Wednesday, August 13, 2008 — 12:30 to 3:30 p.m., only

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

The use of any communications device is strictly prohibited when taking this examination. If you use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

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

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY
Part I

Answer all questions in this part.

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

1. Ethnocentrism is best defined as
   (1) the belief that one’s culture is superior to all others
   (2) military preparation for a civil war
   (3) love and devotion to one’s country
   (4) a belief in one god

2. The east is bordered by the Yellow Sea. The population is concentrated along the coast and in the river valleys. Mountains, plateaus, and deserts dominate the western region. To which country do all of these geographic statements apply?
   (1) England (3) Nicaragua
   (2) China (4) Philippines

3. Which social scientist primarily studies how people change resources into goods and services?
   (1) archaeologist (3) economist
   (2) sociologist (4) psychologist

4. The Neolithic Revolution is considered a turning point in history because it
   (1) influenced climatic changes
   (2) included the domestication of plants and animals
   (3) encouraged a nomadic lifestyle
   (4) caused a decline in population

5. The primary reason the Bantu-speaking people of West Africa migrated southward and eastward between 500 B.C. and A.D. 1500 was to
   (1) flee warfare
   (2) seek religious freedom
   (3) establish a colonial empire
   (4) find land for farming and grazing

6. Which action is most closely associated with polytheism?
   (1) praying in a synagogue
   (2) accepting the Eightfold Path
   (3) worshipping many gods
   (4) reading the Koran

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

7. Which item best completes this graphic organizer?
   (1) Development of the Wheel
   (2) Preservation of Greek and Roman Culture
   (3) Creation of the Compass
   (4) Utilization of Cuneiform

8. In western Europe, feudalism developed after the
   (1) Roman Empire collapsed
   (2) Renaissance began
   (3) city of Constantinople fell
   (4) Mongols invaded
9 Letting some farmland remain unplanted as a means of increasing food production is most closely associated with
(1) modern irrigation methods
(2) the three-field system
(3) the enclosure movement
(4) slash-and-burn agriculture

Base your answer to question 10 on the statements below and on your knowledge of social studies.

. . . For many in the contemporary Arab world, the Crusades are viewed as having begun nearly a millennium of conflict with what would become the West. The Crusades are seen as representing the constant threat of Western encroachment [trespassing]. But many scholars say that is a more recent and inaccurate view of the Crusades. . . .

— Mike Shuster, reporter, NPR

The Medieval Crusades were taken and then turned into something that they never really were in the first place. They were turned into a kind of a proto-imperialism, an attempt to bring the fruits of European civilization to the Middle East, when, in fact, during the Middle Ages the great sophisticated and wealthy power was the Muslim world. Europe was the Third World. . . .

— Thomas Madden, St. Louis University, History of relations between the West and Middle East, NPR, All Things Considered, August 17, 2004

10 These statements indicate that the history of the Crusades
(1) has been neglected by experts
(2) was of little importance
(3) is the subject of debate and interpretation
(4) illustrates the importance of tolerance and understanding

Base your answer to question 11 on the Japanese print below and on your knowledge of social studies.

11 Based on this print, which statement reflects an important theme in Japanese art and culture?
(1) Nature is a powerful force.
(2) Beauty is found in technological innovations.
(3) Realistic portrayals create a harmonious effect.
(4) Traditional activities should be expressed in simple forms.

Source: Hiroshige, Prestel Postcard Book, 1997

12 What was an impact of Korea’s geographic location on the history of East Asia?
(1) isolating Russia from Japan
(2) protecting China from Mongol invaders
(3) preventing Europeans from colonizing East Asia
(4) serving as a cultural bridge between China and Japan
13 Which situation was a result of Pax Mongolia?
(1) Trade increased between Europe and Asia.
(2) China became isolated from its neighbors.
(3) Warfare between Japan and Vietnam escalated.
(4) Europeans conquered the Aztecs and Incas.

14 • Sir Francis Drake circumnavigated the globe.
• England defeated the Spanish Armada.
• William Shakespeare wrote his play Richard III.

These events occurred during the reign of
(1) Charlemagne
(2) Elizabeth I
(3) Peter the Great
(4) Suleiman the Magnificent

15 Which geographic feature of Spain and Portugal most enhanced their ability to engage in exploration?
(1) peninsular location
(2) mountainous region
(3) extensive river system
(4) fertile plain

16 The journeys of Vasco da Gama, Bartholomeu Dias, and Christopher Columbus became possible in the late 1400s because of the
(1) support of exploration by the English government
(2) trade connections established by Ibn Battuta
(3) effects of the Atlantic slave trade
(4) development of new navigational instruments and technology

17 Which statement demonstrates a major characteristic of mercantilism in colonial Latin America?
(1) Colonies developed local industries to compete with Spain.
(2) Spanish colonies traded freely with English colonies.
(3) Spain instituted democratic governments in its colonies.
(4) Colonies were a source of raw materials for Spain.

18 The encomienda system in colonial Latin America led to the
(1) use of forced labor
(2) establishment of trade unions
(3) increase in landownership by Native Americans
(4) weakening of the power of peninsulares

19 Which heading best completes the partial outline below?

I.
A. Writings of Thomas Hobbes
B. Divine right theory
C. Centralization of political power
D. Reign of Louis XIV

(1) Beginning of Global Trade
(2) Growth of Democracy in Europe
(3) Rise of Absolutism
(4) Age of Exploration

20 One way in which Montesquieu, Voltaire, and Rousseau are similar is that they were
(1) philosophers during the Age of Enlightenment
(2) chief ministers during the French Revolution
(3) leaders of the Italian unification movement
(4) supporters of the Counter Reformation

21 Increased agricultural production in England in the late 1700s contributed directly to
(1) the development of a worldwide communications network
(2) the introduction of manorialism
(3) a decrease in the power of the monarch
(4) an increase in life expectancy

22 Which statement about railroad systems in the 19th and early 20th centuries is accurate?
(1) Imperialists rejected the use of railroads in their colonies.
(2) European governments opposed the development of railroads.
(3) Railroads helped promote the factory system and urbanization.
(4) Railroads made transportation of goods less efficient.
Base your answer to question 23 on the passage below and on your knowledge of social studies.

... The need of a constantly expanding market for its products chases the bourgeoisie over the whole surface of the globe. It must nestle everywhere, settle everywhere, establish connections everywhere. . . .

— Karl Marx and Friedrich Engels

23 Which historical event do Marx and Engels believe created the situation described in this passage?
(1) Cold War  (2) World War I  (3) Russian Revolution  (4) Industrial Revolution

24 What was the main reason for the extensive Irish emigration to North America in the 1840s?
(1) mass starvation  (2) military draft  (3) civil war  (4) smallpox outbreak

25 What was a principal reason for the success of European colonialism in Asia in the late 1800s?
(1) Asians respected Europeans as representatives of an advanced civilization.
(2) Europe was able to dominate military and commercial relations with Asia.
(3) Europeans respected Asian laws and customs.
(4) Many Asians adopted European religious practices.

26 Which action in Japanese history occurred during the Meiji Restoration?
(1) Japan modernized its economy.
(2) Mongols invaded the islands of Japan.
(3) The Japanese government adopted an isolationist policy.
(4) Buddhism became the official religion of Japan.

27 The annexation of Korea and Japan’s invasion of Manchuria were attempts by Japan to
(1) spread Shinto beliefs
(2) protect human rights
(3) acquire natural resources
(4) establish theocratic governments

Base your answers to questions 28 and 29 on the telegram below and on your knowledge of social studies.

Nicholas II
Telegram to Wilhelm II
July 29, 1914, 1:00 A.M.

Am glad you are back. In this most serious moment, I appeal to you to help me. An ignoble [despised] war has been declared upon a weak country [Serbia]. The indignation [resentment] in Russia, shared fully by me, is enormous. I foresee that very soon I shall be overwhelmed by the pressure upon me, and be forced to take extreme measures which will lead to war. To try and avoid such a calamity [disaster] as a European war, I beg you in the name of our old friendship to do what you can to stop your allies from going too far.

— Nicky

28 Which conclusion is best supported by this telegram?
(1) Russia started to mobilize for war against Serbia.
(2) Nicholas II condemned the efforts of Wilhelm II.
(3) Russia supported the use of extreme measures.
(4) Nicholas II hoped diplomacy would prevent war.

29 Which war is most closely associated with the telegram Nicholas II sent to Wilhelm II?
(1) the Franco-Prussian War
(2) the Russo-Japanese War
(3) World War I
(4) World War II
Base your answers to questions 30 and 31 on the cartoon below and on your knowledge of social studies.

“THIS WILL MAKE YOU FORGET THE PEACE TERMS.”

![Cartoon Image]


30 This cartoonist is referring to the way Germany was affected in 1919 by
(1) the Congress of Vienna
(2) its defeat of Napoleon
(3) the Treaty of Versailles
(4) its defeat in World War II

31 This 1919 cartoon suggests that Germany may come under the influence of
(1) moderates
(2) conservatives
(3) radicals
(4) isolationists

32 Mohandas Gandhi’s protests in India were a response to Great Britain’s
(1) support of Zionism
(2) practice of humanitarianism
(3) introduction of socialism
(4) policy of colonialism

Base your answers to questions 33 and 34 on the table below and on your knowledge of social studies.

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of collective farms in 1,000s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1929</td>
<td>57.0</td>
</tr>
<tr>
<td>1930</td>
<td>85.9</td>
</tr>
<tr>
<td>1931</td>
<td>211.1</td>
</tr>
<tr>
<td>1932</td>
<td>211.1</td>
</tr>
<tr>
<td>1933</td>
<td>224.6</td>
</tr>
<tr>
<td>1934</td>
<td>233.3</td>
</tr>
<tr>
<td>1935</td>
<td>245.4</td>
</tr>
<tr>
<td>1936</td>
<td>242.2</td>
</tr>
<tr>
<td>1937</td>
<td>243.7</td>
</tr>
<tr>
<td>1938</td>
<td>242.4</td>
</tr>
<tr>
<td>1939</td>
<td>241.1</td>
</tr>
<tr>
<td>1940</td>
<td>236.3</td>
</tr>
</tbody>
</table>

— Paul Halsall, *Internet Modern History Sourcebook*, (adapted)

33 Between which two years did the number of collective farms increase the most?
(1) 1929 and 1930  (3) 1934 and 1935
(2) 1930 and 1931  (4) 1939 and 1940

34 Which Soviet policy is most closely associated with the information in this table?
(1) Lenin’s New Economic Policy
(2) Stalin’s five-year plans
(3) Brezhnev’s policy of détente
(4) Gorbachev’s policy of glasnost

35 One similarity between Adolf Hitler and Benito Mussolini is that both
(1) led fascist states
(2) supported communism
(3) rejected militarism
(4) remained in power after World War II
36 What does this cartoon suggest about news coverage of world events?

(1) Social concerns are often overemphasized.
(2) Africa’s issues are often overshadowed by events in other regions.
(3) Too much time is devoted to European affairs.
(4) Africa’s problems can be solved if global powers cooperate.

37 What has the end of communism in the Soviet Union caused many countries in Eastern Europe to do?

(1) shift to a command economy
(2) maintain a communist form of government
(3) pursue free-market economic policies
(4) join the Warsaw Pact

38 Which type of warfare did Mao Zedong, Fidel Castro, and Ho Chi Minh all engage in as leaders of revolutionary movements in their respective nations?

(1) guerilla
(2) trench
(3) unrestricted submarine
(4) biological

39 One way in which these speakers are similar is that all are expressing their opinions about

(1) rural poverty
(2) interdependence
(3) urban issues
(4) nationalism
40. The economic trend represented in this chart is most likely an effect of the creation of the
   (1) Organization of American States (OAS)
   (2) North Atlantic Treaty Organization (NATO)
   (3) North American Free Trade Agreement (NAFTA)
   (4) Organization of Petroleum Exporting Countries (OPEC)

41. Which statement about the Balkan Peninsula since 1995 is most accurate?
   (1) Bosnia-Herzegovina and Croatia are now both controlled by Yugoslavia.
   (2) Ethnic tensions and conflict continue to be a problem in much of the region.
   (3) Slobodan Milosevic of Serbia became the first democratically elected leader of the region.
   (4) The Balkan Peninsula has become one of the most prosperous regions in Europe.

42. Which revolution led to the concept of banking, the creation of guilds, and the development of capitalism in Europe?
   (1) Commercial
   (2) Agricultural
   (3) Scientific
   (4) Industrial

43. The introduction of Buddhism into Japan and of Christianity into Africa are examples of
   (1) modernization
   (2) ethnic conflict
   (3) cultural diffusion
   (4) isolation

44. A goal of both the Boxer Rebellion in China and the Mau Mau movement in Kenya was to
   (1) promote laissez-faire capitalism
   (2) end foreign control
   (3) develop modern industries
   (4) create a totalitarian state

45. Which period in European history is most closely associated with this statement?
   “Therefore those preachers of indulgences are in error, who say that by the pope’s indulgences a man is freed from every penalty, and saved;”
   (1) Roman Empire
   (2) Crusades
   (3) Protestant Reformation
   (4) Enlightenment

46. This statement reflects a controversy over the proper
   (1) roles of women
   (2) forms of prayer
   (3) types of education
   (4) means of salvation

47. Simón Bolívar, José de San Martín, and Toussaint l’Ouverture are best known as
   (1) scientists who supported the heliocentric theory
   (2) leaders of Latin American independence movements
   (3) early Spanish explorers of the New World
   (4) communist leaders of the 19th century
48 What is the main idea of this 2002 cartoon?
(1) The technology of the Cold War now threatens peace in Asia.
(2) The risk of nuclear conflict has been eliminated.
(3) Nuclear power presents a possible solution to energy shortages in southern Asia.
(4) Mediation has lessened tensions between India and Pakistan.

Source: Mike Thompson, Detroit Free Press for USA Today, May 28, 2002

49 A. Kemal Atäturk rises to power in Turkey.
B. Pericles rules during the Golden Age of Athens.
C. Ayatollah Khomeini seizes power in Iran.
D. Robespierre comes to power during the French Revolution.

What is the correct sequence of these events?
(1) C → B → A → D  (3) A → C → B → D
(2) B → C → D → A  (4) B → D → A → C

50 The Communist Revolution in China differed from the 19th-century Marxist ideals because this revolution was primarily supported by the
(1) warlords  (3) factory owners
(2) peasants  (4) gentry
Answers to the essay questions are to be written in the separate essay booklet.

In developing your answer to Part II, 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 relationship of”
(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: Geography (How Humans Change Their Environment)

Throughout global history, human societies in various nations and regions have changed their physical environments to meet their needs. Societies have built structures, removed vegetation and resources, and modified the land to meet their needs. These changes have often had different results.

Task:
Select two different nations/regions and for each
• Explain why the society modified their environment
• Explain how the people of that specific nation/region modified their physical environment
• Discuss the effect this modification had on that nation/region

You may use any nation or region from your study of global history. Some suggestions you might wish to consider include Middle East (modified the land), Africa (modified the land), Japan (modified the land), Great Britain (removed resources), South Africa (removed resources), Brazil (removed vegetation), China (built a structure), and East Germany (built structures).

You are not limited to these suggestions.

Do not select the United States or a region of the United States as an example in your answer.

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, migrations of people have affected countries and regions. These migrations have been both voluntary and involuntary and include *Africans to the Americas*, Jews to Palestine and Israel, and *Hindus/Muslims between India and Pakistan*.

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 select two migrations mentioned in the historical context and for each:

- Describe the historical circumstances surrounding the voluntary or involuntary migration
- Discuss an impact the migration had on the country or region from which the group left and/or an impact the migration had on the new destination

You may not use the migration of Hindus and Muslims between India and Pakistan as two separate migrations.

In developing your answers to Part III, 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 A
Short-Answer Questions

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

Document 1

The Big Business of Slave Trading

. . . When in 1517 Bishop Bartolomeo de Las Casas advocated [supported] the encouragement of immigration to the New World by permitting Spaniards to import African slaves, the trading of humans in the New World formally began. Las Casas was so determined to relieve Indians of the onerous [difficult] burden of slavery that he recommended the enslavement of Africans. (Later, he so deeply regretted having taken this position that he vigorously renounced it.) The ban against the use of Africans was removed, and Charles II issued licenses to several Flemish traders to take Africans to the Spanish colonies. Monopoly of the trade went to the highest bidders. Sometimes it was held by Dutch traders, at other times by Portuguese, French, or English. As West Indian plantations grew in size and importance, the slave trade became a huge, profitable undertaking employing thousands of persons and involving a capital outlay of millions of dollars. By 1540 the annual importation of African slaves into the West Indies was estimated at 10,000. . . .

Source: Franklin and Moss, From Slavery to Freedom: A History of African Americans, Alfred A. Knopf

1 According to Franklin and Moss, what was one reason enslaved Africans were imported to the “New World” by Europeans? [1]
Large-scale sugar plantations, established first in Brazil and, after 1645, in the Caribbean islands, were enormously profitable. Plantations in Cuba gave more than a 30 percent return on capital investment; those in Barbados returned 40 to 50 percent. These islands became societies whose economies relied heavily on the labor of African captives. In 1789, one-third of the population of Cuba was comprised of Africans. Between 1730 and 1834, up to 90 percent of the populations of Jamaica, Antigua, and Grenada were Africans. In Brazil in 1800, half the population was African.


2 According to Willie F. Page, what was one impact of the arrival of Africans on Brazil and on the Caribbean Islands? [1]
Document 3

Long-Term Effects. The trade in African slaves brought about the largest forced movement of people in history. It established the basis for black populations in the Caribbean and in North and South America. At the same time, it disrupted social and political life in Africa and opened the door for European colonization of the continent.

The shift in European demand from gold, foodstuffs, and such products to slaves changed the relations among African groups and states. The prices Africans received for slaves made it more profitable for them to take captives from their neighbors than to establish networks for producing and selling other goods. In this way the slave trade encouraged strong states to raid weaker states for slaves. As a result, many African societies were torn by organized slave wars and general banditry. Successful slave-raiding and trading societies formed new states that were dominated by military groups and constantly at war with their neighbors.


3 Based on this excerpt from Africa: An Encyclopedia for Students, state two effects of the slave trade on Africa. [2]

(1) __________________________________________________________________________________

__________________________________________________________________________________

Score

(2) __________________________________________________________________________________

__________________________________________________________________________________

Score
4 Based on these documents, identify two specific reasons large numbers of Jewish immigrants moved to the Palestinian/Israeli region between 1920 and 1970. [2]

(1) ____________________________________________

(2) ____________________________________________

Score ____________________________

Score ____________________________
Arab Palestinians began to leave their homes in cities in December 1947. The number of Arab Palestinians leaving their homes increased to hundreds of thousands by May 1948. During the last week of April in 1948, as the fighting came closer to their home, the Palestinian family in this passage left Jaffa for Ramallah. On May 14, 1948, Israel was established. This new country included the city of Jaffa. Ramallah was in the West Bank that became part of Jordan.

. . . I grew up hearing the description of my father’s last visit to Jaffa, and it has left an indelible [permanent] impression on me. My father’s entire holdings were in and around Jaffa, the products of his own hard work. His father had left him nothing. How difficult it must have been to bid all this farewell. The image of my father, his every step echoing in the empty streets of the deserted city, still haunts me. . . .

He moved on to the marketplace, empty except for a few shops that had somehow remained open. He walked past Hinn’s, his barbershop, and found it closed. The courthouse was closed, as were the clinics, the nurseries, the cafés, the cinema. The place was deserted, prepared to be captured. What have we done, he wondered. How could we have all left? . . .

Source: Raja Shehadeh, Strangers in the House: Coming of Age in Occupied Palestine, Penguin Books

5a Based on this account by Raja Shehadeh, what was one impact on the city of Jaffa when the Palestinians left? [1]
This excerpt describes the early days of the State of Israel in 1949 when many people, including the Jews from displaced camps in Europe, were migrating into and out of the region.

. . . At any rate, the return of the Arabs to their homes became increasingly difficult with the rise of another cataclysmic event—the mass influx of the Jews from all over the world. They had been coming, even in the midst of hostilities, at the rate of a thousand a day, in larger numbers than had been expected, and in much larger numbers than the country was ready to accommodate. The squeamishness of the Custodians of Abandoned (Arab) Property had to give way to the onrush of this deluge [flood of people] and the early comers and some of the old-timers helped themselves to whatever was left of the former Arab houses. . . .

Source: M. Z. Frank, Introduction to “From the Four Corners of the Earth,” Sound the Great Trumpet, Whittier Books

5b According to M. Z. Frank, what was one effect of the Jewish migration on Israel? [1]
Document 6

Richard Willstätter, a German Jewish chemist, won a Nobel Prize in 1915. In 1938, during Nazi rule, he managed to flee Germany. Many others fled before 1938 and some fled after.

. . . Willstätter’s story demonstrates that the exodus of German Jews was one of the most astonishing migrations in history. It included not only Nobel Prize winners but thousands of other scientists, artists, academics, engineers, and professional men and women in every category. And since this was an entire population and not the usual young person in search of a fortune, it was made up of whole families, middle-aged couples, and even the elderly, like Betty Scholem, who settled in a small town in Australia, tending a sweetshop with one of her sons. Driven out of their country, they took their talent and skills and culture with them and made the rest of the world richer for it. . . .

Source: Ruth Gay, The Jews of Germany, Yale University Press

6 According to Ruth Gay, what was one way Germany was hurt by the migration of German Jews? [1]
Partition

... Gandhi’s beliefs were based, in part, on ancient Hindu ideals. This may have added to the hatred and suspicion that had always existed between Hindus and Muslims. The Muslims were afraid that they would have no power in the new India. Although the Hindu leaders, including Gandhi, tried to reassure the Muslims, no agreement could be reached. The country was finally divided into two parts—the independent Muslim state of Pakistan and a predominately Hindu state—the Democratic Republic of India. . . .

Source: Jean Bothwell, *The First Book of India*, Franklin Watts

7 According to Jean Bothwell, what was one cause of the migration of Muslims and Hindus?  [1]
History's Greatest Migration
4,000,000 People Cross the Punjab to Seek New Homes

The mass migration and exchange of populations in the Punjab—Moslems moving west into Pakistan and Hindus and Sikhs trekking east into India—have now reached a scale unprecedented in history. Accurate statistics are impossible to obtain, but it is reasonable to estimate that no fewer than four million people are now on the move both ways.

What this means in terms of human misery and hardship can be neither imagined nor described. Within the past few weeks the conditions over a wide area of Northern India, including the whole of the Indus Valley and part of the Gangetic Plain, have deteriorated steadily. It is no exaggeration to say that throughout the North-west Frontier Provinces, in the West Punjab, the East Punjab, and the Western part of the United Provinces the minority communities live in a state of insecurity often amounting to panic.

Farther afield in the eastern parts of the United Provinces and to a less extent in Bihar and Bengal, much tension and friction prevail but there has hitherto been little movement of population. . . .

Source: Guardian, Thursday, September 25, 1947

8 Based on this article in the Guardian, state two ways the region of South Asia was affected by the mass migration of people in 1947. [2]

1) 

2) 

Score

Score
. . . And there were many [examples where untouchables were invisible during the partition]. In January 1948, two social workers, Sushila Nayyar and Anis Kidwai, went to visit Tihar village on the outskirts of Delhi. They had heard that a rich Hindu from Pakistan had left behind huge properties when he had moved, and had therefore, like many people, effected an exchange of property with a rich Muslim in Tihar to whom the land belonged. Each took the other’s property. But neither was obliged to carry on with the other’s business. The Hindu, therefore, threw out all previously employed workers from his newly acquired piece of property. Most of these were Muslims, but about a third were Harijans [untouchables]. The Muslims made their way to one or the other of the two Muslim camps that had been set up in the city. But for the Harijans, displaced in a war that was basically centred around Hindu and Muslim identities, there was nowhere to go. No camps to help them tide over the difficult time. No recourse to government—all too preoccupied at the moment with looking after the interests of Muslims and Hindus, no help from political leaders whose priorities were different at the time. . . .


9 According to Urvashi Butalia, what was one impact the migration of Muslims and Hindus had on South Asia? [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, migrations of people have affected countries and regions. These migrations have been both voluntary and involuntary and include Africans to the Americas, Jews to Palestine and Israel, and Hindus/Muslims between India and Pakistan.

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

Select two migrations mentioned in the historical context and for each
- Describe the historical circumstances surrounding the voluntary or involuntary migration
- Discuss an impact the migration had on the country or region from which the group left and/or an impact the migration had on the new destination

You may not use the migration of Hindus and Muslims between India and Pakistan as two separate migrations.

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
The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

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

Contents of the Rating Guide

For Part I (Multiple-Choice Questions):
• Scoring Key

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

General:
• Test Specifications
• Web addresses for the test-specific conversion chart and teacher evaluation forms
Mechanics of Rating

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

Scoring the Part I Multiple-Choice Questions

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

Rating the Essay Question

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

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

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

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

(2) When actual rating begins, each rater should record his or her individual rating for a student’s essay on the rating sheet provided, not directly on the student’s essay or answer sheet. The rater should not correct the student’s work by making insertions or changes of any kind.

(3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.
**Theme:** Geography (How Humans Change Their Environment)
Throughout global history, human societies in various nations and regions have changed their physical environments to meet their needs. Societies have built structures, removed vegetation and resources, and modified the land to meet their needs. These changes have often had different results.

**Task:** Select two different nations/regions and for each
- Explain why they modified their environment
- Explain how the people of that specific nation/region modified their physical environment
- Discuss the effect this modification had on that nation/region

You may use any nation or region from your study of global history. Some suggestions you might wish to consider include Middle East (modified the land), Africa (modified the land), Japan (modified the land), Great Britain (removed resources), South Africa (removed resources), Brazil (removed vegetation), China (built a structure), and East Germany (built structures).

You are not limited to these suggestions.

Do not select the United States or a region of the United States as an example in your answer.

**Scoring Notes:**

1. This thematic essay has a minimum of six components (for two different nations/regions, explaining why people have modified their physical environment, explaining how people have modified their environment, and discussing the effect of the modification on each nation/region).
2. The explanation of how a nation or region modified their physical environment could refer to the actions of a government, an organization, or individuals although they need not be specifically identified.
3. Two regions, two nations, or a region and a nation may be used in the response.
4. Both a region and a nation within that region may be used as long as the modification of the environment is different, e.g., extraction of petroleum in the Middle East and construction of a wall in the West Bank by Israel.
5. The reason for the modification and the effect may be the same, especially in the building of structures, e.g., the reason for building the Berlin Wall was to keep the East Germans from escaping and the effect is that it kept the East Germans from escaping.
6. The effect of the modification on the nation or region must be related to the example of how the people of a nation or region modified their environment.
7. The modification of the environment in one nation or region can be the same as the modification of the environment in the second nation or region, e.g., construction of the Three Gorges Project in China and construction of the Aswan Dam in Egypt.
8. The effect of the modification may be short term or long term.
9. As is the case with many historical topics, the nature of a modification of the physical environment and/or an effect of the modification may be discussed from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.
Score of 5:
- Thoroughly develops **all** aspects of the task evenly and in depth by discussing modification of the environment in two different nations/regions, why the people modified their environment, how the people modified their environment, and an effect of the modification
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., Japan: links the lack of arable land to the use of terrace farming to make more land available for growing crops; connects the development of complex irrigation systems to controlling the flow of water to rice paddies; demonstrates that the use of terrace farming at various elevations makes possible the production of a range of crops; Brazil: connects the government’s desire to promote economic development with encouraging settlement in the rain forest; links development of farms and building of roads to the burning of the rain forest; contrasts the benefits and profits from the marketing of commodities with the loss of biodiversity and depletion of resources
- Richly supports the theme with relevant facts, examples, and details, e.g., Japan: less than 20% arable land; mountainous interior; population density; rice as a high yield crop; importation of food; technological expertise; Brazil: slash-and-burn; squatters; soybeans; cattle ranches; world’s oxygen supply; indigenous peoples/cultures; growth of environmental debate, development versus preservation
- 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 aspect of the task more thoroughly than the others for both nations/regions or develops all aspects of the task for one nation or region more thoroughly than for the second nation or region
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., Japan: explains that Japan’s mountainous terrain means limited land available to grow crops; explains how terrace farming was developed to make more land available for growing rice; discusses how terrace farming allows use of land even at high elevations; Brazil: explains how pursuit of government goals have promoted deforestation and/or degradation of rain forest; discusses how farming in the rain forest has led to the leaching of the soil causing farmers to abandon the land and burn more forest; discusses the loss of plants with curative or medicinal properties
- 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 have been thoroughly developed evenly and in depth for **one** nation or region, 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 changing of the environment to meet human needs is a common theme in all civilizations, especially those situated in areas with more extreme geographical features. Whether or not in a such area, there are three main reasons for modifying the environment, these being to increase agricultural production, to better transportation and communication, and for security. Both the Chinese and Inca civilizations are located in areas with geographic features that have made living somewhat difficult. Despite this, they were both able to modify their environment and achieve all of these three goals, allowing their civilizations to develop and for life in those civilizations to improve.

There have been many advancements in the history of the Chinese civilization that attest to their being able to change the environment to meet their needs. They have been able to do so to accomplish all of the said goals, and have even become famous for some of the advancements. An agricultural technique used in the more mountainous areas of China that has been common throughout many of the dynasties is terrace farming. This form of farming has changed the contour of many mountainous areas in China and allowed the Chinese to maximize the use of land that would normally not be farmable. They were able to devise a technique that would allow for vegetation to grow despite the poor mountain soil, and produce satisfactory amounts of food by these means when they would normally have to rely on other means of obtaining food. The Chinese have also been able to change the environment to better transportation, a great example of this being the construction of the Grand Canal. Before this canal was constructed, the north and south regions of China had
limited interaction. The canal allowed for greater exchanges between them. For example, when there was a famine, rice grown in the south could be more easily transported to the north where rice production was limited. Likewise, wheat from the north could be transported south when needed.

Another example of modification of the physical environment pertains to security in the form of the Great Wall. It was initially constructed during the Qin and Han dynasties to keep out invaders from the north, including the Mongols. The growing threat of these invaders prompted the Chinese to construct the wall. Although the Chinese were eventually overtaken by the Mongols in the Song & the Yuan Dynasty, the Great Wall is one of the greatest manmade structures ever.

The Inca empire, although not lasting as long as the Chinese, was able to achieve all three of these goals. Like the Chinese, they were able to modify their mountainous environment, using terrace farming. Unlike the Chinese, the whole Incan civilization existed in a predominantly mountainous area, and therefore agriculture was even more dependent on terrace farming. Their carved steps of flat land allowed production of potatoes and corn in a challenging physical setting. In terms of transportation, the Incans were able to construct a system of roads stretching throughout the entire Andes mountain range and reaching almost 14,000 miles. This was extremely important in keeping their empire unified and keeping the flow of goods, ideas, and government communications throughout this large empire.

Lastly, also similar to the Chinese, the Incans did construct a wall to protect the Machu Picchu fortress. Albeit nothing that would even come close...
The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing why and how the people of China and the Inca modified their physical environment and the effects of these modifications on their respective civilizations.
- Is more analytical than descriptive (three main reasons for modifying the environment: increase agricultural production, better transportation and communication, and security; China: achieving these goals allowed civilization to develop and life to improve; canal allowed for greater exchanges; when there was a famine, rice grown in the south could be transported to the north where rice production was limited; wheat from the north could also be transported south; desire of Qin and Han dynasties to keep invaders from the north out, including Mongols; Inca: achieving these goals allowed civilization to develop and life to improve; whole Inca civilization existed in predominantly mountainous area; agriculture even more dependent on terrace farming; roads extremely important in keeping empire unified and keeping the flow of goods, ideas, and government communications throughout the large empire).
- Richly supports the theme with relevant facts, examples, and details (China: terrace farming has allowed maximum use of land normally not farmable; before Grand Canal was constructed, the north and the south had limited interaction; Great Wall constructed for security; Great Wall one of greatest manmade structures; Inca: system of roads stretching throughout the entire Andes mountain range reaching almost 14,000 miles; production of potatoes and corn in challenging physical setting; constructed wall in rugged terrain and high elevation albeit not close to rivaling the Chinese).
- Demonstrates a logical and clear plan of organization; includes an introduction that establishes a model for the reasons civilizations modify the physical environment and a conclusion that employs this model in relating changes in the environment to continued development.

Conclusion: The response fits the criteria for Level 5. Strong theme development and ongoing analysis are demonstrated in an examination of parallel motives for and approaches to modifying the physical environment by the Chinese and the Inca civilizations. Numerous facts and examples demonstrate detailed knowledge of both history and technology.
Throughout human history civilizations have modified and adapted the physical environment to meet their needs. In building great empires, the Romans and the Incas found success in overcoming the challenges of the physical environment through their great engineering skills. The Romans ruled an empire that extended from the British Isles to the eastern Mediterranean and the Incas ruled an empire that extended through the Andes, stretching from modern-day Ecuador to Chile. In the process they conquered geography as well as people.

Ancient Romans are known even today as history’s premier “road builders.” They built roads initially for the movement of their armies and for the conduct of important government business. The roads also eventually expanded trade and allowed for the spread of religion and ideas. In other words, they were a catalyst for economic prosperity and cultural diffusion. The Romans’ paved roads set a standard of quality that can be seen today in the Appian Way: accessibility of the government to the far reaches of the empire was essential and this was provided by the road system. The Romans also built aqueducts, massive structures that carried water from one place to another. They were essentially canals that were built on pillars. Some of these structures still exist today. The aqueducts were used to supply cities and towns in the Roman Empire with water that otherwise wouldn’t be available. It allowed the Romans to build the Romans used roads, and maintain a great urban civilization. Aqueducts and military fortifications to modify the environment and build one of the greatest empires in history.

Another civilization that modified the environment is the Incas...
Empires. The ancient Incas are known for building an empire in the mountains of South America. They are famous for the city of Machu Picchu, which is located high in the Andes mountains. They built towns and villages in the Andes mountains that encompassed a large area of land. To connect these villages the Incas also built a large system of roads; but even those were not enough. To traverse the mountainous terrain the Incas built rope bridges to connect their roads and cross otherwise impassable chasms. The rope bridges in conjunction with roads were used for trade and communication. Like the Romans, the Incas relied on roads for the information used in maintaining a large empire. Anything the government needed to know was passed along the roads by runners. Another modification of the government that allowed the Incas to create an empire in the harsh terrain of the Andes mountains is terrace farming. Because there is little farmable land in mountainous regions terrace farming was developed, the process of cutting stair-like levels into a hillside. This flat land allowed a tremendous variety of plants to be raised and provided the Incas agricultural support for their empire. These technological and agricultural innovations allowed the Inca Empire to conquer the Andes mountains.

In conclusion civilizations modify the environment to support practical needs. Many civilizations would have failed if they hadn’t adapted their environment to meet their needs. The Roman and Incan Empires are only two examples of cultures that have changed their environment to meet their needs. To survive they built structures, and
Anchor Level 5-B

The response:
• Thoroughly develops all aspects of the task evenly and in depth by discussing the role of engineering in modification of the environment by the Roman Empire and the Inca Empire
• Is more analytical than descriptive (in building great empires, Romans and Incas overcame challenges of physical environment through great engineering skills; Rome: roads a catalyst for cultural diffusion; roads set a standard that can be seen today in Appian Way; accessibility to far reaches of empire essential to government and this was provided by road system; aqueducts allowed Romans to build and maintain great urban civilization; Inca: to traverse mountainous terrain, Incans built rope bridges to connect roads and cross impassable chasms; anything the government needed to know or communicate was carried along the roads by runners; because there is little farmable land in mountainous regions, terrace farming was developed)
• Richly supports the theme with relevant facts, examples, and details (Rome: ruled an empire that extended from British Isles to eastern Mediterranean; known even today as history’s premier “road builders”; roads built initially for movement of armies and conduct of important government business; roads expanded trade and allowed for spread of religion and ideas; aqueducts essentially canals built on pillars; some aqueducts still in use today; Inca: empire extended through Andes, stretching from modern day Ecuador to Chile; Machu Pichu; bridges and roads used for trade; process of cutting stair-like levels into a hillside; flat land allowed a tremendous variety of plants to be raised)
• Demonstrates a logical and clear plan of organization; includes an introduction that ties the building of empires to great engineering skills and a conclusion that relates building structures and modifying the environment to the theme

Conclusion: Overall, the response fits the criteria for Level 5. Engineering skills are emphasized in discussing how the Roman and Inca empires overcame challenges posed by distance and terrain. Numerous examples demonstrate how sophisticated responses to basic human needs were integral to both empires.
The development of a nation can always be attributed to changes to the environment in some way. A nation existing and prospering without making modifications to the land they occupy is absurd. In ancient Sumeria, for example, the digging of irrigation ditches out of the earth had a tremendous impact on its development as a civilization. Another example like Ancient Rome, was and still is famous for the creation of Roman roads which were used to transport armies and supplies and inevitably religions like Christianity. Both of these civilizations modified their environment in hope of reaping rewards from doing so and in both situations, they succeeded.

In ancient Sumeria, the development of one of the earliest civilizations can be mainly attributed to development of control of the flow of rivers. Before the development of a water control system, early peoples were subject to the treacherous unpredictable floods of the Tigris and Euphrates rivers. With the use of canals, dikes, irrigation and drainage ditches came a surplus food supply from crops like wheat and barley. This made possible doing other things besides farming, like becoming a blacksmith or a priest. This “craft specialization” contributed greatly to the further development of urban centers and helped transition to civilization relying on one another for survival.
By modifying their environment by digging irrigation ditches and making use of farming techniques, Sumeria and other ancient civilizations like it were able to prosper. Ancient Rome has and always will be remembered for the strength of their army. However, the military would not have been successful without the system of Roman roads. Roman roads, that were in themselves complex to build, allowed the Roman empire to be the largest and most dominant society of its time. By first digging through layers upon layers of earth and then laying down various types of rock (gravel, crushed stone, etc), the Romans were able to create long-lasting roads that would contribute to the superiority of their society. Roman roads linked the already large empire and allowed people and goods to travel more quickly and efficiently from one place to another. The main reason the Romans built the roads in the first place was for this very reason, connecting the empire and thus unifying it. Roman roads allowed for the movement of the military and contributed to the mass expansion of the empire. A simple modification to one’s own environment can have tremendous effects on one’s nation. Roman roads contributed to the period of Pax Romana in which Rome flourished under a golden age. It could even be
said that Rome influenced societies and civilizations after its own time, by spreading language, law
and religion throughout Europe, Southwest Asia,
and Northern Africa.

Both Sumeria and ancient Rome were able to
flourish through important modifications to their
environment. The development and implementation
of irrigation in Sumeria and the creation of roads
in ancient Rome were essential in the development
of each society and to the societies’ ability to function.
Without these modifications to the environments,
the course of world history may have been forever
altered.
The response:

- Develops all aspects of the task by discussing control of the flow of river waters in Sumeria and the road system of the Roman Empire.
- Is both descriptive and analytical (a nation existing and prospering without modifications to the land they occupy is absurd; *Sumeria*: digging of irrigation ditches had tremendous impact on development as a civilization; development of one of the earliest civilizations can be mainly attributed to development of control of the flow of rivers; with canals, dikes, irrigation and drainage ditches came a surplus food supply; “craft specialization” contributed greatly to further development of urban centers and helped transition to civilization; *Rome*: roads used to transport armies and supplies and inevitably religions like Christianity; military would not have been successful without the system of Roman roads; could be said Rome influenced societies after its own time by spreading language, law, and religion)
- Supports the theme with relevant facts, examples, and details (*Sumeria*: early peoples subject to the floods of the Tigris and Euphrates rivers; crops like wheat and barley; food surplus allowed doing other things like becoming a blacksmith or priest; *Rome*: created long-lasting roads that linked an already large empire and contributed to expansion of empire; roads contributed to period of Pax Romana, golden age)
- Demonstrates a logical and clear plan of organization; includes an introduction that ties the irrigation system of ancient Sumeria and the roads of ancient Rome to modifications of the environment as societies develop and a conclusion that states modification is essential to development.

**Conclusion:** Overall, the response fits the criteria for Level 4. The response proceeds from the premise that for a nation to exist and prosper, modifications of the physical environment are necessary and inevitable. The response links control of river waters to Sumeria’s development of civilization and roads to Rome’s influential cultural legacy, thus emphasizing the importance of these modifications. Generalizations are supported by details to make key points; however, the same point is often made several times.
Throughout global history, human societies in various nations and regions have changed their physical environments to meet their needs. Some societies have built structures, removed vegetation and resources, and modified the land all in the name of progress. These changes have often had different results. One was Brazil, a country that created jobs and economic prosperity while damaging the rainforest. Another is China, which, while controlling flooding, is losing a piece of the record of their past.

The country of Brazil is famous for its rainforests, particularly the Amazon, but is equally infamous for its destruction of them. The rainforests are large expanses of land making up a rich and diverse ecosystem whose presentation is seen by some as standing in the way of the growth of Brazil. To make room for more farms and living space, Brazil began a massive campaign of deforestation. Thousands and thousands of trees were cut down. As a result, habitats for endangered species were destroyed, ecosystems were disrupted, yet Brazil did gain more land for farming and living. Today, Brazil has many more cattle ranches and soybean farms where they have cleared the rainforest. Meanwhile, the world has lost plants with curative powers and a major source of oxygen.

Another nation to modify the land in the name of progress is China. China is currently building a massive dam called
“The Three Gorges Dam.” It will help accomplish a long-time dream of the leaders of China; it will generate electricity. Another goal of the project is controlling flooding of China’s largest river. As a result of this project, many cultural sites and old villages will be flooded. Millions will have to be relocated and precious cultural treasures will be lost forever. Despite potential problems of landslides and water pollution, the building of the dam continues its progress today a testament to the strength of the Chinese government.

Throughout history mankind has sculpted the earth it lives on. Brazil, for living space and farmland, deforested much of its rainforests but at the cost of endangering many rare species. China, for the electrical power of a dam, began construction of the Three Gorges Dam but at the cost of culture and living space. For better or worse, humans will continue to reshape the land to make it more desirable for themselves. But in the future, we must not be so rash as to ignore the consequences of our actions.
The response:

• Develops all aspects of the task by discussing how people modified their environment and the effects of these modifications in Brazil and China more thoroughly than explaining why the environments of these societies were modified.

• Is both descriptive and analytical (Brazil: famous for its rain forests, particularly the Amazon, but equally infamous for its destruction of them; preservation is seen by some as standing in the way of growth; has many more cattle ranches and soybean farms while world has lost plants with curative powers and a major source of oxygen; China: dam will help accomplish long time dream of leaders by generating electricity; many cultural sites and old villages will be flooded; precious cultural treasures will be lost; building of dam continues, its progress a testament to the strength of the Chinese government).

• Supports the theme with relevant facts, examples, and details (Brazil: rich and diverse ecosystem; massive campaign of deforestation; endangered species destroyed; ecosystems disrupted; gained more land for farming; China: building massive dam called the “Three Gorges Dam”; goal of controlling flooding on China’s longest river; millions will have to be relocated).

• Demonstrates a logical and clear plan of organization; includes an introduction that illustrates the benefits and costs of progress and a conclusion suggesting that, in the future, humans weigh the consequences of reshaping the land.

Conclusion: Overall, the response fits the criteria for Level 4. The strength of the response is its illustration of the relevance of contemporary history, specifically, the discussion of the issue of progress as it relates to negative effects of modification of the physical environment. Lack of insights weakens the quality of the response.
Different societies and communities have altered their environments in different ways. Some have done so by modifying the land, removing resources, building structures, or removing vegetation. When the physical changes were made, both negative and positive results may be seen. In Great Britain, the environment was altered by removing resources and it had a positive effect on the country. In East Germany, the environment was altered by building a structure and it had a negative effect on the region.

During the Industrial Revolution in Britain much progress was made because of the abundance of natural resources present in the country. Great Britain altered its environment in order to take advantage of increased use of the steam engine. Coal provided great quantities of affordable fuel and mining centers grew up throughout Northern England. The steam engine and the mining of iron ore led to the expansion of the railroads adding thousands of miles of track. In doing so, this altered the environment of the country in other ways as well. Trains linked the countryside and new manufacturing urban areas. This helped raise large amounts of capital, promote trade, and make Great Britain the leading industrial power.

The Berlin Wall is an example of a government using technology to try to maintain a political division. During the Cold War, Germany was divided into East and West Germany.
and its capital city, Berlin, was also divided into East and West factions. During the Cold War the United States had bad relations with the Soviet Union. Many inhabitants of Communist East Berlin were moving to capitalist West Berlin and freedom in West Germany. The East German government built the Berlin Wall separating the two sections of the city. East Berliners were unable to leave and faced possible death if they tried. The structure put in place had a negative effect on the regime. The barrier was put in place because the Communist government was becoming much weaker than the pro-capitalist government of the West. They altered the environment in order to maintain the number of people living in the area they controlled. It had a negative effect because the people in East Berlin did not have enough consumer goods and they were alienated from the Communist government. Eventually the Berlin Wall was taken down and the Communist government collapsed with the fall of the Soviet Union.

The physical structure built in East Germany did not have a positive effect on the country.

Changes made to an environment often have different results. The removal of natural resources was a positive change for Britain while the building of structures in East Germany was a negative change.
Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing East Germany and the Berlin Wall more thoroughly than Great Britain and the Industrial Revolution.
- Is both descriptive and analytical (Great Britain: environment altered due to use of the steam engine; the steam engine and the mining of iron ore led to the expansion of the railroads, adding thousands of miles of track; trains linked countryside and new manufacturing urban areas; helped raise capital and promote trade; made Great Britain leading industrial power; East Germany: Berlin Wall an example of a government using technology to try to maintain a political division; many inhabitants of communist East Germany were moving to capitalist West Berlin and freedom in West Germany; barrier put in place because the communist government was becoming much weaker than the pro-capitalist government of the West; people of East Berlin did not have enough consumer goods and were alienated from the communist government).
- Supports the theme with relevant facts, examples, and details (Great Britain: much progress made because of abundance of natural resources; coal provided affordable fuel; mining centers grew up throughout northern England; East Germany: during the Cold War, Germany divided into East and West Germany; Berlin was also divided; United States had bad relations with the Soviet Union; East German government built the Berlin Wall, separating the two sections of the city; East Berliners unable to leave and faced possible death if they tried).
- Demonstrates a logical and clear plan of organization; includes an introduction that states the positive or negative effect of modifications of the environment for these regions and a conclusion that restates this theme.

Conclusion: Overall, the response fits the criteria for Level 4. While the explanation of the motive for modification in Great Britain is limited, the response discusses all other elements of the task. The details employed in the discussion show a good understanding of the task.
Throughout history, since the dawn of civilization, countries and cultures have constructed edifices, change their land, removed vegetation and removed resources in order to make their environment increasingly beneficial for themselves. Some altered their surrounding landscape in order to fend off invaders, while others have changed their geography to make room for further agricultural and economic advancement. Through the course of time, these land-altering civilizations have experienced a vast array of results from the tremendously beneficial to the destructive. From time to time, a nation finds itself in a geographic situation that is potentially detrimental to their well-being. The changes they impose, while they hope will be beneficial, sometimes have the opposite effect.

An example of when a country had to alter its geography in order to defend themselves militarily, was the Chinese construction of the Great Wall of China during numerous dynasties throughout their illustrious history. The Chinese saw it was necessary for them to build this giant 3,000 mile long wall to protect themselves from invasion by the notorious Mongols. At first, the Great Wall wasn’t nearly at its present length of roughly 3,000 miles but as the threat of invasion from the north moved westward, the need for a longer Chinese wall followed. Overall, the Chinese’s implement of the wall was fairly successful in preventing enemy Mongol invasion to the north. Along with the wall itself, the Chinese placed sentries on the top of the wall to be able to alert the country of an incoming army. This use of guards on
The need for food and agriculture has also driven societies to modify the land which surrounded them. An example of this is terrace farming around the globe and more specifically in the South American Incan Empire. For hundreds of years, the Incas were able to sustain themselves despite the lack of arable land and land for grazing. In order to solve this dire problem, the Incas cut terraces into their highly mountainous terrain and then continued to grow crops such as potatoes on them. Without this innovation of terrace farming, there would've been no way for the Incas to maintain their large population. However, with this, the Incas avoided starvation and successfully fed their people. The Incan Empire wouldn't have been able to survive for the length that it did.

Throughout history, geography has given societies a bad hand and in turn, these societies have sought to change their surroundings for their benefit. Whether it be for military, agricultural or political and social reasons as it was with the construction of the Berlin Wall, civilizations have made their mark on geography. In many cases, as with the Incas, if these changes weren't made, the nation and its people wouldn't have been able to survive.
Anchor Level 3-A

The response:

- Develops most aspects of the task in some depth by discussing the Great Wall of China and terrace farming by the Inca
- Is more descriptive than analytical (*China*: construction of Great Wall came during numerous dynasties; as threat of invasion from north turned westward, the need for a longer wall followed; use of guards was an integral component to the success of the wall; Great Wall can be seen from outer space; *Inca*: need for food and agriculture has driven societies to modify the land; terrace farming allowed Inca to sustain themselves for hundreds of years; without terrace farming, Incas could not have maintained their lofty population; Incas avoided starvation)
- Includes some relevant facts, examples, and details (*China*: 3,000-mile wall; Mongol invasion from north; *Inca*: terrace farming; South America; Andes Mountains; potatoes)
- Demonstrates a satisfactory 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 3. Sufficient detail and accurate description of the modifications of the environment demonstrate an understanding of the theme. The limited discussion of an effect of modification in each region weakens the response.
Our changing world often presents new problems and challenges to us and our societies everyday. Over history, it has become essential for humans to adapt to whatever hardships their environment might offer. Therefore, oftentimes, societies have felt necessary to build structures, modify the land, or remove vegetation in order to suit their needs. Altering their physical environment of course caused results in each nation—some lasting until modern times. Two such examples of countries who altered their environment to meet their needs include Egypt and China.

As a rule, ancient civilizations were always founded on the banks of a river—because water equals life. Ancient Egypt was no exception. The longest river in the world—the Nile was and remains the life source of this nation. One of the most prosperous advantages of the Nile is its consistent flooding, which unfailingly leaves behind new, extremely fertile soil. For Egypt, this means a new supply of arable farmland after every flood season. But in order to increase the fertile soil, as well as to be more in control of the floods, the Egyptians built a structure—a dam. A structure enabling them to control floodwaters and when and when they were allowed to flow was a great benefit to the nation. As a result, arable farm area was widely increased, leading directly to an increase in farm production. Egyptians' successes worked with their physical environment to produce positive results for
themselves.

A second nation who has altered its environment to adapt to its needs is that of China. China not only built a structure, but modified the land as well throughout history. Probably what China is best known for is its structure—the Great Wall. The Great Wall of China was built over the course of many years as an effort to protect the nation against invasion. Though it took much labor to form such a huge barrier, the Great Wall became and still remains one of the greatest symbols of Chinese culture. The Wall provided protection to an extent when built and today brings the country profit as an impressive tourist destination.

But China has had other needs to meet besides the threat of invasion. As one of the most populous countries in the world, providing food to all its citizens has proven a challenge as well. In order to increase farmland and therefore food production, China has used terrace farming and modified the land. By cutting flat areas into hilly or mountain sides, they are able to grow where they previously could not. As a result, there has been increased production of food, and therefore the ability to better maintain their large population.

Obviously, changes have had to be made to the physical environments of many societies so they can adapt to their needs. Egypt harnessed the waters of the Nile using
The response:
• Develops most aspects of the task in some depth by developing modifications of the physical environment in China in more depth than control of the flood waters of the Nile
• Is more descriptive than analytical (Egypt: as a rule, ancient civilizations were founded on the banks of a river; water equals life; meant a new supply of arable farmland after every flood season; a structure enabling control of floodwaters and where and when they flowed was great benefit; China: Great Wall built over the course of many years to protect against invasion; Great Wall provided protection to an extent; today, the Great Wall is an impressive tourist destination); includes faulty application (Egypt: built dam to increase fertile soil)
• Includes some relevant facts, examples, and details (Egypt: consistent flooding of Nile leaves behind extremely rich soil; to control floods, Egyptians built dam; China: Great Wall one of greatest symbols of Chinese culture; one of most populous countries in world; used terrace farming and modified the land; increased production of food)
• Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that relates specific countries and modifications to the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although the essential understanding of control of floodwaters is accurate, the transition from a discussion of ancient Egypt to the 20th century is confusing. The response employs two good examples in discussing modification of the environment in China.
Throughout history, countries have modified their environment with differing results. One such country, Great Britain, created mines to gather resources such as coal from their environment, which led to the Industrial Revolution. Another country, Germany, built the Berlin Wall after WWII, causing disunity and a poor economy in East Berlin.

In the late 18th and early 19th centuries, Britain began building textile factories. Mines were built to get the coal from the rich British environment. Then, the coal was used to heat water to create the steam that powered the textile machines. However, flooding created difficulties in mining. James Watt, therefore, created a pumping system that allowed the mines to be more accessible. The easy access to coal spurred on the Industrial Revolution in England, which had positive and negative results. Positively, the economy in England boomed; it became "the workshop of the world." Negatively, however, the working conditions in factories and overcrowded cities were atrocious, and disease spread throughout the poor working class.

In the after World War II, Communist
East Germany modified its environment by building the Berlin Wall. The construction began under the USSR leader Khrushchev. He wanted to stop the flow of emigrants from East to West Berlin. The West was capitalism so people moved there because there were more economic opportunities than in the Communist East. Khrushchev also wanted to stop capitalist influence on the Soviet Union, which he called "Yankee Imperialism". Therefore, he built the Berlin Wall, which separated East from West Berlin. Furthermore, guards were posted at the wall to prevent anyone from escaping to the West. The results of the Berlin Wall were negative. On a local scale, the economy of East Berlin suffered because it could no longer trade with the capitalist west. The local divide spread to a global scale, becoming a symbol of the Cold War between the United States and the USSR.

Countries have modified their environments throughout history, with both positive and negative results. In Britain mining led to the booming economy and the terrible conditions of the Industrial Revolution. In Germany the Berlin Wall caused
Anchor Paper – Thematic Essay—Level 3 – C

The response:
• Develops all aspects of the task in some depth but does so unevenly by discussing the effects of the Industrial Revolution in Britain and the Berlin Wall in East Germany in more depth than the other aspects of the task
• Is more descriptive than analytical (Great Britain: coal heated water to create steam that powered the machines; economy of England boomed; easy access to coal spurred the Industrial Revolution; conditions in factories and overcrowded cities were atrocious; East Germany: Khrushchev wanted to stop flow of emigrants from East to West Berlin; West was capitalist, so people moved there because there were more economic opportunities than in communist East; on local scale, economy of East Berlin suffered; became a symbol of the Cold War between United States and USSR)
• Includes some relevant facts, examples, and details (Great Britain: in late 18th and early 19th centuries, Britain began building textile factories; mines built to get coal from rich British environment; flooding created difficulties; James Watt’s pumping system allowed mines to be more accessible; workshop of the world; mining led to the booming economy; East Germany: Berlin Wall; Yankee imperialism; guards posted on Wall to prevent escaping; Berlin Wall caused social and economic disparity in Berlin); includes a minor inaccuracy (East Germany: Khrushchev built the Berlin Wall)
• Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that relate specific countries and modifications to the theme

Conclusion: Overall, the response fits the criteria for Level 3. The treatment of the Industrial Revolution in Britain is strong, especially in assessing its positive and negative results of industrialization. Although the response accurately accounts for the significance of the Berlin Wall in the Cold War, references to Khrushchev are overgeneralized.
Throughout history, societies have changed their physical environments to meet their needs. Societies have taken such action as building structures, removing vegetation, and resources, and modifying the land to meet their needs. Two societies that embody this idea are the Egyptians and China.

The Egyptians inhabited the Nile River Valley in northeastern Africa. They modified the land by building canals to drain excess water in the months when the Nile flooded. This system of irrigation was done in order to prevent the Egyptian’s crops from being destroyed. Also, the excess drained water could be used later on when the rainy season was over. This modification stopped the severe flooding and made the region inhabitable.

The Chinese branched out across Asia from the Huang He River Valley. They modified their environment by building the Great Wall of China. This wall helped to keep out intruders and greatly decrease nomadic invasions. The Chinese were able to focus more on art and culture instead of war. The Chinese, like the Egyptians, also built canals to regulate the flooding of the river (Huang).
The Chinese and Egyptians were two of many civilizations that have changed their physical environments to meet their needs. In order to do so, societies have built structures, modified the land, and removed resources and vegetation. These different changes have often had different results.

Anchor Level 2-A

The response:
• Minimally develops all aspects of the task by briefly discussing irrigation in Egypt and the purpose of the Great Wall in China
• Is primarily descriptive (Egypt: built canals to drain excess water when Nile flooded; China: Wall helped to keep out intruders); includes faulty analysis (Egypt: excess water could be used when rainy season was over)
• Includes few relevant facts, examples, and details (Egypt: Nile River Valley in northeastern Africa; irrigation; China: Great Wall)
• Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response minimally develops each element of the task for Egypt. The reason for the modification of the environment in China and the description of how the environment was modified is limited. The effects of modification in China are plausible but overstated.
Throughout global history, human societies in various nations and regions have changed their physical environments to meet their needs. Societies have built structures, removed vegetation and resources, and modified the land to meet their needs. These changes have often had different results.

There are two nations that have modified their environment to meet needs that I have picked to write about. The first is Japan. Japan has modified their environment to have more farming land. To do this, the Japanese cleared mountain sides and then the dykes look like steps into the side of the mountain all the way to the top. Then they farm these lands for the crops they want. Japanese farmers do this so they can increase crop production in Japan.

The other nation who modified their environment to better suit their needs was China. The Chinese were constantly attacked by invaders from the north, more commonly known as the Mongols. To keep these invaders out, they decided to build a giant wall along Northern China. It took many people and many years to finish the wall but once it was finished, it was a 1500 mile long wall. It also fulfilled its purpose and it kept the northern invaders out of China.

Many Nations and Regions in Global History have modified their environment to fill their needs. The Japanese found that they need more farm land so they terraced the side of
The response:
• Develops some aspects of the task by suggesting reasons for modifying the environment and describing modifications in the environment that took place
• Is primarily descriptive (Japan: cleared mountain sides and dug steps into the side of the mountain; do this so they can increase crop production; China: to keep these invaders out decided to build a giant wall along northern China); includes faulty application and analysis (China: Great Wall fulfilled purpose and kept northern invaders out of China)
• Includes few relevant facts, examples, and details (Japan: modified environment to have more farming land; China: Mongols; northern China); includes a minor inaccuracy (Japan: dug steps into the side of the mountain all the way to the top)
• Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The treatment of the effects of modification of the environment is limited to suggesting that each modification achieves its purpose without supporting evidence or clarification. The remaining elements of the task receive perfunctory treatment, especially the reason the modification of the environment took place in Japan.
Throughout the course of history, we have seen that societies in various nations and regions have changed their physical environments to meet their needs. They have adapted by building structures, removing vegetation and resources, and modified the land to meet their needs. This has often had different results on the societies.

One example of this is Japan. As we can see, the geography of Japan is very mountainous. Due to this, they found it hard to farm. So the people of Japan developed a way of farming called terrace farming. Because of this, Japan was able to become a self-sufficient country and wasn't in need to trade for crops. This led to Japan being an isolated country, and being able to self-sustain itself.

Another example is the people of Egypt. The land in Egypt was mostly desert. The main river there was the Nile but it was hard to water the crops with only one main river. So the Egyptians developed a method of
The response:
• Minimally develops all aspects of the task by addressing modifications of the environment in Japan and Egypt
• Is primarily descriptive (Japan: developed a way of farming called terrace farming; Egypt: developed a method of irrigation which allowed them to transport water to their farmlands); includes faulty, weak, and isolated application and analysis (Japan: led to Japan being an isolated country and able to self sustain itself; Egypt: became the great society we know today)
• Includes few relevant facts, examples, and details (Japan: geography of Japan is very mountainous; Egypt: land in Egypt was mostly desert)
• Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme.

Conclusion: The response fits the criteria for Level 2. The response accounts for why modification of the environment was undertaken in Japan and Egypt; however, the description of how modification occurred is limited to mentioning terrace farming and irrigation. The effects of modification are generally overstated.
Quite frequently, people discover that their environment does not meet their needs. Many societies have changed their environments to fit their needs by removing vegetation, building structures, and modifying the land. Two examples of this are Brazil and Brazil modified their land by removing vegetation. Removing vegetation is taking down trees and other plant life to make space for a human habitat, road, or structure. This allowed more humans to be able to be in certain areas.

Berlin is also another place that modified their environment. They built the Berlin Wall. The Berlin wall was used to keep certain people from leaving the country. This is an example of building structures. Some were happy, but others were not because they could not escape.

Often, people of a city, state, region, or country have to modify their land to meet their needs.
Anchor Level 1-A

The response:
• Minimally develops some aspects of the task by mentioning facts and details relevant to the removal of vegetation in Brazil and the building the Berlin Wall in East Germany
• Is descriptive (Brazil: removing vegetation is taking down trees; East Germany: keep people from leaving the country); lacks understanding (East Germany: Berlin Wall used to keep intruders out; some were happy, but others were not because they could not escape)
• Includes few relevant facts, examples, and details (Brazil: make space for human habitat, road and structures)
• Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response demonstrates a very general understanding of events in Brazil and hints at an understanding of the purpose of the Berlin Wall. However, the development is minimal with few relevant details.
Throughout the course of history, humans have tailored the nation they live in to fit their needs. This started with the dawn of the Neolithic Age, where nomads finally settled down and started building permanent residences. France and China stick out as two nations that have been significantly altered by humans.

France has a history of constructing very elaborate buildings throughout their lands. Once, this nation was just countryside with a little bit of sea shore. Then France had kings and queens and other wealthy families came along, with them they had huge palaces overlooking villages, along with "fortifications" along their borders. Probably the most drastic way that France was altered by humans would be World War One. A majority of the war was fought on that soil, with trenches everywhere, lead flying constantly, and many explosions going off all the time. After WWI, France's crops suffered, and they had a hard time getting back into the swing of things.

China is also pretty well known for their style of building and the extent that they do it to. Their royalty is also known to have very fancy kingdoms built, as well as their modern-day architecture. Possibly the single-most amazing...
The response:

- Minimally develops some aspects of the task by discussing how World War I modified the physical environment of France and mentioning the Great Wall of China.
- Is descriptive (France: most drastic way France was altered by humans would be World War I; majority of the war fought on that soil; crops suffered; hard time getting back into the swing of things; China: most amazing piece of building ever built); lacks understanding, misapplies information (France: had kings and queens and other wealthy families; huge palaces overlooking villages; China: royalty also known to have very fancy kingdoms built)
- Includes few relevant facts, examples, and details (France: trenches; explosions; China: Great Wall; fortifying wall); includes inaccuracies (China: entire fortifying wall surrounding the country)
- Demonstrates a general plan of organization; contains digressions; does not clearly identify which aspect of the task is being addressed; includes an introduction and a conclusion that treat modification of the physical environment as a historical constant

Conclusion: Overall, the response fits the criteria for Level 1. While the treatment of China and France contain many digressions, the manner in which the response develops World War I as the source of drastic modification of the physical environment shows a minimal understanding of the task.
Throughout history, human cultures have modified their environment for their benefit. Two examples of this are the utilization of terrace farming in Indonesia and the mining of resources in the industrial era of Great Britain.

In the various islands of Indonesia, the practice of terrace farming, cutting step-like shelves into hilly and mountainous terrain, is common. This is necessary because, while Indonesia has a considerable population density, it has little available farmland due to its large amount of mountainous area. The terrace farming allows for sufficient food to be produced to feed the people of Indonesia. The terrace farming does little damage to the actual mountains, but like any alteration to the environment this expansion of agricultural area destroys some natural habitat, endangering some native species. This could pose further danger to the environment because Indonesia also exports produce not used to feed its population, which may stimulate expansion of the farmed areas.

In Great Britain, the changes have for the most part not been agricultural in nature. During the Industrial Revolution, Great Britain discovered that it had all the resources necessary for industry right on its home soil. Mining for these resources became a necessity in the industrial world, and that is exactly what occurred in Great Britain. Iron to build machines, factories, and railroads, and coal to burn as fuel in these areas were dug up from the
ground all across Great Britain. This mining made the formation of modern machines and modes of production possible, laying the foundation for the modern world as we know it. With greater production capacity came capitalism and global marketing. Like agricultural expansion, however, industrial expansion posed an environmental threat. Clearing land for mining purposes destroyed habitats, and the burning of coal dumped pollutants into the atmosphere. These modes of production continue, for the most part, into modern times.

Humanity has always been in the habit of altering the world around it to suit the needs of its time and place. These alterations can have great influence on society and the natural world.
Throughout history, humans have shown a propensity for altering their natural environment to better their economic position. In some instances, these changes have been subtle and have influenced the environment to a very small degree. In other cases, however, economic development has played an enormous role in the transformation of Great Britain's countryside and a driving force in Brazil's activities in the Amazon rain forest.

Great Britain's modifications of the physical environment go back well before the 1800s. As early as the 1500s, forests were cut extensively throughout the country for fuel to make charcoal and for lumber to make ships. Ultimately, much of the cleared land was put to agricultural use. With the Industrial Revolution, factories, canals, and railroads promoted a growing urban population. Factories and markets were further connected, which only heightened the need for more natural resources and intensified transformation of the environment. Whole cities, like Newcastle upon Tyne, grew up based on the coal mining industry. Thus, a broad-reaching effect of coal mines, canals, and cleared forests was the establishment of British industry. Economic prosperity from Great Britain's natural resources hurt and subsequent modification of the ideals of environment.

Similarly, modern Brazil has undergone extensive deforestation. Clearcutting of forests has been driven by the market for timber (both common and more expensive higher quality hardwoods), open space (for agriculture), and minerals (gold). The massive deforestation
Unsustainable resource extraction has had significant negative effects on the biosphere, including rampant deforestation, expanding erosion, and impairment of the natural hydrologic cycle (much of which is moderated by the Amazon rainforest). While these changes should shock the perpetrators of these environmental changes, the poverty that can be escaped by putting into a seemingly endless forest is a driving force. Thus, much like in Great Britain, prosperity is being sought by clearing forested areas, extracting natural resources, and developing industry. This prosperity still concentrates the wealth in the hands of a small percent of the population. In any case, economic expansion continues to drive the deforestation machine in Brazil.

The pressure to succeed in the world of business remains powerful, just as it was during the industrial revolution. Both Great Britain and Brazil strove for economic improvement and in the process exploited the physical environment. This can be seen in Great Britain in the construction of infrastructure that disrupted the landscape, an outcome that can also be seen in Brazil today.
Humans and their environment can change through out years. Where every you go most likely every nation or region is going to have a different environment depending on the type of people live there. The society can also have an effect on the change of environment. But also, this environmental change can effect relationships with that nation.

In the nation of Japan there are all types of changes but the main one would have to be it's environmental change. Most likely a reason why Japan would modify their environment would be for most likely war purposes or for trade. Mostly war purposes because since Japan is such a small nation it would be easy for them to get invaded. So most likely they would have to upgrade. People probably modify their own environment also would be for there own protection.

In the nation of Africa there would also be an environmental change there also. They would need to modify there land because since they move so much of it there would most likely be nations out there trying to take it over. An example is the scramble for Africa because during that time many nations were trying to get of piece of Africa for its land. People of Africa would modify there housing to protect them selves more from outside danger.

Both Japan and Africa had to modify there land. Japan because of its small size and trade. Africa because of it's big size and the resources that they have. But both these modifications made a difference to there nation. In Japan it now has alot of people that live there very tall buildings.
that are closely together. Africa has also had an increase in population but also it still has an decrease in crops and also food source.

In conclusion most nations/regions will have to make environmental changes to make it's nation better.
Throughout global history, human societies in various nations and regions have changed their physical environments to meet their needs. One example would be the fertile crescent where the Tigris and Euphrates rivers meet. People there built irrigation systems to meet their needs. Many societies have also built structures, removed vegetation and resources, and modified the land to meet their needs. Another example is Japan which relies on export economy.

The first civilizations we said to have come from the fertile crescent. The fertile crescent is where the Tigris and Euphrates rivers meet. Every year there are floods which deposit rich silt on the land surrounding the rivers. The people who lived in that area relied on the floods. They built irrigation systems which would use water from the rivers to water their crops. The modification on the region had a lot of effects. If they hadn’t built an irrigation system their crops wouldn’t get the water it needed.

Another example is Japan which relies on export economy. Japan has modified its land by building a whole bunch of factories. They then import a lot of cheap raw materials.
and export a bunch of finished goods. They also built a lot of ship docks and harbors on its coast line for ships to easily import and export goods. This modernization has had a lot of effects on Japan. It has gone from a country that was going to fall apart to one of the world’s top exporters.

As you can see throughout history many regions or countries of the world have modified their land to meet their needs. Some countries have prospered from their modifications and other countries have failed. Still today many countries are still modifying their land to meet their daily needs.
Throughout global history, human societies in many different nations and regions have changed their physical environments to meet their needs. Some societies, such as China, have built structures to meet their needs. Other societies, such as Brazil, have removed vegetation to adapt to their environment. China built the Great Wall and Brazil removed tropical rainforest.

China has always been isolated by its geography. It is surrounded by deserts, mountains, great bodies of water, and dense forests. China decided to build the Great Wall in the 9th or 10th century. Its purpose was to define China’s borders, keep out invaders, and create a huge public works project. The Great Wall took many years to build, and when it was finished, it provided China with a sense of security. The Great Wall of China is one of the Seven Wonders of the World and is a perfect example of how the Chinese people changed their environment to meet their needs.

Instead of building structures to change its environment, Brazil removed things from its environment. Brazil was covered in a dense
rainforest that limited the growth of the civilization. To expand and grow, Brazil had to remove large areas of the tropical rainforest that grew in its land. This removal of forest is known as deforestation and can be very harmful to the environment. However, by chopping down the rainforest, Brazil was taking advantage of a natural resource. Not only was the Brazilian civilization making room to expand, it was selling the wood from the forest and making a large profit. This boosted Brazil’s economy and their population grew, expanding the civilization. The deforestation of the rainforests has a very negative impact. Thousands of species that live in the rainforest lose their habitat and die off. Also, many plants that may have had very useful medical properties die off because of deforestation.

Many civilizations throughout history have changed their physical environment to meet their needs. China built the Great Wall to protect itself. It had a very positive effect because it produced many jobs and protects the country. Altering the environment to meet a society’s needs can have very negative effects however. Brazil
removed thousands of acres of tropical rainforest to make room for their growing economy. By selling the wood from the forests, their economy flourished, but it came at a price. The rainforests of Brazil are home to millions of species. When these species lose their habitat, they die off. The removal of forests is called deforestation and it is very harmful to the environment. Brazil benefitted from deforestation, but was the cost too great?
The response:
- Develops all aspects of the task by discussing Indonesia in little depth and Great Britain in some depth
- Is more descriptive than analytical (Indonesia: has little available farming land; expansion of agricultural area destroys some natural habitat, endangering some native species; Great Britain: iron to build machines, factories, and railroads, and coal to burn as fuel were dug from the ground; mining made the formation of modern machines and modes of production possible, laying the foundation for modern world; with greater production capacity came capitalism and global marketing; burning of coal dumped pollutants into the atmosphere)
- Includes some relevant facts, examples, and details (Indonesia: practice of terrace farming, cutting steps like shelves into hills and mountainous terrain; terrace farming allows for food to be produced; Great Britain: had all the resources necessary for industry right on its home soil; industrial expansion posed environmental threat)
- Demonstrates a satisfactory 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 3. The strength of the response is in the treatment of industrialization in Great Britain. The discussion of Indonesia is limited; however, the response demonstrates a clear understanding of terrace farming.
The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the deforestation in Brazil more thoroughly than the transformation of the landscape in Great Britain.
- Is both analytical and descriptive (Great Britain: modification of environment goes back to extensive cutting of forests for charcoal and lumber in 1500s; factories, canals, railroads promoted growing urban population; factories and markets heightened need for resources and intensified transformation of environment; economic prosperity drove Great Britain’s natural resource hunt and subsequent modification of the island’s environment; construction of infrastructure disrupted the landscape; Brazil: deforestation has had significant negative effects on the biosphere; perpetrators of environmental changes should be shocked, but poverty that can be escaped by cutting into a seemingly endless forest is a driving force; much like Great Britain, prosperity brought by clearing forests, extracting natural resources, and developing industry; this prosperity still concentrates the wealth in the hands of a small percent of the population; economic expansion continues to drive the deforestation machine in Brazil; striving for economic improvement leads to exploitation of the physical environment).
- Supports the theme with relevant facts, examples, and details (Great Britain: cleared land put to agricultural uses; whole cities like Newcastle grew up based on the coal mining industry; broad-reaching effect of mines, canals, and cleared forests was the establishment of British industry; Brazil: clear-cutting of forests has been driven by market for timber, open space for agriculture, and minerals; rampant extinctions, expanding erosion, and impairment of the natural hydrologic cycle).
- Demonstrates a logical and clear plan of organization; includes an introduction that establishes the theme of the response and a conclusion that employs the theme in casting modification of the environment in terms of exploitation of the environment.

Conclusion: The response fits the criteria for Level 4. Utilizing historical and contemporary references, the response presents the argument that modification of the physical environment is subject to the imperatives of economic development. Details and insight support theme development; however, the generalized treatment of Great Britain weakens the response.

Practice Paper C—Score Level 0

The response:

Fails to develop the task; refers to the theme in a very general way; includes no relevant facts, examples, or details.

Conclusion: The response fits the criteria for level 0. Potential reasons for modifying the environment are stated so generally as to have no plausibility. The remainder of the response demonstrates a partial understanding of the task but fails to present any pertinent historical information.
Practice Paper D—Score Level 1

The response:
- Minimally develops some aspects of the task by discussing the modifications that occurred in the Fertile Crescent and Japan
- Is descriptive (Fertile Crescent: they built irrigation systems which would use water from the river to water their crops; Japan: built factories; built docks); includes faulty or weak application (Japan: import cheap raw materials; Fertile Crescent: every year there are floods)
- Includes few relevant facts, examples, and details (Fertile Crescent: Tigris and Euphrates; rich silt; Japan: export finished goods)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction that describes one of the regions in some detail and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 1. Much of the information about the Fertile Crescent is germane but not effectively connected to the task. Modification of the environment and its effect are repetitive and not well developed. The treatment of Japan is simplistic but generally accurate.

Practice Paper E—Score Level 3

The response:
- Develops all aspects of the task with little depth by discussing construction of China’s Great Wall and deforestation in Brazil’s rain forest
- Is more descriptive than analytical (China: Great Wall intended to keep out invaders and provide a sense of security; Great Wall one of Seven Wonders of the World; Brazil: instead of building structures, Brazil removed things from its environment; thousands of species that live in the rain forest lose their habitat; many plants that may have useful medical properties die off)
- Includes some relevant facts, examples, and details (China: surrounded by deserts, mountains, great bodies of water; Great Wall took many years to build; Brazil: tropical rain forest; deforestation; by chopping down rain forests, Brazil was taking advantage of natural resources; boosted economy and population grew); includes a minor inaccuracy (China: decided to build Great Wall in 9th or 10th century)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and uses the conclusion to repeat the effects of the modifications

Conclusion: Overall, the response fits the criteria for Level 3. Although the discussion of the Great Wall of China is subject to overstatement and lack of focus, the removal of large areas of the rain forest in Brazil is developed in some detail.
Global History and Geography Specifications
August 2008

Part I
Multiple Choice Questions by Standard

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<td>Thematic Essay</td>
<td>Human and Physical Geography</td>
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<td>Document-based Essay</td>
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<tr>
<td></td>
<td>Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government</td>
</tr>
</tbody>
</table>

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

Part III scoring information is found in Volume 2 of the Rating Guide.
The Chart for Determining the Final Examination Score for the August 2008 Regents Examination in Global History and Geography will be posted on the Department’s web site http://www.emsc.nysed.gov/osa/ on the day of the examination. Conversion charts provided for the previous administrations of the 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.
Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site http://www.emsc.nysed.gov/osa/ and select the link “Examination Scoring Information” for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

Contents of the Rating Guide

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

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 need only be scored by one rater.
(3) The scores for each scaffold question may be recorded in the student's examination booklet.

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.emsc.nysed.gov/osa/ and must be used for determining the final examination score.
The Big Business of Slave Trading

... When in 1517 Bishop Bartolomeo de Las Casas advocated [supported] the encouragement of immigration to the New World by permitting Spaniards to import African slaves, the trading of humans in the New World formally began. Las Casas was so determined to relieve Indians of the onerous [difficult] burden of slavery that he recommended the enslavement of Africans. (Later, he so deeply regretted having taken this position that he vigorously renounced it.) The ban against the use of Africans was removed, and Charles II issued licenses to several Flemish traders to take Africans to the Spanish colonies. Monopoly of the trade went to the highest bidders. Sometimes it was held by Dutch traders, at other times by Portuguese, French, or English. As West Indian plantations grew in size and importance, the slave trade became a huge, profitable undertaking employing thousands of persons and involving a capital outlay of millions of dollars. By 1540 the annual importation of African slaves into the West Indies was estimated at 10,000....

Source: Franklin and Moss, From Slavery to Freedom: A History of African Americans, Alfred A. Knopf

1 According to Franklin and Moss, what was one reason enslaved Africans were imported to the “New World” by Europeans?

Score of 1:
• States a reason enslaved Africans were imported to the “New World” by Europeans according to Franklin and Moss
  
  Examples: so Indians would not have to be slaves; to remove the burden of slavery from the Indians; slave trade was profitable; labor was needed for plantations; slaves were needed on plantations; ban against the use of Africans was removed

Score of 0:
• Incorrect response
  
  Examples: Las Casas supported immigration to the New World; slavery was renounced; the ban against the use of Indians was removed
• Vague response that does not answer the question
  
  Examples: licenses were issued; there was a monopoly of trade; slave trade became huge; to replace them
• No response
Large-scale sugar plantations, established first in Brazil and, after 1645, in the Caribbean islands, were enormously profitable. Plantations in Cuba gave more than a 30 percent return on capital investment; those in Barbados returned 40 to 50 percent. These islands became societies whose economies relied heavily on the labor of African captives. In 1789, one-third of the population of Cuba was comprised of Africans. Between 1730 and 1834, up to 90 percent of the populations of Jamaica, Antigua, and Grenada were Africans. In Brazil in 1800, half the population was African.


Score of 1:
- States an impact of the arrival of Africans on Brazil and on the Caribbean Islands according to Willie F. Page
  
  **Examples:** large-scale sugar plantations became profitable; island economies relied heavily on the labor of African captives; Africans became a bigger part of the populations; by 1789, one-third of the Cuban population was African; between 1730 and 1834, up to 90 per cent of the populations of Jamaica, Antigua, and Grenada were Africans; in 1800, half the Brazilian population was African

Score of 0:
- Incorrect response
  
  **Examples:** plantations were first established in Brazil; 90 per cent of Africans lived in Jamaica; investments returned
- Vague response that does not answer the question
  
  **Examples:** islands became societies; sugar plantations were large; it was an investment; they worked
- No response


Document 3

Long-Term Effects. The trade in African slaves brought about the largest forced movement of people in history. It established the basis for black populations in the Caribbean and in North and South America. At the same time, it disrupted social and political life in Africa and opened the door for European colonization of the continent.

The shift in European demand from gold, foodstuffs, and such products to slaves changed the relations among African groups and states. The prices Africans received for slaves made it more profitable for them to take captives from their neighbors than to establish networks for producing and selling other goods. In this way the slave trade encouraged strong states to raid weaker states for slaves. As a result, many African societies were torn by organized slave wars and general banditry. Successful slave-raiding and trading societies formed new states that were dominated by military groups and constantly at war with their neighbors.


3 Based on this excerpt from Africa: An Encyclopedia for Students, state two effects of the slave trade on Africa.

Score of 2 or 1:
- Award 1 credit (up to a maximum of 2 credits) for each different effect of the slave trade on Africa as stated in Africa: An Encyclopedia for Students
  
  Examples: social/political/economic life in Africa was disrupted; the door for European colonization of the continent was opened; European demand for slaves changed the relations among African groups/states; it became profitable for Africans to take captives from their neighbors; slave trade encouraged strong states to raid weaker states for slaves; many African societies were torn by organized slave wars and general banditry; new African states were dominated by military groups; new states were constantly at war with their neighbors

Note: To receive maximum credit, two different effects of the slave trade on Africa must be stated. For example Africans took captives from their neighbors and neighbors were raided for slaves are 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: it established the basis for black populations in the Caribbean; there was no more demand for gold; networks were established to produce and sell goods
- Vague response that does not answer the question
  
  Examples: there was trade in African slaves; prices were more profitable; the effects were long-term
- No response
Immigration of Jews to the Land of Erezt Israel (1919–1970)

In thousands

1920 1930 1940 1950 1960 1970

1920 Britain accepts mandate for Palestine
1933 Hitler rises to power
1941 Final Solution implemented
1948 Israel declares Statehood
1956 Crisis occurs over Suez Canal
1967 Six Day War erupts

Source: Encyclopaedia Judaica, Volume 9, Keter Publishing House Jerusalem (adapted)
4 Based on these documents, identify two specific reasons large number of Jewish immigrants moved to the Palestinian/Israeli region between 1920 and 1970.

Score of 2 or 1:
• Award 1 credit (up to a maximum of 2 credits) for each different reason for the large numbers of Jewish immigrants moving to the Palestinian/Israeli region between 1920 and 1970 based on these documents
  
  Examples: Hitler’s rise to power; Kristallnacht; Final Solution; creation of Israel; partition of Palestine; the Law of the Return was passed; result of Six Day War

Note: To receive maximum credit, two different reasons for the large number of Jewish immigrants to the Palestinian/Israeli region between 1920 and 1970 must be stated. For example, the Holocaust and Final Solution is implemented are the same reason expressed in different words. In this and similar cases, award only one credit for this question.

Score of 0:
• Incorrect response
  
  Examples: they were exiled by Hitler; Great Britain; mandate
• Vague response that does not answer the question
  
  Examples: laws; conflict; war; things were bad
• No response
5a Based on this account by Raja Shehadeh, what was one impact on the city of Jaffa when the Palestinians left?

Score of 1:
• States an impact on the city of Jaffa when the Palestinians left according to Raja Shehadeh
  Examples: city became deserted; streets were empty; only a few shops remained open in the marketplace; barbershop/courthouse/clinics/nurseries/cafés/cinema were closed; it left the city prepared to be captured; Jaffa’s Palestinian population dropped

Score of 0:
• Incorrect response
  Examples: barbershop/courthouse/clinics/nurseries/cafés/cinema were captured; the marketplace was closed
• Vague response that does not answer the question
  Examples: impressions were left; it was hard work; shops were in the marketplace; they bid farewell; the Arab Palestinians moved to Ramallah
• No response
This excerpt describes the early days of the State of Israel in 1949 when many people, including the Jews from displaced camps in Europe, were migrating into and out of the region.

At any rate, the return of the Arabs to their homes became increasingly difficult with the rise of another cataclysmic event—the mass influx of the Jews from all over the world. They had been coming, even in the midst of hostilities, at the rate of a thousand a day, in larger numbers than had been expected, and in much larger numbers than the country was ready to accommodate. The squeamishness of the Custodians of Abandoned (Arab) Property had to give way to the onrush of this deluge [flood of people] and the early comers and some of the old-timers helped themselves to whatever was left of the former Arab houses. . . .

Source: M. Z. Frank, Introduction to “From the Four Corners of the Earth,” Sound the Great Trumpet, Whittier Books

5b According to M. Z. Frank, what was one effect of the Jewish migration on Israel?

Score of 1:
• States an effect of the Jewish migration on Israel according to M. Z. Frank
  Examples: the numbers of immigrants entering the country were larger than the country was ready to accommodate; some of the immigrants helped themselves to abandoned Arab houses; Israel’s Custodians of Abandoned Property could not protect Arab holdings

Score of 0:
• Incorrect response
  Examples: Arabs returned at a rate of one thousand per day; migration ended in 1949; most Arabs were able to return to their homes
• Vague response that does not answer the question
  Examples: it was another cataclysmic event; plans were being completed; it grew
• No response
Document 6

Richard Willstätter, a German Jewish chemist, won a Nobel Prize in 1915. In 1938, during Nazi rule, he managed to flee Germany. Many others fled before 1938 and some fled after.

. . . Willstätter’s story demonstrates that the exodus of German Jews was one of the most astonishing migrations in history. It included not only Nobel Prize winners but thousands of other scientists, artists, academics, engineers, and professional men and women in every category. And since this was an entire population and not the usual young person in search of a fortune, it was made up of whole families, middle-aged couples, and even the elderly, like Betty Scholem, who settled in a small town in Australia, tending a sweetshop with one of her sons. Driven out of their country, they took their talent and skills and culture with them and made the rest of the world richer for it. . . .

Source: Ruth Gay, The Jews of Germany, Yale University Press

6 According to Ruth Gay, what was one way Germany was hurt by the migration of German Jews?

Score of 1:
• States a way Germany was hurt by the migration of German Jews according to Ruth Gay
  Examples: Nobel Prize winners/scientists/artists/academics/engineers/professional men and women were lost; whole families/middle-aged couples/the elderly left; people took their talents/skills/culture with them

Score of 0:
• Incorrect response
  Examples: the rest of the world was made richer; a German Jewish chemist won a Nobel Prize in 1915; they were driven out of the country; it was the most astonishing migration in history
• Vague response that does not answer the question
  Examples: young people left in search of a fortune; the exodus is demonstrated; talents
• No response
Partition

. . . Gandhi’s beliefs were based, in part, on ancient Hindu ideals. This may have added to the hatred and suspicion that had always existed between Hindus and Muslims. The Muslims were afraid that they would have no power in the new India. Although the Hindu leaders, including Gandhi, tried to reassure the Muslims, no agreement could be reached. The country was finally divided into two parts—the independent Muslim state of Pakistan and a predominately Hindu state—the Democratic Republic of India. . . .

Source: Jean Bothwell, The First Book of India, Franklin Watts

7 According to Jean Bothwell, what was one cause of the migration of Muslims and Hindus?

Score of 1:
• States a cause of the migration of Muslims and Hindus according to Jean Bothwell
  
  Examples: hatred/suspicion had always existed between Hindus and Muslims; Muslims were afraid they would have no power in the new India; no agreement on sharing power in a united India could be reached between Hindus and Muslims; India was divided; a Muslim state and a Hindu state were created; partition of India; people were afraid of violence

Score of 0:
• Incorrect response
  
  Examples: Hindu leaders reassured Muslims; India was democratic; based on ancient Hindu ideals; agreements were reached; Gandhi was a Hindu
• Vague response that does not answer the question
  
  Examples: Gandhi’s beliefs were ideals; it was a partition; things got bad
• No response
History’s Greatest Migration
4,000,000 People Cross the Punjab to Seek New Homes

The mass migration and exchange of populations in the Punjab—Moslems moving west into Pakistan and Hindus and Sikhs trekking east into India—have now reached a scale unprecedented in history. Accurate statistics are impossible to obtain, but it is reasonable to estimate that no fewer than four million people are now on the move both ways.

What this means in terms of human misery and hardship can be neither imagined nor described. Within the past few weeks the conditions over a wide area of Northern India, including the whole of the Indus Valley and part of the Gangetic Plain, have deteriorated steadily. It is no exaggeration to say that throughout the North-west Frontier Provinces, in the West Punjab, the East Punjab, and the Western part of the United Provinces the minority communities live in a state of insecurity often amounting to panic.

Farther afield in the eastern parts of the United Provinces and to a less extent in Bihar and Bengal, much tension and friction prevail but there has hitherto been little movement of population. . . .

Source: Guardian, Thursday, September 25, 1947

8 Based on this article in the Guardian, state two ways the region of South Asia was affected by the mass migration of people in 1947.

Score of 2 or 1:
- Award 1 credit (up to a maximum of 2 credits) for each different way the region of South Asia was affected by the mass migration of people in 1947 based on this article in the Guardian
  Examples: Moslems moved west from India into Pakistan; Hindus/Sikhs moved from Pakistan into India; millions of people moved between Pakistan and India/millions of people crossed the Punjab; much human misery/hardship was caused; some minority communities lived in a state of insecurity

Note: To receive maximum credit, two different ways the region of South Asia was affected by the mass migration of people in 1947 must be stated. For example, people moved from India to Pakistan and Muslims moved from India to Pakistan is 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: misery/hardship deteriorated; fewer than four million people moved; there was little movement of population
- Vague response that does not answer the question
  Examples: it reached a scale unprecedented in history; statistics are impossible; it cannot be imagined
- No response
According to Urvashi Butalia, what was one impact the migration of Muslims and Hindus had on South Asia?

Score of 1:
• States an impact the migration of Muslims and Hindus had on South Asia according to Urvashi Butalia
  
  Examples: rich people exchanged properties; untouchables/Harijans/Muslims lost jobs; people were thrown out of work; displaced Harijans had no place to go/ received no help from political leaders; Muslim camps were set up in Delhi

Score of 0:
• Incorrect response
  
  Examples: untouchables gained land; the government helped the Harijans; there was no government
• Vague response that does not answer the question
  
  Examples: social workers went to visit; there was nowhere to go; the partition was invisible
• No response
**Historical Context:** Throughout history, migrations of people have affected countries and regions. These migrations have been both voluntary and involuntary and include *Africans to the Americas*, Jews to Palestine and Israel, and Hindus/Muslims between India and Pakistan.

**Task:** Select two migrations mentioned in the historical context and for each

1. Describe the historical circumstances surrounding the voluntary or involuntary migration
2. Discuss an impact the migration had on the country or region from which the group left and/or an impact the migration had on the new destination

You may not use the migration of Hindus and Muslims between India and Pakistan as two separate migrations.

**Scoring Notes:**

1. This document-based question has a minimum of four components (the historical circumstances surrounding two different migrations and at least one impact for each migration).
2. The migration of Hindus/Muslims between India and Pakistan cannot be used as two separate migrations.
3. The historical circumstances surrounding each migration could be similar, but the details should be specific to each migration, e.g., religious issue for Jews and for Hindus/Muslims.
4. A migration does not need to be identified as voluntary or involuntary.
5. The impact of each migration could be similar, but the details should be specific to each migration.
6. The impact of the migration may be immediate or long-term.
7. The impact of the migration is subject to the student’s point of view. The response may discuss the impact of the migration from differing perspectives so long as the positions taken are supported by accurate historical facts and examples.
8. If three migrations are discussed, only the first two migrations discussed should be scored.
9. For the purposes of meeting the criteria of using at least four documents in the response, documents 4a, 4b, 5a, and 5b may be considered as separate documents if the response uses separate facts from each document.
Score of 5:
• Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances surrounding two different migrations and discussing an impact each migration had on the country or region from which the group left or an impact the migration had on the new destination
• Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., Africans to the Americas: connects the European demand for enslaved Africans to Las Casas’ efforts to change the encomienda system that created another human rights violation, led to the loss of the youngest and strongest in Africa, and created a power vacuum, which left African societies at war with one another; Jews to Palestine and Israel: connects anti-Semitism, pogroms, and the Holocaust to Zionism and the inability of Israel to immediately accommodate the mass influx of people leading to the loss of property and power by Palestinians and their displacement to refugee camps
• Incorporates relevant information from at least four documents (see Key Ideas Chart)
• Incorporates substantial relevant outside information related to migrations (see Outside Information Chart)
• Richly supports the theme with many relevant facts, examples, and details, e.g., Africans to the Americas: encomienda system; New Laws of the Indies, 1542; Middle Passage; Trans-Atlantic Slave Trade; imperialism; colonialism; destruction of tribal boundaries; Jews to Palestine and Israel: Theodor Herzl; Balfour Declaration; British mandate; pogroms; anti-Semitism; Kristallnacht; Holocaust; Final Solution; United Nations partition plan; Law of the Return; Palestinians; refugees; West Bank
• 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 developing both components of the task for one migration more thoroughly than for the second migration or by developing one component more thoroughly than the second component for both migrations
• Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., Africans to the Americas: describes the Trans-Atlantic slave trade in which Africans were imported on the Middle Passage to replace Native Americans as a labor force and the resulting slave wars and destruction of African societies when strong African states raided weaker states for slaves; Jews to Palestine and Israel: describes the Holocaust and the Final Solution and the creation of the State of Israel as a homeland for the Jews leading to generations of conflict with the Palestinians who inhabited the land
• 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

Note: At score levels 5 and 4, all four components should be developed.
Score of 3:
• Develops all aspects of the task with little depth or develops at least three 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 both components for one migration have been thoroughly developed evenly and in depth, and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:
• Minimally develops all aspects of the task or develops at least two 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

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 historical context and/or task as copied from the test booklet; OR includes only entire documents 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.
# Africans to the Americas

## Historical Circumstances

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<thead>
<tr>
<th>Key Ideas from the Documents</th>
<th>Relevant Outside Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doc 1</strong>—Support of Las Casas for importation of African slaves to New World</td>
<td></td>
</tr>
<tr>
<td>Determination of Las Casas to relieve Indians of difficult burden of slavery</td>
<td>Encomienda system leading to use of Native Americans as forced laborers</td>
</tr>
<tr>
<td>Removal of ban against the use of Africans in the New World</td>
<td>Epidemics and death for Native Americans from contact with Europeans</td>
</tr>
<tr>
<td>Issuing of licenses by Charles II to Flemish traders to take Africans to the Spanish colonies</td>
<td>New Laws of the Indies forbidding mistreatment of Native Americans and outlawing the encomienda system</td>
</tr>
<tr>
<td>Profits of the slave trade</td>
<td>Enslaved Africans used by Spanish and Portuguese for laborers on indigo, cacao, and tobacco plantations and in gold mines as part of mercantilism</td>
</tr>
<tr>
<td><strong>Doc 3</strong>—Shift in European demand from gold and foodstuffs to slaves</td>
<td></td>
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</tbody>
</table>

## Impact on Country or Region from which the Group Left

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<thead>
<tr>
<th>Key Ideas from the Documents</th>
<th>Relevant Outside Information</th>
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<tbody>
<tr>
<td><strong>Doc 1</strong>—Loss of thousands of African inhabitants by 1540</td>
<td>Removal of many of the youngest and strongest Africans from their societies</td>
</tr>
<tr>
<td><strong>Doc 3</strong>—Disruption of social and political life in Africa</td>
<td>Destruction of cultures and artistic traditions of African kingdoms (Benin)</td>
</tr>
<tr>
<td>Opening door for European colonization of Africa</td>
<td>Self-abuse and deforming of body as a way to escape slavery</td>
</tr>
<tr>
<td>More profitable for Africans to take captives from neighbors than to establish networks for producing and selling other goods because of trans-Atlantic slave trade</td>
<td>Lack of progress in economies of many African societies</td>
</tr>
<tr>
<td>Raiding of weaker states for slaves by strong African states</td>
<td>Dependence of many African societies on European powers</td>
</tr>
<tr>
<td>Organized slave wars and general banditry in many African societies</td>
<td>Legacy of racial conflict in Africa (enmity between African groups, apartheid)</td>
</tr>
<tr>
<td>Domination of successful slave-raiding and trading societies by military groups who were constantly at war with their neighbors</td>
<td></td>
</tr>
</tbody>
</table>

## Impact on Group’s New Destination

<table>
<thead>
<tr>
<th>Key Ideas from the Documents</th>
<th>Relevant Outside Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doc 1</strong>—Increase in size and importance of plantations in the West Indies</td>
<td>Usefulness of African labor and farming experience (Haiti, Barbados)</td>
</tr>
<tr>
<td><strong>Doc 2</strong>—Increase in size and importance of plantations in the West Indies and Brazil</td>
<td>Influence on independence movements in region by successful slave revolt in Haiti led by Toussaint L’Ouverture</td>
</tr>
<tr>
<td>Heavy economic reliance on labor of African captives</td>
<td>Influence of race on social class system in the Americas</td>
</tr>
<tr>
<td>Increase of Africans in total population in the Americas</td>
<td>Influence of African art, music, religion, and food on cultures in the Americas</td>
</tr>
<tr>
<td></td>
<td>Denial of access to political participation in the Americas for many centuries</td>
</tr>
</tbody>
</table>
## Jews to Palestine and Israel

### Historical Circumstances

<table>
<thead>
<tr>
<th>Key Ideas from the Documents</th>
<th>Relevant Outside Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doc 4</strong>— Conditions in Germany before and during World War II Partition of Palestine Israel’s declaration of statehood</td>
<td>Forced poverty and discrimination for many Jews in Europe (ghettos, pogroms) Launching of modern Zionist movement by Theodor Herzl Pledge of support by Britain for the creation of a Jewish state in Palestine in the Balfour Declaration Development of a plan by the United Nations to partition Palestine between the Arabs and the Jews in 1947 Need for a home for survivors of gas chambers, massacres, and hunger from displaced persons camps in Europe</td>
</tr>
</tbody>
</table>

### Impact on Country or Region from which the Group Left

<table>
<thead>
<tr>
<th>Key Ideas from the Documents</th>
<th>Relevant Outside Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doc 6</strong>— Loss of Nobel Prize winners other scientists, artists, academics, engineers, and professional men and women in every category by Germany Loss of talent, skills, and culture of whole families, middle-aged couples, and the elderly by Germany</td>
<td>Loss of Jewish communities throughout Europe and North Africa</td>
</tr>
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### Impact on Group’s New Destination

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<td>War between Israel and neighboring Arab countries almost immediate after creation of Israel (War to Liberate Palestine/War for Israeli Independence) Sending United Nations peacekeeping forces to the region Continuation of conflict between Arabs and Israelis over control of land Peace difficult to maintain Use of violence by Palestinian Liberation Organization, Hamas, and Hezbollah in attempt to reclaim land and release jailed comrades Strengthening of Israeli military to defend land and ensure security Palestinians living in refugee camps Israeli construction of a controversial series of walls to separate their settlements from the Palestinians</td>
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Hindus/Muslims between India and Pakistan

Historical Circumstances

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**Note:** The information on the impact of the migration of Hindus/Muslims depends on the point of view taken in the response.

Impact on Country or Region Left and/or on New Destination

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Migration: a movement of people from one area to another. Throughout history, many famous and notable migrations of people have taken place. One that is probably the most familiar is the forced migration of millions of African people across the Atlantic Ocean to the American colonies. Another famous exodus of people is the Jewish migration out of Europe and to Palestine and later, the newly created State of Israel, after World War II. Both of these migrations had disastrous effects on the mother nations. The African slave trade had a positive effect on the Americas while the Jewish migration caused tension in the Middle East. Migration of peoples, whether forced or voluntary, effect the mother and receiving nations for the better and for the worse.

When the slave trade began in the early 1600’s, under the recommendation of Britain, the severity of the situation could not have been guessed. The recommendation was to use of African slaves because they were more used to the climate and history of labor that the Indians were forced to do as a result of the Encomienda System. The Encomienda System was put into place by the Spanish government and the peninsulares, who dominated colonial society. The system involved labor by the native people in a tax to get out people. Much of the native population died as a result of the harsh conditions on plantations and in gold and silver mines. They also died from exposure to European diseases such as smallpox. Large due to the recommendations of the Church, the law taxes were passed to
Protect the Indians in the colonies. Seneca suggested the use of Africans as a way to protect the dying Indians from further harm. Seneca later was reviled by his suggestion when he saw what he had done. [Doc 1]. There was no stopping the slave trade once it had started though.

The slave trade was profitable to the European “New World,” but detrimental to the African homeland. In the Caribbean Islands, the sugar plantations, using African slave labor, had up to a 50% return on capital investment, thereby making them profitable and useful [Document 2]. The Europeans were not, however, the only ones to flock up on just how profitable the slave trade was. The African nations realized that they too could become more wealthy by preying on weaker nations, gaining captives, and selling them to European slave traders [Document 3]. This development led to increased hostilities and all out turmoil within Western Africa. Royal African states, who were already participating in the trade of slaves, saw the European demand as an opportunity for military superiority. Slaves were often traded for guns which would give the nations more power. The steady demand for African slaves weakened the societies in Africa and later led to the exploitation of parts of the continent through European imperialism. This made it easier for countries such as Great Britain to gain control over Africa’s raw materials and resources.
When Hitler came to power in Germany in 1933, a small wave of Jews fled to Palestine while they still had the chance. Hitler then closed his borders and implemented "The Final Solution" in 1941. During World War II, few people, let alone Jews, could get out of Hitler's sadistic clutches. After the war ended and the horrors of the concentration camps were revealed, Zionism became more popular. After Israel declared statehood in 1948, waves of Jews fled Europe for a safe place in their "promised land." The year after Israel declared statehood, 400,000 Jews fled Europe and made the trek to Israel. Document 41: Fearing that someone like Hitler would rise again, doctors, authors, scientists and artists, as well as all manner of professionals, left their homes in Europe for a new life in their new homeland and to escape antisemitism.

This exodus was bad for both Germany and other European countries and Israel and Palestine as well. Europe lost many great scientists, authors, artists and businessmen, including Richard Willstätter, a German Jewish chemist. Willstätter won the Nobel Prize in 1915, but fled his home country in 1938 (Document 6). When Israel split from Palestine many Arab families left their homes to avoid fighting and capture by armies of the new State of Israel. When Jews began pouring into Israel from all over the world, they took hold of all the abandoned property and claimed it for their own. Document 53: The Arabs that left the cities and their belongings behind were left with
nothing when they could not return home. Document 5a.1 Though the Jewish influx brought many scientists and other important people to Israel, it increased greatly the tensions between Israel and Palestine. Between Arab and Jew. Although some Palestinians continued to live in Israel, the expanding Jewish population led to many Palestinians moving to refugee camps in neighboring Arab countries. As a result, tensions and war between Israel and these countries became a way of life. In the late 1970s, some Arabs and Jews met together to discuss a peace agreement. Even though the Camp David Accords failed to end tension in the Middle East, they were a step in that direction. Efforts to maintain a lasting peace between Arabs and Jews will continue.

Generally, large scale migrations cause a problem for either the country receiving or the country losing people. Such was the case in the forced migration of African peoples and in the case of the Jewish exodus. These migrations changed the faces of nations and changed the course of history.
Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the migrations of Africans to the Americas and of Jews to Palestine and Israel
- Is more analytical than descriptive. *Africans to the Americas:* Las Casas, who later regretted his suggestion, saw the use of Africans as a way to protect dying Indians; slave trade led to increased hostilities and turmoil within west Africa; steady demand for African slaves weakened societies in Africa; *Jews to Palestine and Israel:* when Hitler came to power a small wave of Jews fled to Palestine while they still had the chance; during World War II, few people could get out of Hitler’s sadistic clutches; after Israel declared statehood, waves of Jews fled Europe for a safer place in their “promised land”; fearing that someone like Hitler would rise again Jews left for a new life
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information. *Africans to the Americas:* Las Casas recommended use of African slaves who were more used to the climate and heavy labor that Indians were forced to do as a result of the encomienda system; many of the native population died as a result of exposure to European diseases such as smallpox; the New Laws were passed; rival African states, who were already participating in trading of slaves, saw European demand as an opportunity for military superiority; *Jews to Palestine and Israel:* after horrors of concentration camps were revealed, Zionism became more popular; Jews wanted to escape anti-Semitism; many Arab families left their homes to avoid fighting and capture by armies of Israel; although some Palestinians continued to live in Israel, the expanding Jewish population led to many Palestinians moving to refugee camps; tensions and war between Israel and neighboring Arab countries became a way of life; even though Camp David Accords failed to end tension in the Middle East, they were a step in the right direction
- Richly supports the theme with many relevant facts, examples, and details. *Africans to the Americas:* in the Caribbean Islands, the sugar plantations used African slave labor and had up to a fifty per cent return on capital investment; African nations realized they too could become wealthy by preying on weaker nations and gaining captives to sell as slaves; *Jews to Palestine and Israel:* Hitler closed his borders and implemented the Final Solution in 1941; the year after Israel declared statehood, 240,000 Jews fled Europe and made the trek to Israel; Europe lost many great scientists, authors, artists, and businessmen, including Richard Willstätter
- Demonstrates a logical and clear plan of organization; includes an introduction that defines migration and makes statements of comparison between the African and Jewish migrations and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 5. The use of extensive outside information to interpret document information proves the thesis that both migrations discussed had disastrous effects on the mother countries and mixed results for the new destinations. Sophisticated conclusions, which are supported by historical facts and details, enhance the narrative.
Throughout history, the массов кампания of a group of people has resulted in conflict, suffering, and even war. Two migrations that have resulted in these and other forms of conflicts are the migration of the Jews to Israel and Hindus and Muslims in India. The impact that both of these migrations have had on their people is tremendous, with thousands of peoples being forced to leave their homelands and start anew.

As World War II drew to a close, Zionists throughout the world renewed their calls for the formation of a Jewish state in the Middle East. Even before this, the Jewish people had hoped for a Jewish state when the British issued the Balfour Declaration. Later, with support from the United Nations and an outpouring of international support, it was decided that the Jewish people would be allowed to form a homeland in the region of what had historically been Palestine. Although it met with great support from the Jews, the partitioning of the area into Israel and Palestine was met with great opposition from Palestinians because they already occupied the land. However, the partitioning of the land into a Jewish and a Palestinian state by the international community was enacted, and on May 14, 1948, Israel came into existence.

Document to describe the large influx of Jewish settlers into the region. After WWII, hundreds of thousands of Jews migrated to the region. This would cause problems both for Israel and the nations they had left.

As Jews fled Germany, the effects of their departure on the country were far-reaching. Document to describe the effects that the migration had on Germany, detailing the existence of Jewish living in refugee camps.
with thousands of other scientists, artists, engineers, academicians and other professional men and women, the loss of these successful people from Germany, which became known as a brain drain, placed severe strains on the German economy, as these people that often were successful entrepreneurs and businessmen. As Jewish scientists left, many took with them valuable German military expertise that would prove invaluable to Israel. Soon after the creation of Israel, Jews fought a war against the Arabs to maintain independence. Even though Israel had fewer soldiers its military was effective and well-trained because of this they were able to win the war and expand the borders. In the need for more land jews, Israel became unwilling to give up land that had been claimed in the war. This led to increased tensions with neighboring Arabs and the formation of militant Arab groups, such as Hamas. Because of the increased violence on both sides, peace has been difficult to achieve.

In addition to the creation of Israel, the formation of India and Pakistan also had far-reaching effects on the nation and its people. For hundreds of years, India had been under British imperial rule, but thanks to the efforts of Gandhi and other Indian nationalists, Britain was now ready to turn the former colony over to its people. Before it could do so, however, a new government would have to be decided on. The All-Muslim League, which represented the interests of India’s Muslim population called for the division of India. Eventually after much voting between Hindus and Muslims, it was decided that the nation would be partitioned into 2 states, the predominantly Muslim
Pakistan and the princely Indian states. This agreement is described in Document 7, which describes that conflict between Muslim and Hindu leaders that resulted in the partition. Muslim leaders feared they wouldn't be given sufficient say in the government if only a coalition was created, especially if it was ruled by the Hindu majority.

Due to the partition of India, hundreds of thousands of Muslims and Hindus left their homes and traveled to their respective states. Document 8 discusses the enormous amount of people who left their homes and traveled, estimated at almost 4,000,000 people. Conditions for these travelers continually deteriorated, and violence soon broke out in many areas and refugees were massacred. Muslims killed Hindus who were moving into India and Hindus killed Muslims who were moving into Pakistan. Thousands were killed. Hindus were shot by a Hindu nationalist who believed Hindus were being too much for the Muslims. Despite the Indian Constitution’s promises of equality for all citizens regardless of religion, conflict continues between Muslims and Hindus in India. Fundamentalist groups from both religions have used violence against the other religion, including bombing and an attack on the Indian Parliament. Although violence continues, many Muslims remain in India.

Both the migration of people into Pakistan and the movement of people within India and Pakistan caused great suffering for the people who had left and their new nations. The civil, economic, and general effects of these migrations were immense. Throughout history, these and other migrations have left their mark on the people and economies of many nations.
The response:

- Thoroughly develops all aspects of the task evenly and in depth for the migrations of Jews to Palestine and Israel and of Hindus and Muslims between India and Pakistan
- Is more analytical than descriptive (Jews to Palestine and Israel: Jewish migration placed severe strains on German economy; because of increased use of violence by both Jews and Arabs, peace has been difficult to achieve; Hindus and Muslims between India and Pakistan: Muslims feared they would not be given sufficient say in the government of India if only one nation was created, especially if it was ruled by the Hindu majority; conditions for Muslims and Hindus deteriorated and violence broke out in many areas; although violence continues, Muslims still remain in India)
- Incorporates relevant information from documents 4, 5, 6, 7, and 8
- Incorporates substantial relevant outside information (Jews to Palestine and Israel: after World War II, Zionists renewed calls for the formation of a Jewish state; Jewish people had hoped for a Jewish state with the Balfour Declaration; with support from the United Nations and an outpouring of international sympathy after the Holocaust, Jewish people were allowed to form a homeland; Palestinians opposed partitioning of the area because they already occupied the land; loss of successful Jews from Germany was known as a “brain drain”; soon after the creation of Israel, Jews fought a war against Arabs to maintain independence; even though Israel had fewer soldiers, its military was effective and well trained; Jews won war for independence and expanded its borders; as need for land grew, Israel became unwilling to give up the land claimed in wars; tensions increased and militant Arab groups such as Hamas formed; Hindus and Muslims between India and Pakistan: India had been under British imperial rule, but thanks to the efforts of Gandhi, Britain was now ready to turn the former colony over to its people; All Muslim League called for division of India; after much rioting, it was decided India would be partitioned into two states; refugees were massacred; Muslims killed Sikhs and Hindus and Sikhs killed Muslims; Gandhi was shot by a Hindu nationalist; despite the Constitution’s emphasis on equality for all citizens regardless of religion, conflict continues between Muslims and Hindus in India; fundamentalist groups from both religions have used violence, including bombings and an attack on the Indian Parliament)
- Richly supports the theme with many relevant facts, examples, and details (Jews to Palestine and Israel: in 1948, Israel came into existence; after World War II, hundreds of thousands of Jews migrated to Israel; Germany lost Nobel Prize winner, Richard Willstätter along with thousands of professional men and women; Hindus and Muslims between India and Pakistan: India was divided into the primarily Muslim Pakistan and the primarily Hindu India; due to the partition of India, an estimated four million people left their homes and traveled to either India or Pakistan)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The background information employed to describe the historical circumstances is relevant and thorough. The discussion of the impacts of the migrations as negative and long-lasting is insightful.
Migrations throughout have had a huge impact on their countries and regions. Some vitally important migrations include Hindus and Muslims between Pakistan and India, and Africans to the Americas. Both of these migrations had a huge impact on the world, but were very unique from each other.

The migration of Africans to the Americas was unique, because it was involuntary. Bishop Bartolome de las Casas had hoped to ease the harsh burden on the Native Americans who were swiftly dying from exposure to European diseases that they had not developed an immunity to. So he suggested using Africans in their stead. Although he later regretted this, because all it did was to shift the mistreatment and enslavement to the African people, his words had an enormous impact (Doc 1). The triangle trade route was set up which involved Europeans bringing their goods to Africa and trading them for slaves. Slaves were considered vital to plantation owners, who could not turn nearly as good of a profit without them (Doc 2). The Americans and Caribbean islands became big plantation runners, producing vast amounts of cotton and sugar cane with their slave labor. Because of this, African populations soared in those places, ranging from 30-90% of the population (Doc 2). Even though they were a majority in many places in the Americas, they were often treated harshly and oppressed by the governments. Unfortunately, all of this also had a very ill effect on Africa. African society was torn by banditry and raids and became very politically fragmented, which opened it up for colonization.
A major difference between African migration and that of Hindus and Muslims between Pakistan in India is that for the latter, the migration was voluntary. However, this didn't mean that these people always felt that they had a choice about moving. Between 1947 and 1948, Gandhi, the leader of Indian independence, hoped the two groups could be united in one country. Paranoia between the two peoples over what was going to happen to the minority mounted to such a degree that they had to form separate countries.

(Doc 7) Gandhi finally accepted that there had to be two countries and pleaded for a friendly settlement. Unfortunately Gandhi was assassinated by a Hindu who did not accept the partition. Millions of Hindus and Muslims fled across the borders resulting in violence and death. The migration of people between these 2 countries is one of the greatest in history, not only because of the sheer number of people who migrated, but because of how fast it happened. But this rapid movement had many detrimental effects on both places, as conditions simply fell apart with such mass displacement (Doc 8).

Many people were left alienated, like the few minorities who chose to stay where they were (Doc 8), or the people who were left with no aid (Doc 9). The Muslim population struggled to have political unity because of the geographic separation of Pakistan. The only thing uniting East and West Pakistan was Islam. The regions were unable to unite behind this one force and two separate countries, Pakistan and Bangladesh, were formed. Political instability is still a problem today.
These mass migrations of both African people, and Hindu and Muslim people, had huge impacts on the world. Although both unique cases, the effects were similar. Africa was torn by warring tribes, and India and Pakistan were left desolate by the destruction of the mass migration. Both migrations still have lingering affects, like the animosity between Hindus and Muslims today, and it takes many generations to rebuild everything that is destroyed. The impacts of these migrations were monumental.
Anchor Level 4-A

The response:
• Develops all aspects of the task for the migrations of Africans to the Americas and of Hindus and Muslims between India and Pakistan
• Is both descriptive and analytical (Africans to the Americas: Las Casas later regretted the suggestion of using Africans because it shifted mistreatment and enslavement from Native Americans to African people; slaves were considered vital to plantation owners who could not turn nearly as good a profit without them; the Americas and Caribbean Islands produced vast amounts of cotton and sugar cane with their free labor; African society became politically fragmented, which opened it up for colonization; Hindus and Muslims between India and Pakistan: paranoia between Hindus and Muslims over what was going to happen to the minority mounted to such a degree that they had to form separate countries; migration of people between India and Pakistan is one of the greatest in history, not only because of the sheer number of people who migrated but because of how fast it happened; conditions fell apart with mass displacement of Hindus and Muslims; many people were left alienated, like the few minorities who chose to stay where they were or the people who were left with no aid)
• Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
• Incorporates relevant outside information (Africans to the Americas: Native Americans were dying from exposure to European diseases to which they had not developed an immunity; Africans would not know the land in the Americas, and it would be difficult for them to escape; Triangle Trade route involved Europeans bringing their goods to Africa and trading them for slaves; even though Africans were a majority in many places in the Americas, they were often treated harshly and oppressed by the governments; Hindus and Muslims between India and Pakistan: Gandhi was the leader of Indian independence; Gandhi was assassinated by a Hindu who did not accept the partition; Muslim population struggled to have political unity because of geographic separation of Pakistan; only thing uniting East and West Pakistan was Islam; political instability is still a problem today)
• Supports the theme with many relevant facts, examples, and details (Africans to the Americas: Bishop Las Casas had hoped to ease harsh burden on Native Americans by using Africans in their stead; African population soared in the Americas and Caribbean Islands, ranging from 30 to 90 percent of the population; Hindus and Muslims between India and Pakistan: millions of Hindus and Muslims fled across the border; Gandhi hoped that Hindus and Muslims could be united in one country)
• Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that makes a few statements of comparison between the two migrations

Conclusion: Overall, the response fits the criteria for Level 4. Some good analytical statements and outside information are used throughout the discussion, enhancing the details included from the documents. The strength of the response includes the understanding that while both migrations were unique, their effects were similar.
Throughout history, there have been many migrations of diverse ethnic and religious groups. All of these migrations, although different in time and location, were quite similar in their general causes and effects. Both the voluntary and involuntary migrations drastically changed and affected the regions in which they occurred, often altering the lives of those living there permanently. Two such migrations which had such results were the migration of Africans to the Americas and the migration of the Jews to Palestine and Israel.

Originally as the Americas were being colonized, the Native Americans were enslaved and forced to farm for the European colonists (Doc. 1). However, this enslavement was responsible for the deaths of many Native Americans who were unaccustomed to such working conditions (Doc. 1). Therefore, some, such as Bartolomeo de Las Casas, suggested the Africans be imported to do the work instead of the Native Americans, because they would be the better workers (Doc. 1). Not only were they used to the tropical conditions, but they also had immunity to European diseases. Thus began the involuntary migration of Africans to the Americas.

Upon arriving in the Americas, the Africans were used predominately for farming on sugar plantations, which gave the Europeans greater profits, for they didn’t have to pay these workers in wages (Doc. 2). In fact, profits could be as high as 40 to 50 percent on initial capital investment in the Barbados plantations (Doc. 2).
The migration of the Africans drastically influenced both their home regions in Africa, and influenced the parts of America to which they were transported. In Africa, many African tribes would attack one another, taking captives to sell into the slave trade with the Europeans (Doc. 3). Consequently, the stronger African states which had built up a more powerful military became stronger economically dominated the slave trade and tore apart African society (Doc. 3). In the Americas, African ideas were spread and their culture lived on as they were forced to settle. Even the social class system that developed in Latin America was impacted by race, with slaves at the bottom. Although this racial prejudice continued for many years, so did the cultural impacts of African music, dance, religion, and art.

The Jewish migration to Palestine and Israel was similar to the African migration. During the early part of the 1900s, the Jewish people were persecuted against in Europe and other parts of the world for their faith convictions which were different than the Christians who were the majority in many places. With the rise of Hitler and the Holocaust (Doc. 4a & 4b), many Jews fled Europe. Before and after the declaration of statehood by Israel in 1948, many fled there (Doc. 4a) in the name of Zionism which promised them a homeland in the land where their religion began. Soon Israel had one of the largest
Jewish populations in the world.

Both the regions which the Jews left & the regions they travelled to felt the effects of their migration. In Europe, particularly Germany where persecution was heaviest, countries lost the Jewish talent & culture which had supported their economy & society for so long (Doc. 6). Because the Jews were very talented artisans & intellectuals in many countries, countries were adversely affected by their departure (Doc. 6). In some cases, entire villages left adding to the devastation of the war. Not only did Germany have to recover from the war but they also had to rebuild their image. The regions in which they settled in Palestine & Israel was affected drastically by their migration as well. Many Palestinians left their homes & everything they had known, & turn it all over to the Jews (Doc. 5a), this led to severe tensions between the Jewish & Palestinians, tensions which continue to this day.

In conclusion, there have been many migrations, both voluntary & involuntary which have drastically impacted regions throughout the world. Two such were the migrations of Africans to the Americas & of Jews to Palestine/Israel. These migrations have impacted not only the specific peoples they have involved, but the world as a whole in a variety of ways.
The response:
• Develops all aspects of the task for the migrations of Africans to the Americas and of Jews to Palestine and Israel
• Is both descriptive and analytical (Africans to the Americas: Las Casas suggested Africans be imported to do the work instead of the Native Americans; Africans were used predominantly for farming on sugar plantations, which gave Europeans greater profits because they did not have to pay these workers in wages; stronger African states, who had built up a more powerful military and became stronger, economically dominated the slave trade and this tore apart African society; although racial prejudice continued for many years, so did the cultural impact of African music, dance, religion, and art; Jews to Palestine and Israel: in Europe, particularly Germany where persecution was heaviest, countries lost Jewish talent and culture, which had supported their economy and society; movement of Palestinians led to severe tensions, which continue to this day)
• Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
• Incorporates relevant outside information (Africans to the Americas: Native Americans were enslaved and forced to farm for European colonists; enslavement was responsible for death of many Native Americans who were unaccustomed to such working conditions; Africans were not only used to tropical conditions, but they also had immunity to European diseases; African ideas were spread, and their culture lived on as they were forced to settle in the Americas; social class system that developed in Latin America was impacted by race with slaves at the bottom; Jews to Palestine and Israel: Jewish people were persecuted in Europe and other parts of the world for their faith, which was different than the Christians who were the majority in many places; as a result of the rise of Hitler and the Holocaust, many Jews fled Europe; before and after the declaration of statehood by Israel in 1948, many fled there in the name of Zionism; soon Israel had one of the largest Jewish populations in the world; in some cases, entire villages left adding to the devastation of the war; not only did Germany have to recover from the war, but it also had to rebuild its image)
• Supports the theme with relevant facts, examples, and details (Africans to the Americas: profits could be as high as forty to fifty percent on initial capital investment in the Barbados plantations; many African tribes would attack one another taking captives to sell into the slave trade with the Europeans; Jews to Palestine and Israel: Jews were very talented artisans and intellectuals in many countries; many Palestinians left their homes and everything they had known and turned it over to the Jews)
• 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. While insightful, some of the generalizations that constitute the discussion of the two migrations lack sufficient historical details. The use of some analytical statements and outside information demonstrates an understanding of how migrations have led to drastic changes.
There have been many impacts of the many migrations that occurred in the 20th Century. These migrations are either voluntary or involuntary. Two such migrations that occurred were Jews to Palestine and Israel and Hindus/Muslims between India and Pakistan. Each of these countries were aided by their political situation and had a profound effect on the area they left and the area they went to.

The migration of Jews to Palestine and Israel was an example of a voluntary migration. After the Holocaust, many western countries felt guilty about what had happened and wanted to give the Jews a homeland. This would of been fine, except that the land was already promised to the Arabs. These promises to the Jews and Arabs are reflected in the Balfour Declaration and McMahon's Pledge. The results of this were that the Arabs got extremely upset because they considered it their land. Their was and is a lot of fighting in Israel. A civil war followed the creation of Israel and the Jews won additional lands by military force and created problems with Egypt and Iran because they wanted the Jews out. This was reflected in the Camp David accords with Jimmy Carter. After this agreement was made in the 1970's, tensions between Israel and Egypt were relaxed. However, tensions between Israel and Iran still continue today.
In Doc 6 it states that the Jews leaving Germany had a negative effect because Germany lost a lot of their intellectuals, doctors, and scientists. This would create a positive effect for Israel because culture and science would develop in Israel. For example, although much of the land in Israel is difficult to farm, Israelis have developed irrigation methods that with the use of kibbutz settlements help feed its ever-growing population. In Doc 5a it talks about how the Jews coming to Israel had a negative effect on Israel in terms of the Arabs because many basically picked up and left their lives behind and they continue to compete for land with the Jews.

The historical situation surrounding the hindus/Muslims to India and Pakistan was that those two groups have rarely gotten along. The fighting got serious when India was getting its independence with the help of Gandhi. The Muslims didn't think they would have a large enough vote in the new government. This is why Pakistan was created. At first there was east/west Pakistan. Pakistan was suppose to be where the Muslims went. Their were also issues with the Sikhs who were in northern India and were violent and intensified the Problems in India. Migration also had many implications on the area. In Doc 7 it talks about the hostility that was always present between the Muslims and hindus. The effect was that they had
two divided countries instead of one united strong country.

Kashmir has been a source of this tension. It has a Muslim population but is controlled by India. This has led to periodic fighting.

In conclusion, migrations usually have many positive and negative affects that are defined by the circumstances surrounding them. People leave one area to another because when people leave one area to another, this produce an effect on both regions.
The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the migrations of Jews to Palestine and Israel more thoroughly than the migration of Hindus and Muslims between India and Pakistan
- Is both descriptive and analytical (Jews to Palestine and Israel: Jews leaving Germany had a negative effect because Germany lost intellectuals, doctors, and scientists; migration had a positive effect for Israel because culture and science would develop in Israel; Arabs and Jews continue to compete for land; Hindus and Muslims between India and Pakistan: Muslims did not think they would have a large enough vote in the new government; an effect of the hostility between Muslims and Hindus was that they had two divided countries instead of one united strong country)
- Incorporates relevant information from documents 5, 6, 7, and 8
- Incorporates relevant outside information (Jews to Palestine and Israel: after the Holocaust, many western countries felt guilty about what had happened and wanted to give Jews a homeland; land was already promised to the Arabs; these promises were reflected in the Balfour Declaration and McMahon Pledge; results were that Arabs got extremely upset because they considered it their land; there was and is a lot of fighting in Israel; a civil war followed the creation of Israel, and Jews won additional lands by military force and created problems with Egypt and Iran because they wanted the Jews out; after the Camp David Accords with Jimmy Carter in the 1970s, tensions between Israel and Egypt were relaxed; tensions between Israel and Iran still continue today; although much of the land in Israel is difficult to farm, Israelis have developed irrigation methods that, with the use of kibbutz settlements, help to feed its growing population; Hindus and Muslims between India and Pakistan: fighting got serious when India was getting its independence with the help of Gandhi; there were issues with Sikhs in northern India who were violent and this intensified problems in India; Kashmir has been a source of this tension; Kashmir has a Muslim population but is controlled by India)
- Supports the theme with relevant facts, examples, and details (Jews to Palestine and Israel: many Arabs picked up and left their lives behind; Hindus and Muslims between India and Pakistan: Hindus and Muslims have rarely gotten along; at first there was East and West Pakistan; Pakistan was supposed to be where the Muslims went)
- 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. Outside information is interwoven with document information and is used to expand the discussion of the two migrations. Although the depth of analysis is not extensive, an understanding of the two migrations is demonstrated in the narrative.
Migrations, both forced and voluntary, have always been a key part of human culture. Migrations usually result from a change in home conditions, such as a different government, climate changes or war. Two important migrations in history were the migration of Jews to Israel following the Holocaust and World War II and the forced migration of Africans to the New World starting in the 16th century.

In the case of the Israeli Jews, the migration was a result of war and religious persecution. In Germany, under the leadership of Adolf Hitler and the Third Reich, a Holocaust took place in which 6 million Jews were executed at death camps between Hitler's rise to power in 1933 and his death in 1945. Among the primary reasons for migration was Kristallnacht, which was a night of terror in which Jewish homes and businesses were raided, destroyed, or burned down (Doc 4). When Israel became available as a haven for these weary race, they jumped on the opportunity, and over half a million Jews migrated to Israel in the years following World War II.
There were many cultural effects of this mass migration of Jews. As Jews represented much of Germany's wealthy, educated middle class, this migration led to Germany's loss of "not only Nobel prize winners but thousands of other scientists, artists, academics, engineers, and professional men and women in every category" (Doc. C). Germany suffered as a result of this massive migration, both economically and culturally.

Although it wasn't a standard voluntary migration, the massive movement of Africans to the New World in the 16th - 19th centuries was one of the largest and most influential migrations in the history of mankind. Since the conquest of the New World by the Spanish and Portuguese, Indian labor, obtained via the encomienda system had been used. However, as the Native Americans weren't immune to European diseases, the population was decimated, and the Indians didn't appear to be an effective source of labor. Bernal Díaz del Castillo, in his work, "The True History of the Conquest of New Spain," states: "The Indians could not endure the burden of slavery. They would not work. In December 1519, Cortés sent Spaniards and 400 Indians to the Philippines to serve as laborers" (Doc. D). As a result, thousands of Africans left their tribes and crossed the Atlantic via the Middle Passage to...
The cultural effects of this migration were huge. Large populations of African slaves remain throughout the New World. By 1789, "one third of the population of Cuba was composed of Africans" (Doc 2). Clearly, the African migration was a turning point in history.

Migrations have had social and economic effects on societies across the globe. The introduction of a new people to a region helps to spread goods and ideas throughout the world, and helps establish a diverse global community.
The response:
- Develops all aspects of the task with little depth for the migrations of Jews to Israel and of Africans to the Americas
- Is more descriptive than analytical (Jews to Israel: migration was a result of war and religious persecution; when Israel became available as a haven for this weary race, the Jews jumped on the opportunity; Jews who migrated represented much of Germany’s wealthy, educated middle class; Germany suffered both economically and culturally; Africans to the Americas: migration of Africans to the New World was one of the largest and most influential migrations in the history of mankind; large populations of descendants of African slaves remain throughout the New World); includes weak application (Africans to the Americas: thousands of Africans left their tribes and crossed the Atlantic via the Middle Passage to work in the New World; Jews to Israel: Kristallnacht was a primary reason for the Jewish migration)
- Incorporates some relevant information from documents 1, 2, 3, 4, and 6
- Incorporates some relevant outside information (Jews to Israel: Holocaust took place under the leadership of Adolf Hitler and the Third Reich; six million Jews were executed at death camps between Hitler’s rise to power in 1933 and his death in 1945; Kristallnacht was a night of terror in which Jewish houses and businesses were raided, destroyed, or burned down; Africans to the Americas: Indian labor, obtained via the encomienda system, had been used since the conquest by the Spanish and Portuguese; Indians did not appear to be an effective source of labor because they were not immune to European diseases and their population was devastated)
- Includes some relevant facts, examples, and details (Jews to Israel: over half a million Jews migrated to Israel in the years following World War II; Germany lost not only Nobel Prize winners but thousands of scientists, artists, academics, engineers, and professional men and women in every category; Africans to the Americas: Bishop de Las Casas pushed to go to Africa for labor; one-third of the population of Cuba was comprised of Africans by 1789)
- Demonstrates a satisfactory plan of organization; includes an introduction that states migrations usually result from a change in home conditions and a conclusion that states migrations help spread goods and ideas and help establish a diverse global community

Conclusion: Overall, the response fits the criteria for Level 3. The incorporation of good outside information and a few well-placed analytical statements counteract the selective quoting of document information. Although brief document-driven statements are used to illustrate the impact of both migrations, the historical circumstances surrounding both migrations are more thoroughly developed.
Since the beginning of man, people have migrated throughout the world. Migration is the mass movement of a population from one area to another. To migrate, there must be certain circumstances, such as religious tensions or an unbearable climate. Both the migration of Jews to Palestine and Israel, and the Hindus and Muslims between India and Pakistan were based on religion and have greatly affected the area in which they occurred.

The Jews moved to Palestine and Israel because it was designated a safe spot after World War II. Throughout history, Jews have been persecuted simply because of their religion. In World War II, Jews were put in concentration camps by the Germans, as part of Hitler’s “final solution.” He planned to rid the world of Jews and blamed them for Germany’s weakness in World War I. By the late 1940s, hundreds of thousands of Jews poured into Israel, which contained the “Holy Land” (Document 4). With this large number of Jews leaving Europe, many areas lost skilled workers such as doctors, lawyers, and scientists. Germany was especially hit hard, losing a large part of their society and workforce, including a Nobel Prize winner (Document 6).

During Germany’s time of rebuilding, they were left without many skilled laborers who could have helped the country
Another mass migration was carried out by Muslims going to Pakistan, and Hindus going to India. After India was free of British rule due to the work of Gandhi, the country faced religious turmoil. The Muslims and Hindus did not get along, and Muslims called for their own state. After an agreement was settled, India split into two separate countries, the independent Muslim state of Pakistan, and the mostly Hindu state, the Democratic Republic of India (Document B). This resulted in a large number of Muslims heading to Pakistan, and Hindus heading to India. People were forced to leave homes behind to make it into a country where they wouldn’t be persecuted. According to one account, more than 4 million people crossed the Punjab to seek new homes, resulting in a deterioration of living conditions in both countries (Document C). Both India and Pakistan were left tension and friction even after the migration, and those who didn’t migrate and were in the minority religion were usually treated unfairly. Though both of these migrations left negative impressions on the areas, they left not all migrations are bad. These two migrations were necessary for the survival of the three religious groups involved. Without migrations, everyone would be in the same area and tensions would
Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for the migrations of Jews to Palestine and Israel and of Hindus and Muslims between India and Pakistan
- Is more descriptive than analytical (Jews to Palestine and Israel: Jews moved to Palestine and Israel because it was designated a safe spot after World War II; throughout history, Jews have been persecuted due simply to their religion; Germany was hit especially hard, losing a large part of its society and workforce; during Germany’s time of rebuilding, it was left without many skilled laborers who could have helped the country recover faster; Hindus and Muslims between India and Pakistan: Hindus and Muslims did not get along and Muslims called for their own state; people were forced to leave homes behind to make it into a country where they would not be persecuted; living conditions deteriorated in both countries; tension and friction remained even after the migration); includes weak application (Jews to Palestine and Israel: Hitler blamed the Jews for Germany’s weakness in World War I and planned to rid the world of Jews; Hindus and Muslims between India and Pakistan: those who did not migrate and were in the minority religion were usually treated unfairly)
- Incorporates some relevant information from documents 4, 6, 7, 8, and 9
- Incorporates limited relevant outside information (Jews to Palestine and Israel: Jews were put into concentration camps by the Germans during World War II as part of Hitler’s Final Solution; Israel contained the Holy Land; Hindus and Muslims between India and Pakistan: after India was freed of British rule due to the work of Gandhi, the country faced religious turmoil)
- Includes some relevant facts, examples, and details (Jews to Palestine and Israel: by the late 1940s, hundreds of thousands of Jews had poured into Israel; many areas lost skilled workers such as doctors, lawyers, and scientists; Hindus and Muslims between India and Pakistan: Muslims migrated to Pakistan and Hindus migrated to India; India was split into two separate countries, the independent Muslim state of Pakistan and the mostly Hindu state, the Democratic Republic of India)
- Demonstrates a satisfactory plan of organization; includes an introduction that defines migration and gives reasons for it and a conclusion that states migrations are sometimes necessary to avoid warfare

Conclusion: Overall, the response fits the criteria for Level 3. Overall summaries of document information are used as a framework for the response. The theme that both migrations were necessary for survival of the groups is effectively illustrated in the discussion of the historical circumstances surrounding the Jewish migration.
For years, history has been dominated by large-scale migration movements. While many of these migrations have been voluntary, many others have been forcibly removed from their land, being relocated against their will. The migrations generally resulted from desire to seek new opportunities, religious persecution, and forced migrations, such as the slave trade.

The widespread slave trade played the world for hundreds of years. As the New World was conquered by Spaniards, conquerors, West Indian plantations increased in size, prompting the need for more labor. As a result, Spaniards were permitted to import Africans against their will, for the use of slaves. The slaves providing essentially free labor became heavily relied upon, aiding in the increase of profit among sugar plantations. However, the slave trade also sparked feelings of anger in the African homeland as African leaders realized that selling their people into slavery was a very profitable business. This resulted in the waging of "organized slave wars and general banditry," the formation of military states, and the devastation of entire families and nations. (Docs 1, 7, 3)

The Jewish migration to Israel was not forced like the African movement, but prompted mainly by religious persecution, resulting in the desire to seek refuge in a common homeland. With the emergence of Hitler in 1930, millions of immigrants began to gradually flee Europe. Events such as Kristallnacht, or the "Night of Broken Glass," resulted in the destruction of Jewish shops and synagogues, contributing to the immigration of thousands alone. By 1940, Hitler's Final Solution, or plan to exterminate the Jews in Europe, resulted in the death of over 6 million Jews and the torment of millions more. After World War II, hundreds of thousands of Jews migrated to
Israel. Due to three huge migrations, cities such as Jaffa were abandoned, their residents moving to the newly formed state of Israel, established in 1948. Entire Jewish communities left their homeland for Israel to start a new life after attempts made against them to destroy their population. Places such as Germany lost some of their most skilled people, including Richard Willstätter, a Nobel Prize winning Jewish chemist. Germany also lost many other professionals such as engineers, scientists and artists. (Docs 4a, 4b, 5a, 5b, 6).

Other mass migrations took place in areas such as South Asia, where many migrated because of differences between peoples, in this case the Hindus and Muslims. Mass migration led to the division of nations as well as a rise of panic among minorities. Conditions also deteriorated, resulting in an increase in the misery and hardships faced by humans. The migration of Muslims and Hindus also resulted in the forcible removal of workers such as the Muslims in Tibet. (Docs 7, 8, 9).

Mass migrations resulted in the movement of millions of people over the world. The migrations greatly impacted their societies, changing the world.
The response:

- Develops all aspects of the task with little depth for the migrations of Africans to the Americas and of Jews to Israel.
- Is more descriptive than analytical (Africans to the Americas: Spaniards heavily relied on slave labor, which aided in the increased profits of sugar plantations; African leaders realized that selling their people into slavery was a very profitable business; Jews to Israel: Jewish migration was prompted mainly by religious persecution resulting in the desire to seek refuge in a common homeland; with the emergence of Hitler, millions of immigrants began to gradually flee Europe; entire Jewish communities left their homeland for Israel); includes weak application (Africans to the Americas: slaves provided essentially free labor).
- Incorporates some relevant information from documents 1, 2, 3, 4, and 6.
- Incorporates limited relevant outside information (Africans to the Americas: widespread slave trade plagued the world for hundreds of years; as the New World was conquered by Spaniards or conquistadors, West Indian plantations increased in size; slave trade resulted in the decimation of entire families and nations; Jews to Israel: Kristallnacht or the “Night of Broken Glass” resulted in the destruction of Jewish shops and synagogues, which contributed to the migration of thousands; Hitler’s Final Solution was a plan to exterminate the Jews in Europe and resulted in the death of over six million Jews and the torment of millions more).
- Includes some relevant facts, examples, and details (Africans to the Americas: increased plantation size prompted the need for more labor; slave trade sparked feelings of anger in the African homeland; slave wars resulted in the formation of military states; Jews to Israel: after World War II, hundreds of thousands of Jews migrated to Israel; places such as Germany lost some of their most skilled people; Germany lost a Nobel Prize winning chemist and many other professionals such as engineers, scientists, and artists); includes an inaccuracy (Jews to Israel: residents of Jaffa moved to the newly formed state of Israel).
- 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. Although a discussion of three migrations is included, only the first two migrations may be rated. Despite misinterpretation about the destination of the residents of Jaffa in document 5a, the historical examples of religious persecution of the Jews strengthen the response.
The world as we know it today has been shaped by the voluntary and sometimes forced migrations of many people of various backgrounds from various homes to various new lands. Two fitting examples of this include the forced migration of Africans to the Americas and the movement of Jews into Palestine and Israel. Both migrations have had profound impacts on both the new lands and the abandoned ones.

The Africans, in particular West-Africans, were taken from their homes to be used as slaves in the Americas where they normally worked on plantations for everything from sugar to cotton. In Africa, the migration caused turmoil. Not only did Africans have to fear being abducted by foreigners but entire areas were often captured by neighboring lands and sold into slavery. This demolished relations between states and villages and sent smaller or weaker ones to their doom. In the Americas, where they arrived, the slaves were forced to work in plantations which made the American markets rich as well as export colonial powers who owned areas of the Americas. This led to importing 10,000 slaves per year to the West Indies at one point as described in Document 1. Document 2 states that the African populations grew over this time profusely in American nations to a point where up to ninety
percent of some nations people were African.

Unlike the Africans, however, the Jewish migrations to the area around Israel were generally voluntary and didn't particularly help industries and economies but rather united Jews in a religious homeland in contrast to the dispersion of Africans. As document 4 shows, there were a number of reasons why this immigration occurred over a number of decades, most notably from 1948-1956 which is when Israel declared statehood. In Europe, where most Jews came from at the times, Jews faced harsh persecution and had just recently survived Hitler's Final Plan and the Holocaust. As Document 6 says, there were many talented Jews that left Germany and bought their uses elsewhere. In Israel, Arabs had to leave their homes for the new Jews as a huge number immigrated in as seen in Document 5b. Conflict between the areas Jews and Arabs has been around since.

As you can clearly and most certainly see, the African and Jewish migrations greatly affected both the old and new homes of the immigrants.
The response:

• Develops all aspects of the task with little depth for the migrations of Africans to the Americas and of Jews to Palestine and Israel

• Is primarily descriptive (*Africans to the Americas:* migration caused turmoil in Africa; not only did Africans have to fear being abducted by foreigners but entire areas were often captured by neighboring lands and sold into slavery; slavery demolished relations between states and villages and sent smaller or weaker ones to their doom; slavery made colonial powers who owned areas of the Americas rich; *Jews to Palestine and Israel:* in contrast to the dispersion of Africans, Jewish migration to the area around Israel did not particularly help industries and economies but rather united the Jews in a religious homeland; Jewish immigration occurred over a number of decades, most notably from 1948 to 1952, because Israel declared statehood; many talented Jews left Germany and brought their talents elsewhere; Arabs had to leave their homes in Israel because Jews migrated in large numbers)

• Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6

• Presents little relevant outside information (*Africans to the Americas:* Africans, particularly West Africans, were taken from their homes to be used as slaves; *Jews to Palestine and Israel:* Jews faced harsh persecution and some had just recently survived Hitler’s Holocaust; conflict continues to exist between Jews and Arabs)

• Includes few relevant facts, examples, and details (*Africans to the Americas:* at one point, 10,000 slaves were imported per year to the West Indies; African populations in the Americas grew to a point where up to ninety percent of the population of some nations was African)

• Demonstrates a general 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 2. Information selected from the documents is organized in a narrative that lacks supporting facts and details. However, the statements used to contrast the migrations of Africans and Jews are good.
Migrations of groups have affected both the areas they go to and the areas they leave throughout history. Some of the migrations have been voluntary and others have been forced onto groups of people. Two of the most large scale migrations in history are the migration of Africans to America and Jews to Palestine and Israel.

An involuntary migration in history was the migration of Africans to America. The main purpose of this migration was to use Africans as slaves. Document 3 discusses the impact of the slave trade on Africa. Since the slave trade was so profitable, many African nations would capture people from weaker nations and trade them for money. This led to many disputes between African nations. Document 1 is an explanation of why Africans became slave. The Bishop less cases didn’t want to burden the Indians with the difficulty of being slaves, so Africans were imported to be slaves. The migration of Africans clearly had an impact on both their homeland and where they came to.

The migration of Jews was a voluntary one. Their migration both got them away from danger and allowed them to go to the holy land of their ancestors. Document 4 is a timeline of the years of Jewish migration. One of the main reasons of the migration on this timeline is Hitler’s rise to power after Hitler gained power, the only
carries the Jews had was to hide, leave, or be killed. The place the Jews fled to was Palestine and Israel. Document 5b explains what impact the migrations of Jews had on Palestine and Israel. Due to the mass migration, the Arabs that were returning to their homes faced difficulty because there wasn't enough room for the rapidly increasing population. Though the Jews migrated for safety, their migration caused difficulties for other peoples. Africans to America and Jews to Palestine and Israel were two migrations that caused great deal of change in the world. There were many reasons behind these migrations, both voluntary and involuntary. These migrations should be reminders of what we must prevent from ever happening again.
The response:

- Minimally develops all aspects of the task for the migrations of Africans to the Americas and of Jews to Palestine and Israel
- Is primarily descriptive (Africans to the Americas: since the slave trade was so profitable, many African nations would take people from weaker nations and trade them for money; slave trade led to many disputes between African nations; Las Casas did not want to burden the Indians with the difficulty of being slaves; Jews to Palestine and Israel: Arabs who were returning to their homes faced difficulty because there was not enough room for the rapidly increasing population; though the Jews migrated for safety, their migration caused difficulties for other peoples)
- Incorporates limited relevant information from documents 1, 3, 4, and 5
- Presents little relevant outside information (Jews to Palestine and Israel: migration helped to get the Jews away from danger and allowed them to go to the holy land of their ancestors; after Hitler gained power, the only choices the Jews had were to hide, leave, or be killed)
- Includes few relevant facts, examples, and details (Africans to the Americas: main purpose of the migration was to use Africans as slaves; Jews to Palestine and Israel: Hitler’s rise to power was a main reason for the migration)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that is a bit beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Although the impact of the African migration to the Americas is addressed before the historical circumstances of their migration, it does not detract from the essay. Most of the response consists of brief document summaries that are strengthened by a few general conclusions.
Throughout history, migrations of peoples have affected countries and religion. Two of these large migrations were the Jews into Palestine and the Africans to the Americas. Both of these migrations had big effects on the countries they left behind, and the countries they moved into and the people who moved.

The Jews migration into Palestine occurred mostly between 1920 and 1970. The major points of this time slip that caused this migration was the ending of the Holocaust and the establishment of Israel. This migration was not a good thing for many of the countries the Jews left from, countries like Germany lost people of many professions such as scientists, artists, engineers, and many more. This is shown in document 6. The state of Israel was also not too happy with the migration. When Jews arrived in Israel, many more came than were expected. The amount of migrated people
Caused Arabs difficulty to return to their homes. This increase of Jews in Israel is shown in Documents. The migration for the Jews was a very important one. They had to leave their old homes to escape the persecution and genocide. It was a voluntary move, but a much needed one.

The migration of the Africans to the Americas wasn't as wanted by the Africans then the British and Spanish. This involuntary move of the Africans was due to the need of cheap slavery in the Americas. This move however was very good for the Americas at an economical standpoint. The amount of sugar crops increased which led to a return of capital investments. The increase of African Slaves were so great, that half of the populations of these countries were composed of Africans. This is shown in Document 2. The migration of Africans may have been good for the Americas, but were not good at all for Africa itself. In Africa, slaves were sold off very cheaply and were seen as goods itself.
OF PEOPLE. AS A RESULT OF ALL THIS, SOCIETIES IN AFRICA WERE TORN BY ORGANIZED SLAVE WARS AND BANDITRY. ANOTHER EFFECT OF THIS SLAVE MOVEMENT WAS NEW AFRICAN STATES RAN BY MILITARY GROUPS WHO ARE CONSTANTLY AT WAR. THIS IS SHOWN IN DOCUMENT 3. UNLIKE THE SEWS, THE PEOPLE MIGRATING WERE UPSET WITH THIS MOVE AND THE LAND THEY WERE GOING TO WAS PLEASED. THIS MIGRATION WAS NOT ONLY IN VOLUNTARY, BUT A MOVE THAT SHOULD HAVE BEEN OVER.

Both of these migrations had big effects on the countries they left behind, the countries they moved into, and the new people and the Africans left their homes to a new land which caused hardship in the places they left. The major differences were for the sews, the move was voluntary, not good for where they were going, and the moving people were happy. The Africans move however, was an involuntary one, good for where they were going, and the Africans were not happy about it. These large migrations changed many lives and shaped the world to how it is today.
The response:

- Minimally develops all aspects of the task for the migrations of Jews to Palestine and Israel and of Africans to the Americas
- Is primarily descriptive (Jews to Palestine and Israel: many more Jews came than were expected; migration made it difficult for Arabs to return to their homes; Africans to the Americas: the Americas economically benefited from slavery; sugar crops increased which led to a return of capital investments; migration may have been good for the Americas but not for Africa; slaves were seen as goods rather than people; unlike the Jews, Africans were upset with their migration, but the land they were going to was pleased); includes faulty and weak application (Jews to Palestine and Israel: Israel was not too happy with the migration)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents little relevant outside information (Jews to Palestine and Israel: Holocaust and the establishment of Israel were the main reasons for the migration; Jews had to leave their homes to escape persecution and genocide)
- Includes few relevant facts, examples, and details (Jews to Palestine and Israel: Jews migrated into Palestine mostly between 1920 and 1970; Germany lost people of many professions such as scientists, artists, and engineers; Africans to the Americas: cheap slavery was needed in the Americas; African societies were torn by organized slave wars and banditry; new African states run by military groups were constantly at war)
- Demonstrates a general plan of organization; includes an introduction that restates theme and a conclusion that compares the impact of the migrations on the people themselves

Conclusion: Overall, the response fits the criteria for Level 2. Although the response relies on several overgeneralizations, the use of historical circumstances to introduce and conclude the impacts of the Jewish migration adds to the discussion. Although a few good conclusions are included about the African migration, most of the information relies on document information and lacks supporting details.
Throughout Global History, the migration of different people have affected countries or regions. These migrations were either for the good or for the bad. It was hard times for all people because of the impact on it. The growing of a country and region had many problems during these migrations.

During 1517 and later on Africans to the Americas or “new world” had a large effect on it. Slaves were imported to the new world to work for the people. They were profitable because of how much labor they had. About a million dollars by 1540, because of the slave trade estimated of 10,000 slaves were imported to the West Indies. An impact on the arrival of the Africans to Brazil or the new world or Caribbean Islands was that they all relied on African labor. The more Africans working at places the more economically the production of things will go up. That’s why countries relied on slaves, so they had a better economy so they can trade more. The slave trade brought about the most immigration in the world in history. The slave trade encouraged stronger states to raid weaker states for slaves because the more slaves the more economy and more money for the stronger state.
Jews to Palestine and Israel had a huge impact on migration. One reason for the huge move was because the Jews migrated to suffer because of war. There were so many Jews that it became a growing city. Jews migrated also to Israel without the Jews in Germany they had lost Nobel prize winners, scientists, artists, academics, engineers, and other professionals. This was a way it made Germany hurt, economy and stability but made the rest of the world richer. Jewish migration was a huge impact in the world, not for the worst, for the better.

Throughout global history, the migration of different people have affected countries or regions. These migrations were either for the good or the bad. It was hard times for all people because of the impact on it. The growing of a country and region had many problems during these migrations.
Anchor Level 1-A

The response:

- Minimally develops all aspects of the task for the migration of Africans to the Americas and mentions an impact the migration of the Jews to Palestine and Israel had on Germany.
- Is descriptive (Africans to the Americas: Brazil and the Caribbean Islands relied on African labor; the more Africans working on plantations, the more the production; countries relied on slaves so they would have a better economy and could trade more; Jews to Palestine and Israel: Jews leaving Germany hurt its economy and stability, but made the rest of the world richer; Jewish migration impacted the world, not for the worse, but for the better); includes faulty application (Africans to the Americas: slave trade brought about the most immigration in the world in history).
- Incorporates limited relevant information from documents 1, 2, 3, and 6.
- Presents no relevant outside information.
- Includes few relevant facts, examples, and details (Africans to the Americas: slaves were imported to the New World to work for the people; slaves were profitable because of their labor; by 1540, an estimated 10,000 slaves were imported to the West Indies; slave trade encouraged strong states to raid weaker states for slaves; Jews to Palestine and Israel: Germany lost Nobel prize winners, scientists, artists, academics, engineers and other professionals when Jews left); includes an inaccuracy (Jews to Palestine and Israel: Jews migrated to Jaffa because of war).
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are identical but go somewhat beyond a restatement of the theme.

Conclusion: Overall, the response fits the criteria for Level 1. Failure to distinguish the impact of the migration of Africans on the Americas from the impact on Africa shows little understanding of the task. Isolated information selected from the documents is used in much of the response.
In history, there have been many examples of migration of mass people. This not only affects the place or region that is migrated but also the place or region that is migrated from. One example of this migration the Jews migrating to Palestine and Israel.

The Jews began their migration to Palestine due to the Holocaust event in Germany. When they migrated to Palestine, they came in much numbers than expected. Most of these Jews had just come from Concentration Camps by Hitler; they were survivors of gas chambers, massacres, and hunger. This caused the Custodians of Abandoned (Arab) Property to allow the Jews help themselves to former Arab names (Doc. B). As the Jews left they took their scientists, artists, academics, engineers, and professional men and women in every category. These German Jews these talents to other countries and made them richer from it. This took largely away from Germany (Doc. B)

Migration was something that was good and good for countries. It could help their economy.
Anchor Level 1-B

The response:

• Minimally develops all aspects of the task for the migration of the Jews to Palestine and Israel
• Is descriptive (Jews to Palestine and Israel: Jews came to Palestine in more numbers than expected; the Custodians of Abandoned Arab Property allowed the Jews to help themselves to former Arab homes; German Jews made other countries richer)
• Consists of limited relevant information copied from documents 5 and 6
• Presents little relevant outside information (Jews to Palestine and Israel: Jews began their migration to Palestine due to the Holocaust in Germany; most of the Jews had just come from concentration camps; Jews were survivors of gas chambers, massacres, and hunger)
• Includes few relevant facts, examples, and details (Jews to Palestine and Israel: Jewish scientists, artists, academics, engineers, and professional men and women left Germany)
• Demonstrates a general plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Although the use of outside information establishes the background for Jewish migration, the explanation of document information is weak.
Throughout history, there have been many circumstances that caused people to migrate from one country to another. These migrations might be to escape death, or just to claim back homelands. Two examples of such migrations would be the Jewish migration to Israel and Palestine, and the Africans' migration to the Americas. These migrations from both groups of people migrated for certain reasons, and have made huge impacts on both the lands they migrated from and the lands of their new homes.

The Jewish migration, according to Document 4a, started in the 1900s. A mass amount of Jews have traveled to Israel during the years between 1919 and 1976. The main reasons for the Jewish migration were to escape death, and to establish their own homelands. According to Document 4b, Hitler rose to power in 1933. Hitler was extremely prejudiced against Jews. When the Holocaust started, occurred, 6 million Jews were killed, or sent to concentration or death camps. The Jewish people decided that they must escape to another country. Another reason for the Jewish migration is their desire to establish a homeland. The Jews believed the land of Palestine and Israel belonged to them in the first place. With British's Balfour Declaration, and the support of the Zionists, Jewish people were determined to claim back their lands.

However, while the Jews were able to fulfill their wishes, their migration had a huge impact on the lands of their new homes, and also on the lands where they had migrated from. According to Document 5a, the city of Jaffa, one of the cities that the Jewish migrated from, was left empty. From the observations of the father of the author of Document 5a, the city was lacking in cinemas, clinics, nurseries, courthouse, barbershop, and many other stores were closed during the day. Leaving the city of Jaffa caused the city to
become lifeless and empty. Also, according to Document 6, the German Jewish people who fled to Germany were scientists, artists, and other professionals. Because of their departure, Germany was left crippled, for they had no more skilled workers to do in the country.

On the other hand, the Jewish lands of Palestine and Israel were filled to the top with people. With thousands of Jewish coming to Israel on a daily basis (Document 5b), Arab heritage Israel was unable to provide enough living space for both the newcomers and the natives. Arabs were forced to leave their homes, and their houses were taken. The migration of the Jewish into Israel had both crippled their home countries, and caused great inconvenience for their new home lands.

Another example of migrations in history is the move of Africans to the Americas. According to Document 1, Africans who traveled to America were enslaved. Countries depended heavily on African labour when the West Indian plantations grew importance (Doc. 1). Then, as time went on, people realized that the trading of humans itself, became profitable than selling produced goods (Document 3). As more Africans were slave, were transported to the Americas, population of the Africans in the Caribbean Islands and in Brazil grew (Doc. 2). More Africans were living there than the natives themselves. As for the impact on Africa itself, the continent was left open for European invasion and colonization. Also, the countries were torn apart by slave warfare (Doc. 3). The migration of Africa was forced by foreign countries, and it had very negative effects on the continent of Africa.

Historical migrations in the past were often led by desires to establish homelands, to escape death, or just forced to migrate.
The African migration to the Americas and the Jewish migrations to
Palestine and Israel would be examples. However, the impacts of such
migrations are usually quite negative. Old homelands might be left
open to invasion, or deserted. New lands might be too hot, too crowded
or too many newcomers. The migrations of history have greatly
affected the world, and its course of history.
History has shown that mass migrations of people have affected both the land they came from and the land they migrated to. The Jewish migration to Israel and Palestine and the African migration to the Americas are two examples of how migration has affected the world. Whether or not these people chose to or were forced to leave their homeland, they have unleashed a profound impact on other nations that is still predominant in the modern world.

As shown in Document 4, the Jewish migration to Israel and Palestine was caused by a variety of reasons. Thousands of Jews fled Europe during Hitler's rise to power and the Holocaust, specifically in 1938 when Kristallnacht made a genocide a realistic possibility. For their own safety, many Jews sought refuge in Israel, where, according to their religion, was the land promised to them by God himself. However, most of the migration occurred after Israel had been established. Between 1948 and 1951, over seven hundred thousand Jews immigrated to Israel. This movement had enormous impacts on Israel and Germany. Germany suffered tremendous losses when Jews
left the country. As shown in Document 6, scientists, artists, academics, engineers, and many other professionals left along with their families, causing economic instabilities and slow technological advances that had an impact on Germany. The effect on Israel was just as significant. Controversies arose between the new Jewish population and the already existing Arab population. Nearly 800,000 Arab Palestinians left Israel before the independent nation was created. The high numbers of Jewish immigrants were possibly too high for the nation to accommodate (Doc. 5). A period of instability followed.

The migration of Africans to the Americas was more involuntary than the Jewish migration to Israel, but hardly less significant. As stated in Document 1, the beginnings of the slave trade were formed “to relieve Indians of the onerous burden of slavery.” In reality, the Indians in the Americas were dying in significant numbers because they were susceptible to European diseases. Africans, however, would be immune to them. As a result, the slave trade became a profitable business for many nations but had a high impact on many others.

As shown in Document 2, Brazil and the Caribbean
islands prospered from slave labor. Large-scale sugar plantations became dependent on slave labor and over half of the population of Brazil was composed of Africans. However, the slave trade had a more devastating impact on Africa. Document 3 shows that African tribes profited more from selling slaves than they would have by implementing other forms of trade. Stronger tribes began to invade weaker tribes in search of slaves. War broke out in many regions, leaving Africa susceptible to European colonization.

Mass migrations have occurred throughout history. Causes range from a variety of factors, from forced slave labor in Africa, to genocide in Europe. Whatever the cause, history has shown that these migrations have had a profound impact on the world that still exists in the modern world.
Throughout history, migrations of people have affected countries and regions. Two migrations in history have been important to us. The two migrations I am using are Jews to Palestine and Israel and Hindus/Muslims between India and Pakistan.

The Jews migrated more in 1949 than they did in 1919. Hitler overpowered the Jews. The Jewish fathers left all their stuff behind for their kids.

The Hindus and Sikhs migrated into India. The Muslims migrated into West Pakistan. The Hindus’ ideas were important to the Muslims.

That’s why the Jews to Palestine and Israel and Hindus and Muslims between India and Pakistan is important. That is some of the stuff that you can learn from ancient people.
Throughout history people have migrated to different areas. Some of these migrations were forced upon the people moving. Others were not forced but either way there were many reasons for leaving. Two such movements were the Jews to Israel and Palestine, and Africans to the Americas.

After the results of World War II, Jewish people wanted their own country. They were given part of a country called Palestine. Palestinians were forced to leave certain cities that would become Israel.

Africans were moved out of Africa to the Americas to work as slaves on plantations. Many Africans saw this as a business and would sell other Africans as if they were products.

Today these migrations still have an impact on the world. The Palestinians and Israeli people are at war. Africans now make up a large population of the countries within the Americas. This is all thanks to their migrations.
Throughout history, the migrations of people have affected countries and regions. The migrations have been both voluntary and involuntary and include Africans to the Americas and the Jews to Palestine and Israel. These two migrations impacted both the area they left and their new destination.

The Africans migrated to the Americas involuntarily. This was the time period for slavery when the Americas were being colonized by Europe. The European nations needed people to work the land and plantations for them so they could make a profit. This migration impacted Africa in a negative way, but it impacted the Americas in a positive way. The Americas benefited from the African slave trade. Europeans imported slaves from Africa to work on plantations. Because of this, the plantations grew in size and the Americas profited immensely. (doc#1) The sugar plantations of Brazil and Caribbean Islands also grew to large-scale and became enormously profitable. (doc#2)

However, this slave trade impacted Africa in a more negative sense. Even though it helped the Americas, the trade interrupted political and social life in Africa. It also opened the door in Africa for Europeans
Therefore, even though the migration of Africans to the Americas benefited the Americas, it left a negative lasting impact on Africa.

Unlike the Africans' migration to the Americas, the Jews' migration to Palestine and Israel was voluntary. The Jews migrated because they were being persecuted by the German Nazi Party under Adolf Hitler's rule. Hitler blamed the Jews for Germany losing World War I and for Germany having to pay war reparations. Because of this, Hitler organized the Nazi Party and implemented the Final Solution. The Final Solution was to liquidate all Jews and create a completely Aryan race.

In this situation, the Jews migrating to Palestine and Israel hurt both the place they were leaving and their destination. It hurt Germany because many of the fleeing Jews were scientists, artists, engineers, and other professional Jews, who left Germany, taking their talent with them. This decreased the wealth of Germany.

However, this migration of the Jews also hurt Israel and Palestine. These states became overpopulated
because they were being flooded with so many people. Israel and Palestine were not large enough or ready to accommodate so many people at one time.

These two migrations: the Africans to the Americas and the Jews to Palestine and Israel, have both affected both the regions they left and their destinations. Depending on their situations, these migrations were either voluntary or involuntary.
Practice Paper C — Score Level 3

The response:
• Develops all aspects of the task with little depth for the migrations of Jews to Palestine and Israel and of Africans to the Americas
• Is more descriptive than analytical (Jews to Palestine and Israel: main reasons for Jewish migration were to escape death and to establish their own homeland; Jews believed the land of Palestine and Israel belonged to them; lands of Palestine and Israel were filled to the top with people; Arabs were forced to leave their homes and their houses were taken; Jewish migration caused great inconvenience for their new homelands; Africans to the Americas: countries depended heavily on African labor when plantations grew in importance; as time went on, people in Africa realized that the trading of humans was more profitable than selling produced goods; more Africans were living in the Americas than the natives; African continent was left open to European invasion and colonization; African countries were torn apart by slave warfare; foreign countries forced the migration of Africans); includes weak and faulty application (Jews to Palestine and Israel: thousands of Jews came to Israel on a daily basis; Germany was left crippled by the Jewish migration because there were no more skilled workers in the country)
• Incorporates some relevant information from documents 1, 2, 3, 4, and 6
• Incorporates limited relevant outside information (Jews to Palestine and Israel: Hitler was extremely prejudiced against Jews; Jews were determined to reclaim their lands with the support of the Balfour Declaration and the support of the Zionists)
• Includes some relevant facts, examples, and details (Jews to Palestine and Israel: many Jews traveled to Israel between 1919 and 1970; Jewish people who fled Germany were scientists, artists, and other professionals; Israel was unable to provide enough living space for both the newcomers and natives; Africans to the Americas: as more slaves were transported to the Americas, population of Africans in the Caribbean Islands and in Brazil grew); includes an inaccuracy (Jews to Palestine and Israel: Jews migrated from the city of Jaffa and left it empty)
• Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Most of the response is focused on interpretation of document information; however, some limited outside information strengthens the discussion of historical circumstances surrounding the Jewish migration. Although much of the information focuses on the negative impacts of migration and is not fully developed, a satisfactory understanding of the task is shown.
Practice Paper B—Score Level 3

The response:
- Develops all aspects of the task with little depth for the migrations of Jews to Palestine and Israel and of Africans to the Americas
- Is more descriptive than analytical (Jews to Palestine and Israel: in Israel, controversies arose between the new Jewish population and the already existing Arab population; high numbers of Jewish immigrants were possibly too high for the nation to accommodate; Africans to the Americas: slave trade became a profitable business for many nations; slave trade had a devastating effect on Africa; African tribes profited more from selling slaves than from other forms of trade; stronger tribes began to invade weaker tribes in search of slaves; war broke out in many regions, leaving Africa susceptible to European colonization)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates some relevant outside information (Jews to Palestine and Israel: Kristallnacht made genocide a realistic possibility; many Jews sought refuge in Israel, which according to their religion was the land promised to them by God; migration of Jews caused economic instability in Germany and slowed technological advances; nearly 800,000 Arab Palestinians left Israel before the independent nation was created; Africans to the Americas: Indians in the Americas were dying in significant numbers because they were susceptible to European diseases; Africans were immune to European diseases)
- Includes some relevant facts, examples, and details (Jews to Palestine and Israel: most of the migration occurred after Israel had been established; Germany lost scientists, artists, academics, engineers, and many other professionals along with their families; Africans to the Americas: the beginning of the slave trade was meant to relieve the Indians of slavery; Brazil and the Caribbean Islands prospered from slave labor; large-scale sugar plantations became dependent on slave labor; over half of the population of Brazil was composed of Africans)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although the thesis that these migrations continue to affect the modern world is not developed, the discussion demonstrates that the migrations of Africans and Jews had a great impact in history. Scattered analytical statements and some relevant outside information strengthen the reliance on document information.
Practice Paper C — Score Level 0

The response:
Refers to the theme in a general way

Conclusion: Overall, the response fits the criteria for Level 0. Although the response has a general plan of organization, the isolated facts selected from documents 4 and 8 are either not related to the task or are not explained. The concluding sentence for each group is inaccurate.

Practice Paper D — Score Level 1

The response:
• Minimally develops all aspects of the task by addressing the migrations of Jews to Palestine and Israel and of Africans to the Americas
• Is descriptive (Jews to Palestine and Israel: after the results of World War II, Jews wanted their own country; Africans to the Americas: many Africans sold other Africans as if they were products); includes weak application (Jews to Palestine and Israel: Palestinians were forced to leave certain cities that would become part of Israel)
• Consists of limited relevant information from documents 1, 3, and 5
• Presents little relevant outside information (Jews to Palestine and Israel: Palestinians and Israelis are at war)
• Includes few relevant facts, examples, and details (Jews to Palestine and Israel: Jews were given part of a country called Palestine; Africans to the Americas: Africans were moved out of Africa to work as slaves on plantations in the Americas)
• Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. Although statements about the impact of both migrations are brief, the discussion of historical circumstances includes few supporting facts and details. While the response recognizes that migrations continue to have an impact on the world today, the discussion is very simplistic.
The response:

- Minimally develops all aspects of the task for the migrations of Africans to the Americas and of Jews to Palestine and Israel
- Is primarily descriptive (Africans to the Americas: when the Americas were being colonized, Africans migrated to the Americas involuntarily; Europeans needed people to work the land and plantations so they could make a profit; the Americas benefited from the African slave trade; even though the slave trade helped the Americas, it interrupted political and social life in Africa; the slave trade opened the door in Africa for European colonization; Jews to Palestine and Israel: loss of Jewish talent decreased the wealth of Germany; Israel and Palestine became overpopulated because they were being flooded with so many people, and they were not large enough or ready to accommodate so many people at one time)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents little relevant outside information (Jews to Palestine and Israel: Jews were being persecuted by the German Nazi Party under Adolf Hitler’s rule; Hitler blamed the Jews for Germany losing World War I and for Germany having to pay war reparations; Hitler implemented the Final Solution to create a completely Aryan race)
- Includes few relevant facts, examples, and details (Africans to the Americas: Europeans imported slaves from Africa to work on plantations; sugar plantations of Brazil and the Caribbean Islands grew in size and became enormously profitable; Jews to Palestine and Israel: Germany was hurt because scientists, artists, engineers, and other professional Jews left taking their talent with them)
- Demonstrates a general 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 2. The organization of the response into who benefited and who suffered from these migrations demonstrates a limited understanding of the task. Interpretation of document information is basic and lacks supporting details.
Global History and Geography Specifications
August 2008

Part I
Multiple Choice Questions by Standard

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Parts II and III by Theme and Standard

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

Part III scoring information is found in Volume 2 of the Rating Guide.
The Chart for Determining the Final Examination Score for the August 2008 Regents Examination in Global History and Geography will be posted on the Department’s web site http://www.emsc.nysed.gov/osa/ on the day of the examination. Conversion charts provided for the previous administrations of the 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.
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 the 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 50 would receive a final examination score of 83.