloody civil war; elements of capitalism; collectives; five-year plans; industrialization; police state).
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that is a restatement of the theme.

Conclusion: The response fits the criteria for Level 5. The response effectively employs numerous facts, examples, and details enhanced by good analysis. Some comparative elements found between the French and Russian revolutions are included in the discussion. The discussion of change in both societies highlights the theme of instability following periods of civil strife.
When a nation experiences a decline economically, socially and politically, the government of that nation often falls and must be replaced. The collapse of Louis XVI's government during the French Revolution and the collapse of the Ottoman Empire's government following World War I demonstrated discontent among a nation's people, the impact of war and economic decline on the collapse of both governments.

King Louis XVI's government collapsed largely due to the discontent of a class of people called the third estate. This group, over 90% of the population, included peasants, city workers, and the middle class (bourgeoisie). They were forced to pay most of the taxes although they were denied any say in government affairs. Clergy (first estate) and nobles (second estate) were closest to the king and essentially tax exempt. Ironically, the king's authority was also challenged by the clergy and nobles who refused to give up their privileges. At the same time, the government was close to bankruptcy because King Louis XVI inherited debts from past wars. He and his wife Marie Antoinette were known for an extravagant lifestyle.
The Estates-General was called by the king to solve the government's financial problems. The ideas of the Enlightenment, which promoted freedom and natural rights and inspired some members of the Third Estate, became the basis for a revolution.

As a result of demands by the Third Estate, the French Revolution began. The new National Assembly created the Declaration of the Rights of Man, which proclaimed natural rights as the basis for change. However, despite their success in writing a new constitution, the limited monarchy did not last. The rule that followed violated Enlightenment ideas. Robespierre, a Jacobin or radical who supported the revolution, took power. His rule was characterized by fear and was known as the Reign of Terror. Robespierre had the king, the queen, nobles and clergy executed as traitors to the nation and as a threat to the revolution. Thousands more were executed simply because they were suspected of disloyalty. Robespierre was also executed, and eventually Napoleon Bonaparte rose to power. Napoleon preserved elements of the Revolution by implementing the merit system and establishing the Napoleonic Code which gave equal rights.
to people, but he also used censorship and a secret police.

Despite their successful overthrow of King Louis XVI’s government, turmoil resulted for close to ten years. The extent of reforms based on the Enlightenment in the years directly following the collapse of Louis XVI’s government were limited. The Ottoman Empire also experienced a collapse due to economic, political, and social hardships. The Ottoman Empire was known as “the sick man of Europe” because of the issues it faced, such as the failure to modernize industry and the military, rising nationalism among ethnic minorities, loss of territory, and weak rulers. The Ottoman Empire fought on the side of Germany as a central power during World War I. The war was very taxing on the already failing economy. When the central powers lost the war, the Treaty of Sevres was negotiated and resulted in the break up of the Ottoman Empire. Many territories within the empire were divided between France and Britain and called mandates. The mandates were treated as colonies by France and Britain. The British and the French
exploited the oil resources of some of these mandates. The peoples of Lebanon, Syria, Palestine, and Iraq came to resent this treatment and their lack of independence. These regions, formerly under the Ottoman Empire were still experiencing economic hardship due to imperialism. In contrast, much of the remaining territory became the country of Turkey. Unlike the “sick man,” Turkey became a model of the modern secular state under Kemal Atatürk, who successfully responded to many of the problems of the Ottoman Empire.

The break up of the Ottoman Empire and the fall of King Louis XVI’s monarchy were examples of the collapse of a government. Economic, political, and social hardships created unrest in these regions and caused change.
The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the collapse of the governments of Louis XVI of France and of the Ottoman Empire and changes that occurred as a result.
- Is more analytical than descriptive (government of Louis XVI: collapsed largely due to discontent of Third Estate, who were forced to pay most of taxes although denied any say in governmental affairs; First and Second Estate, clergy and nobles, were closest to king and essentially tax exempt; king’s authority was also challenged by clergy and nobles who refused to give up their privileges; ideas of Enlightenment promoted freedom and natural rights and became the basis for revolution; despite the National Assembly’s success in writing a new constitution, the limited monarchy did not last; the rule that followed violated Enlightenment ideas; Napoleon preserved elements of the revolution by implementing the merit system; Napoleonic Code gave equal rights to people but Napoleon also used censorship and secret police; Ottoman Empire: faced issues of failure to modernize industry and military, rising nationalism among ethnic minorities, loss of territory, and weak rulers; war was taxing on an already failing economy when the Central Powers lost the war; many territories were divided between France and Britain and were treated as colonies; peoples of Lebanon, Syria, Palestine, and Iraq came to resent their treatment and lack of independence; Turkey became a model of the modern secular state under Kemal Atatürk)
- Richly supports the theme with relevant facts, examples, and details (government of Louis XVI: Third Estate, over 90% of population included peasants, city workers, middle class or bourgeoisie; government close to bankrupt; inherited debt from past wars; king and wife known for extravagant lifestyle; Marie Antoinette; Estates General; Declaration of the Rights of Man proclaimed natural rights; Robespierre; Jacobin; king, queen, nobles, clergy executed as threat to revolution; Ottoman Empire: “sick man of Europe”; fought on side of Germany in World War I; Treaty of Sèvres resulted in breakup of Ottoman Empire; mandates; Britain and France exploited oil resources; much of remaining territory became known as Turkey)
- Demonstrates a logical and clear plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that restates the theme.

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates a strong knowledge of subject matter, using numerous facts to discuss the manner in which governments collapse as a result of forces beyond their control. The treatment of France stresses the importance of Enlightenment ideas and their violation by Robespierre and manipulation by Napoleon. The discussion of the Ottoman Empire contrasts the imposition of imperialism through mandates and the emergence of a nation-state in Turkey.
The collapse of a government may have immediate effects such as a change in leaders, or long-lasting changes in government structure or in economic systems. Two such examples are the fall of Batista's government in Cuba and the breakup of Yugoslavia.

Batista's regime in Cuba was marked by extreme corruption and poverty. While many Cubans were poor, the rich ruled the country. Multinational companies used connections to the wealthy to exploit Cuba's labor and resources. After World War II, Batista benefited from American aid because of his anti-communist stand; very little of this aid reached the average Cuban. Landowners and foreign companies squeezed the peasants for profits while the secret police kept people in line through torture and imprisonment. As the conditions for the lower classes worsened, support for Batista disappeared and popular support for change increased. Led by the charismatic Fidel Castro, Cubans overthrew Batista. This completely altered the fate of their nation. Cuba became communist under Castro's rule. Communism under Castro is credited with increasing literacy rates and improving public health programs. However, it also changed the economic-political scene in Cuba. Foreign companies were nationalized and local control under government regulations. Castro's government turned into a one-party system that relied on secret police and the threat of prison. Cuba's relationship with the United
States changed drastically as Cuba came to be seen as a base for communist operations in Latin America.

Similarly, the breakup of Yugoslavia brought about drastic change in the region and to its nation. Yugoslavia was set up as a federation of six states and two autonomous provinces designed to limit ethnic conflict in a multiethnic region. Yugoslavia's erstwhile hero and communist leader, Josip Broz Tito, seemed to hold the country together. However, after the death of Tito and weakening of Yugoslavia's command economy, the largest ethnic group, the Serbs, began to assert control. Ethnic groups such as the Slovenes and Croats became more nationalistic and showed how fragile Yugoslavia was. With the collapse of communism and the Soviet Union, ethnic hostilities were let loose and Yugoslavia was torn apart.

The Serbs wanted to dominate the ex-states, and in 1992—upon Bosnia's declared independence—they waged war with Bosnia. Bosnia's Serbs suffered by the Serb army, carried out a program of ethnic cleansing against Muslims. Thousands were killed and thousands became refugees. Soon all sides were carrying out acts of revenge. Efforts by the United Nations to end the violence failed. Only when NATO forced the signing of an agreement did the fighting stop. The war that devastated the region was a shocking and terrible effect of the fall of a political system.
The response:
- Develops all aspects of the task in depth by discussing the collapse of Fulgencio Batista’s government in Cuba and the breakup of Yugoslavia and the changes that occurred as a result
- Is both descriptive and analytical (Batista’s government in Cuba: multinational companies used connections to the wealthy to exploit Cuba’s labor and resources; Batista benefited from American aid because of his anticommunist stand; landowners and foreign companies squeezed peasants for profits while secret police kept people in line through torture and imprisonment; overthrow of Batista completely altered the fate of the nation; communism is credited with increasing literacy rates and improving public health programs; turned Cuba’s government into one-party system that relied on secret police and threat of prison; Cuba came to be seen as a base for communist operations in Latin America; breakup of Yugoslavia: Yugoslavia designed to limit ethnic conflict in a multiethnic region; wartime hero and communist leader Josip Broz Tito held country together; largest ethnic group, the Serbs, began to assert control; Slovenes and Croats became more nationalistic; with collapse of communism and the Soviet Union, ethnic hostilities were let loose; all sides carried out acts of revenge; only when NATO forced signing of an agreement did fighting stop)
- Supports the theme with relevant facts, examples, and details (Batista’s government in Cuba: regime marked by extreme corruption and poverty; rich ruled the country; Fidel Castro; foreign companies nationalized; land came under government regulation; breakup of Yugoslavia: set up as federation of six states and two autonomous provinces; Serbs wanted to dominate the ex-states; in 1992, Bosnia declared independence; Bosnian Serbs carried out ethnic cleansing against Muslims; thousands killed, thousands became refugees; United Nations failed to end violence)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Numerous facts and details demonstrate an understanding of the conditions that existed before and after the collapse of these governments. While analysis accompanies theme development, some segments of the response are more descriptive than analytical.
Throughout history, governments rise and fall, due to popularity or lack of it. When dignity and the collapse of a once strong government forces to sand, I think of two very prominent examples in history. One being France, under the leadership of Louis XIV and XV; it was at its peak in world ranking, but with Louis XIV’s grandson, Louis XVI, France quickly lost its standing. While the Ottoman Empire also had leadership problems, its downfall was caused by many other factors.

France was in its Golden Age in the 1600’s; no single nation could stand up to its might. But beginning with Louis XIV, the French government went deeper and deeper into debt. Louis XIV’s policies contributed greatly to this, and his son, Louis XVI and his wife Marie Antoinette were not the greatest leaders for this situation. They liked to do everything EXCEPT govern their people.

The Enlightenment had brought along ideas of democracy. John Locke’s words put simply were, “If your right is not protected by your government, overthrow it.” These ideas and philosophies gave the people of France a reason for Revolution. The American Revolution added to their debt and proved Enlightenment ideas worked. With a bread shortage taking place and rising taxes, people were desperate, and in 1789, the French Revolution began.

In the early days of the Revolution, the National Assembly was created. It outlawed feudalism and tried to achieve “Liberty, Equality, Fraternity.” Land was taken from the Church, the king’s power was limited, and rule by the privileged was rejected. This constitutional monarchy did not last. Next came “The Reign of Terror,” led by Robespierre. His government singled out nobles, clergy, and Jacobins, including Marie Antoinette and Louis XVI, and had them executed. His government did not
By 1809, Napoleon had emerged as leader of France. He took advantage of the people’s desire for a stable government. He built on the nationalism of the revolution and even expanded it as he spread French influence throughout Europe, restoring to France some of the glory and status it had with Louis XIV.

While having a weak government also contributed to the collapse of the Ottoman Empire, it faced a different set of problems all together. Whereas nationalism might have brought France together at their time of need, it broke the Ottomans apart. The Ottoman Empire possessed at its peak Eastern Europe, The Balkans, and most of the Middle East. Overtime, this vast spread of territory had a negative effect on the Ottoman Empire because they were an empire that had many different ethnic groups with nationalist goals. Parts of the Empire, like Greece and Serbia, pulled away and formed independent countries. European expansion into other Ottoman territories further weakened the empire.

When World War I broke out, the Ottomans supported the Central Powers and were on the losing side. As a result, the Ottoman Empire lost most of its territory in Europe, and as for the territory in the Middle East, it was split between France and England (as mandates). So, the Ottoman Empire collapsed. Atatürk emerged as the leader of a modern secular Turkish state. His government brought about changes in education, language, and (by separating church and state). The economy was strengthened with government support for industrialization. As you can see, two great powers were brought down. New governments replaced the old ones and brought many changes.
Anchor Level 4-B

The response:
- Develops all aspects of the task but does so somewhat unevenly by discussing the collapse of Louis XVI’s government more thoroughly than the collapse of the Ottoman Empire
- Is both descriptive and analytical (Louis XVI’s government: France was in its Golden Age in 1600s; no single nation could stand up to its might; beginning with Louis XIV, France went deeper and deeper into debt; American Revolution added to debt and proved Enlightenment ideas worked; National Assembly outlawed feudalism and tried to achieve “Liberty, Equality, Fraternity;” land was taken from Church, king’s power was limited, rule by privileged was rejected; Napoleon took advantage of people’s desire for a stable government; Napoleon built on nationalism and even expanded it as French influence spread throughout Europe; some of the glory and status France had with Louis XIV was restored; Ottoman Empire: whereas nationalism might have brought France together, it broke the Ottomans apart; vast span of territory had a negative effect because the empire contained many different ethnic groups with nationalist goals; parts of the empire like Greece and Serbia pulled away and European expansion into Ottoman territories further weakened the empire; the Ottomans supported the Central Powers and were on the losing side in World War I; Atatürk emerged as leader of modern secular state; Atatürk’s government brought about changes in education, language, and law by separating church and state)
- Supports the theme with relevant facts, examples, and details (Louis XVI’s government: Louis XV; Enlightenment ideas of democracy; John Locke; bread shortage; heavy taxes; French Revolution; Reign of Terror; Robespierre; Marie Antoinette and Louis XVI executed; Ottoman Empire: eastern Europe; the Balkans, most of Middle East; nearly all territory in Europe lost; government support for industrialization strengthened the economy)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 4. While a good understanding of the history of France is demonstrated, the treatment of the Ottoman Empire lacks the same development. However, the response does contrast the role of nationalism in unifying France to its role in weakening the Ottoman Empire.
A government regulates most political, economic, and social aspects of its citizens' lives. In exchange, it creates order in society and protects its people from potentially dangerous conflicts. Therefore, when a government collapses, chaos can erupt and a new form of rule will rise up in its place, changing life as the citizens know it.

The Roman Empire was powerful and stretched across most of Europe, the Middle East, and parts of Africa. It was unified under one ruler, the Emperor, and his advisors. The Roman Empire was the center of trade and had cities, like Rome, that accumulated an abundance of wealth, knowledge, and culture. This made the Empire a target for outside invaders and barbarians. The Empire was too big, and all of their military conquests turned out to be a disadvantage because it was too hard to protect the vast Empire. A ruler named Diocletian separated the Roman Empire into two parts, one became the the Byzantine Empire in the East, and the West fell into the dark ages.

Both new places were different than Rome economically, politically, and socially. Western Europe used the Feudal System for their form of government.
This highly decentralized form of rule differed from the centralized government of Rome. In the Byzantine Empire, the capital moved to Constantinople. Furthermore, the Pope no longer had as much control, despite the practice of Christianity in the region. In the Byzantine Empire, the patriarch was the spiritual leader in the Eastern Orthodox Christian community and did not recognize the Pope’s claim to lead the entire Christian Church. Back in Western Europe, the social system was also different. Most of the peasants were serfs, which means they were tied to the land. This was not practiced during the time of the Roman Empire. Economically, the Byzantine Empire was similar to Rome in that it was a major center of trade; however, Constantinople was the new trading capital and the richest city instead of Rome. The Western Roman Empire, could not have been more different than the Eastern Roman Empire, the Byzantine Empire. Western Europe was more isolated and had little contact or trade. The collapse of the Roman Empire’s government was similar to other collapses.

The Incas were a society found in South America who were highly civilized, despite what
Their European conquerors thought. The Incas had a highly organized government that was divided into four provinces. Their roads and bridges extended their control throughout the Andes. They assimilated those they conquered in order to keep the Incan Empire unified. When the Spanish conquistadors arrived, all of this changed. The Incas invited Pizarro into the square. They had only ceremonial weapons. They were basically unarmed and the Spanish quickly overwhelmed them.

The Inca’s life changed dramatically socially, economically, and politically. They were converted to Christianity, a religion much different than their polytheistic nature and spirit worship. Furthermore, many of the Incas died of diseases, like smallpox, that the Spanish brought over. Economically, the Inca were forced to trade with and labor for Spain and the policy of mercantilism was established. Incan raw materials and silver were an important part of Spanish power. This was a major change from before the government collapsed when they were self-sufficient and isolated from European trade. The Incan Empire had a different government than the new one set up.
The response:
• Develops all aspects of the task but discusses the collapse of the Roman Empire in more depth than the collapse of the Inca Empire
• Is both descriptive and analytical (Roman Empire: abundance of wealth, knowledge, culture made Rome a target for outside invaders; empire was too big and conquests turned out to be a disadvantage because it was too hard to protect the vast empire; highly decentralized feudal system differed from centralized government of Rome; Pope no longer had as much control despite the practice of Christianity; Byzantine Empire was similar to Rome as major center of trade; western Roman Empire could not have been more different than the eastern Roman Empire; Inca Empire: roads and bridges extended their control throughout the Andes; forced those they conquered to assimilate to keep empire unified; the Incas were basically unarmed and the Spanish overwhelmed them; Inca forced to trade with and labor for Spain; Inca treated as second-class people and had to be loyal to king or queen of Spain; were ruled from across the ocean but were not citizens)
• Supports the theme with relevant facts, examples, and details (Roman Empire: Diocletian separated Roman Empire into two parts; Byzantine Empire in east; West fell into dark ages; western Europe used feudal system; serfs tied to land; Eastern Orthodox Christianity; Constantinople; Inca Empire: highly civilized; Pizarro; ceremonial weapons; were converted to Christianity; many Inca died of disease; policy of mercantilism established)
• Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The strength of the response lies in the analysis of differences in the eastern and western portions of the Roman Empire resulting from its collapse. Although the response describes the dramatic contrast in pre- and post-collapse circumstances of the Inca Empire, it lacks the analysis found in the discussion of the Roman Empire.
The collapse of a government can be brought on by many factors. For example, the death of a ruler, a defeat in a war, and a successful revolution have all led to the collapse of a government. Following this collapse comes political, social, and economic changes which can either change the country for the better, or lead to the country's demise. Two governments that collapsed within the past century were the communist Soviet Union during the Cold War, and Germany after World War II. The collapse of the communist government in the Soviet Union was brought on by many key factors. The most important of these factors was the rise to power of a man named Gorbachev. Gorbachev was a smart man who had good ideas that, unfortunately for the communist government, went wrong. His plans to appease the people of the Soviet Union went wrong because no one really knew just how upset they were by their economy and political standing. Gorbachev tried to use two plans by the names of Perestroika and Glasnost. These plans allowed for some capitalism to be injected into the communist government, and for some less restricted speech. Instead of using these new policies to voice opinions on the changing economy, the Soviet people instead used their new
freedoms to portray their dissatisfaction with the current government system. The government of the Soviet Union had been using all of its money to build more nuclear weapons for the Cold War, instead of using it on things the people need like manufacturing consumer goods or agriculture. This increasing unhappiness among the Soviets led to the decrease of communist supporters. In addition, Gorbachev refused to use force to keep satellite nations under Soviet control. This led to the loss of its Eastern European empire and helped lead to the fall of the Soviet Union. The result of this fall meant the end of the Cold War, and arms reduction between the two major countries of the Soviet Union and the United States. Both of these countries were once known as superpowers, but with the fall of the Soviet Union, it left only the United States.

The collapse of the government in Germany was brought on by unhappiness as a result of World War I. After the First World War, Germany was blamed, and in the Treaty of Versailles, Germany was forced to pay almost all of the reparation money. Because of this, Germany went through a massive recession and inflation. The inflation caused the
German form of currency to become almost worthless in its own country. The people of Germany were outraged by what had happened to their country, and they wanted a leader who could help them out of their current economic condition. The leader they elected was a man by the name of Adolf Hitler. Hitler's plans were simple: to become a strong imperialist nation, and to get rid of the "enemy." Hitler viewed the Jews as the enemy and blamed them for all of the problems in the country, as well as for their loss in WWI. To stop them, Hitler used his plan to get rid of them all using what he called the "final solution." Basically, Hitler wanted to round up all of the Jews and have them killed. This genocide was called the Holocaust. After WWII was lost by Germany, the fascist government fell.

Many changes are caused by the fall of a government. Some can help the country, and some cripple it intensely. The fall of communism in the Soviet Union and the government in Germany are just two examples of this. There will always be people who have distaste in their government, and there will be many more governments to fall.
The response:
• Develops all aspects of the task with little depth by discussing the collapse of the Soviet Union and of the government in post–World War I Germany
• Is more descriptive than analytical (Soviet Union: most important factor in collapse of communist government was the rise to power of Gorbachev; plan allowed for some capitalism and some less restricted speech; Soviet people used new freedoms to portray dissatisfaction with governmental system; fall of Soviet Union left only the United States as a superpower; post–World War I Germany: collapse of government brought on by unhappiness as a result of World War I; in Treaty of Versailles, Germany was forced to pay almost all of the reparation money; inflation caused German currency to become almost worthless; people of Germany were outraged and wanted a leader who could help them out of their economic condition; Hitler’s plan was to become a strong imperialist nation and to get rid of the enemy; Hitler viewed Jews as the enemy and blamed them for problems in the country as well as their loss in World War I)
• Includes some relevant facts, examples, and details (Soviet Union: perestroika; glasnost; increasing unhappiness among Soviets led to decrease of communist supporters; fall of Soviet Union meant end of the Cold War and arms reduction; post–World War I Germany: Germany was blamed; massive recession and inflation; “final solution;” genocide; Holocaust; after World War II was lost by Germany, the fascist government fell); includes a minor inaccuracy (Soviet Union: had been using all of its money to build more nuclear weapons)
• Demonstrates a satisfactory plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that is a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates a satisfactory understanding of historical sequence and cause and effect related to the task. However, a reliance on generalizations limits the response.
There are several reasons for a collapse of a government. After the collapse, many changes occur in that nation that include political, social, and economic changes. Some reasons that could lead to the collapse are: the sudden death of a ruler, a defeat in war, or a successful revolution.

Two nations that have experienced a collapse of the government are France and the collapse of Louis XVI’s government due to a revolution, and the Nationalist government in China, also due to a successful revolution.

There were many circumstances that lead to the collapse of these two governments. In France, in the late 1700s, the old regime still existed, which had been there since the middle ages. It divided the population into three estates, with the First and Second Estates with the least amount of people and the most power. The Third Estate was very angry and did not have nearly as much power. After the Estates General was called during economic problems, the Third Estate demanded that the other two estates meet in the same
room at them, but they refused. The Third Estate was locked out, and then declared the Tennis Court Oath, where they wrote a constitution for France. After a successful revolution by the Third Estate, King Louis XVI was executed, and a republic was formed. In China, the revolution happened much later, during the early 1900's. China was divided into two groups, the communists, and the democrats. After imperialism in China was gone, the last dynasty was overthrown, and the Guomintang government was formed. Although, the communist party, led by Mao Zedong, appealed to the peasant, the communists led a successful revolution while the then Guomintang fled to Taiwan. Mao established a communist government in China. There were also different results in both of these. In France, the outcome was a disaster. The workers still had a hard time, and France was always at war and was weak. Its constitution changed several times. The power again shifted to one person, Maximilian Robespierre, who executed anyone
who he thought was against him. Later Napoleon took power, and declared himself emperor. In China, the communist revolution had many political and economic effects. Mao established collective farming, where everyone had to work together to make profit and build for the government. He established the Great Leap Forward, and the Cultural Revolution, which were both a failure. China's economy was not doing well, and people wanted more political rights. Peasants were still poor. It was not until Mao died that a more capitalistic economy emerged, and people started making money, and cities grew. Although people still have no political rights and free speech.

This in conclusion, this is how the collapse of the government, that usually happens because of the death of a leader, a successful revolution, or a defeat in war leads to economic, political, and social changes.
The response:

- Develops all aspects of the task with little depth by discussing the collapse of Louis XVI’s government and of the Nationalist government in China
- Is more descriptive than analytical (collapse of Louis XVI’s government: population divided into three estates with First and Second Estates with least amount of people and the most power; constitution changed several times; power shifted to Maximilian Robespierre, who executed anyone he thought was against him; Napoleon took power and declared himself emperor; Nationalist government: after imperialism in China was gone, the last dynasty was overthrown and the Guomintang government was formed; communist appeal to peasants led to successful revolution; the Guomintang fled to Taiwan; collective farming where everyone had to work together to make profit and build for the government; it was not until Mao died that a more capitalistic economy emerged; people still have no political rights and free speech)
- Includes some relevant facts, examples, and details (collapse of Louis XVI’s government: Old Regime from Middle Ages still existed; Third Estate angry; Estates General; Louis XVI executed; republic formed; Nationalist government: revolution during the early 1900’s; Mao Zedong; Great Leap Forward and Cultural Revolution were both failures); includes a minor inaccuracy (collapse of Louis XVI’s government: Third Estate declared Tennis Court Oath where they wrote a constitution)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Although numerous facts and generalizations are employed, further development and analysis would have strengthened the overall response. The response establishes a framework to compare and contrast the historical circumstances and the changes associated with the collapse of two different governments.
Throughout history, the collapse of a government and change has followed. There are many economic, cultural, and political change. These changes dramatically affected the lives of the people who lived there. For some it was disastrous and for others it was glorious.

One Empire in Europe that collapsed was Nicholas II’s Russian Empire. Many things lead to the fall of Russia. For instance, starvation and taxation that angered its people, who organized a revolution. Another reason was World War I. When Czar Nicholas I refused to pull out of the war he lost the support of his military. This lead to him being forced to give up power. This all lead up to the rise of communism in Russia, and its new leader Vladimir Lenin.

After the Communist Revolution,
many changes occurred that would change and shape the lives of the Russian people. One change was their economy. Instead of the capitalistic policy that they had before, they switched to a command economy. A command economy is when the government decides what goods the country makes, instead of letting the people decide. Their politics changed along with their economic changes. They had a Czar before and replaced it with a dictator.

Another great empire that collapsed was the Roman Empire. Like Russia, the Roman Empire had many reasons for its collapse. One of the main reasons was their corrupt government. Their corruption lead to debt. Another reason was the invasion of Germanic tribes. This all left the Roman
Empire in ruins.

This affected their people greatly. It lead to the Dark Age, in which Europe was in chaos. This lead to feudalism, which is when the people farm the land in exchange for security. In this type of system the people had no fights. There were also a lot of wars and fighting going on. It was also a decline in education and a decline in advancement in technology.

There are many more examples in history than the ones I have given to you. The Russian and Roman collapse are just some big examples of what happens to societies when they fall. We can only learn from their mistakes and try not to repeat them.
The response:

- Develops all aspects of the task with little depth by discussing the collapse of Czar Nicholas II’s government and of the Roman Empire.
- Is more descriptive than analytical (collapse of Czar Nicholas II’s government: when Czar Nicholas II refused to pull out of the war, he lost the support of his military; switched to a command economy in which government decides what goods the country makes; replaced czar with a dictator; collapse of the Roman Empire: led to the Dark Age in which Europe was in chaos; led to feudalism where people farm the land in exchange for security; decline in education and decline in advancement in technology).
- Includes some relevant facts, examples, and details (collapse of Czar Nicholas II’s government: starvation and taxation; World War I; rise of communism; Vladimir Lenin; collapse of the Roman Empire: corrupt government; debt; invasion of Germanic tribes).
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are restatements of the theme.

Conclusion: Overall, the response fits the criteria for Level 3. The response relies on overgeneralizations and broad definitions to describe the collapse of governments and the changes resulting from these collapses. Although there are gaps in the chronology, the response demonstrates a basic understanding of events related to the task.
Empires will always fall, it is seen in history that every empire has a beginning and an end. Chaos is a good word to describe what the aftermath.

But to be more specific, two empires really show how an empire can plummet to the ground and what happens after: the Roman Empire and the collapse of the German after WWI.

During the end of the Roman Empire, the country was spending more than it was selling; we call this a trade deficit. They would trade gold and silver for products from China. This caused them not to have enough money to fund their armies. Also, the new emperors who tried to reform the country, like Diocletian, did not do any good by splitting the country in half. After the collapse, the west side of Rome fell into the Dark Ages. Since there was no central government, gold went useless junk, and land became power under the new
governmental system of feudalism. Germany was also hit hard after WWI ended. The country was blamed entirely for the war and was in huge debt to the Allied Powers. The reparations they had to pay, not to mention the huge toll of the war itself (with military weapons expenses and so forth), caused huge inflation in Germany and their economy to collapse entirely. People would have to cut a barrel of money to the store in order to buy bread after WWI. And Germans never really claimed defeat at the Treaty of Versailles. Well, everyone became poorer in Germany until Hitler came along and started another war that got everyone out of their economic depressions. When countries are doing horribly, the people seem to give their government a lot of power. It is stunning how fast things can go from good to bad in history; but all we can do is
The response:

- Develops some aspects of the task in some depth by discussing the historical circumstances for the collapse of the Roman Empire, the development of feudalism after the collapse of the Roman Empire, and by mentioning the collapse of Germany after World War I
- Is primarily descriptive (collapse of the Roman Empire: trade caused them not to have enough money to fund their armies; after the collapse, the west side of Rome fell into the Dark Ages; land became power under the new governmental system of feudalism; collapse of German government after World War I: country blamed entirely for war and was in huge debt; reparations and huge toll of war caused huge inflation; Germany never really claimed defeat at the Treaty of Versailles); includes weak analysis (collapse of the Roman Empire: emperors like Diocletian did not do any good by splitting the country in half)
- Includes few relevant facts, examples, and details (collapse of the Roman Empire: spending more than selling; trade deficit; gold and silver for products from China; collapse of German government after World War I: Allied powers); includes some inaccuracies (collapse of the Roman Empire: gold was useless junk; collapse of German government after World War I: Hitler started a war that got everyone in Europe out of their economic depressions)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that focus on the negative aspects of the collapse of government

Conclusion: Overall, the response fits the criteria for Level 2. The changes mentioned that resulted from the collapse of the German government after World War I are not discussed or developed. The discussion of historical circumstances in Germany provides a focused narrative that demonstrates some understanding of this aspect. The treatment of Rome addresses both aspects of the task but is brief and overemphasizes the trade imbalance.
When a government collapses the nation is left in peril. The people no longer have a leader and the control of business, military, and many other pieces of society will no longer exist. Two examples of this were the Germans and the Japanese after the World Wars.

After World War One the mighty German government fell. This left the people poor and ungoverned. The Germans were forced to pay reparations to help rebuild other nations after the intense destructive war. The German people were also left without a ruler. This caused the intense competition of many political parties to try and gain control over Germany. The German people ended up electing Hitler as their new leader. Hitler caused immense reform in Germany and promised to help save the German people and restore them to their former glory. The reforms Hitler made did help many people over all but they hurt major minorities living in Germany and
The surrounding nations Hitler conquered during World War Two Hitler cause the mass exterminations of Jews, Gypsies, Jehovah's Witnesses and handicapped people. Any one Hitler viewed as different was killed. Hitler's plan did backfire on him when other nations fought against Hitler and defeated him in war.

Hitler may have believed his reforms and change in government were helping people, but it only hurt them more to be beaten in war and once again left without a proper government.

Another example of governmental failure can be seen in Japan. After Japan finally surrendered to the Allies during World War Two, Japan underwent massive reforms. The old governmental system of Japan did not work for them anymore, they decided to become more western. Hirohito the Japanese emperor started major reforms by rebuilding Japan as a democracy. After World War
Two the Japanese island homeland was destroyed and they needed assistance to get back on their feet. They also lost all their territories and were reduced in military power as a punishment of war. The U.S helped Japan get back on their feet becoming more western and a democracy. These reforms helped boost the Japanese economy and their government. Without Hirohito’s governmental changes Japan may have fallen to a larger defeat.

As we can see over time when governments fall the people are in trouble. They no longer have the structure to live by and this can cause immense problems. The Japanese and Germans learned a lot about reform and eventually changed in ways that would truly help their people.
**Anchor Level 2-B**

**The response:**
- Develops some aspects of the task in some depth by discussing circumstances that led to the collapse of the post–World War I government in Germany, a change resulting from the post–World War I collapse of government in Germany, and a change in post–World War II Japan
- Is primarily descriptive (*post–World War I government in Germany*: after World War I, the mighty German government fell; Germans were forced to pay reparations to help rebuild other nations after the destructive war; Hitler promised to help save German people and restore them to their former glory; hurt major minorities in Germany and surrounding nations conquered during World War II; beaten in another war and again left without a proper government; *post–World War II Japan*: after Japan finally surrendered to the Allies during World War II, Japan underwent massive reforms; United States helped Japan get back on its feet)
- Includes few relevant facts, examples, and details (*post–World War I government in Germany*: intense competition of many political parties to gain control over Germany; German people elected Hitler as their new leader; mass extermination of Jews, Gypsies, Jehovah’s Witnesses, and handicapped people; *post–World War II Japan*: old governmental system did not work for them anymore; reforms helped boost Japanese economy; democracy; includes an inaccuracy (*post–World War II Japan*: Hirohito, the Japanese emperor, started major reforms by rebuilding Japan as a democracy)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are slightly beyond restatements of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The response demonstrates limited knowledge in discussing the weakness of government prior to Hitler, the violation of human rights under Hitler, and the rebuilding of post–World War II Japan. Other aspects of the response are superficial such as the discussion of the circumstances leading to collapse of government in Japan and the errors about the role of Emperor Hirohito.
Throughout history there have been many types of events that have led to change. One of the most prevalent catalysts for change has been the collapse of a government. In both Germany and Cuba, the collapse of government has led to profound change. In Germany, the collapse of a representative voting system led to the rise of Hitler, and in Cuba, the collapse of Battista’s government led to the rise of Fidel Castro.

In the early 1900’s Germany was a militaristic powerhouse; however, they lost World War I. As a result of the loss, a system of voting was put into place, and they were forced to sign the Treaty of Versailles. The Treaty of Versailles forced Germany to pay large war reparations and resulted in economic hardship and unrest among the people. As the voting system of government became weaker, Hitler started to rise in popularity as the leader of the Nazi party. Hitler put the final nail in the coffin of the representative government and thus took power.
Once Hitler took power, he began to seek meeting goals he outlined in writings such as Mein Kampf and the Nuremberg laws. Eventually his reign and conquering resulted in the start of World War II, the deadliest war the world has ever seen.

After World War II, across the pond, Cuba was America’s playground. The vast majority of land in Cuba was controlled by American corporations, and Cuba was a regular vacation spot for Americans. In the late 1950's and early 60's Castro seized control from Batista and converted Cuba to a communist country. Castro took all of the American owned land and gave it to the Cubans. Eventually, as a result of the failed Bay of Pigs Invasion, Cuba accepted missiles from the USSR, which led to the Cuban Missile Crisis. This brought the world closest to a nuclear holocaust than it
The response:

- Develops some aspects of the task in some depth by discussing circumstances that led to the collapse of post–World War I Germany’s government and changes that occurred as a result of the collapse of Batista’s government.
- Is primarily descriptive (collapse of post–World War I Germany’s government: forced to sign Treaty of Versailles, which forced Germany to pay large war reparations; Hitler, leader of Nazi Party, put final nail in coffin of representative government; collapse of Batista’s government: Castro converted Cuba to communist country; Cuba accepted missiles from USSR, which led to the Cuban missile crisis; brought world closer to a nuclear holocaust; trade embargo on Cuba still exists today as a result of takeover of Castro); includes weak application (collapse of post–World War I Germany’s government: as a result of loss of World War I, a system of voting was put in place).
- Includes few relevant facts, examples, and details (collapse of post–World War I Germany’s government: in early 1900s, Germany was a militaristic powerhouse; lost World War I; economic hardship and unrest; collapse of Batista’s government: Castro took American-owned land; failed Bay of Pigs invasion).
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state the collapse of governments leads to change.

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates some understanding of the task. Lack of development of the changes resulting from the collapse of the German government with the rise of Hitler and of the historical circumstances leading to the collapse of the Batista government limits the response. In addition, some statements are overgeneralizations.
Throughout history, dramatic changes may occur that lead to the collapse of their government. The death of a leader, losing a war or a successful revolution can create these changes. Some examples of that, that happened in history were the collapse of the Soviet Union and the collapse of the Ottoman Empire. Collapses of governments create political, social and economic changes for the country.

Towards the end of the Cold War, the Soviet Union was struggling. From the 5-year plans set up by Stalin and other reforms he added to make the Soviet Union better, really just destroyed it. After Stalin died, Khrushchev came to power to try to get the country "destalinized." After Khrushchev and other Soviet leaders, Brezhnev came to power. He realized how the Soviet Union was dying away. In an attempt to bring the Soviet Union back to power he created perestroika and glasnost. Both of these programs opened Russia up but really ended up destroying it. Then the Soviet Union fell and they created a democracy and had their first democratic election. From the fall of Brezhnev, the Soviet Union had some
Anchor Level 1-A

**The response:**
- Minimally develops some aspects of the task
- Is descriptive (collapse of government of Soviet Union: Gorbachev created perestroika and glasnost in attempt to bring Soviet Union back to power; Soviet Union fell and they had their first democratic election; collapse of government of Ottoman Empire: after they lost World War I, they collapsed and smaller countries were created; biggest country made up from the Ottoman Empire was Turkey); includes faulty analysis (collapse of government of Soviet Union: Stalin’s five-year plans to make Soviet Union better really just destroyed it; collapse of government of Ottoman Empire: Europe watched from sidelines to see when the Ottoman Empire would fall)
- Includes few relevant facts, examples, or details (collapse of government of Soviet Union: Khrushchev; Gorbachev; perestroika; glasnost); collapse of government of Ottoman Empire: “Sick Man of Europe”; ruled mostly by Muslims)
- Demonstrates a plan of organization; includes an introduction that is a restatement of the theme and a very brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. While some characterizations are weak and generalized, the response shows an understanding of the task. The inclusion of more facts and details would have enhanced the response.
Changes have occurred after the collapse of government because of political, social, and economic changes. Other ways government has changed is from death of a ruler, defeat in war, or revolution from your people. The situation where this happened was the in Soviet Union and Czar Nicholas II government.

Each situation had circumstances that led to the fall of the government. In the Soviet Union it was a result of the Cold War and people revolting. The Cold War was a long time period between the United States and democracies of the world against Soviet Union. The Soviets were competing to spread communism and make advances before America. The Soviets spent a lot of money on nuclear weapons and things like going to space that hurt its economy, leading to the fall in its government.

Also in Berlin it lost after America took the Berlin airlift.

Under Czar Nicholas II people revolted leading to its collapse. He was a totalitarian ruler who gave its people no rights. Eventually after they kept revolting the government was overthrown by its people.
In both cases after the good collapse it helped its people. It gave its people more rights, and helped the economy. In Russia some capitalists riots were introduced in Mikhail Gorbachev's perestroika and glasnost, which gave people private ownership of land.

Revolution, political, economical, and social have all led to the collapse of government. In the Soviet Union it was a result of the Cold war and in Czar Nicholas II government it was because of revolutions by its people. After the collapse, the people got more rights and the economy begun to come back.
**Anchor Level 1-B**

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<thead>
<tr>
<th>The response:</th>
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<tbody>
<tr>
<td>• Minimally develops some aspects of the task by mentioning circumstances leading to the collapse of the Soviet Union and the general circumstances preceding the collapse of the government of Nicholas II</td>
</tr>
<tr>
<td>• Is descriptive (<em>collapse of the Soviet Union:</em> Soviets were competing to spread communism and make advances before America; Soviets spent a lot of money on nuclear weapons and things that go into space that hurt its economy, leading to fall of its government; <em>collapse of the government of Nicholas II:</em> he was a totalitarian ruler who gave its people no rights)</td>
</tr>
<tr>
<td>• Includes few relevant facts, examples, or details (<em>collapse of the Soviet Union:</em> result of Cold War; Cold War was a time period between United States and democracies of world against Soviet Union; <em>collapse of the government of Nicholas II:</em> government overthrown by its people); includes inaccuracies (<em>collapse of the Soviet Union:</em> result of people revolting; Soviet Union lost Berlin after America did the Berlin airlift; in both cases, after the government collapsed, it gave the people more rights and helped the economy)</td>
</tr>
<tr>
<td>• Demonstrates a plan of organization; includes an introduction and a conclusion that restate the theme</td>
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**Conclusion:** Overall, the response fits the criteria for Level 1. The response is unevenly developed, but details relevant to some topics indicate limited pockets of knowledge. However, the vagueness of some details makes it difficult to know which collapse is being addressed. The response is a mix of relevant and irrelevant information and lacks a clear understanding of cause and effect.
All throughout history, the sudden death of a ruler, defeat in a war, or a successful revolution have led to the collapse of a government. After that government has fallen, many political, economic, and social changes have occurred; two great examples of this are the collapse of the Soviet Union, and the collapse of Louis XVI’s absolute monarchy.

In the years leading up to the fall of the Soviet Union, Soviet leaders faced many problems. For example, the Soviet economy had been spiraling downwards and production was low; also, the quality of goods being produced was poor due to lack of incentives for workers under the Communist System. Instead of dealing with these problems, old school Soviet leaders tried to hide them, and just “sweep them under the rug.” That is, until Mikhail Gorbachev came to power. Gorbachev instituted a series of reforms which included perestroika, which tried to restructure the Soviet economy by injecting ideas of capitalism and glasnost, or openness. Opposed by many older Soviet leaders, these policies were not carried out well and became ineffective. Gorbachev also refused to follow the Brezhnev Doctrine, and this allowed many nationalist groups to break away from the Soviet Union and ultimately gain self-determination. Gorbachev’s policies led to the fall of the Iron Curtain in Europe and the collapse of the Soviet Union.

There were many political, social, and economic changes that occurred after the collapse of the Soviet Union. The fall of the Soviet Union marked the end of the Cold War and the rise of the United States as
The world's sole superpower also, now that the Iron Curtain had fallen, the Soviet satellites were no longer under Soviet control, and determined their own paths. Some nationalist groups, like the Czechs, were able to gain their independence and established their own nation called the Czech Republic. All throughout the world, some communist ideas began to be replaced with ideas of democracy and capitalism.

Another great example of the fall of a government leading to a number of political, economic, and social changes was the fall of Louis XVI's absolute monarchy as a result of the French Revolution. This revolution occurred in a time where Enlightenment ideas of natural rights and democracy were spreading. People began to demand basic protection of their natural rights from their government. Also, the revolution occurred mainly out of the conditions of the Ancien Regime. Under Louis XVI's absolute monarchy, almost all the power in France was held by a very small wealthy elite. The majority of people were poor and poverty stricken. Also, the absolute monarchy was inefficient and was not meeting the needs of its people. As a result, the people of France stormed the Bastille and demanded change. This led to a successful French Revolution and the collapse of Louis XVI's absolute monarchy.

The fall of Louis XVI and his government had a huge impact all over the globe. After the revolution, the French people looked for a strong leader. That leader was Napoleon, who led a campaign of conquering and domination. He instituted some economic reforms and specified laws in France, but he failed as a dictator. Eventually, many
years after the Age of Napoleon, a democracy was set up in France. The French revolution also sparked nationalist revolutions all around the globe.

As you can see, the fall of Louis XVI's absolute monarchy and the collapse of the Soviet Union are two great examples of how the sudden death of a ruler, the defeat in a war, or successful revolution have led to a collapse of a government and how the collapse of that government has led to numerous political, economic, and social changes around the world.
There are many examples where there is a collapse of the government. Whether it’s from a death, loss of war, or winning a war. Some of them are the collapse of the soviet union and the collapse of Czar Nicholas’s II’s government. They both have political, economic, and social changes that occurred following the collapse.

First, the collapse of the soviet union. Now it is just plane called Russia. In the beginning it split up into two different parts. It was the soviet union and Russia. Then soon after Russia gained back that part of its land from the soviets. The soviet union did not help and do what it was suppose to do. So the whole thing just became Russia again.

Second, is the collapse of Czar Nicholas II’s government. He was the ruler of Rome. Czar Nicholas II was assassinated shortly after gaining power in Rome. The government collapsed and now it’s just plane old Rome.

Many different governments have collapse in history. Due to all sorts of different reasons. Czar Nicholas II and the soviet union are just a few.
A successful revolution often leads to the collapse of a government, as that was the goal of the revolution in the first place. Two such revolutions were the French Revolution in the 18th century and the Fascist revolution in Italy. Both revolutions ended the monarchy in their respective nations, yet the impacts of each were incredibly different because the new governments were complete opposites: democracy in France and Fascism in Italy.

Liberte, Egalite, Fraternite! This was the cry of the French mob and radicals, calling for an end to inequality and oppression of the Third Estate. Up until this point, the Third Estate paid all the taxes, owned the vast amount of land even though it was the largest body in the government and were treated incredibly unfairly by the upper class. Towards the end of 1700’s, France was deep in debt and King Louis XVI called for a meeting of the Estates General to resolve the issue. The Third Estate called for radical changes: the Three Estates would meet together and each member would get 1 vote, allowing for the Third Estate to hold the majority. After being locked out of the meeting for their radical suggestions, the Third Estate declared themselves the National Assembly and vowed not to rest until a constitution was established. After the Bastille prison was taken over by workers and peasants, a period of time called ‘the Great Fear’ followed. When radical brigands terrorized the countryside, Louis XVI was forced to live in Paris under house arrest. The National Assembly quickly swept away all the old traditions of the Ancien Régime. The Declaration of the Rights of Man was drawn up, the Church’s lands seized and redistributed, and all privileges of the upper class were swept away. In effect, a constitutional monarchy was created. The
bourgeoisie had a powerful voice now in the government and the idea of an absolute monarch and divine right would not return to France.

In Italy, after World War I, a revolution occurred also, but went in a completely opposite direction. Italy had fallen on hard times during a depression and Italians were still disgruntled about the Treaty of Versailles and the debts they owed. In addition, Italy had not gotten the land she had been promised. Benito Mussolini, a newspaper editor, promised to return the glory of Italy. Leading a march on Rome, accompanied by his followers, he forced King Emmanuel to name him leader of Italy, Il Duce. Mussolini instituted Fascism: rifts were non-existent, a cult of personality set up and the state placed above the individual. Italy became a totalitarian state, much like Nazi Germany.

Revolutions, successful ones, alter governments in radical ways. They change social and political structures, although as we can see in Italy and France, can do it in radically different ways.
Throughout history, many good governments have collapsed. Through these destructions of government, many social, economic, and political changes took place. Whatever the reason for this governmental collapse, be it through revolution or a loss in war, these changes greatly take place. Two examples of this are the fall of Louis XVI’s government and the fall of Czar Nicholas II’s government.

After the American Revolution, a new revolution was taking place over seas; the French Revolution. The peasants were treated unfairly and economic times were horrible. The price of bread was high and the peasants were basically a powder keg ready to blow. The bourgeoisie was angered at the fact that though they were educated and had money, they were not allowed as much rights in government as those above them. Mary blamed the king Louis XVI for the terrible times. The bourgeoisie riled up the powder keg of peasants and started the revolution against the French monarchy. Louis XVI and his wife Marie Antoinette were killed and the
government collapsed. After this, the French people had a hard time coming up with a new government. They tried to make democratic reforms but had a hard time stabilizing the government. Many people grew suspicious of others not being for the revolution and had them killed. Eventually the French government was handed over to Napoleon Bonaparte.

Another government lost to revolution was Czar Nicholas II’s of Russia. Many of the Russian peasants disliked the Czar due to his involvement in WWI and causing some economic problems. The last straw was when some people protested on the Czar’s Winter Palace and were killed by his guards. This event is known as ‘Bloody Sunday’. A revolution took place and was lead by Vladimir Lenin. He believed in the ideals of communism and led his followers (the Bolsheviks) against the Czar. The Czar and his entire family, including his young children, were killed. Vladimir Lenin took control of the government. With this, Russia became communist.
After Lenin died, the people of Russia were forced to live under the harsh rule of Joseph Stalin. He caused the death of millions of people (Polish, Ukrainians, and his own people) through purges. He also sent people to prison camps called gulags and limited the rights of people.

Governments have ended throughout history. They could end due to revolution, like Louis XVI’s government and Czar Nicholas II’s government. Many social, political, and economic changes occur from this.
The cause for a collapse of a government is usually a result of a leader's death, losing a war or winning. All of these therefore occur after. They are usually political, social or economic changes. The collapse of Louis XVI government and the Soviet Union are two examples.

Louis XVI was an absolutism ruler. There were three estates when he was ruler. The third estate which was the lowest class and were economically really bad conditions. They were poor and had no say in the government. As a result of their poor conditions, they revolted. As a result of their revolt, Louis' government collapse because it became weak and unstable. After this another ruler named Napoleon came to power and provided stability. Finally, Napoleon respected the economy and government became stable again.

In the Soviet Union, the type of
government that was used was communism. A major war that the Soviet union was involved in was the Cold War. As a result of the Cold War communism collapse. communism was when basically one ruler had complete power. So after it fell it affected many places. As a result of it falling in led to terrorism. Since people were unstable after communism fell people they were stable attacked them. Also some other countries became democratic. collapse of a government as a major impact on a country. whether it is a result of their leader dying or because a war things will change either for the better or good not. Politically, socially and economically a country could improve or become unstable.
Practice Paper A—Score Level 4

The response:
• Develops all aspects of the task but does so somewhat unevenly by discussing the historical circumstances more thoroughly than the changes that occurred for both the collapse of the Soviet Union and of Louis XVI’s government
• Is both descriptive and analytical (Soviet Union: instead of dealing with problems, old-school Soviet leaders tried to hide them and just “swept them under the rug;” Gorbachev instituted a series of reforms to restructure the Soviet economy by injecting ideas of capitalism; Gorbachev refused to follow the Brezhnev Doctrine, and this allowed many nationalist groups to break away from Soviet Union; Gorbachev’s policies led to the fall of the iron curtain in Europe and the collapse of the Soviet Union; rise of the United States as the world’s sole superpower; some nationalist groups, like the Czechs, gained independence and established their own nation, called the Czech Republic; Louis XVI’s government: Enlightenment ideas of natural rights and democracy were spreading; people began to demand basic protection for their natural rights from their government; almost all power held by a very small, wealthy elite; people stormed the Bastille and demanded change; Napoleon led a campaign of conquering and domination; Napoleon instituted some economic reforms and codified laws; eventually, democracy was set up in France; French Revolution sparked nationalist and democratic revolutions all around the globe)
• Supports the theme with relevant facts, examples, and details (Soviet Union: Soviet economy was spiraling downwards and production was low; quality of goods poor due to lack of incentives under communist system; perestroika; glasnost or openness; self-determination; end of Cold War; some communist ideas replaced with ideas of democracy and capitalism; Louis XVI’s government: French Revolution; Ancien Regime; majority of people poverty-stricken; inefficient absolute monarchy; after the revolution, people looked for a strong ruler; dictator; Age of Napoleon)
• Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 4. The strength of the response is the quality of analysis, especially in the instance of the Soviet Union. However, this is offset by the limited development of changes that occurred as a result of the collapse of both governments.

Practice Paper B—Score Level 0

The response: Fails to address the task

Conclusion: The response fits the criteria for Level 0. Although the response mentions two of the suggested topics, the information provided is completely inaccurate.
The response:
- Develops all aspects of the task with little depth by discussing the collapse of Louis XVI’s government and of Italy’s post–World War I government
- Is more descriptive than analytical (collapse of Louis XVI’s government: Liberté, Egalité, Fraternité! This was the cry of the French mobs and radicals, calling for an end to inequality and oppression of the Third Estate; Third Estate called for radical change: the three Estates would meet together and each member would get one vote, allowing the Third Estate to hold the majority; Third Estate declared themselves the National Assembly and vowed not to rest until a constitution was established; National Assembly swept away all old traditions of Ancien Regime; Declaration of Rights of Man was drawn up; Church land seized and redistributed; privileges of upper class swept away; in effect, a constitutional monarchy was created; collapse of Italy’s post–World War I government: after World War I, a revolution occurred, but went in a completely opposite direction; Italy had fallen on hard times during a depression; Italy had not gotten the land she had been promised; Mussolini instituted fascism; rights were nonexistent; cult of personality set up; state placed above the individual; Italy became a totalitarian state)
- Includes some relevant facts, examples, and details (collapse of Louis XVI’s government: France in deep debt; king called for meeting of Estates General to resolve issue; Bastille prison; Great Fear; absolute monarch and divine right would not return to France; collapse of Italy’s post–World War I government: Benito Mussolini, a newspaper editor, promised to return the glory of Italy; Mussolini led March on Rome and forced King Emmanuel to name him leader of Italy, Il Duce; Nazi Germany); includes a minor inaccuracy (collapse of Louis XVI’s government: Third Estate paid all the taxes)
- Demonstrates a satisfactory plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that is a brief restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The depth and breadth of knowledge suggested in the numerous facts, examples, and details indicates the potential for a higher score level if both topics had been more fully developed. Choosing to treat changes resulting from collapse of Louis XVI’s government in the first stage of the French Revolution, while limited, fulfills the requirements of the task.
Practice Paper D—Score Level 3

The response:
• Develops all aspects of the task with little depth by discussing the collapse of Louis XVI’s government and of Czar Nicholas II’s government
• Is more descriptive than analytical (collapse of Louis XVI’s government: bourgeoisie angered that although they were educated and had money, they were not allowed the same rights in government as those above them; Louis XVI and his wife Marie Antoinette killed; new government tried to make democratic reforms but had a hard time stabilizing the government; many people suspicious of others not being for the revolution and had them killed; French government was handed over to Napoleon Bonaparte; collapse of Nicholas II’s government: many Russian peasants disliked the Czar due to his involvement in World War I and for causing some economic problems; Russia became communist; after Lenin died, people of Russia forced to live under harsh rule of Joseph Stalin; Stalin caused deaths of millions)
• Includes some relevant facts, examples, and details (collapse of Louis XVI’s government: American Revolution; peasants treated unfairly; price of bread high; collapse of Nicholas II’s government: protest at Czar’s winter palace; Bloody Sunday; Vladimir Lenin; Bolsheviks; Czar and family killed; purges; gulags); includes some chronological inaccuracies in the historical circumstances leading to the Russian Revolution
• Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates a general understanding of the background to the French Revolution but relies on overgeneralizations. The discussions of changes that occurred as a result of the collapses are brief but substantive.
Practice Paper E—Score Level 1

The response:
- Minimally develops some aspects of the task
- Is descriptive (collapse of Louis XVI’s government: three estates when Louis XVI was ruler, Third Estate was in bad economic condition and had no say in government; another ruler named Napoleon came to power and provided stability; collapse of Soviet Union: as result of Cold War, communism collapsed); includes faulty application (collapse of Soviet Union: led to terrorism)
- Includes few relevant facts, examples, or details (collapse of Louis XVI’s government: an absolute ruler; collapse of Soviet Union: some other countries became democratic)
- Demonstrates a plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. The use of a few applicable facts and details frames the brief discussion of the collapse of the government of Louis XVI. Although a limited understanding of the collapse of the Soviet Union is suggested, the response lacks facts and details. The response demonstrates little understanding of the changes that resulted from the collapse of the Soviet Union.
Global History and Geography Specifications
January 2013

Part I
Multiple Choice Questions by Standard

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Parts II and III by Theme and Standard

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

Scoring information for Part III is found in Volume 2 of the Rating Guide.
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:


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.
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 at: http://www.p12.nysed.gov/assessment/ and select the link “Scoring Information” for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

Contents of the Rating Guide
For Part III A Scaffold (open-ended) questions:
• A question-specific rubric

For Part III B (DBQ) 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

Mechanics of Rating
The procedures on page 2 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.
GLOBAL HISTORY and GEOGRAPHY

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.

Rating the Scaffold (open-ended) Questions

(1) Follow a similar procedure for training raters.
(2) The scaffold questions are to be scored by one rater.
(3) The scores for each scaffold question must be recorded in the student’s examination booklet and on the student’s answer sheet. The letter identifying the rater must also be recorded on the answer sheet.
(4) Record the total Part III A score if the space is provided on the student’s Part I answer sheet.

Schools are not permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ essay) on this exam after each question has been rated the required number of times as specified in the rating guides, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student’s essay, recording that score on the student’s Part I answer sheet, and determining the student’s final examination score. The conversion chart for this examination is located at http://www.p12.nysed.gov/assessment/ and must be used for determining the final examination score.
… In the Mediterranean world, where there were not only salt deposits but a strong enough sun to dry sea salt, salting to preserve food was not a new idea. In preclassical times, Egyptians and Romans had salted fish and developed a thriving trade. Salted meats were popular, and Roman Gaul had been famous for salted and smoked hams. Before they turned to cod, the Basques had sometimes salted whale meat; salt whale was found to be good with peas, and the most prized part of the whale, the tongue, was also often salted.…


1 According to Mark Kurlansky, why did people use salt?

Score of 1:
- States why people used salt according to Mark Kurlansky
  
  *Examples:* to preserve food/fish/meats/ham/whale meat/cod; to preserve food so that it can be traded; because salted meats were popular

Score of 0:
- Incorrect response
  
  *Examples:* it was a new idea; it was famous in Roman Gaul; they turned to cod
- Vague response
  
  *Examples:* it could be dried; salt whale was found to be good with peas; there were deposits; popular
- No response
… All this trade led to the founding of cities. Most of these cities were especially concerned with the trade across the Sahara. They began as small trading settlements, but grew bigger as more traders came and went, and became centres for craftsmen who worked in leather, wood, ivory, and metals. City governments became necessary, as well as men trained to be put in charge of keeping accounts, of maintaining law and order, of ensuring the safety of citizens. Then the rulers of these cities began to extend their power to ever-wider regions of neighbouring countryside. Gradually the cities grew into states, and the states into empires.…

Source: Basil Davidson, *A History of West Africa to the Nineteenth Century*, Anchor Books (adapted)

2 Based on this document, what was one result of the gold-salt trade in West Africa?

Score of 1:

- States one result of the gold-salt trade in West Africa based on this document
  
  *Examples:* it led to the founding/growth of cities; small trading settlements began; small settlements grew into cities; cities became centers for craftsmen who worked in leather/wood/ivory/metals; city governments/trained men became necessary to keep accounts/maintain law and order/ensure safety of citizens; rulers of cities extended their power to ever-wider regions; gradually cities grew into states and states into empires; growth of cities/states/empires; established connections between West Africa and North Africa; established connections between West Africa and coastal cities on the Mediterranean Sea; trade across the Sahara increased

Score of 0:

- Incorrect response
  
  *Examples:* craftsmen worked in leather/wood/ivory/metal; city governments were not needed; they ignored the neighboring countryside

- Vague response
  
  *Examples:* it was necessary; developments happened; men were trained; centers

- No response
… One of the chief trade centers for salt in the ancient world was the fabled city of Timbuktu. Located on the southern edge of the Sahara Desert, the city thrived on profits from the salt trade. The salt trade made the city prosperous; in Africa, salt ranked with gold and slaves in value. For merchants to risk camels over hundreds of miles of burning sand, the profits must have been enormous. Nor did the city squander [waste] its wealth. Timbuktu’s salt trade supported schools and libraries; merchants lived in fine houses; the king paid handsome salaries to judges, doctors, and clerics—all from profits on the three-hundred-pound salt cargo that each camel carried.

3 According to Robert Kraske, what are two ways the profits of the salt trade affected the city of Timbuktu?

Score of 2 or 1:
• Award 1 credit (up to a maximum of 2 credits) for each different way the profits of the salt trade affected the city of Timbuktu according to Robert Kraske
  Examples: the city thrived/it made the city prosperous; it supported schools or libraries; profits allowed merchants to live in fine houses; the king paid handsome salaries to judges or doctors or clerics; it became a chief center of trade

Note: To receive maximum credit, two different ways the profits of the salt trade affected the city of Timbuktu must be stated. For example, the city thrived on profits and it made the city prosperous are the same way expressed in different words. In this and similar cases, award only one credit for this question.

Score of 0:
• Incorrect response
  Examples: it was located on the southern edge of the Sahara Desert; merchants risked camels; the city squandered its wealth; salt ranked with gold/slaves in value; camels traveled hundreds of miles
• Vague response
  Examples: they were handsome; it allowed things to happen; it was supported
• No response
…At the time [1450s] that the Portuguese and the Spaniards set out to establish a sugar industry on the Atlantic islands they controlled, sugar was still a luxury, a medicine, and a spice in western Europe. The peoples of Greece, Italy, Spain, and North Africa were familiar with sugar cane as a crop and, to some extent, with sugar itself as a sweetener. But as sugar production in the Mediterranean waned [decreased], knowledge of sugar and the desire for it waxed [increased] in Europe. The movement of the industry to the Atlantic islands occurred when European demand was probably growing. Individual entrepreneurs were encouraged to establish sugar-cane (and other) plantations on the Atlantic islands, manned with African slaves and destined to produce sugar for Portugal and other European markets, because their presence safeguarded the extension of Portuguese trade routes around Africa and toward the Orient.…

Source: Sidney W. Mintz, *Sweetness and Power: The Place of Sugar in Modern History*, Penguin Books (adapted)

4 According to Sidney Mintz, what was one way western Europeans used sugar?

Score of 1:
- States one way western Europeans used sugar according to Sidney Mintz
  - Examples: as a medicine; as a spice/to flavor food; as a sweetener/to sweeten food;
    sugarcane was a crop used by the Portuguese and Spanish to establish a sugar industry in the Atlantic islands; to safeguard the extension of their trade routes; as a sign of wealth/as a luxury item; the Portuguese used sugar production on plantations to help extend trade routes/power

Score of 0:
- Incorrect response
  - Examples: sugar production in the Mediterranean waned; the desire for sugar in Europe waxed; it was moved to the Atlantic islands; there was demand for it
- Vague response
  - Examples: industry; for the peoples of Greece/Italy/Spain; to safeguard; to encourage and control; as an extension; Portuguese trade routes
- No response
5 Based on this excerpt by Philip D. Curtin and the information on this map, what was one reason for the expansion of sugar production into the Atlantic islands and into regions of the Americas?

Score of 1:
- States one reason for the expansion of sugar production into the Atlantic islands and into regions of the Americas based on these documents
  
  Examples: sugar grows best where heat and water are plentiful all year round; the Mediterranean’s cool season in winter and dry season in summer was less than ideal to grow it; the environment of the Atlantic islands was better for sugar cultivation; a maritime revolution gave Europeans access to the Atlantic islands; Europeans had easy access to the Atlantic islands; some sections of the Americas had a better environment/climate for sugar cultivation; Brazil/Demerara/Hispañiola/Jamaica/Martinique/Barbados/Trinidad had an environment/tropical climate that would support sugar production.

Score of 0:
- Incorrect response
  
  Examples: sugar does not grow in hot weather; the Mediterranean climate was ideal; plantations rose and fell; it was the 15th century.
- Vague response
  
  Examples: sugar grows best; it was plentiful; it changed the world.
- No response.
The sugar industry was established in northeast Brazil [by the Portuguese] in the 16th century and it brought great prosperity to the region until competing sources of sugar were created in the Caribbean by the French (Haiti) and the British (Jamaica) in the eighteenth century. The sugar industry consisted of sugarcane plantations and plants for processing the sugarcane into sugar. The sugarcane plantations [in Brazil] were worked by slaves brought from the Portuguese-controlled areas of southern Africa (Angola and Mozambique)...

6 According to Thayer Watkins, what were two changes that occurred in the Americas as a result of the establishment of the sugar industry?

Score of 2 or 1:
• Award 1 credit (up to a maximum of 2 credits) for each different change that occurred in the Americas as a result of the establishment of the sugar industry according to Thayer Watkins
  Examples: it brought great prosperity to the region/northeast Brazil; plants/factories for processing sugarcane into sugar were built; sugarcane plantations were worked by enslaved Africans/the use of enslaved labor; enslaved Africans were brought from Africa/Angola/Mozambique/Portuguese-controlled areas of southern Africa to work on plantations in Brazil; plantations were established; it created competition in the sugar industry between European powers/the Portuguese in Brazil with the French in Haiti/the British in Jamaica

Note: To receive maximum credit, two different changes that occurred in the Americas as a result of the establishment of the sugar industry must be stated. For example, it brought great prosperity to the region and it brought great prosperity to northeast Brazil is the same effect expressed in different words. In this and similar cases, award only one credit for this question.

Score of 0:
• Incorrect response
  Examples: sugar was created; the Portuguese controlled areas of southern Africa; it happened in the 16th century; Brazil captured enslaved Africans in Angola/Mozambique; Haiti and Jamaica competed; Portugal grew sugarcane in southern Africa
• Vague response
  Examples: the industry was established; there were competing sources; plants were processed; sugar industry consisted of sugarcane plantations and processing plants
• No response
According to Peter N. Stearns, what was one effect of the cotton trade on Great Britain?

Score of 1:
• States one effect of the cotton trade on Great Britain according to Peter N. Stearns
  Examples: cotton commanded a central role in Britain’s early industrialization; it facilitated the introduction of new machines; it increased the need for more raw cotton fiber; workers were displaced indirectly by the rise of cotton; traditional linen production declined; it prompted some traditional workers to change their ways because laborers were needed in the cotton industry; cotton’s appeal helped increase demand; demand for cotton increased; the demand for cotton invited new techniques to produce the cloth in quantity.

Score of 0:
• Incorrect response
  Examples: cotton, as a fiber, had characteristics relatively easy to mechanize; there was limited resistance; it led to more stringent notions of personal cleanliness; it had been widely used in India; cotton broke less often than wool or linen
• Vague response
  Examples: it was an industry; it was widely used; it played a central role; appealing; an Asian market existed
• No response
7b According to Peter N. Stearns, what was one reason cotton was in demand in England?

Score of 1:
• States one reason cotton was in demand in England according to Peter N. Stearns
  
  *Examples:* cotton was relatively easy to mechanize; its fiber broke less often than wool or linen; it was a new product line in Europe; cotton was more open to innovation; it could be brightly colored; it was easily washed; it appealed to people with notions of personal cleanliness because it could be easily washed

Score of 0:
• Incorrect response
  
  *Examples:* it had been widely used in India; an Asian market for cotton cloth already existed; it commanded a central role; it had to be imported

• Vague response
  
  *Examples:* it made a statement; new techniques; innovation; cotton was clean; broke less

• No response
Document 8a

Prior to the British Industrial Revolution, India was a major producer of textiles.

… India had not only a large and inexpensive workforce, but also centuries of expertise with cotton textiles. The assembly of millions of short, fragile cotton fibers into a durable thread is no mean [ordinary] task. Before 1750, English spinners could not produce cotton thread strong enough to use in the lengthwise fabric warp, so domestically made cloth was usually a mix of linen or wool warp and cotton weft; only the more highly skilled Indian spinners manufactured thread adequate for bolts of pure cotton fabric. Thus, before the invention of practical spinning machines in the eighteenth century, almost all of the West’s cotton cloth came from thread spun in India.…


8a According to William J. Bernstein, what was one reason the West imported cotton cloth from India before 1750?

Score of 1:
• States one reason the West imported cotton cloth from India before 1750 according to William J. Bernstein
  
  Examples: India had a large/inexpensive workforce skilled in making cotton textiles; India had centuries of expertise in making cotton textiles; the West did not have the technology available/skills to produce a strong cotton thread/pure cotton textiles; English spinners could not produce cotton thread strong enough to use in the lengthwise fabric warp; the more highly skilled Indian spinners were able to manufacture thread adequate for bolts of pure cotton fabric; Indian cotton thread was better; India made the best cotton cloth; practical spinning machines had not yet been invented in the West; the West lacked the expertise to produce pure cotton cloth

Score of 0:
• Incorrect response
  
  Examples: cloth was usually a mix of linen or wool warp and cotton weft; spinning thread is no mean task; India’s workforce was expensive; spinning machines were practical

• Vague response
  
  Examples: it was not strong; cotton cloth came from thread; expertise; highly skilled; labor

• No response
The British desire for raw cotton from India influenced the development of the British textile industry and Great Britain’s relationship with India.

… Inevitably, Indian cotton had the makings of a contentious [controversial] political issue. By depriving India of the fruits of its own labor, England all but guaranteed that the crop would one day come to symbolize colonial subjugation [control] and provide a rallying point against it. When that day finally arrived in the early 1900s, a frail warrior with the heart of a lion, Mahatma Gandhi, intertwined the destinies of homespun cotton and self-rule so adroitly [skillfully] that he made one indistinguishable from the other. Freedom became the cotton cloth you wove and wore, a tangible [visible] protest against tyranny from abroad.…


8b According to Stephen Yafa, what effect did the British cotton textile industry have on India?

Score of 1:
• States an effect the British cotton textile industry had on India according to Stephen Yafa
  
  Examples: it deprived India of the fruits of its own labor; it came to symbolize colonial subjugation/control/rule/oppression; it provided a rallying point against colonial subjugation/control; the cotton cloth Indians wove and wore was a tangible protest against tyranny from abroad; it led Mahatma Gandhi to use homespun cotton cloth as a symbol of freedom/to speak against British cotton/textile policies; the British textile industry became a contentious/controversial political issue; it turned Indian cotton into a controversial/contentious issue; it led to protests against British economic/political policies; India was used as a source for raw cotton by the British textile industry

Score of 0:
• Incorrect response
  
  Examples: England all but guaranteed the crop; the British desired raw cotton; it led to homespun cotton; Gandhi made cotton indistinguishable

• Vague response
  
  Examples: it intertwined the destinies; it influenced the development; the crops were guaranteed; frail warrior; heart of a lion; controversial; self-rule

• No response
9 Based on this image, state one impact the importation of cotton had on Great Britain.

Score of 1:
- States one impact the importation of cotton had on Great Britain based on this image
  Examples: people/young people worked as laborers in factories; child labor was used in factories; large factories were built; created jobs in factories; factories produce cotton textiles/cotton thread; it led to the use of new machines/inventions

Score of 0:
- Incorrect response
  Examples: factories had many windows; hats had to be worn in factories; electricity was not used; workers sat down
- Vague response
  Examples: there were children/machines/belts; textiles
- No response
Global History and Geography
Content-Specific Rubric
Document-Based Question
January 2013

**Historical Context:** Throughout history, the need and desire for certain products has led to long-lasting effects on people, societies, and regions. Some of these products include *salt*, *sugar*, and *cotton*.

**Task:** Choose *two* products mentioned in the historical context and for *each*
- Explain why people needed or desired this product
- Discuss how this product influenced a people, a society, *and/or* a region

**Scoring Notes:**

1. This document-based question has a minimum of *four* components (why people needed or desired *each* of *two* products and how *each* product influenced a people, a society, and/or a region).
2. The influence of a product may be immediate or long term.
3. The response may discuss how a product influenced a people, influenced a society, influenced a region, or any combination.
4. The response may discuss why a product was desired and how it influenced a people, a society, or a region from a variety of perspectives as long as the positions taken are supported by accurate historical facts and examples.
5. Only *two* products should be chosen from the historical context. If more than two products are chosen, only the first *two* should be rated.
6. For the purpose of meeting the criteria of using *at least four* documents in the response, documents 5a, 5b, 8a, and 8b may be considered separate documents if the response uses specific, separate facts from each document.

**Score of 5:**
- Thoroughly develops *all* aspects of the task evenly and in depth for *each* of *two* products by discussing why people needed or desired this product and how *each* product influenced a people, a society, and/or a region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *salt*: connects the need and desire for salt in the preservation and enhancement of food to the expansion of trans-Saharan trading caravans and the growth of Mali and Songhai into Muslim Empires that promoted Islamic centers of learning as a result of profits from the gold-salt trade; *cotton*: connects the desire for a fiber that was easier to mechanize to its role in Britain’s industrialization, the impact on British working conditions, colonial India’s economy, and India’s independence movement
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to the movement of goods (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *salt*: camel caravans; Timbuktu; Islam; Mansa Musa; schools; universities; libraries; mosques; *cotton*: spinning jenny; Watt’s steam engine; domestic system; factory system; child labor; cash crops; famine; civil disobedience; boycott; Gandhi; imperialism
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme
Score of 4:

- Develops all aspects of the task but may do so somewhat unevenly by discussing one product more thoroughly than another or by developing one aspect of the task less thoroughly than the others
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., salt: discusses how salt was needed to preserve food and how the development of the gold-salt trans-Saharan trade led to the spread of Islam and to the development of empires that used profits from this trade to establish centers of learning; cotton: discusses how the ability of cotton to be woven through mechanization, colored, and washed led to increasing demand and the growth of the British textile industry and how British reliance on Indian cotton influenced the independence movement in India
- Incorporates relevant information from at least four documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

<table>
<thead>
<tr>
<th><strong>Key Ideas from the Documents</strong></th>
<th><strong>Reason People Needed or Desired</strong></th>
<th><strong>Relevant Outside Information</strong></th>
<th><strong>Reason People Needed or Desired</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doc 1</strong>—For preservation of</td>
<td>Food/fish/meats/ham/whale meat</td>
<td>For maintaining health in hot dry climates or on long voyages</td>
<td>For replacing body salts lost through perspiration</td>
</tr>
<tr>
<td><strong>Doc 2</strong>—To make a profit from its trade, to increase their power by controlling the trade of it</td>
<td></td>
<td>For flavoring food</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Influence</strong></th>
<th><strong>Reason People Needed or Desired</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doc 1</strong>—A thriving trade in salted fish developed by Egyptians and Romans</td>
<td>Trade in other commodities because of trans-Saharan trade (spices)</td>
</tr>
<tr>
<td><strong>Doc 2</strong>—Development of trans-Saharan gold-salt trade</td>
<td>Use of salt profits in development of and growth of kingdoms/empires (Ghana, Mali, Songhai)</td>
</tr>
<tr>
<td>Cities founded as a result of trade</td>
<td>Growth of Timbuktu as a university and religious center</td>
</tr>
<tr>
<td>Growth of small trading settlements as traders came and went</td>
<td>Islam carried to Mali and Songhai by Muslim merchants</td>
</tr>
<tr>
<td>Development of cities as centers for craftsmen who worked in leather/wood/ivory/metals</td>
<td>Profits used to build mosques in Mali and Songhai</td>
</tr>
<tr>
<td>Development of city governments to keep accounts, maintain law and order, and ensure the safety of citizens</td>
<td>Gandhi’s Salt March to protest the salt tax and restrictions on the Indian manufacturing and harvesting of their own salt</td>
</tr>
<tr>
<td>Use of profits by rulers to extend their power to wider regions</td>
<td></td>
</tr>
<tr>
<td>Growth of cities into states and empires</td>
<td></td>
</tr>
<tr>
<td><strong>Doc 3</strong>—Rise of Timbuktu as a chief trading center for salt in the ancient world</td>
<td></td>
</tr>
<tr>
<td>Prosperity in Timbuktu (profits used to support schools and libraries; fine houses for merchants because of profits; handsome salaries for judges, doctors, clerics)</td>
<td></td>
</tr>
</tbody>
</table>

*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 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.*
# Sugar

## Key Ideas from the Documents

<table>
<thead>
<tr>
<th>Reason People Needed or Desired</th>
<th>Reason People Needed or Desired</th>
</tr>
</thead>
</table>
| **Doc 4**—For use as a medicine, spice, sweetener in western Europe  
Considered a luxury  
Knowledge of sugar yields desire for sugar | For the production of molasses and rum |
| **Doc 6**—For the great prosperity it brought | |

## Relevant Outside Information

(This list is not all-inclusive.)

<table>
<thead>
<tr>
<th>Influence</th>
<th>Influence</th>
</tr>
</thead>
</table>
| **Doc 4**—Sugar-cane plantations established on the Atlantic islands  
Enslaved Africans used to produce sugar for Portugal and for European markets  
Growth of sugar-cane on plantations on the Atlantic islands to safeguard the extension of Portuguese trade routes around Africa toward the Orient | Brazil is world’s leading sugar cane producer  
Development of encomienda system by Spanish |
| **Doc 5**—Spread of cultivation of sugar to the Atlantic islands due to its climate (year-round heat and plentiful water)  
Development of sugar production in Cuba, Hispaniola, Puerto Rico, Jamaica, Martinique, Barbados, Trinidad, Demerara, and Brazil | Rise of African slavery as a result of loss of native labor and increased demands for labor on sugar plantations  
Brutal conditions faced by enslaved Africans on sugar plantations  
Details of effects of slavery on Africa |
| **Doc 6**—Prosperous sugar industry established in northeastern Brazil in the 16th century  
Loss of Portuguese sugar dominance in the Americas with competition from European sugar growers in the 18th century (French in Haiti, British in Jamaica)  
Plants established for processing sugarcane into sugar  
Enslaved Africans brought to Brazil from Portuguese-controlled areas of Angola and Mozambique | Development of trans-Atlantic “Triangular Trade” (details about “Middle Passage”)  
Establishment of European colonial governments, mercantile economies, and spread of European culture in the Americas with the growth of the plantation system  
Change in diet of Europeans as more sugar introduced into foods  
Independence movements driven by harsh conditions on sugar plantations (Haiti, Cuba) |
## Key Ideas from the Documents

### Reason People Needed or Desired

<table>
<thead>
<tr>
<th>Doc 7 — For its characteristics (easier to mechanize, more open to innovation) For its fiber (broke less often than wool and linen) For its appeal as a product for clothing (could be brightly colored, easily washed)</th>
<th>For helping to clothe the increasing populations in Britain and its colonies For its role in expanding Britain’s economic power For profit</th>
</tr>
</thead>
</table>

### Influence

| Doc 7 — Decline in traditional linen production Some workers displaced, but many changed skills to fit new needs Increased trade through importation of raw fiber Development of new techniques and machines as a result of producing cloth in quantity | Creation of new inventions to make cotton production easier (flying shuttle, spinning jenny, power loom, steam engine) Decline of domestic system with development of factory system in Great Britain Growth of cities/urbanization because of need for workers Abuse of workers in textile factories Legislation to improve working conditions, sanitation, housing Search for new markets and raw materials (Asia, Africa) Expansion of competition between European powers (imperialism) Increase in demand for cotton because of population growth in Britain and its colonies Cash crops such as cotton and indigo produced in place of food (India, Egypt) British textiles boycotted in India (details about Homespun Movement) |
| Doc 8 — Britain’s reliance on India’s large and inexpensive workforce and expertise with cotton before 1750 Britain depriving India of the fruits of its labor (profits from spinning cotton thread, weaving cotton fabric) Cotton symbol of British colonialism/subjugation Cotton rallying point against British rule Gandhi’s intertwining destinies of homespun cotton and self-rule to make them indistinguishable Use of homespun cotton garments as a protest against tyranny from abroad | Doc 9 — Factories built Use of mechanization and child labor to produce cotton |

Since the beginning of trade, certain items worth much more than others, have sparked the creation of new political, social, and economic trends. Two of these items include cotton and sugar. These two naturally occurring substances caused trade to occur, economies to flourish, power to shift, and laws to be made. Sugar was desired for taste and trade, and caused slave-trade and colonization. Cotton was needed for better clothes, which caused trade, colonization, laws, and a revolution. Both products have historical background that define certain cultures.

Sugar has been an important crop to most people around the world, throughout history. As stated in Document 4, most people from regions had many uses and individual desires for sugar. In Western Europe, it was a luxury to have sugar. Only the rich could afford it, which showed social status. A medicinal use was also found with sugar, which increased its demand. Finally, the practical taste as a sweetener made it known to Europeans. Greece, Spain, Italy, and North Africa also desired sugar because of its value as a crop and ability of being traded. These compounded interests, along with economic profit available led people to try to expand the area in which sugar was readily grown. The contact between the Europeans and South and Middle America led to a new economic, political, and social relationship caused by sugar.

When the value of a product is great enough, the impact it has on the society, the economy, and the political body of a region can be outstanding. Sugar impacted all three of these aspects of life in Latin America. The economy was changed because of the value of sugar. Once it was introduced in Latin America, the Spanish and Portuguese reaped the benefits. They grew a product on haciendas or plantations that was in high demand all over the world. They traded and sold sugar and had great economic success. Once sugar cultivation had expanded enough, society was forced to change.
Plantations and processing plants gave rise to the need for cheap labor. As said in Document 6, after the encomienda system, which used native labor, proved insufficient, Africans were sold into slavery by the European nations and brought to the plantations in the Americas. A new way of life emerged: rich people of Spanish ancestry, called peninsulares and creoles, were at the top of hierarchical society, mestizos and mulattos in the middle, and Africans and natives at the bottom. Latin America had changed drastically. Finally, by the early 1800s and after many years of social unhappiness, political uprisings occurred. The underclass groups rose up and won their independence from the Europeans. Africa was also transformed by sugar. To meet the need for labor, Europeans brought Africans from coastal slave ports, giving African slave traders products such as guns and rum. Europeans encouraged African tribes to fight and capture their enemies and bring them back to be sold to the Europeans as slaves. This damaged the political, economic, and social structure of Africa and the relations of many different African tribes. The economy, society, and politics in Latin America and Africa were changed and affected by sugar.

The need or want for an agricultural product can cause severe competition and tensions. The need for and desire for cotton was evident in Europe and other regions. Some of the desires were that it was, as stated in Document 7, easy to mechanize. Cotton fiber broke less than wool or linen, making it stronger, easier to produce, and more durable thread. It was also a new product line in Europe. Many people began trying and using cotton. It was "open to innovation" meaning much could be done with it. Cotton could be brightly colored with dyes and also washed more easily. Being that the Medieval Era was long since over, people cared about how they looked and about cleanliness. Cotton was easily washed. Eventually, as demand increased, Europeans expanded their markets.

The growing and the manufacturing of cotton led to changes in India's and Britain's
relationship. Being that the English couldn’t spin cotton too well before the introduction of machines, the English imported cotton cloth from India. This was one of the contacts between the two countries. Document 8a describes this relationship. English spinners couldn’t produce cotton thread strong enough, so pure cotton cloth had to be imported. This trade led to some economic gains for Indian merchants. After a while, machines were introduced in Britain that could spin cotton. This allowed the British to spin their own cotton, so they could just buy the unprocessed crop from India, not the cloth itself. As shown in Document 9, these machines displaced some British workers, so unemployment rose. However, once industrialization occurred, employment in factories rose, and the need for large numbers of workers, including child laborers, grew in cotton mills. As shown in Document 9, children were often employed to spin cotton and work the looms. This social change sparked a number of political laws to be passed regulating labor. It also led to growing dissatisfaction of the working class, which eventually caused the rise of the Labor Party in Britain, as well as the growth of unions. Society, the economy, and politics in Britain changed, and it did in India also. As stated in Document 8, the Indians were seen as having a lower social standing by their British colonizers. They went from needed trading partners to second-class colonists serving the British Crown. The British flooded the Indian market with British cotton cloth and devastated the Indian cloth industry. Cotton cloth became a focal point in the social and political revolutions that Mahatma Gandhi initiated. Indians spun their own cloth in order to hurt the British economically and eventually win independence from Britain.

Ever since “cash crops” existed, motives and desires caused changes and expansion. Sugar was part of life in the Western world and great demand caused people to go to great lengths to reap profits. Colonization, slave trade, and revolution all happened in Latin America, largely due to sugar. Cotton was needed for European clothing and so India was exploited for it. Eventually, social and political changes occurred in Britain and India due to cotton’s influence and man Kind’s need to make a profit.
The response:

- Thoroughly develops all aspects of the task for sugar and cotton
- Is more analytical than descriptive (sugar: only the rich could afford it showing social status; available economic profit led people to try and expand the area where it was grown; once it was introduced in Latin America, the Spanish and Portuguese grew a product that was in high demand all over the world; once sugar cultivation had been expanded, society was forced to change; plantations and processing plants gave rise to the need for cheap labor; cotton: it was a strong, easy to produce, and durable thread; it was “open to innovation” meaning much could be done with it; people cared about how they looked and about cleanliness; the British could not spin cotton too well before the introduction of machines so it had to be imported from India; machines allowed the British to spin their own cotton and just buy the unprocessed crop from India; machines displaced some workers so unemployment rose; once industrialization occurred employment in factories rose, and the need for large numbers of workers including child laborers grew; the British flooded the Indian market with British cotton cloth and devastated the Indian cloth industry)
- Incorporates relevant information from documents 4, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (sugar: after the encomienda system which used native labor proved insufficient, Africans were sold into slavery and brought to plantations in the Americas; slavery resulted in a new way of life with rich people of Spanish ancestry called peninsulares and creoles at the top of the hierarchy, mestizos and mulattoes in the middle, and Africans and natives at the bottom; Europeans encouraged African tribes to fight and capture their enemies to bring them back to be sold to the Europeans as slaves; the slave trade damaged the political, economic, and social structures of Africa and the relations of many different African tribes; cotton: machines were introduced in Britain that could spin cotton; children were often employed to spin cotton and work the looms; employment of children sparked a number of political laws regulating labor; led to growing dissatisfaction of the working class which eventually caused the rise of the Labor Party in England as well as the growth of unions; Indians went from needed trading partners to second class colonists serving the British crown; eventually cotton was a focal point in the social and political revolution that Gandhi initiated; Indians spun their own cloth in order to hurt the British economically and eventually won independence from Britain)
- Richly supports the theme with many relevant facts, examples, and details (sugar: desired for taste and trade; caused slave trade, colonization, laws, and a revolution; luxury in western Europe; had a medicinal use; desired by Greece, Spain, Italy, and North Africa because of its value as a crop and ability to be traded; cotton: it was easy to mechanize; it broke less than wool or linen; it could be brightly colored with dyes; it could be washed easily)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses sugar and cotton caused trade to occur, economies to flourish, power to shift, and laws to be made and a conclusion that discusses “cash crops” such as sugar and cotton caused changes and expansion

Conclusion: Overall, the response fits the criteria for Level 5. Analytical historical outside information complements the use of document information. The recognition that economic, social, and political changes resulted from the need to make a profit from sugar and cotton leads to a meaningful discussion.
Once the Neolithic Revolution took place civilizations have been set up and the nomadic life was halted in many places. As cities grew and populations increased in those regions high demand for products also increased. To receive all the necessities people began to trade what they had for what they needed or wanted. Certain products such as fruits or vegetables grew better in specific climates or soil. Also raw materials were often processed more efficiently in different areas or countries, when products are more rare and the demand grows higher and trade increases, competition for the best product increases as well. Two examples of this are the salt trade and the desire for cotton.

In early history salt was considered to be as valuable as gold, this was because salt was so hard to get in some parts of the world and was very useful. Salt was so highly demanded because it was used for the preservation of meat. (Doc.1). For example when Vasco de Gama sailed around the Cape of Good Hope he needed salt to preserve meat so his crew could receive the nutrients they needed and to prevent them from getting ill. Many saw salt as necessary for life. In ancient times, when the Romans and Egyptians salted fish or ham, they not only preserved it, but they also made it taste better. Their need and desire for salt increased demand which helped trade flourish within the Mediterranean region. (Doc.1) Salt was also influential in African societies, Areas in Africa that had large supplies of salt established wealthy economies based on trading salt. Because of this trade, cities were set up and grew. (Doc.2) An example of a wealthy city due to the salt trade was Timbuktu in the kingdom of Mali. Because merchants risked their lives
to trade salt for big profits, they brought a lot of money into the city and the kingdom. The money was used to help establish schools and libraries and some people had nice houses because the King paid them so well. (Doc 3).

These high paying jobs included judges, doctors and clergies, (Doc 3).

Timbuktu became an important learning center. The conversion of many to Islam mainly because of the gold-salt trade, turned Mali into an important Islamic cultural region. One of its most famous Muslim kings was Mansa Musa. He was so rich from the salt trade that he flooded the market with massive amounts of gold on his Hajj to Mecca. So it was a very influential product in civilizations throughout history.

Another example of a widely needed product is cotton. When cotton was first being spun into cloth, many people couldn’t spin it so it would be strong enough for cloth and or fabric. They would just mix it with wool or linen to make clothing. (Doc 8a) Cotton clothing was in such high demand because it was easier to wash, which helped with cleanliness among societies. (Doc 7)

Also colors could be added to cotton clothing to brighten the appeal. (Doc 7)

With industrial society developing and the growth of the middle class, many people bought luxury items like cotton that could serve not only practical purposes but also could be fashionable. Cotton clothing became very popular very fast, it was lighter, prettier, and just plain cheaper. It was easy to make and the demand increased. When the process of spinning cotton into clothes was widely expanded the linen production decreased, forcing workers to break off from their traditional ways of life. An example of this occurs when Britain before 1750 was dependent on India to spin cotton cloth.
because only India’s skilled weavers could make strong cotton cloth. (Doc 8a) As the demand for cotton went up, the spinning jenny and the power loom were invented in Britain and eventually factories were established where cotton could be woven into clothing. (Doc 8b) This changed Britain’s relationship with India. (Doc 8c) Now India was buying cloth from Britain instead of Britain buying from India. Cotton cloth from Britain was produced faster and more cheaply. India lost most of the demand for its cloth and was forced to sell raw cotton to Britain for manufacturing. This also affected British society because now some women were working in dangerous factories and were paid very little. This dramatically altered the roles in society. Even small children were working in the factories. (Doc 9) This caused diseases to spread quickly and strikes to occur. Because of the diseases and the strikes, the government started considering political changes to help protect the British working class.

Eventually, they passed laws that improved working conditions and gave workers more rights. The Indians were also greatly affected because India became a colony under the British Crown and was forced to follow British rules. Goods produced by traditional Indian industries could not compete with cheaper British manufactured goods. As a result, the Indian economy and the Indian people suffered. Sometimes various products and raw materials have been in high demand and other times in low demand. When more people want the product, the price goes up, when the product or material is scarce, often the merchant makes a good profit. Supply and demand has influenced the value of products and
Anchor Paper – Document–Based Essay—Level 5 – B

The response:

• Thoroughly develops all aspects of the task for salt and cotton
• Is more analytical than descriptive (salt: was considered as valuable as gold; high demand for salt helped trade flourish in the Mediterranean region; because of trade, cities were set up; merchants risked their lives to trade it for big profits; brought a lot of money into the city and the kingdom; some people had nice homes because the king paid them so well; cotton: many people could not spin it to be strong enough for cloth and fabric so people would mix it with wool or linen; linen production decreased forcing workers to break off from their traditional ways of life; cotton from Britain was produced faster and more cheaply; traditional Indian industries could not compete with cheaper British manufactured goods and this hurt the Indian economy and people)
• Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
• Incorporates substantial relevant outside information (salt: hard to get in some parts of the world; when da Gama sailed around the Cape of Good Hope he needed it to preserve meat to prevent his crew from getting ill; gold-salt trade brought Islam to Mali; gold-salt trade turned Mali into an Islamic cultural region; Mansa Musa was so rich from the trade that he flooded the market with massive amounts of gold on his hajj to Mecca; cotton: with the development of industrial society and the growth of the middle class, many people bought luxury items like cotton that could serve not only practical purposes but could also be fashionable; spinning jenny and power loom were invented in Britain and eventually factories were established where cotton could be woven into clothing; India lost most of the demand for its cloth and was forced to sell raw cotton to Britain for manufacturing; some women were working in dangerous factories and were paid very little, dramatically altering their roles in society; because of diseases and strikes in factories, the British government started considering political changes to help protect the British working class; laws were passed that improved working conditions and gave workers more rights; India became a colony of the British crown and was forced to follow their rules)
• Richly supports the theme with many relevant facts, examples, and details (salt: used for preservation of meats; make food taste better; Romans and Egyptians salted fish and ham; Timbuktu became wealthy; money from trade used to help establish schools and libraries; high paying jobs included judges, doctors, and clerics; cotton: it was easier to wash which helped with cleanliness; colors could be added to brighten its appeal; it was lighter, prettier, and just plain cheaper; small children worked in factories)
• Demonstrates a logical and clear plan of organization; includes an introduction that uses the Neolithic Revolution as a starting point to discuss the development of trade and a conclusion that discusses how supply and demand affects cities, empires, and countries

Conclusion: Overall, the response fits the criteria for Level 5. The basic framework for this response relies on document information. However, the integration of analytic statements and numerous historical details demonstrate an understanding of and thorough treatment of the task.
Throughout history the need and desire for certain products has led to a long lasting effect on people, society, and different regions. Some of these products are salt and cotton which are two very important products which are a necessity for some.

The first very important product which has been used for thousands of years is salt. In the Mediterranean world salt was very important and was used to preserve their food. This is a technique which has been used already for a very long time. They also used salt to help them flavor the food in places such as Gaul (Doc 1). Salt was obviously very important in this region for the preservation of food, not only were people able to build up a stockpile of food but it allowed them to expand their population and help to create a food surplus with all the extra meats that they had. The Trans-Saharan Gold-Salt Trade in Africa was also a major and very important thing that happened. This led to the rise in trading empires, jobs, and wealth (Doc 2). Salt is very important in Africa as a major economic booster. It allowed cities to gain wealth through the trade of salt for gold allowing people to have jobs in developed areas and create communities. Timbuktu was a major trading city in Africa and was one that salt helped to be prosperous. From the trade they were able to invest in their education and be paid very well and live in nice homes (Doc 3). This is a very good example of how good the trade was in Africa and that it allowed major cities to be very prosperous and have a higher level of education and life. Civilizations such as the Mali Empire grew in importance and became world centers of learning in the most unlikely of
People were willing to cross the greatest desert in the world to travel to and experience cities like Timbuktu and Senne. A negative effect however of a salt monopoly would be in British India where salt was taxed by the British. Indians needed salt to live. The salt tax became a symbol of British control and abuse in India. But thanks to nationalist leader Gandhi, who went on a Salt March to the Indian Ocean where he made his own salt in an attempt to rise up against the British, he helped to show the impact that a product such as salt can have.

The next very important product which is still in use today is cotton. When cotton was first introduced to England, it did have a slight negative economic impact, due to the decrease in production of traditionally made linen. However cotton was in very high demand, because it was easy to clean and because of how easy it was to dye (Doc 7). Cotton was very important in Britain especially around the Industrial Revolution when the need for textile production was at an increased rate in order to meet the needs of the growing British population. Because it could be kept clean easily and dyed cotton was quickly adopted and became a major part of society. Originally however when cotton was first introduced to Britain, British spinners could not spin cotton into a thread like the Indians could. This led to the importation of spun cotton from India for years (Doc 8a). Due to not being able to produce cotton sufficiently in Britain they had to import spun cotton which did tend to hurt the economy. However, this changed when British inventors and
entrepreneurs invented new methods of production that allowed the British factories to bypass the Indian skilled spinners. By the mid 1800s, the British were using India as an important source of raw cotton for their factories. Cotton was also used as a revolutionary force in India. When Britain took control of India after the Sepoy Rebellion, they forced them to buy British made cloth which they did for many years until nationalist leader Mahatma Gandhi started the Homespun Movement which was Indian people making their own Indian cloth from Indian grown cotton and not kneeling to British demands (Doc 8b). The Indians wanted to be free from British rule, therefore by participating in the Homespun Movement they were able to boycott imported British cotton and make their own, somewhat like how during the American Revolution the colonists boycotted British goods such as tea. A negative effect of cotton and the Industrial Revolution in Great Britain is that men, women, and kids were forced to work long hours in factories. This was very unsafe back then and often resulted in injury or death (Doc 9). Due to the Industrial Revolution the need for children in the workforce greatly increased leading to many deaths and injuries and they were often paid very little. However, there is a positive effect as well. These horrible conditions caused the workers to join together and fight for their rights. Eventually, the British government passed a series of laws that protected the working class.

Throughout history, products such as salt and cotton have had major effects on societies and regions. They have lead to prosperity, revolutions, and even death. From these results you can see just how important products such as these are.
Anchor Level 4-A

The response:
- Develops all aspects of the task for salt and cotton
- Is both descriptive and analytical (salt: it was a major economic booster in Africa; it allowed cities to gain wealth through the trade of salt for gold; it helped Timbuktu become a prosperous, major trading city in Africa; trade allowed residents to invest in education, be paid very well, and live in nice homes; cotton: at first it had a slightly negative economic impact in England due to the decrease in production of traditionally made linen; it was in very high demand because it was easy to clean and dye; at first British spinners could not spin it into a thread like the Indians could leading to the importation of spun cotton from India for years; a negative effect of cotton and the British Industrial Revolution is that men, women, and children were forced to work long hours for little pay)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (salt: civilizations such as the Mali Empire grew in importance and became world centers of learning; people were willing to cross the greatest desert in the world to experience cities like Timbuktu and Jenne; a negative effect was the salt monopoly in British India; the salt tax became a symbol of British control and abuse in India; nationalist leader Gandhi went on a Salt March to the Indian Ocean where he made his own salt in an attempt to rise up against the British; cotton: textile production increased in order to meet the needs of the growing British population; by the mid 1800s, the British were only using India as an important source of raw cotton for their factories; when Britain took control of India after the Sepoy Rebellion, it forced the Indians to buy British made cloth until Gandhi started the Homespun Movement which was Indian people making their own cloth from Indian grown raw cotton and not kneeling to British demands; the Homespun Movement allowed the Indians to boycott British cotton, somewhat like the colonists during the American Revolution; factory conditions during the British Industrial Revolution were very unsafe and often resulted in injury or death; the positive effect of the horrible conditions caused the workers to join together and fight for their rights; eventually the British government passed a series of laws that protected the working class)
- Supports the theme with relevant facts, examples, and details (salt: used for thousands of years; important in the Mediterranean world to preserve food; used to flavor food in such places as Gaul; led to the trans-Saharan gold-salt trade in Africa; led to the rise in trading empires, jobs, and wealth; cotton: important in Britain during the Industrial Revolution; still in use today)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states products such as salt and cotton have led to prosperity, revolutions, and even death

Conclusion: Overall, the response fits the criteria for Level 4. Although some repetitive statements are included in the response, a good knowledge of historical concepts is demonstrated and is used effectively in the analysis of document information, as in the influence of both salt and cotton in India. Evaluative statements about the positive and negative aspects of salt and cotton are brief and further development would have enhanced the discussion.
The desire for goods have been the cause of many disputes among different nations. When one nation does something that benefits them, sometimes it hurts someone else. However, that is not always the case, some people go to great lengths to have fair and profitable trade to both sides. During the age of exploration and the Industrial Revolution world powers (mainly Europe) tended to lean towards the former and concern themselves only by what they want.

One of the things that Europeans increasingly wanted was sugar. Originally produced in the Mediterranean region, it was eventually grown by Europeans on the Atlantic islands and in the Americas. After the colonization of the Americas sugar really began to be popular, and available. The Americas provided an excellent area to make huge plantations because of the excellent climate for sugar production. So much of the area was devoted almost solely to the production of sugar. A map of how sugar crosses the Atlantic clearly shows that although sugar production was just introduced to islands off the coast of Africa it soon spread and expanded to much of the Caribbean and other parts of the Americas (doc. 5 b). This brought changes to Europe and the Americas. Europe greatly benefited from the sugar plantations. They used sugar for many things besides just sweetening things, including as medicines and spices (doc. 4). European nations first Spain and Portugal and later Britain and France, profited tremendously from sugar. However, not everyone associated with the sugar cane economy benefited from it. Originally Europeans tried to force Native Americans to work for them, but eventually they realized that it was unprofitable because a large percent fell ill from European diseases and died. Because of this and other reasons including effects by reformers such as the de la Casas, the Spanish and other Europeans abandoned the uses of natives and looked
to Africa for a labor source. Enslaved Africans provided a solution to the Europeans' problem because for one reason they were already immune to many of the diseases that killed off so many Native Americans. The Portuguese brought over large numbers of slaves from their African territories to work the Brazilian plantations and in the sugar cane processing plants. (doc 6.) Unfortunately the practice of using African slaves spread throughout the Americas and they were used to grow other things as well as sugar, including the growing of cotton. Millions of Africans were taken from their homes and transported to the Americas to work on plantations.

Cotton did not become widely used in Europe until the industrial revolution. However cotton had been used in India for a long time before it became popular in Europe. One reason that Europeans turned towards cotton was the many benefits that it had over wool because it “broke less often”, “could be easily colored,” and “was easily washed.” (doc 7) These advantages appealed to many people especially during the time period where cleanliness and colorfull clothing was desirable. However for a while Europeans were unable to spin the cotton into long thread making it impossible to make a garment made solely of cotton. Before the invention of mechanically spinning machines “almost all the worst cotton cloth came from thread spun in India.” (doc 8a) India had been making cotton thread and cloth long before the Europeans and because they had learned to spin it by hand. However England soon developed spinning machines that allowed them to spin their own cotton thread and that helped them to dominate the textile industry.
Within a short period, the textile factories in England overran the rest of the weavers in Europe and even in India, putting many skilled weavers out of work because they could not compete with the factories' low price for cotton cloth. The factories were able to sell at such low prices because they were able to produce so much at a low cost because they did not need skilled labor. Factories allowed companies to hire many unskilled laborers for very cheap wages. A picture of a cotton factory clearly shows how many workers were packed in a factory doing the same exact thing (Doc. 9). Because of this, the workers had very little rights and were unable to complain because they would just be fired and replaced by someone else.

The introduction of sugar and cotton had many positive economic effects in Europe. Within a few decades, goods that were unavailable in many parts of Europe became the basis of the economy. Although European governments and merchants greatly benefited from the production and distribution of both cotton and sugar, the common people did not. In Europe, many commoners were employed in the factories for very long hours in horrible conditions even as children. Although eventually the middle class grew, working conditions got better and the quality of life of everyone, including the poor, increased. The start of the industrial revolution was very bad for the common people. Like wise in the Americas, native and then African were forced to work in horrible conditions for the benefit not of themselves but of high-ranking Europeans. The demand for certain goods greatly effects both the people who want the goods as well as those who provide them.
Anchor Level 4-B

The response:
• Develops all aspects of the task for sugar and cotton
• Is both descriptive and analytical (sugar: although sugar production was first introduced to islands off the coast of Africa it soon spread and expanded to much of the Caribbean and other parts of the Americas; the Portuguese brought over large numbers of slaves from their territories; cotton: it had been used for a long time in India before it became popular in Europe; it appealed to many people especially because cleanliness and colorful clothing were desirable; for a while Europeans were unable to spin it into long thread making it impossible to make a garment made solely of cotton; before the invention of mechanical spinning machines almost all of the cotton cloth came from thread spun in India; England developed spinning machines that allowed them to spin their own cotton thread and helped them to dominate the textile industry)
• Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
• Incorporates relevant outside information (sugar: where sugar was produced greatly changed Europe and the Americas; originally Europeans tried to force Native Americans to work for them, but eventually they realized that it was unprofitable because a large percent fell ill from European diseases and died; because of efforts by reformers such as de las Casas, the Spanish and other Europeans abandoned the use of natives and looked to Africa for a labor source; millions of Africans were taken from their homes and transported to the Americas; cotton: it did not become widely used in Europe until the Industrial Revolution; within a short period the textile factories in England overran the rest of the weavers in Europe and even in India putting many skilled weavers out of work; factories were able to sell at such low prices because they did not need skilled labor; factories allowed companies to hire many unskilled laborers for very cheap wages)
• Supports the theme with relevant facts, examples, and details (sugar: originally produced in the Mediterranean region; eventually grown by Europeans on the Atlantic Islands and the Americas; Europe greatly benefited from sugar plantations; used as a sweetener, for medicines, for spices; tremendous profits for European nations, first Spain and Portugal and later Britain and France; cotton: it broke less often than wool; it could be brightly colored; it was easily washed)
• Demonstrates a logical and clear plan of organization; includes an introduction that discusses that the desire for goods has been the cause of many disputes among different nations and a conclusion that discusses that although European governments and merchants greatly benefited from the production and distribution of cotton and sugar, the common people did not benefit

Conclusion: Overall, the response fits the criteria for Level 4. The inclusion of positive and negative effects on both the area where the product was produced and the area where it was consumed indicates a good understanding of the task. Some analytical statements and good outside historical details are provided within the discussion; however, some of these details could have been further developed.
Products such as cotton & sugar, are products that are in one's everyday life. Most people had sugar in their cereal & are wearing cotton right now. There are many reasons as to why these products were needed, and the long-term effects that come with their production.

Sugar is a very important product that is still in everyday use. In Document 4, one finds out that sugar became popular in the 1550's as the sugar industry began to develop. The main reasons that sugar was needed was for spice & medicine. Sugar was also considered a luxury. At this time in Western Europe, the renaissance was occurring, and luxury products were very much in demand. This is why sugar became a valuable resource. Also during this time in history, exploration was on the rise. In Document 5a, it is stated that sugar grows best when water and heat are plentiful all year round, the Americas have this sort of tropical climate and the Americas became the prime sugar growing area due to prime sugars growing areas in the Americas. Colonization spread rapidly through South America & the Caribbean. This colonization was due to Western Europe's desire for raw materials. Because the areas of the Americas were used for sugar production, many plantations sprung up across the Americas. Plantations grew & grew, and the
Americas became a agricultural society, influenced by their mother countries' mercantilism. This led to the diffusion of culture and catholicism brought to the Americas by conquistadors and missionaries. Sugar production also led to the increase in slave labor. The arrival of the Europeans brought many diseases to the Native Americans, and wiped out many of them. This helped to eventually end the encomienda system, which basically exploited the natives and forced them to work on sugar plantations.

In document 6, it is noted that the Portuguese had imported slaves from their South African colonies bringing millions of Africans to the Americas to work on the plantations. Sugar production brought colonization, cultural diffusion, new political and economic systems as well as slaves onto the Americas. And sugar itself is a product still in high demand and still produced in the Americas today.

Cotton is another product that is still in high demand today. Cotton became popular in the 16th century in Western Europe. In document 7, it is stated that cotton had great appeal as a product, it could be highly colored to make a statement, as well as easily cleaned to help maintain cleanliness. Cotton was also a very light weight article of clothing as opposed to wool, which was
used most commonly in Europe in the past. Cotton became a product high in demand at the start of the industrial revolution, which increased urbanization and increased population. Mass production of products such as cotton became popular. Because industrialized Great Britain lacked the necessary natural resources, the colonies such as India became one of the areas for growing cotton. Also in Document 8a, it states that before the industrial revolution, India had a cheap and large workforce, which suited cotton production. A negative outcome though is that after industrialization, cotton production became the symbol of India’s colonization as shown in Document 8b. Cotton production in India, eventually benefited the Western Europeans especially after India stopped manufacturing cotton cloth and served as the producer of raw cotton. The Indians became the consumers of British-made cotton clothes under the money economy established by the British. By the 1900s, the Indian cloth industry was destroyed and they were growing cotton instead of food. This is what led to Indian rebellions against British rule and eventually independence. The cotton production also facilitated factory growth in Britain. When factories grew, the need for labor increased, and when the need for labor increased, cities
Grew, and urbanization occurred. Slums developed, child labor occurred, and poor reforms were passed in Britain. Cotton production led to changes in India and Britain.

Both sugar and cotton are products that are still used today. Their production led to many changes. The British colonized to get cotton from India and they used it to industrialize. Attempts to increase sugar production caused colonization in the Americas, and led to the massive use of slaves.

Both sugar and cotton are valuable resources, that have been used for centuries and have caused change.
The response:
• Develops all aspects of the task for sugar and cotton
• Is both descriptive and analytical (sugar: Portuguese imported slaves from their South African colonies bringing millions of Africans to the New World to work on the plantations; it is still produced in the Americas and in high demand today; cotton: it had great appeal as a product; it could be easily cleaned to help maintain cleanliness; it was lighter in weight compared to wool; because industrialized Great Britain lacked the necessary natural resources, colonies such as India became one of the areas for growing cotton; India had a cheap, large workforce which suited cotton production; cotton production became the symbol of India’s colonization; cotton production eventually benefited western Europeans especially after India stopped manufacturing cotton cloth and served as the producer of raw cotton; Indians became consumers of British-made cotton clothes under the money economy established by the British; production facilitated factory growth in Britain)
• Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
• Incorporates relevant outside information (sugar: luxury products were very much in demand in western Europe during the Renaissance and it became a valuable resource; Americas became the prime growing area; colonization was due to western Europe’s desire for raw materials; the Americas became an agricultural society influenced by mother countries and mercantilism; it led to the diffusion of culture and Catholicism brought to the Americas by conquistadors and missionaries; the encomienda system basically exploited the natives and forced them to work on plantations; cotton: mass production of products such as cotton became popular and highly demanded during the Industrial Revolution; when factories grew the need for labor increased, cities grew, and urbanization occurred; slums developed, child labor occurred, and soon reforms were passed in Britain; Indian rebellions against British rule eventually led to Indian independence)
• Supports the theme with relevant facts, examples, and details (sugar: needed for spice and medicine; considered a luxury; it grows best when water and heat are plentiful all year round; tropical climate; helped spread colonization rapidly through South America and the Caribbean; led to the increase in slave labor; cotton: it could be brightly colored to make a statement; includes a minor inaccuracy (cotton: became popular in the 16th century in Western Europe)
• Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss that sugar and cotton are still part of our everyday life

Conclusion: Overall, the response fits the criteria for Level 4. The response relies on document information to frame the discussion and includes good historical outside information. While connections are made between document information and details, they are sometimes repeated and are not always thoroughly developed.
Many factors influence how societies interact with one another throughout history. War and religion often come into play, but trade will always be a major factor in the shaping of world history. Both the trade of sugar and cotton have had an immense impact throughout history and have led to major changes in societies of many groups of people.

Cotton trade had a huge role in shaping the economy and industry of both Great Britain and India. Cotton came into demand in Great Britain when people were becoming more interested in individuality and personal hygiene (Document 7). Cotton is important to both of these things since it can easily be dyed to make unique clothing for self-expression and can also be washed easily (Document 7). In general, cotton was more durable than the wool and linen already in use in Great Britain (Document 7). These factors combined created a surge in the demand and interest in cotton in Great Britain. This new demand for cotton created a long and complex relationship with India based on cotton trade.

Before Great Britain could effectively create cotton thread, they imported large amounts of cotton thread from India. Indian cotton spinners mastered the
Science of creating cotton cloth long before the British, so Indian spinners were able to create pure cotton cloth while for some time British spinners could only create cotton-linen or cotton-wool hybrid fabrics (Document 8). However, after the 1750s, Great Britain began to develop technology that allowed them to manufacture large amounts of this more desirable cotton. Great Britain grew rich selling cotton cloth and imported large amounts of raw cotton from India. India became economically dependent on Great Britain especially after Great Britain took control away from the British East India Company and made India a crown colony (Document 8). Cotton trade also had many effects in Great Britain itself. Cotton production spurred the Industrial Revolution in Great Britain which led to the invention of new machines and the conversion of linen-production workers to cotton-production workers (Document 7). The cotton industry demanded an increase in workers, so children often ended up working in factories which would later spur the introduction of child labor laws (Document 9). Cotton clearly had a huge impact on the industrial and social development of Great Britain and India. Sugar cultivation was also a highly influential
Sugar was a desirable product because of the diversity of its potential uses. Throughout Western Europe, it was used as both a spice and a medicine, which made it a luxury good desired by the upper class (Document 4). Unfortunately, for Western Europe, their climate was not ideal for sugar cultivation. Sugar grows best in warm, wet climates, and when the Europeans discovered this, it sparked their interest in Atlantic islands (Document 5a). Europeans began to expand and colonize the Atlantic islands and the Americas since these areas were more suited for sugar cultivation. This had many impacts on the Americas, the Atlantic islands, and on Europe itself. By the 1400s, sugar production was at its peak in the Mediterranean. In the 1500s, sugar production shifted to the Americas and was at its peak between the 1500s and the 1800s (Document 5b). Not only did this provide Europe with the sugar it desired, it also influenced the economies and societies of places like Brazil. On the bright side, sugar cultivation made the Brazilian region prosper until they were faced with French and British competition (Document 6). Unfortunately, for this...
sugar-based economy to prosper, slaves were needed. Slaves were brought to Brazil and other places in the Americas from Southern Africa and other slave ports such as in West Africa. Slaves were forced to work on sugar plantations (Document A). Slaves were faced with unfair working conditions and no pay, so in effect the sugar-based economy led to human suffering. Clearly sugar cultivation had a profound impact on the economies of Europe and the Americas as well as having major social effects on the peoples of Africa.

The trade of sugar and cotton has helped shape the economies and societies of the world. They have led to prosperity, slavery, and technological advancement and have had varying effects on the different peoples of the world. These are two clear examples of the massive effect that goods and trade have on world history.
The response:

• Develops all aspects of the task for cotton and sugar
• Is more descriptive than analytical (cotton: it came into demand in Great Britain when people were becoming more interested in individuality and personal hygiene; it can easily be dyed to make unique clothing for self-expression and can also be washed easily; the new demand for it in Great Britain created a long and complex relationship with India; Indian spinners were able to create pure cotton cloth while for some time British spinners could only create cotton-linen or cotton-wool hybrid fabrics; production spurred the Industrial Revolution in Great Britain which led to the invention of new machines and the conversion of linen-production workers to cotton-production workers; cotton industry demanded an increase in workers so children often ended up working in factories; sugar: unfortunately for western Europe its climate was not ideal for sugar cultivation; Europeans began to expand and colonize the Atlantic islands and the Americas since these areas were more suited for sugar cultivation; unfortunately for this sugar-based economy to prosper, slaves were needed)
• Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
• Incorporates limited relevant outside information (cotton: India became economically dependent on Great Britain especially after Great Britain took control away from the British East India Company and made India a crown colony; children working in factories later spurred the introduction of child labor laws; sugar: slaves were brought from slave ports such as in West Africa; slaves were faced with unfair working conditions and no pay, so in effect the sugar-based economy led to human suffering)
• Includes some relevant facts, examples, and details (cotton: more durable than wool and linen; large amounts of cotton thread imported from India by Britain; sugar: used as both a spice and a medicine in western Europe; a luxury good; grows best in warm, wet climates; in the 1400s production at its peak in the Mediterranean; the 1500s production shifted to the Americas; slaves brought to Brazil and other places in the Americas)
• Demonstrates a satisfactory plan of organization; includes an introduction that states trade will always be a major factor in shaping world history and a conclusion that states trade of sugar and cotton led to prosperity, slavery, and technological advances

Conclusion: Overall, the response fits the criteria for Level 3. The response relies extensively on document information to frame the discussion. However, some scattered analytical statements and a few good historical references demonstrate an understanding of the task.
The need for certain products has a strong impact on global trade. The importation and exportation of items that are in high demand often has a long-lasting effect on the region that engages in trade. In West Africa, the salt trade was a major component of the region’s prosperity. In the Americas, the expansion of the sugar industry was due to Europeans’ desire for profit and would lead to the introduction of slavery. The regions of West Africa and the Americas demonstrate the influence of producing and trading high-demand items in a global economy.

The major outcome of West Africa’s salt trade was the region’s prosperity. As stated in Mark Kurlansky’s Cod, salt was a prized and valuable item because it was used to preserve meats (Document 1). Because of the necessity of salt, any civilization that was not fortunate enough to be located near a salt deposit needed to trade with civilizations that were. The Trans-Saharan Gold Salt-Trade in Early Times map depicts the numerous salt deposits in Africa and shows the trade routes that connected them to cities as far north as the Mediterranean. (Document 2). In Basil Davidson’s A History of West Africa to the Nineteenth Century, it is shown that cities were founded along these trade routes. Eventually, leaders expanded their territories into empires, like Ghana and Mali. (Document 2). One of the cities that benefitted from the salt trade was Timbuktu in Mali. In Crystals of Life: The Story of Salt, Robert Kraske
states that the salt trade was profitable and made the city of Timbuktu prosperous (Document 3). This wealth acquired from the salt trade was used to improve the society by funding schools and libraries as well as doctors, judges, and clerics. This wealth also was used to import goods from other regions, further increasing West Africa’s participation in widespread trade. The fact that salt was needed by many civilizations and that the Sahara contained many salt deposits led to the prosperity of West Africa and the rise of empires. However, because the control of the salt trade made civilizations so wealthy, they faced attackers. This is one reason why both Ghana and Mali eventually collapsed.

Europe’s desire for sugar led to the implantation of the sugar industry in the Americas. Sugar was desired by the Europeans because it was used as a medicine and spice and seen as a luxury, as said in Sidney Mintz’s Sweetness and Power: The Place of Sugar in Modern History (Document 4). However, sugar production in the Mediterranean was not enough to meet demand. Once European nations such as Spain and Portugal began colonizing the Americas, it was discovered that the New World had more ideal sugar growing conditions than the Mediterranean. According to Philip Curtin in The Rise and Fall of the Plantation Complex: Essays in Atlantic History, sugar grows best where heat and water are plentiful (Document 5a), both of which
apply to parts of the Americas, particularly the Caribbean
and Brazil. As seen in the Sugar Crosses the Atlantic Map,
sugar production reached its peak in some areas not long
after the discovery of the New World and not long after it
was introduced in favorable climates such as in Brazil. (Doc. 5d).

Under the policy of mercantilism, many sugar plantations were
constructed in the Americas in order to benefit their European
colonizers. Plantations were set up where peninsulas and
creoles controlled large groups of poorly treated natives and
later, Africans who worked in the fields and in processing
plants. As seen in Thayer Watkin’s “The Economic History
of Brazil,” sugar production in Brazil brought prosperity to
the region and to the European colonizers. (Doc. 6).

However, the production of sugar also led to the importation
of slaves to many New World colonies in order to work the
plantations. This would continue until slavery was abolished
in Brazil in 1866. Europeans’ desire for sugar led to the
introduction of sugar plantations to their colonies in the
Americas. These sugar plantations were highly profitable
and brought prosperity to the colonizers of the region, but
at the high cost of slavery.

Demand for products such as salt and sugar led to
prosperity in the regions in which these products were
located. While this seems overall positive, the negative
effects of the high demand for a product can be seen in the attacks on Ghana and Mali as well as the introduction of slavery to the Americas. These two examples of trade demonstrate the idea that while engaging in high-demand trade may bring prosperity to a Civilization, in many cases there are negative effects that go along with it.
Anchor Level 3-B

The response:
• Develops all aspects of the task for salt and sugar
• Is more descriptive than analytical (salt: it was a prized and valuable item; any civilization that was not fortunate enough to be located near a deposit needed to trade with those that were; trade routes connected salt deposits to cities as far north as the Mediterranean; wealth acquired from trade was used to improve Timbuktu society by funding schools, libraries, doctors, judges, and clerics; sugar: desire for it led to implantation of the sugar industry in the Americas; production in the Mediterranean was not enough to meet demand; once European nations such as Spain and Portugal began colonizing the Americas, it was discovered that the New World had more ideal growing conditions than the Mediterranean)
• Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
• Incorporates limited relevant outside information (salt: empires such as Ghana and Mali; wealth from trade used to import goods from other regions, further increasing West Africa’s participation in widespread trade; control of the trade made civilizations so wealthy they faced attacks; sugar: under the policy of mercantilism, many plantations were constructed in the Americas to benefit the European colonizers; plantations were set up where peninsulares and creoles controlled large groups of poorly treated natives and later Africans)
• Includes some relevant facts, examples, and details (salt: trade brought prosperity to West Africa; used to preserve meats; it was a necessity; trans-Saharan gold-salt trade; numerous salt deposits in the Sahara; profitable trade made Timbuktu prosperous; sugar: used as a medicine, a spice, and seen as a luxury; it grows best where heat and water are plentiful; production brought prosperity to Brazil; production led to the importation of slaves to many New World colonies); includes a minor inaccuracy (sugar: slavery was abolished in Brazil in 1866)
• Demonstrates a satisfactory plan of organization; includes an introduction that states importation and exportation of items in high demand often have long-lasting effects on a region that engages in trade and a conclusion that states trade may bring prosperity as well as negative effects to a civilization

Conclusion: Overall, the response fits the criteria for Level 3. Repetition of information, over-generalizations, and reliance on document information characterize the response. The inclusion of a few randomly placed analytic statements strengthens the response. Recognition that trade in salt and sugar brought prosperity to regions and that it also brought negative effects shows understanding.
Throughout history, goods and materialistic commodities such as salt and cotton has allowed for capitalistic growth and has aided in the process of urbanization, industrialization, and colonization. From the valleys of the first Mediterranean Empires to the present day salt and cotton have supported the interaction of major empires and consequently cultural diffusion.

In the Mediterranean world salt was an aspect of everyday life, just as it is today. Salt was used to preserve food in the hot summers and for flavoring (Doc. 1). However in Africa salt had an even bigger aspect. Along with gold and ivory salt was one of the major commodities that were traded along the Trans-Saharan trade route. The trading of salt allowed western African empires such as Ghana, Mali, and Songhai to interact with eastern empires such as Egypt and the Islamic empires in the Arabian Peninsula. Through the trading of salt many small trading centers became empires, like Mansa Musa’s Mali (Doc. 2). Mansa Musa became rich from the gold-salt trade and used this money to make Timbuktu and the Mali empire an important learning and trading center.

Another material that shaped our history is cotton. Cotton was durable, it was easy to mechanize and it played a key role in Britain’s early industrialization. Cotton was
also easily washed and was appealing to the day's people who were obsessed with personal hygiene (Doc. 7). Cotton was in high demand in Britain, however English Spinners could not produce cotton thread strong enough for fabric, so instead they traded with India and used their skilled Spinners to produce cotton (Doc. 8a). To gain more profit Britain colonized India and forced India to grow cotton. The unfair treatment of the Indians by the British allowed for a simple man named Mohandas Ghandi to use cotton as a focal rallying point against the tyranny from abroad (Doc. 8b).

Both salt and cotton were major contributors to the economy and society of many early and industrialized nations. Cotton was a major factor in the production of factories and industrialization in Britain. With the new jobs at factories many farmers flocked to urban centers for work, leading to urbanization. In Africa salt was traded from Empire to empire and many cities and their economies were built on the trade of salt. Both commodities are still used today and will be for years to come.
The response:

- Develops all aspects of the task for salt and cotton
- Is more descriptive than analytical (salt: it was an aspect of everyday life in the Mediterranean world, just as it is today; along with gold and ivory it was one of the major commodities that was traded along the trans-Saharan trade route; cotton: English spinners could not produce cotton thread strong enough for fabric, so instead they traded with India and used its skilled spinners to produce cotton; the unfair treatment of the Indians by the British allowed for a simple man named Gandhi to use cotton as a focal rallying point against the tyranny from abroad)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (salt: the trade allowed western African empires, such as Ghana, Mali, and Songhai, to interact with eastern empires, such as Egypt and the Islamic empires in the Arabian peninsula; trade helped many small trading centers become empires, such as Mansa Musa’s Mali; Mansa Musa became rich from the gold-salt trade and used the money to make Timbuktu and the Mali empire an important learning and trading center; cotton: to gain more profit, Britain colonized India and forced India to produce cotton; with the new jobs at factories many farmers flocked to urban centers for work, leading to urbanization)
- Includes some relevant facts, examples, and details (salt: used to preserve food in the hot summers; used for flavoring; cotton: durable; played a key role in Britain’s early industrialization; easily washed; in high demand in Britain)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses how salt and cotton have aided the process of urbanization, industrialization, colonization, and cultural diffusion and a conclusion that summarizes the influence of salt and cotton on specific areas

Conclusion: Overall, the response fits the criteria for Level 3. Brief supporting statements that include a little analysis and historical outside information clarify document information, but fall short of the expectations established in the introduction. The surface discussion includes a limited use of facts that demonstrate an understanding of the task.
Throughout human history, people always had the desire for certain products like salt, sugar, and cotton which had led to long-lasting effects on people, societies, and regions. Some of these products led to the start of civilizations as they were essential tools/items people needed in order to survive. These products allowed people to prosper as trading increased, the lives of many people were affected. The two important products that had led to long-lasting effects on people are salt and sugar.

Many people needed salt because salting helped preserve food. Egyptians and Romans had salted fish and developed a thriving trade. In addition, salted meats were popular and the Basques had sometimes salted whale meat, which was found to be good with peas. Furthermore, the value of salt was limitless when it comes to trading. Because salt played an essential role in nineteenth century.

Salt has influenced people, society, and region. According to document 2, the map of the Trans-Saharan gold-salt trade in early times shows that the gold-salt trade led to the founding of cities. As trading increased across the Sahara, city governments became necessary and men were trained to be put in charge of keeping accounts, of maintaining law and order and of ensuring the safety of citizens. Furthermore, the rulers of the cities began to expand their power to ever
wider regions. As a result, cities grew into states and states grew into empires. According to document 3, the city of Timbuktu greatly benefited itself from the salt trade as the city became prosperous. Timbuktu’s salt trade supported schools, libraries, and even the king who paid salaries to judges, doctors, and clergies. All these profits came from this product, salt, that had continued to impact the lives of the people in years to come.

Sugar is another crucial product that had a long-lasting effect on the people. People in Western Europe desired sugar because it served as a luxury, a medicine, and in spice. The Portuguese and Spaniards set out to establish a sugar industry in Atlantic islands. Europeans were aware of sugar cane as a crop. People in Europe were encouraged to establish sugar cane plantations in the Atlantic Islands as they used African slaves to work in the field.

The sugar industry impacted the regions that were involved. The Europeans benefited from the sugar cane plantations. The sugar industry was established in Brazil and as a result, this South American country found prosperity. The sugar industry included sugar cane plantations. The sugar cane plantation workers were the African slaves who were controlled by Portugal. Therefore both Europeans
and the Americas were impacted by the sugar industry.

In conclusion, salt and sugar played a huge role in history as they provided the raw materials needed for a country to improve its status economically, socially, and politically. As a result of trading, many countries prospered. The African Trading Kingdoms of Ghana, Mali, Songhi prospered from trading salt and gold. Many Europeans and Americans prospered as a result of establishing a sugar industry. Therefore, sugar and salt have definitely contributed to the start of civilizations and have continued to affect people throughout history.
The response:

- Minimally develops all aspects of the task for salt and sugar
- Is primarily descriptive (salt: salted meats were popular; as trading increased across the Sahara, city governments became necessary and men were trained to keep accounts, maintain law and order, and ensure the safety of citizens; the city of Timbuktu greatly benefited from the salt trade as the city became prosperous; sugar: Europeans benefited from the sugarcane plantations); includes faulty and weak application (salt: its value was limitless when it came to trading because it played an essential role in the 19th century; sugar: African colonies worked and provided for the motherland, Portugal; sugar industry was established in Brazil and as a result this South American country found prosperity)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents little relevant outside information (salt: African trading kingdoms of Ghana, Mali, and Songhai prospered from trading salt and gold; sugar: many Europeans and Americans prospered as a result of establishing a sugar industry)
- Includes few relevant facts, examples, and details (salt: helped preserve food; Egyptians and Romans salted fish and developed a thriving trade; trade led to the founding of cities; trade supported schools, libraries, and salaries to judges, doctors, and clerics in Timbuktu; sugar: served as a luxury, a medicine, and a spice in western Europe; sugarcane plantations established in the Atlantic islands; African slaves used to work in the fields)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that discuss how salt and sugar contributed to the start of civilizations and have continued to affect people throughout history

Conclusion: Overall, the response fits the criteria for Level 2. The response lists information from the documents rather than discussing it. However, information chosen contributes to a relatively cohesive response.
Salt and sugar were both needed by people to flavor or preserve food; many European countries went to the Caribbean islands to make plantations of sugarcane, while in Africa salt was being traded like gold or slaves. Sugar was used for medicine, as a sweetener, while salt preserved food, and flavored as well. Both sugar and salt were in high demand.

In Africa, salt was a major part of the Trans-Saharan trade. It had much value, and as said “salt ranked with gold and slaves in value.” (Document 3) The reason salt was so precious to the African people was that salt flavored food and made it taste good. They have not really experienced what food tastes like without flavor. People used it to preserve food also. Meat could go bad in a matter of days in the hot sun in Africa. Salt made it so that meat could last longer.

The trade in Africa increased the population of people. More people came to trade on the Trans-Saharan. Cities were built and “grew into states, and the states into empires…” (Document 2)
The worth of salt was so high that a city of Africa named Timbuktu became a major trading city. Timbuktu became prosperous and the workers in return received more money. "Timbuktu's salt trade supported schools and libraries... handsome salaries to judges, doctors, and clerics." (Document 3) Salt affected the people of Africa, making them richer and more able to keep food.

Sugar was in much as a demand as salt was. In Europe, "sugar was still a luxury, a medicine, and a spice..." (Document 4) Many people used it for sweetening food or drinks. But the demand for sugar was too high for the production in the Mediterranean area. Sugar production decreased in the Mediterranean, so the European countries went to the Atlantic Islands. The reason the islands were picked is that sugar "grows best where heat and water are plentiful all year round." (Document 5a)

The islands have just the right climate.

Sugar production affects Europe because the sugar industry is becoming popular. Now all the countries want to be a part of the
growing industry. But production also affected African people. "The sugarcane plantations were worked by slaves." (Document 6) People were forced to work on the plantations because a European country controlled their state or area where they lived. Sugar may have been in demand but countries didn't have to force people into labor.

Salt and sugar industries have helped change the world in the way people eat and drink. They have increase trade and caused global interaction. People from many different countries came to Africa to trade or produce salt, or have gone to Europe or the Caribbean islands for sugar. Because of demand these products caused trade to increase. These products affected African people, merchants, and countries. People earned more money at their jobs because of the profit earned from salt and sugar productions. But African people were forced into labor. Affects were both good and bad.
The response:

- Minimally develops all aspects of the task for salt and sugar
- Is primarily descriptive (salt: it made food taste good; meat could go bad in a matter of days in the hot sun in Africa; it made it so meat could last longer; its worth was so high that a city in Africa named Timbuktu became a major trading city; Timbuktu became prosperous and the workers in return received more money; sugar: demand for it was too high for production in the Mediterranean area; production in the Mediterranean decreased, so the European countries went to the Atlantic islands; it may have been in demand but countries did not have to force people into labor); includes faulty and weak application (salt: Africans have not really experienced what food tastes like with flavor; sugar: all European countries wanted to be part of the growing industry)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (salt: traded like gold or slaves; preserved and flavored food; increased population; more people came to trade on trans-Saharan route; cities built; sugar: plantations of sugarcane in Caribbean islands; used for sweetening food or drinks); includes an inaccuracy (African people were forced to work on plantations because a European country controlled their state)
- Demonstrates a general plan of organization; includes an introduction that discusses why salt and sugar were in high demand and a conclusion that discusses effects of salt and sugar

Conclusion: Overall, the response fits the criteria for Level 2. Quotations from documents are employed as a starting point to address all aspects of the task followed by paraphrased document-based statements. Overgeneralizations and unclear connections weaken the response.
In history there are many products which have had long-lasting effects on society and people. People have learned to rely on these products, and have made businesses in producing them. People use many of these products in their everyday lives and depend on them. Some of these resources include but are not limited to salt, sugar and cotton.

One of the resources previously mentioned, salt, has had a major impact on society today. Salt has many uses. One common use is the preservation of food in order to make it last longer or to be able to transport it. This method was commonly used by the ancient Egyptians. Another way salt affected society was through trade. Salt trade allowed for trading cities to be set up along trade routes and also led to cultural diffusion.

Another one of the resources mentioned was cotton. Before 1750, only Indians had people skilled enough to spin pure cotton. Eventually, however, Britain began to spin their own cotton, which led to a downfall in Indian economy, and protests like those from Gandhi. There were negative effects in Britain as well. The cotton industry led to children working in dangerous factories.
The response:

- Develops some aspects of the task in some depth for salt and cotton
- Is primarily descriptive (*salt*: its trade allowed for cities to be set up along trade routes; *cotton*: eventually Britain began to spin its own, which led to a downfall in the Indian economy and protests such as those from Gandhi; the industry led to children working in dangerous factories)
- Incorporates limited relevant information from documents 1, 2, 8, and 9
- Presents little relevant outside information (*salt*: its trade led to cultural diffusion; *cotton*: children worked for long hours and low pay in order for Britain to produce enough cotton)
- Includes few relevant facts, examples, and details (*salt*: preservation of food; made food last longer; allowed food to be transported; used by the ancient Egyptians; *cotton*: children worked in factories)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state that people use many products in their everyday life and depend on them

**Conclusion:** Overall, the response fits the criteria for Level 2. Although the need or desire for cotton is not explained, the response demonstrates a general knowledge of the other elements of the task. Some outside information is referenced for both salt and cotton; however, the lack of sufficient historical facts and details to support the information weakens the response.
Sugar and salt are two products in history that people needed and desired. These products greatly affected people, societies, and regions. For example, salt was widely traded in Africa, while sugarc created a big industry in the Atlantic islands. Salt was used in many meats and foods.

It was a need and desire for the preservation of food and to add flavor. Salt was a very prosperous product and was similar in value to gold and slaves.

Sugar was used as a medicine, spice, and sweetener in Western Europe. It was also considered a luxury and could be sold for high profits. In Europe, the demand and desire for sugar was increasing.

Sugar greatly influenced the Atlantic islands because of sugar plantations. Many European countries used these islands to produce their sugar because of good climate and environment.

Sugar and salt were two products that were used and traded throughout history. Both of these products were in high demand and influenced many people, societies, and regions.
# Anchor Level 1-A

## The response:
- Minimally develops some aspects of the task for salt and sugar
- Is descriptive (*salt*: it was similar in value to gold and slaves; *sugar*: it greatly influenced the Atlantic islands because of sugar plantations)
- Includes minimal information from documents 1, 2, 3, 4, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*salt*: used on meats and foods; preservation of food; to add flavor; *sugar*: used as a medicine, spice, and sweetener in western Europe; considered a luxury; could be sold for high profits; demand and desire for it increased in Europe; good climate and environment)
- Demonstrates a general plan of organization; includes an introduction that states salt was widely traded in Africa and sugar created a big industry in the Atlantic islands and a conclusion that states sugar and salt were two products in high demand

## Conclusion:
Overall, the response fits the criteria for Level 1. Some aspects of the task are briefly addressed using simplistic statements based on or taken from the documents. The response demonstrates a limited understanding of the task.
Throughout world history, many civilizations had different ideas that spread their ideas while trading around the world. The ideas of the way of using salt and cotton to better their lives and make things easier.

In the Mediterranean and other countries, salt has been a major factor of different cultures. Some people learned to use salt for food purposes like preserving. Other countries are known for using salt for meats or as a spice. They would use these ideas for either themselves or for trade according to document 1. Salt was traded and then the money from the trade would help their economy according to document 3.

Cotton was also a big factor in history. It was traded and used for people for clothing and helped the start and spread of industrialization stated in document 3. In Britain, there were problems with india.
Anchor Level 1-B

The response:
- Minimally develops some aspects of the task for salt and cotton
- Is descriptive (salt: has been a major factor of different cultures; the money from trade would help the economy; cotton: helped the start and spread of industrialization)
- Includes minimal information from documents 1, 3, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (salt: preservation of food; used for meat or as a spice; used for trade; cotton: was traded and used for clothing)
- Demonstrates a general plan of organization; includes an introduction that states many civilizations spread their ideas through trade and a conclusion that states salt and cotton helped countries grow

Conclusion: Overall, the response fits the criteria for Level 1. Many statements used to address the influence of salt and cotton are unclear. Few relevant details are included and lack of explanation weakens the effort. The response demonstrates a very limited understanding of the task.
Ever since people began to barter and trade, there has always been the need or desire for specific products. In early history, salt was valuable because it was used as a preservative and it brought wealth to salt trading regions. Later, cotton also became an important product because it had many convenient uses. Both cotton and salt brought wealth to the powers controlling the trade, but the production of cotton had a negative effect on Indian society.

In the Mediterranean, salt was a widely used product. Document 1 tells how the people of the Mediterranean used salt to preserve food. In the preclassical time period, Egyptians and Romans salted fish and meats as well as whale meat. Salt protected food from rotting easily, so people really valued salt. Since salt was so desired and highly valued, people were able to make a profit from its trade. In Africa, cities in the Sahara Desert were founded because of the lucrative gold-salt trade, as shown in Document 2. These cities started as small trading settlements and then grew as more people came to participate in trade. As cities grew, so did responsibilities. This led to the founding of governments and the specialization of labor and implementation of laws. Soon, there were entire empires as kings gained power. As document 3 shows, merchants became very wealthy as a result of the salt trade. One ancient African city of Timbuktu...
became wealthy. The king of Mali patronized the founding of schools and libraries, and judges, doctors, and clergics were paid handsomely in this city. Kingdoms such as Mali rose to greatness because of the gold-salt trade. Travelers like Ibn Battuta, who visited, wrote about this greatness. The salt trade had an overall positive effect on the people.

During the eighteenth century, Britain began to develop an interest in cotton. Cotton was extremely desirable because it was strong, easy to wash, and it could be dyed (Document 7). More than ever, people wanted to make a statement with the clothes they wore, so cotton was perfect because it could be dyed with beautiful, bright colors. People were putting more emphasis on cleanliness, so cotton was desired because it was easy to wash. Cotton thread was originally made by Indian workers. The Indian cotton thread was more durable than European cotton thread and stronger than wool or linen. All of these factors appealed to the British and caused them to have an interest in India. Britain wanted to get rich on the cotton trade. After the Sepoy Rebellion, India became a colony under Queen Victoria. Britain created a system in which India grew cotton for British factories and was forced to be a market for British textiles. Cotton production had a positive effect on Britain and a negative effect on India. Cotton production led to the development of new machines and facilitated industrialization. Factories were
Created in Britain so that cotton production would be easier, faster and more profitable, India became one of the leading exporters of raw cotton and one of the biggest markets for cotton textiles. However, they did not reap the benefits. Britain kept the profits from cotton cloth sales. British factories caused notice to Indian cloth makers to be negatively affected, since most of the cotton cloth was being made by British assembly lines. This forced many Indian cloth makers out of business, because they could not compete. Eventually, the Indian people grew wary of British rule. They wanted freedom from the British, who had taken control of India. Leaders such as Mahatma Gandhi led the nonviolent protests against the British (Document 8b). British desire for raw cotton caused them to deprive India of the benefits.

Both the salt and cotton trade were caused by people’s desire for materials. Both salt and cotton had qualities that made them important commodities. The salt trade had a mainly positive effect on the surrounding area. However, the cotton trade only benefited Britain. Trade can have positive effects on the people involved, but greed can lead to suffering and inequality.
Agricultural products have greatly impacted societies, regardless of the time period. Even at the dawn of civilization, agriculture served as a key ingredient in the formation of the first advanced societies and civilizations. Two examples of these desired/needed agricultural products would include cotton and sugar. Cotton was favorable because it was a strong but highly versatile material, influencing industrialization in areas such as Europe, as well as the Indian Independence Movement; sugar was desired as a delicious luxury and encouraged colonial competition in the Americas.

Cotton was desired by the Europeans and proved to be economically beneficial. Hence, this agricultural product was both desired and needed. Several characteristics of cotton gave the material its value in Europe; cotton was very strong, and broke less often than wool and even linen, two products already present in Europe. Cotton was highly customizable. A large variety of colors could be used to stain the material, and the fact that cotton was such a new product strengthened the demand for it. In addition to this, cotton was easily washable. This new material, in this way, may have had positive impacts on Europeans personal cleanliness (doc 1).

Because cotton was highly desired and widely used, one could imagine that the material would have major impacts on societies around the world. For example, increased levels of trade
resulting from the marketing of cotton spurred the process of industrialization, especially in some Western European countries. Many new technologies, such as the cotton gin, spinning jenny, and power loom began to arise (doc 7). However, although benefiting industry, the introduction of cotton into European society in turn increased the use of child labor as businesses looked for more ways to make more profit (doc 9).

Closely linked to industry is the policy of capitalism, where independently owned businesses largely support the economy. In the 1800s, highly industrialized areas such as Great Britain followed this policy, and the exploitation of workers soon became apparent as profit exceeded employee welfare in importance. It wasn't only workers in British factories that were exploited; Indians who used to be known for their cotton cloth ended up having to produce cotton for British factories instead of growing food (doc 8a). Indians eventually boycotted British made goods which influenced the Indian Independence movement, spearheaded by Mohandas Gandhi (doc 8).

Sugar was a highly desired luxury item in Europe. Along with other products such as cotton and tobacco which were considered cash crops, the Europeans would eventually reap the benefits of these products. Sugar was used as a spice and even a medicine (doc 4). Eventually sugar became as essential a part of the economy as cotton had. Sugar was desired by the colonial powers, especially Portugal, so that...
They could be rich and powerful. Sugar influenced European colonial competition in the Americas (doc 6). The countries who could grow more sugar held a stronger position as seen when the French colony of Haiti and the British colony of Jamaica challenged the Portuguese colony of Brazil for dominance in sugar production (doc 4).

Sugar production encouraged the exploitation of Native Americans on large plantations under the encomienda system. In addition to this, sugar cultivation also eventually encouraged the introduction of African slaves to the Americas. Slaves were used on plantations. This led to millions of Africans being forcibly removed from their homeland and displaced. These slaves were also greatly mistreated.

In conclusion, cotton and sugar were both highly desired items in both Europe and her colonies. While cotton was strong and versatile, sugar was a luxurious sweetener. Although different, both proved highly influential on European affairs and economies.
In history there is always a need and desire for specific products. This has often led to long-lasting effects on people, societies, and regions. Some of these products include salt and pepper.

Throughout history salt was just as valuable as gold. As stated in Document three the salt trade in Timbuktu was very valuable, so much that it helped support schools and libraries in this ancient city. The salt trade also allowed the king to pay judges, doctors, and clerics very large salaries. And it also allowed merchants to live in very fine houses. All of this profit came from a three-hundred-pound salt cargo that each camel carried across the Sahara Desert.

According to document two salt was as good as gold. The Trans-Saharan Gold-Salt Trade helped cities grow into states; then from states they grew into empires. What began as small trading settlements grew bigger and stronger because more traders used the Trans-Saharan trade route. This trade route became a center for craftsmen who worked with leather, wood, ivory, and metal. City governments became necessary because of the demand of salt. Eventually rulers of the cities extended their power to wider regions of neighbouring countrysides.

According to document seven cotton was in great demand in Great Britain. This was because it broke less often
than wool and especially linen. Also cotton was a new product in Europe and it was more open to innovation. Cotton had been widely used in India and there was already an Asian cotton cloth market. Also cotton was in demand in Great Britain because it could be brightly colored for people ready to make the latest fashion statement.

Document 8a says that the English imported cotton cloth from India before 1750. This was because English spinners could not produce cotton thread strong enough for making a lengthwise fabric warp. So often cotton cloth was mixed with linen or wool warp. Only the highly skilled Indian spinners could manufacture thread strong enough for cotton fabric.

Even though throughout history there is a need and desire for products that can lead to long lasting effects on people, societies and regions, something good always happens in the end. It maybe a rough ride getting there but everything turns out for the better.
The development of salt and sugar had a major impact on both India and Africa. Salt had a major impact on India because there was foreign influence in India so Mahatma Gandhi led a salt march to try to end foreign influence in India. Sugar had a major impact on Africa because that was the main place where it could be grown because of the heat and how dry it is. Salt was used on foods because it brought a better flavor to the food causing salt to go into demand. Salt was so high in value it ranked with gold and slaves. The salt trade supported schools and libraries. Merchants lived in fine houses and the king paid good salaries to judges, doctors and clerics. This impacted a fabled city called Timbuktu.

The Portuguese and the Spaniards set out to establish a sugar
industry in the Atlantic islands.

Sugar has been used as a medicine and a spice, when the European maritime revolution began in the fifteenth century the expansion of sugar began to rise. The sugarcane plantations were worked by the slaves. Competing forces of sugar were created in the Caribbean by the French and the British.

The development of salt and sugar had a major development of places all around the world not just India and Africa. The events of the salt in India led to rebellion which caused the salt march. In Africa sugar was a good place for it to be grown with all the heat and dryness of the country. The result of the salt and sugar development helped economies rise and the individual was greatly impacted by what happened during this time.
Various products have altered many lives and how they were lived. That statement has held true throughout history. Simple things like salt and cotton, not entirely appreciated today, can be seen to have changed entire nations. These changes were not small; they may have altered the course of history entirely. Such drastic effects all over products presently perceived as common.

The cotton industry's effect on Great Britain is a prime example of a product that altered a nation. Cotton, as discussed in document seven, was greatly desired because of its strength as a fabric. Not only that, but it could be easily colored. This was a positive attribute to cotton for those increasing in number who desired to make a statement through their clothing. Also, with increasing desires to practice good personal hygiene, cotton's ability to be cleaned easily added to its list of desirable traits. India and Asian nations had been using cotton for many years before hand.

Industries for cotton production grew in Britain. New machines were invented, like the cotton gin and the spinning jenny, to increase production rates. Indirectly, many workers found themselves displaced as machines grew more popular. New production techniques and improvements on inventions arose left and right.
Traditional resources, like linen, decreased in production as the demand decreased. Cotton was simply more popular. Within these industries, especially during the Industrial Revolution, children were forced to work the new inventions, which were often dangerous machines, as shown in document nine. Not only did they work the machines, but they worked them for long hours and little pay. The machines were not the only health hazard—working conditions within factories were often less than favorable.

However, before 1750, Britain relied heavily on India for cotton, as discussed in document eight. A. India simply spun better than the British people were capable before the machines came about in the Industrial Revolution. A majority of cotton cloth was from India. Britain did not treat India well however. By the 1850s, Britain had switched places with India—Indians were buying British factory made cotton.

The consequences of Britain’s actions are discussed in part B of document eight. India eventually had enough of being treated poorly by British colonizers and Gandhi led a revolution. This revolution was out of the ordinary, however. Gandhi did not promote violence, but rather practiced civil disobedience. Civil disobedience is described as publicly breaking the law but not becoming violent. For example, he held rallies to encourage Indians not to wear British
made clothing and he spun his own cloth. He succeeded in getting others to follow in his boycott, refusal to buy certain goods, in this case British clothing. He had numerous followers as more people wore home-spun cloth. When violence broke out he would fast, refuse to eat. Cloth was not the only thing he boycotted. Gandhi also boycotted British salt in his successful revolution.

Salt was a valuable resource. Document one discusses that it was used to preserve food before cooking methods were invented. It kept meats in particular from going bad before it could be eaten and it added flavor. In Africa, it represented wealth. Salt in Africa was vital to everyday life.

Salt in Africa was as valuable as gold, and document two shows the gold-salt trading route. Along this route small trading settlements appeared. As trade increased these settlements grew from small villages to cities, then cities to states and so on. The document also states these trading cities needed governments and craftsmen. Specifically trained people were needed to keep order and continue expansion. An example of this is discussed in document three, a city called Timbuktu. It simply grew huge off the gold-salt trade. Its wealth influenced it to grow and allowed it to support schools, pay its people high
Salaries, and build extravagant homes. It was not uncommon for one to cross hundreds of miles of desert just to reach this city and gain from its wealth. The trip however held risks. Not only would merchants risk themselves, they'd be risking their camels as they crossed hundreds of miles in hot sand and scorching sun. One would also be risking attack by bandits who wanted to steal goods and gain wealth as well. Often times if attacked the merchants were killed. Still, people embarked on the route regularly.

Cotton and salt both are products used today so commonly not much is thought of it. However, if one traces back to the past they can see the crazy things done just to acquire the goods. Revolutions exploded and lives were lost. All this over simple goods? As history shows, people will do anything for what they want or need.
The response:

- Develops all aspects of the task for salt and cotton
- Is more descriptive than analytical (salt: protected food from rotting easily; cities started as small trading settlements and then grew; as cities grew so did responsibilities which led to founding of governments, specialization of labor, and implementation of laws; king of Mali patronized the founding of schools and libraries in Timbuktu; cotton: people wanted to make a statement with the clothes they wore; could be dyed with beautiful, bright colors; people were putting more emphasis on cleanliness; it was easy to wash; Indian cotton thread was more durable than European cotton thread; factories were created so that production would be easier, faster, and more profitable for the British; India became one of the leading exporters of raw cotton and one of the biggest markets for finished cotton; India did not reap the benefit from cotton as Britain kept the profits; British factories caused native Indian cloth makers to be negatively affected, since most of the cotton cloth was made by assembly lines)
- Incorporates some relevant information from documents 1, 2, 3, 7, and 8
- Incorporates limited relevant outside information (salt: kingdoms such as Mali rose to greatness; travelers like Ibn Battuta who visited wrote about the greatness of Mali; cotton: after the Sepoy Rebellion, India became a colony under Queen Victoria; production led to the development of new machines and facilitated industrialization; many Indian cloth makers went out of business because they could not compete)
- Includes some relevant facts, examples, and details (salt: used to preserve food; brought wealth to trading regions; widely used product; Egyptians and Romans salted fish and meats; people made a profit from its trade; cities founded in the Sahara Desert; judges, doctors, and clerics were paid handsomely; cotton: thread originally made by Indian workers; stronger than wool or linen)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that summarize the aspects of the task for salt and cotton

Conclusion: Overall, the response fits the criteria for Level 3. The core of the response focuses on interpretation of document information and a few scattered analytical conclusions, especially in the discussion of salt. Although references to historical events substantiate the discussion of cotton as having a positive effect on Great Britain and a negative effect on India, more supporting facts and details would have strengthened the effort.
Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task but does so more thoroughly for cotton than for sugar
- Is both descriptive and analytical (cotton: influenced industrialization in areas such as Europe; proved to be economically beneficial; its characteristics gave the material its value in Europe; highly customizable; a large variety of colors could be used to stain the material; its ease in washing may have had positive impacts on European cleanliness; its desirability and wide use led one to imagine that it would have major impacts on societies around the world; increased levels of trade resulting from marketing spurred the process of industrialization, especially in some western European countries; the introduction into European society increased the use of child labor as businesses looked for ways to make more profit; Indians who used to be known for their cotton cloth ended up having to produce cotton for British factories instead of growing food; Indians eventually boycotted British-made goods, which influenced the Indian independence movement spearheaded by Gandhi; sugar: it became as essential a part of the economy as cotton had; countries who could grow more sugar held a stronger position; the French colony of Haiti and the British colony of Jamaica challenged Brazil for dominance in sugar production; sugar cultivation encouraged the introduction of African slaves to the Americas)
- Incorporates relevant information from documents 4, 6, 7, 8, and 9
- Incorporates relevant outside information (cotton: many new technologies such as the cotton gin, spinning jenny, and power loom arose; in the 1800s highly industrialized areas/powers such as Great Britain followed the policy of capitalism; the exploitation of workers soon became apparent as profit exceeded employee welfare in importance; sugar: along with other products such as cotton and tobacco which were considered cash crops, Europeans would eventually reap the benefits of these products; it was needed by the colonial powers, especially Portugal, so that they could be rich and powerful; production encouraged the exploitation of Native Americans on large plantations; millions of Africans were forcibly removed from homelands and displaced)
- Supports the theme with relevant facts, examples, and details (cotton: influenced the Indian independence movement; very strong; broke less often than wool; sugar: highly desired luxury; used as a spice and medicine; influenced colonial competition in the Americas)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the role of agriculture in the formation of advanced societies and civilizations and a conclusion that states cotton and sugar influenced European affairs and economies

Conclusion: Overall, the response fits the criteria for Level 4. The presentation of ideas is logical and supported with facts and details demonstrating a good understanding of the task. Outside information is connected to the task, but could have been more thoroughly developed.
Practice Paper C—Score Level 2

The response:
- Develops some aspects of the task for salt and cotton
- Is primarily descriptive (salt: as valuable as gold; salt trade in Timbuktu was very valuable; small trading settlements grew bigger and stronger because more traders used the trans-Saharan trade route; city governments became necessary because of the demand; cotton: it was a new product in Europe and more open to innovation; it was in demand in Great Britain because it could be brightly colored for people ready to make the latest fashion statement)
- Incorporates limited relevant information from documents 2, 3, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (salt: trade helped support schools and libraries; trade route became a center for craftsmen who worked with leather, wood, ivory, and metal; rulers extended power to neighboring countryside; cotton: broke less often than wool and linen; already an Asian cotton cloth market; English spinners could not produce strong cotton thread)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that includes a personal opinion

Conclusion: Overall, the response fits the criteria for Level 2. A brief, sometimes muddled, explanation concerning the need for the profits from salt is included in references to its influence in Timbuktu and the trans-Saharan gold-salt trade. Incorporation of selected information from the documents indicates a basic understanding of some aspects of the task.

Practice Paper D—Score Level 1

The response:
- Minimally develops some aspects of the task for salt and sugar
- Is descriptive (salt: was so high in value it ranked with gold and slaves; impacted a fabled city called Timbuktu; sugar: when the European maritime revolution began in the 15th century, its expansion began to rise)
- Includes minimal references to documents 1, 2, 3, 4, 5, and 6
- Presents little relevant outside information (salt: Gandhi led a Salt March to try to end foreign influence in India)
- Includes few relevant facts, examples, and details (salt: better flavor for foods; supported schools and libraries; fine houses for merchants; sugar: sugar industry established in Atlantic islands by Portuguese and Spanish; used as a medicine and a spice; sugarcane plantations worked by slaves); includes an inaccuracy (sugar: Africa was the main place where it could be grown)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state the influence of salt and sugar on India and Africa

Conclusion: Overall, the response fits the criteria for Level 1. While document information included in the response is germane to the task, it is not contextualized or explained. Although a statement about the influence of salt in India is included, it is not developed and most of the information on sugar in Africa is inaccurate. The response includes relevant, irrelevant, and inaccurate information demonstrating a minimal understanding of the task.
Practice Paper E—Score Level 3

The response:
- Develops all aspects of the task for cotton and salt
- Is more descriptive than analytical (cotton: ease of coloring was a positive attribute for the increasing number who decided to make a statement through their clothing; increasing desires to practice good personal hygiene; many workers found themselves displaced as machines grew more popular; during the Industrial Revolution, children were forced to work on the new inventions, which were often dangerous machines; Indians spun better than the British people were capable of before the machines of the Industrial Revolution; by the 1850s, Britain had switched places with India and Indians were buying British factory made cotton; salt: as trade increased, settlements grew; trained people were needed to keep order and continue expansion; not uncommon for one to cross hundreds of miles of desert to reach and gain from the wealth of Timbuktu; merchants and their camels would be at risk in crossing hundreds of miles of desert in scorching sun)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates limited relevant outside information (cotton: children worked for long hours and little pay; machines were not the only health hazard as working conditions in factories were often less than favorable; Britain did not treat India well; Gandhi held rallies to encourage Indians not to wear British made clothing and he spun his own cloth; Gandhi succeeded in getting others to follow his boycott; Gandhi had numerous followers as more people wore homespun cloth; salt: risking attacks by bandits; steal goods and gain wealth)
- Includes some relevant facts, examples, and details (cotton: easily cleaned; India and Asian nations used for many years beforehand; industries for cotton production grew in Britain; British reliance on India before 1750; salt: used to preserve food before cooling methods invented; kept meats from going bad; added flavor; represented wealth in Africa; vital to everyday life in Africa; valuable as gold in Africa; small trading settlements; need for government and craftsmen; growth of Timbuktu; trade wealth allowed Timbuktu to support schools, pay people high salaries, and build extravagant homes)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that discuss how salt and cotton may have changed the course of history

Conclusion: Overall, the response fits the criteria for Level 3. A document-dependent discussion of salt is strengthened by the inclusion of some analytical summative statements. Although outside information about cotton is included, some of this information is not well integrated into the discussion. Based on this discussion, it is not always clear how cotton influenced a people, a society, or a region, as the focus is more on Gandhi’s methods and actions.
Global History and Geography Specifications
January 2013

Part I
Multiple Choice Questions by Standard

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Parts II and III by Theme and Standard

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

Scoring information for Part III is found in Volume 2 of the Rating Guide.
The Chart for Determining the Final Examination Score for the January 2013 Regents Examination in Global History and Geography will be posted on the Department’s web site at: http://www.p12.nysed.gov/assessment/ on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography 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:


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.
The State Education Department / The University of the State of New York

**Regents Examination in Global History and Geography – January 2013**

Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

To determine the student’s final score, locate the student’s total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where those two scores intersect is the student’s final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part IIIA score of 49 would receive a final examination score of 82.

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Global History and Geography Conversion Chart - January ‘13

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