

GLOBAL HISTORY AND GEOGRAPHY II

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY II

Wednesday, June 17, 2026 — 1:15 to 4:15 p.m., only

Student Name _____

School Name _____

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

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

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

Part I contains 28 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

Part II contains two sets of constructed-response questions (CRQ). Each constructed-response question set is made up of two documents accompanied by several questions. When you reach this part of the test, enter your name and the name of your school on the first page of this section. Write your answers to these questions in the examination booklet on the lines following these questions.

Part III contains one essay question based on five documents. Write your answer to this question in the essay booklet.

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

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

Part I

Answer all questions in this part.

Directions (1–28): For each statement or question, record on your separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

Base your answer to question 1 on the passage below and on your knowledge of social studies.

. . . The success of Benin was fueled by its lively trade. Tradesmen and artisans from Benin developed relationships with the Portuguese, who sought after the kingdom's artwork, gold, ivory, and pepper. In the early modern era, Benin was also heavily involved in the West African slave trade. They would capture men, women, and children from rival peoples and sell them into slavery to European and American buyers. This trade provided a significant source of wealth for the kingdom. . . .

Source: "The Kingdom of Benin," *National Geographic*, June 9, 2020

1 Which claim about Benin is best supported by this passage?

- (1) Its artisans produced goods for domestic use only.
 - (2) It was fighting a war with Portugal.
 - (3) Its wealth came from plantation agriculture.
 - (4) It was engaged in vast trade networks.
-

Base your answers to questions 2 and 3 on the passage below and on your knowledge of social studies.

Unfortunately, the last great Moghul [Mughal] ruler, Aurangzeb, opposed religious toleration. A devout Muslim and a Puritan in his habits, Aurangzeb dismissed the court musicians, artists, and historians. He discouraged poets, who “dealt in falsehood”; banned history, which “gave rise to feelings of undue pride”; and suppressed drinking and gambling. His military campaigns drained his resources. He also dismissed the Hindu clerks in his service and reimposed a poll tax on all “unbelievers.” These oppressive measures against the Hindus were perhaps the most destructive acts of his reign, for memories of Aurangzeb’s oppressive rule lingered in the minds of Hindu Indians for generations. By his death in 1707, the Moghul Empire was on the edge of ruin. The British came to fill the power vacuum.

Source: Donald J. Johnson et al., *Through Indian Eyes*, Apex Press, 1999 (adapted)

2 Which claim is best supported by this passage?

- (1) The threat of the British unified Hindus and Muslims in the 1700s.
- (2) The military campaigns of Aurangzeb led to prosperity for Muslims in India.
- (3) Aurangzeb’s rule was characterized by intolerance and oppression of Hindus.
- (4) The end of the Mughal Dynasty was marked by advances in learning and scholarship.

3 Based on this passage, which situation was a result of Aurangzeb’s actions in India?

- (1) The British seized the opportunity to increase their power in Mughal India.
- (2) The Puritans of India rebelled against the Muslims.
- (3) The Mughal rulers limited European trade to a single port.
- (4) The Mughal Dynasty remained strong in India.

Base your answer to question 4 on the passage below and on your knowledge of social studies.

. . .The “Two Treatises of Government” (1690) offered political theories developed and refined by Locke during his years at Shaftesbury’s side. Rejecting the divine right of kings, Locke said that societies form governments by mutual (and, in later generations, tacit) agreement. Thus, when a king loses the consent of the governed, a society may remove him—an approach quoted almost verbatim in Thomas Jefferson’s 1776 Declaration of Independence. Locke also developed a definition of property as the product of a person’s labor that would be foundational for both Adam Smith’s capitalism and Karl Marx’s socialism. Locke famously wrote that man has three natural rights: life, liberty and property. . . .

Source: “John Locke,” History, 2009

- 4 This passage would be most useful to a person attempting to prove the
- (1) importance of Enlightenment thought in supporting the divine right of kings
 - (2) effect of Enlightenment ideas on future political and economic movements
 - (3) influence of the Enlightenment on the strengthening of absolutism
 - (4) rejection of Enlightenment ideas such as natural rights
-

Base your answers to questions 5 and 6 on the passage below and on your knowledge of social studies.

. . .Samurai grievances were compounded by the events of the early decades of the nineteenth century. Bad crop harvests in the 1830s resulted in widespread famine, disease, and death. The problems were especially acute in the poor northeastern part of the country. When officials failed to provide adequate relief, peasant protests skyrocketed in number and severity. At the same time, Japanese leaders watched nervously as the great Qing empire in China was decimated [destroyed] by the British in the first Opium Wars of 1839–1842. China was thereafter “carved up like a melon” by the other Western powers. The Japanese had already fended off [resisted] advances by the Russians in the 1790s and early 1800s and by the British in the 1820s. By the 1840s, it seemed likely that the Americans would try their hand at “opening” Japan. In 1853, a U.S. naval delegation led by Commodore Matthew C. Perry arrived with demands from U.S. President Millard Fillmore. Fillmore demanded that Japan agree to trade and diplomatic relations with the United States. The shogun was given a half-year to consider Perry’s request. Observers, especially powerful *daimyō*, saw that the shogunate had no new ideas about how to handle the foreign threat, much less the domestic problems wracking [hurting] the country. In the end, shogunal officials agreed, in spite of the emperor’s disapproval, to sign trade and diplomatic treaties with the United States. As in China, the terms gave great advantages to the Western powers. Japan was relegated to semi-colonial status. . . .

Source: Marcia Yonemoto, “Tokugawa Japan,”
The Program for Teaching East Asia, University of Colorado

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|---|--|--|
| <p>5 One major change in Japan that resulted from the events described in this passage was</p> <ul style="list-style-type: none">(1) the development of equal treaties(2) an increase in efforts to modernize(3) an increase in the power of the samurai class(4) the strengthening of isolationist policies | <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> | <p>6 This passage is most useful for studying</p> <ul style="list-style-type: none">(1) ways to end peasant protests(2) the reasons why the Shogunate gained power(3) ways the Qing conducted military campaigns(4) the impact of Western imperialism |
|---|--|--|
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Base your answers to questions 7 and 8 on the speech below and on your knowledge of social studies.

. . . In Ireland, especially, the loss of the usual food of the people has been the cause of severe sufferings, of disease, and of greatly increased mortality among the poorer classes. Outrages have become more frequent, chiefly directed against property, and the transit of provisions has been rendered unsafe in some parts of the country. . . .

Source: Queen Victoria, Speech to Parliament, January 19, 1847

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|--|--|
| 7 Who was most harmed by the circumstances described in this speech? | 8 The situation described in this speech resulted in |
| (1) government leaders (3) tenant farmers | (1) mass emigration |
| (2) merchant sailors (4) business owners | (2) a unified global response |
| | (3) a shift to communal farming |
| | (4) implementation of major political reforms |
-

Base your answers to questions 9 and 10 on the cartoon below and on your knowledge of social studies.

THE REAL TROUBLE WILL COME WITH THE “WAKE”



Source: Joseph Keppler Jr., *Puck*, August 15, 1900 (adapted)

9 Which key event influenced the creation of this cartoon?

- (1) the signing of a series of unequal treaties between China and Western powers
- (2) the creation of a multinational intervention to protect Chinese interests
- (3) the founding of the Republic of China with Sun Yixian [Sun Yat-sen] as president
- (4) the establishment of an alliance between China, the United States, and Great Britain

10 What do the animals surrounding China symbolize in this cartoon?

- (1) nations seeking economic advantages
- (2) allies offering aid to the Qing Dynasty
- (3) rival countries during World War II
- (4) opium-importing countries

Base your answers to questions 11 and 12 on the document below and on your knowledge of social studies.

Article 119

Germany renounces [surrenders] in favour of the Principal Allied and Associated Powers all her rights and titles over her oversea[s] possessions. . . .

Article 231

The Allied and Associated Governments affirm [acknowledge] and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage [for World War I] to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies. . . .

Source: Treaty of Versailles, June 28, 1919

- 11 For which purpose was this document written?
- (1) to grant independence to former German overseas possessions
 - (2) to support the rebuilding of the German military
 - (3) to form a permanent alliance with Germany
 - (4) to punish Germany for its role in World War I

- 12 Which situation was the result of these articles?
- (1) People in France demanded the right to vote in democratic elections.
 - (2) Resentment led to the rise of the Nazi Party.
 - (3) Coal mines were given to Germany to pay for damages.
 - (4) Allied governments were held responsible for World War I.

Base your answers to questions 13 and 14 on the passage below and on your knowledge of social studies.

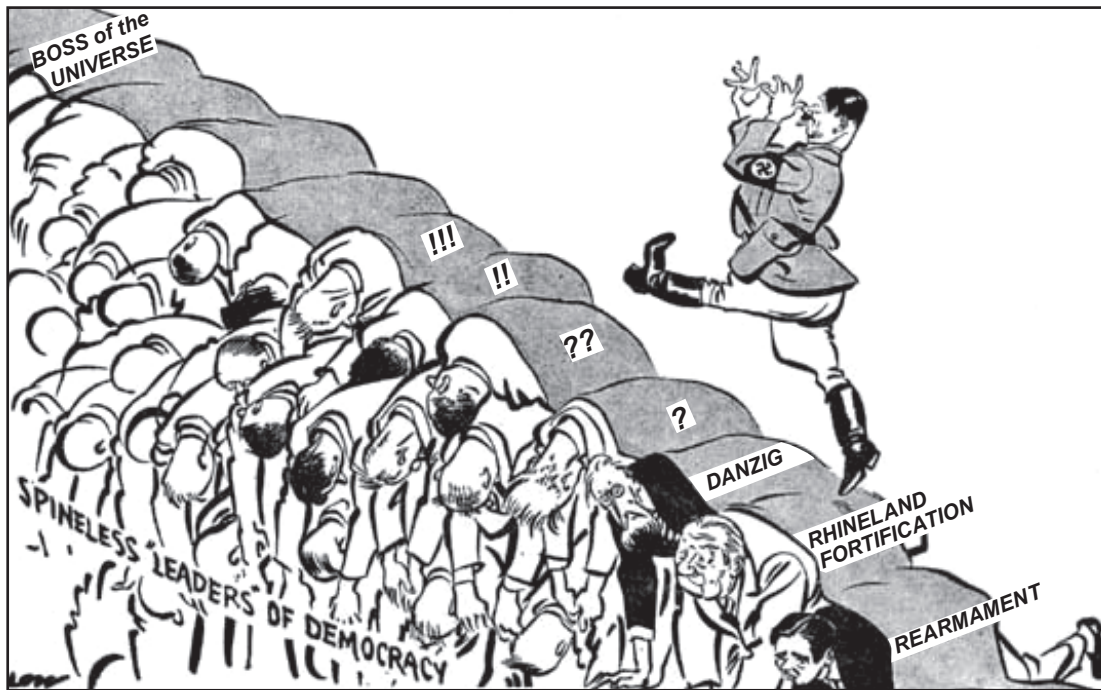
...In 1930, Gandhi led a 240-mile march against the British monopoly on salt manufacture. His object was to take the marchers to the sea, to the coastal village of Dandi, Gujarat, where they would illegally extract salt from the seawater. Gandhi set off from the ashram [religious retreat] with a handful of followers, but, as the procession crossed India, more and more people joined the protest, including foreign newspaper reporters and newsreel crews. Reported worldwide, the Salt Campaign brought much support to the cause of Indian independence. Again imprisoned in 1932, Gandhi fasted for six days in protest of the treatment of the untouchables [dalits]. In 1933, he fasted for twenty-one days, an action that secured his release from prison by officials fearful of an insurrection [revolt] if Gandhi should die in custody.

Source: Alan Axelrod, *Profiles in Audacity*, Sterling Publishing, 2006

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|--|--|
| <p>13 The actions taken by Gandhi described in this passage are most closely associated with</p> <p>(1) civil disobedience (3) globalization
(2) nonalignment (4) religious toleration</p> | <p>14 This passage is most useful for understanding the</p> <p>(1) tensions between India and Pakistan
(2) causes of the Sepoy Rebellion
(3) impact India's caste system had on daily life in British India
(4) ways nationalists challenged British imperialism</p> |
|--|--|
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Base your answers to questions 15 and 16 on the cartoon below and on your knowledge of social studies.

STEPPING STONES TO GLORY



Source: David Low, *Evening Standard*, July 8, 1936 (adapted)

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| <p>15 What action is most responsible for the situation depicted in this cartoon?</p> <ul style="list-style-type: none">(1) the Soviet takeover of Western Europe(2) forced famine in Ukraine(3) appeasement by European leaders(4) the elimination of the Triple Alliance | <p>16 One result of the events depicted in this cartoon was the</p> <ul style="list-style-type: none">(1) Berlin Conference(2) Paris Peace Conference(3) Great Depression(4) invasion of Poland |
|---|--|

Base your answer to question 17 on the document below and on your knowledge of social studies.

II. JURISDICTION AND GENERAL PRINCIPLES

Article 6 . . .

(b) **WAR CRIMES:** namely, violations of the laws or customs of war. Such violations shall include, but not be limited to, murder, ill-treatment or deportation to slave labor or for any other purpose of civilian population of or in occupied territory, murder or ill-treatment of prisoners of war or persons on the seas, killing of hostages, plunder of public or private property, wanton destruction of cities, towns or villages, or devastation not justified by military necessity;

(c) **CRIMES AGAINST HUMANITY:** namely, murder, extermination, enslavement, deportation, and other inhumane acts committed against any civilian population, before or during the war; or persecutions on political, racial or religious grounds in execution of or in connection with any crime within the jurisdiction of the Tribunal, whether or not in violation of the domestic law of the country where perpetrated. . . .

Source: Charter of the International Military Tribunal, 1945

17 Which organization is most responsible for addressing the principles outlined in this document?

- | | |
|--------------------|---------------------------------|
| (1) Warsaw Pact | (3) World Trade Organization |
| (2) United Nations | (4) International Monetary Fund |
-

Base your answers to questions 18 and 19 on the passage below and on your knowledge of social studies.

. . . From that perspective, West Germany, lying in the center of Europe, and bordering on communist East Germany and Czechoslovakia, was crucial to the freedom of Western Europe. The Western Allies needed West Germany to become strong again, as a bulwark [barricade] against communism. Their other motives for wanting Germany to become strong were to reduce the risk that a weak and frustrated Germany might descend again into political extremism (as had happened after World War One), and to reduce the economic costs to the Allies of having to feed and support an economically weak West Germany. . . .

Source: Jared Diamond, *Upheaval*, Little, Brown and Company, 2019

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|--|---|
| <p>18 Which claim is best supported by this passage?</p> <ul style="list-style-type: none">(1) A strong West Germany offered no advantages to its allies.(2) Western allies welcomed the communist influence in Europe.(3) Geographic location played a strategic role during the Cold War.(4) Economic considerations played no part in European politics. | <p>19 Which event led to the situation described in this passage?</p> <ul style="list-style-type: none">(1) the signing of the Nazi-Soviet Pact(2) the Soviet expansion into Eastern Europe(3) the Cuban Missile Crisis(4) the collapse of the Berlin Wall |
|--|---|
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Base your answers to questions 20 and 21 on the passage below and on your knowledge of social studies.

. . .Traditionally, rice had been a staple of the Indian diet, and the most productive rice growing regions were in what would become Pakistan. With the partition of India and Pakistan into two separate countries, much of the rice India had been relying on became an expensive import crop. India needed to develop its own sources of food.

Since 1905, Indian and English scientists had been researching better crops and agricultural practices. And in the 1950s, the Central Rice Research Institute at Cuttack India had developed a new hybrid variety called ADT-27 that produced good increases in rice production.

But it wasn't enough. Since 1956, India had been importing more and more wheat from the U.S. under the Food for Peace program. They needed the imports to feed their people, and so dietary preferences were changing. In addition, the Indian government was aware of Dr. Norman Borlaug's success with Mexican semi-dwarf varieties. An Indian plant breeder named M. K. Swaminathan had obtained some of the spring wheat Mexican varieties. Some thought that growing Mexican wheat varieties in India could be more productive than local rice varieties. So, in 1963 (with Rockefeller Foundation money) they brought Borlaug to India and Pakistan to tour their wheat breeding facilities and advise them. They may have gotten more than they bargained for. . . .

Source: Bill Ganzel, "India and Pakistan," Living History Farm, 2007

20 The developments described in this passage are most related to the

- (1) creation of the World Bank
- (2) signing of the Kyoto Protocol
- (3) impact of the Green Revolution
- (4) establishment of the League of Nations

21 Which situation occurred as a result of the developments described in this passage?

- (1) Economic growth in India slowed down and eventually leveled off.
- (2) India was able to increase crop yields in order to feed its people.
- (3) Most people moved to the rural parts of India to take up farming.
- (4) Indians began to export wheat to Mexico and other Latin American nations.

Base your answers to questions 22 and 23 on the timeline below and on your knowledge of social studies.

April 15: Hu Yaobang's death

Former Communist Party chief Hu Yaobang, a leading reformist, dies of a heart attack aged 73. Mourners begin to gather in Beijing's Tiananmen Square. They are expressing their sadness, but also their dissatisfaction with the pace of reform in China.

April 18-21: Demonstrations spread

Numbers in Beijing swell into thousands in the following days, and demonstrations spread to cities and universities nationwide.

Students, workers and officials shout slogans calling for greater freedom and democracy and an end to what they called dictatorship—others complain about inflation, salaries and housing.

April 22: Hu's memorial

Tens of thousands of students gather outside the Great Hall of the People in Tiananmen Square as Hu's memorial service is held.

Their actions come in spite of an earlier warning by the city government that protesters risk severe punishment.

They deliver a petition of demands and insist on a meeting with Li Peng—China's premier at the time—which is rejected.

Source: "Tiananmen Square Protests," BBC News, June 2, 2014

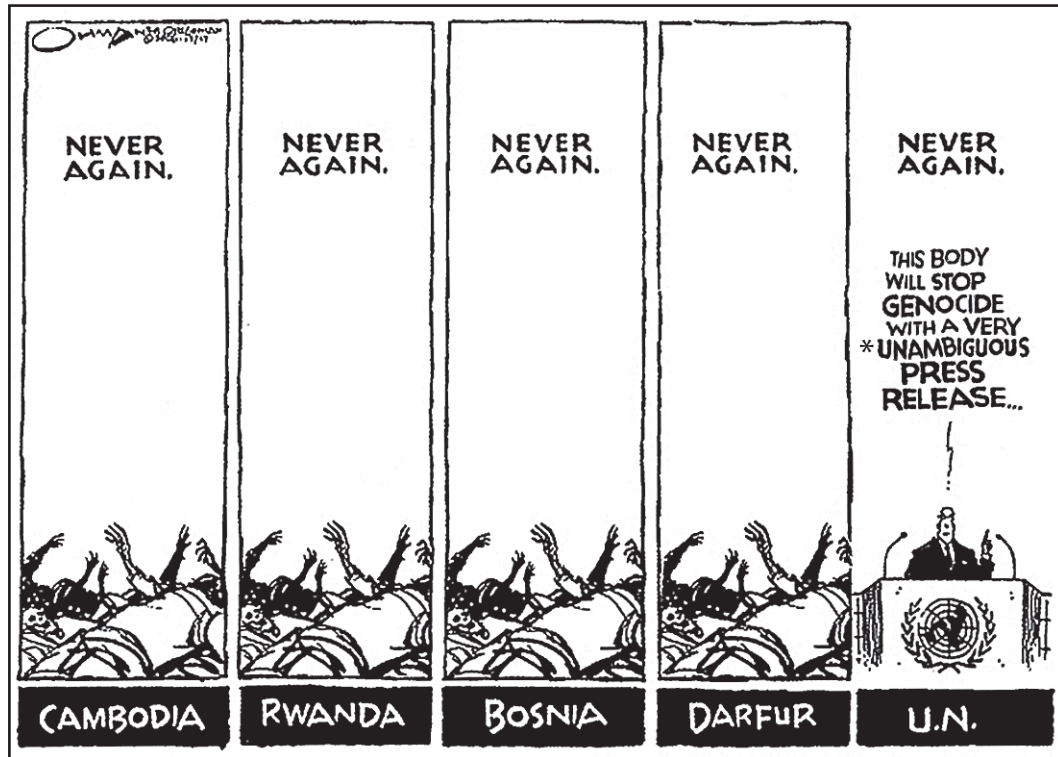
22 Which response was the result of the actions taken in this timeline?

- (1) The Chinese government mobilized the military to suppress the protests.
- (2) The Chinese Civil War ended with the defeat of the nationalists.
- (3) The Soviet Union and China were allied against the United States during the Cold War.
- (4) The majority of Chinese universities were closed by the end of 1989.

23 The best use for this timeline would be to

- (1) determine how many students were attending Chinese universities
- (2) explain the different policies of Chinese leaders Mao Zedong and Deng Xiaoping
- (3) state the grievances of protestors against the Chinese government
- (4) recount the impacts of industrialization on Chinese workers

Base your answer to question 24 on the cartoon below and on your knowledge of social studies.



*Clear

Source: Jack Ohman, *Portland Oregonian*, December 2006

24 Which claim is best supported by this cartoon?

- (1) Human rights violations have not occurred in Rwanda or Bosnia.
- (2) The United Nations has been unable to end genocide.
- (3) Crimes against humanity no longer occur in Africa.
- (4) The United Nations has been effective as peacekeepers in various regions.

Base your answer to question 25 on the passage below and on your knowledge of social studies.

In the 21st century, the revolution may not be televised—but it likely will be tweeted, blogged, texted and organized on Facebook, recent experience suggests.

After analyzing more than 3 million tweets, gigabytes of YouTube content and thousands of blog posts, a new study finds that social media played a central role in shaping political debates in the Arab Spring. Conversations about revolution often preceded major events, and social media has carried inspiring stories of protest across international borders.

“Our evidence suggests that social media carried a cascade [a lot] of messages about freedom and democracy across North Africa and the Middle East, and helped raise expectations for the success of political uprising,” said Philip Howard, the project lead and an associate professor in communication at the University of Washington. “People who shared interest in democracy built extensive social networks and organized political action. Social media became a critical part of the toolkit for greater freedom.” . . .

Source: Catherine O'Donnell, “New Study Quantifies Use of Social Media in Arab Spring,” *University of Washington News*, September 12, 2011

25 Which claim is best supported by this passage?

- (1) Government monitoring of social media reduced its usefulness.
 - (2) Twitter was the most important social media platform for revolutionaries.
 - (3) YouTube content had little impact on inspiring political movements.
 - (4) Use of social media helped raise support for the revolutions.
-

Base your answer to question 26 on the passage below and on your knowledge of social studies.

Life in Turkey

. . . Under the rule of President Recep Tayyip Erdogan, things have improved. My friend's cousin showed off his new Mercedes-Benz, bragging about the state aid his family received and his general well-being. “I live like an American here!” he said. So of course he would vote again for Mr. Erdogan, who has been in power for the best part of two decades. The imprisonment of government critics? Not for him to worry about. . . .

Source: Jochen Bittner, “I Live Like an American Here!,” *New York Times*, September 22, 2020

26 Which claim is best supported by this passage?

- (1) Disagreement with government policy is valued and encouraged in Turkey.
 - (2) Long-term one-person rule has resulted in equality in Turkish society.
 - (3) The Turkish government emphasized economic development over protection of human rights.
 - (4) By following free market policies, Turkey has been able to increase its population.
-

Base your answers to questions 27 and 28 on the passage below and on your knowledge of social studies.

I was in Afghanistan early in 2003, and in those days, there was virtually no insurgency. There was this very heady [strong] optimism about this semi-Jeffersonian democracy, and about where the country was headed — gender equality, rights for girls and women, people being able to participate in an open and representative political process. All of that was in play.

Over the years we adjusted our expectations, and over time we came to expect that, well, that was all a pipe dream, but at least what we can hope for is a compromised sort of democracy, with corruption and all sorts of issues. But at least Afghans in the cities, for sure, appear to be safe. They know there's been a lot of progress in the last 20 years in Afghanistan, and that gave me hope. And of course, over the last couple of years, those hopes have declined. And in the last few days, they have been utterly crushed. . . .

Source: Elizabeth Harris, "There Is So Much More to Afghanistan: Khaled Hosseini Reflects on His Birthplace," *New York Times*, August 18, 2021

27 According to this passage, which evidence best supports the claim made by Khaled Hosseini about Afghanistan?

- (1) Democratic reforms have not lasted in Afghanistan.
- (2) The Taliban promised to be more tolerant of women's education.
- (3) Western nations prevented a Taliban takeover.
- (4) Decades of peace changed little in Afghan cities.

28 Based on this passage, which statement best describes Khaled Hosseini's point of view?

- (1) Years of working to implement democracy in Afghanistan had been reversed quickly.
- (2) The Afghan government needed minimal outside support to function effectively.
- (3) The majority of Afghans do not want to change their political institutions.
- (4) NATO partners did not do enough to root out corruption in the elected government.

Write your answers to questions 29–34b in the spaces provided. Use a pen with black or dark-blue ink to answer these questions.

Part II

SHORT-ANSWER CONSTRUCTED RESPONSE QUESTIONS (CRQ)

These questions are based on the accompanying documents and are designed to test your ability to work with historical documents. Each Constructed Response Question (CRQ) Set is made up of 2 documents. Some of these documents have been edited for the purposes of this question. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

In developing your answers to Part II, be sure to keep these explanations in mind:

Identify—means to put a name to or to name.

Explain—means to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of something.

Short-Answer CRQ Set 1 Structure

- Question 29 uses Document 1 (Context)
- Question 30 uses Document 2 (Source)
- Question 31 uses Documents 1 and 2 (Relationship between documents)

Short-Answer CRQ Set 2 Structure

- Question 32 uses Document 1 (Context)
 - Question 33 uses Document 2 (Source)
 - Questions 34a and 34b use Documents 1 and 2 (Relationship between documents)
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CRQ Set 1 Directions (29–31): Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 29 on Document 1 and on your knowledge of social studies.

Document 1

. . .The British came and went, and when they went the center could not hold, and things fell apart. In truth there was no real center, the region has always been divided by ancient disparities [differences] of the languages of the Punjab and Gujarat, mountains and the deserts, and Islam and Hinduism. By 1947, the forces of postcolonial nationalism and religious separatism broke the subcontinent into two, and later three, major pieces; India, Pakistan and Bangladesh. The British, exhausted by two world wars, and aware that the days of the empire were coming to a close, did not cover themselves in glory in the manner of their leaving.

On June 3, 1947, the announcement was made in the House of Commons: The British would withdraw—India was to be partitioned into the two independent dominions of India and Pakistan. Seventy-three days later, on August 15, they were all but gone. . . .

Source: Tim Marshall, *Prisoners of Geography*, Scribner, 2015

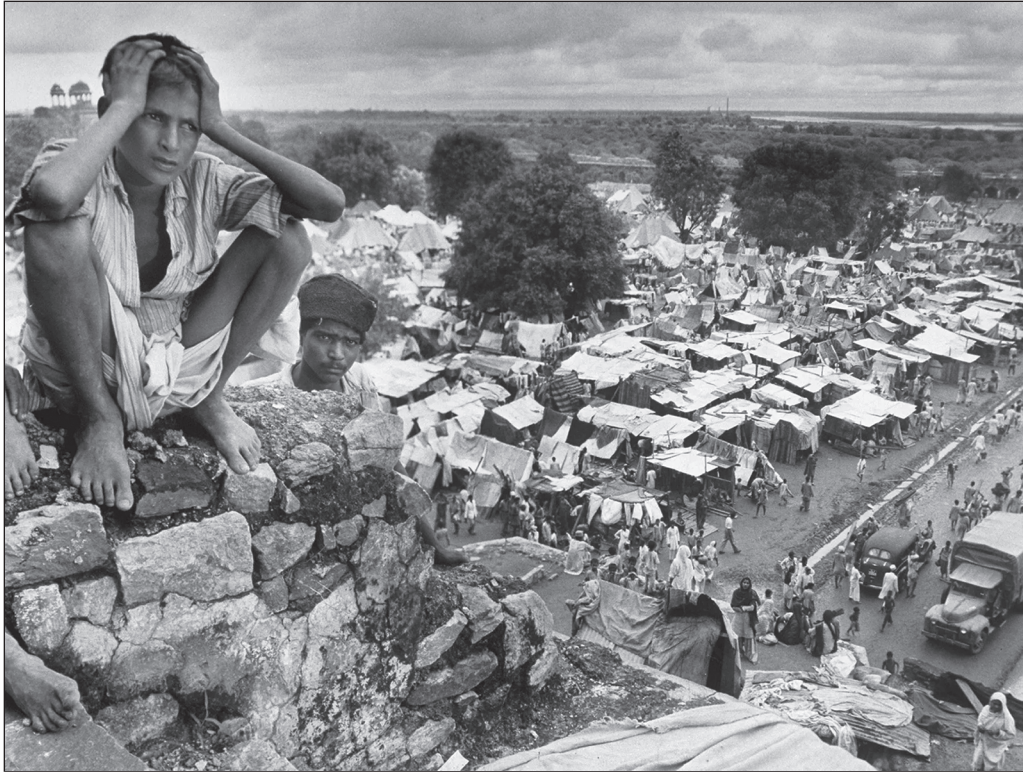
29 Explain the historical circumstances that led to the changes described in this passage. [1]

Score

Base your answer to question 30 on Document 2 and on your knowledge of social studies.

Document 2

Margaret Bourke-White was an American photographer who worked as a correspondent in India for *Life* magazine. She worked with Calcutta native Sunil Janah. Together, they documented the transformation of the subcontinent in the 1940s. This photograph was taken during the last two days of August 1947.



Misery of the dispossessed is reflected in the face of this Moslem [Muslim] boy, perched on the wall of the Purana Qila fortress in New Delhi. Below him thousands of his unhappy fellows, who have fled their homes in terror, are trying to survive until they can organize a convoy for the long march to Pakistan. In their squalid city of tents and lean-tos they have almost no room to sleep and little to eat. They are surrounded by filth and many will die without ever leaving camp.

Source: Margaret Bourke-White, *Life*, November 3, 1947

- 30 Explain how audience affects the way that Margaret Bourke-White presents the situation of Muslims in New Delhi, based on this photograph. [1]

Score

Base your answer to question 31 on **both** Documents 1 and 2 and on your knowledge of social studies.

Cause—refers to something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development.

Effect—refers to what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.

- 31 Identify **and** explain a cause-and-effect relationship between the events and/or ideas found in these documents. Be sure to use evidence from **both** Documents 1 and 2 in your response. [1]

Score

CRQ Set 2 Directions (32–34b): Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 32 on Document 1 below and on your knowledge of social studies.

Document 1

. . . Once back in Leicestershire, however, Cartwright found that the idea of devising a weaving machine had lodged itself firmly in his mind.

“It struck me,” he wrote, “that as in plain weaving, according to the conception I then had of the business, that as there could only be three movements which were to follow each other in succession, there would be little difficulty in reproducing and repeating them.”

“Full of these ideas I immediately employed a carpenter and smith to carry them into effect. . . . To my great delight, a piece of cloth, such as it was, was the produce. . . .”

Sadly, this first machine of Cartwright’s was not at all successful, and was actually slower in its operation than a manual hand loom.

Nevertheless, it worked and proved that producing cotton cloth by mechanical means was a possibility. All Cartwright had to do now was to improve and refine the process.

It took a whole series of improvements and new patents before, finally, in 1788, his machine had reached a point where the three component processes of weaving—shedding, picking and beat-up—could be performed with sufficient speed and efficiency. . . .

Source: “Edmund Cartwright & the Invention of the Power Loom,” *Our Nottinghamshire*, May 9, 2013

32 Explain the historical circumstances that led to the economic developments described in this excerpt. [1]

Score

Base your answer to question 33 on Document 2 below and on your knowledge of social studies.

Document 2

In 1832, the British Parliament requested an investigation into the conditions of factories. This is an excerpt from the Factories Inquiry Commission's Report on the Conditions of Factories in Scotland.

...In Scotland the hours were generally found to be twelve to twelve and a half hours, but in some districts over thirteen hours were worked, and in only a few ten hours and a five-day week, though most factories finished early on Saturday to allow employees to buy provisions. Time allowed for meals at work varied between one hour for breakfast and one and a half hours for dinner, to half an hour for each break. Some of the dinner break was usually spent cleaning stationary machinery. Many workers preferred to continue work at meal times and leave early. This could mean a sixteen-hour working day.

Some of the old mills had inadequate lighting and ventilation, many had roofs too low for their workers to stand upright, and narrow passages between unguarded machinery.

The sanitary conditions were also bad with too few privies [restrooms], used by both sexes, improperly screened and unventilated.

The new mills were much better and some model mills, such as Robert Owen's at New Lanark, were especially praised.

The Commissioners found Scotland had in general one hour longer working days than England, and that the children were often too tired to eat and, when woken in the morning, unable to dress themselves. Scotland was considered the worst area for child cruelty and their tiredness often caused serious accidents with the machinery. The children were often too tired for schooling where it was provided and many examined thought educational standards were in decline.

Source: Factories Inquiry Commission, *First Report of the Central Board*, 1833

33 Explain the purpose of the 1833 Factories Inquiry Commission's report based on this excerpt. [1]

Score

Base your answers to questions 34a and 34b on **both** Documents 1 and 2 and on your knowledge of social studies.

Turning Point—is a major event, idea, or historical development that brings about significant change. It can be local, regional, national, or global.

34a–34b Using evidence from **both** Documents 1 and 2 and your knowledge of social studies:

- a) Identify a turning point directly associated with the historical developments found in both Documents 1 **and** 2. [1]
- b) Explain how the turning point you identified created significant change, using evidence from both Documents 1 **and** 2. [1]

34a Score

34b Score

Part III

(Question 35)

ENDURING ISSUES ESSAY

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. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

Directions: Read and analyze each of the five documents and write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Support your response with relevant facts, examples, and details based on your knowledge of social studies and evidence from the documents.

An enduring issue is a challenge or problem that has been debated or discussed across time. An enduring issue is one that many societies have attempted to address with varying degrees of success.

Task:

- Identify **and** explain an enduring issue raised by this set of documents
- Argue why the issue you selected is significant **and** how it has endured across time using your knowledge of social studies and evidence from the documents

In your essay, be sure to

- Identify the enduring issue based on a historically accurate interpretation of *at least three* documents
- Explain the issue using relevant evidence from *at least three* documents
- Argue that this is a significant issue that has endured by showing:
 - How the issue has affected people or has been affected by people
 - How the issue has continued to be an issue or has changed over time
- Include relevant outside information from your knowledge of social studies

In developing your answer to Part III, be sure to keep these explanations in mind:

Identify—means to put a name to or to name.

Explain—means to make plain or understandable; to give reasons for or causes of; to show logical development or relationship of something.

Argue—means to provide a series of statements that provide evidence and reasons to support a conclusion.

Document 1

. . .Napoleon oversaw the continuation of an extended period of warfare begun by the revolutionary French governments. The destabilizing effect of the French Revolution had turned many great powers against France. While these conflicts could be regarded as a series of separate battles, they were effectively one long war in which France was constantly engaged in fighting. . . .

Napoleon's career began in the artillery at a time when it was making significant advances. Guns were being designed to be extra powerful and more mobile. Due to a combination of technological developments and the tactical changes Napoleon led, artillery came to play a more destructive role than ever before. The French Army at Leipzig fired five times as many cannon balls as they had at Valmy twenty-one years before. The results of those cannons were more bodies in a brutal count. . . .

Most attempts to count the cost of Napoleon's Wars have focused on the soldiers, but the violence also had an enormous impact on civilians.

As vast armies trampled across the continent, they left a trail of destruction in their wake. Some of this was due to a lack of food. Carrying all the sustenance [supplies] required for such grand armies would have been a tremendous effort, so the armies lived off the land. Farms and entire communities were left without food.

It was worse in areas where scorched earth tactics were used, notably Russia. To prevent the French obtaining supplies, Russian Armies devastated their country. The city of Moscow was set ablaze rather than let the French find what they needed there.

Such tactics cause starvation and death for ordinary people. Disputes with foraging soldiers led to acts of violence. Inevitably, such suffering went largely unreported.

Millions of soldiers and civilians died during the Napoleonic Wars. The political and technological changes made for a particularly devastating conflict. It was a harbinger [sign] of what was to come in the age of total war.

Source: Andrew Knighton, "The Meat Grinder of War—Why the Napoleonic Wars Cost So Many Lives," War History Online, December 28, 2016

Document 2

. . . Towards the end of November, while in London, Winston Churchill learned that his close friend, Hugh Dawnay, had been killed in action. He also received a letter from a close friend and fellow Member of Parliament, Valentine Fleming, who was serving on the Western Front, and sought to describe the scene. "First and most impressive," Fleming wrote, 'the absolutely indescribable ravages of modern artillery fire, not only upon all men, animals and buildings within its zone, but upon the very face of nature itself. Imagine a broad belt, ten miles or so in width, stretching from the Channel to the German frontier near Basle, which is positively littered with the bodies of men and scarified [scarred] with their rude graves; in which farms, villages and cottages are shapeless heaps of blackened masonry; in which fields, roads and trees are pitted and torn and twisted by shells and disfigured by dead horses, cattle, sheep and goats, scattered in every attitude of repulsive distortion and dismemberment.' In this zone both day and night were made 'hideous by the incessant [constant] crash and whistle and roar of every sort of projectile, by sinister columns of smoke and flame, by the cries of wounded men, by the piteous calls of animals of all sorts, abandoned, starved, perhaps wounded'. . .

Source: Martin Gilbert, *The First World War*, Henry Holt and Company, 1994

Document 3

Hiroshima Before and After the Atomic Bombing



Source: United States Strategic Bombing Survey, 1945



Source: Yoshito Matsushige, August 6, 1945

Document 4

. . .From 1961 to 1971, the U.S. military sprayed a range of herbicides across more than 4.5 million acres of Vietnam to destroy the forest cover and food crops used by enemy North Vietnamese and Viet Cong troops.

U.S. aircraft were deployed to douse [spray down] roads, rivers, canals, rice paddies and farmland with powerful mixtures of herbicides. During this process, crops and water sources used by the non-combatant native population of South Vietnam were also hit.

In all, American forces used more than 20 million gallons of herbicides in Vietnam, Laos and Cambodia during the years of Operation Ranch Hand. Herbicides were also sprayed from trucks and hand-sprayers around U.S. military bases. . . .

Source: "Agent Orange," History, August 2, 2011

Document 5

Like any typical 15-year-old, Ahmed Jassim stays glued to his smartphone, watching music videos and playing games. In his family's modest living room with dark concrete walls, the light from the phone's screen illuminates his handsome but gaunt [sickly] face.

But unlike his peers, Ahmed doesn't go outside to play soccer or fly kites. Simple activities tire him out quickly because his heart is permanently damaged, the result of inhaling the smoke that blanketed this town of farmers and shepherds after Islamic State militants ignited nearby oil wells.

"He hates life. He just hates life," his mother, Rehab Fayad, said wistfully. "It affected him not just physically, but psychologically." . . .

The Islamic State footprint on Iraq's environment may be unprecedented and permanent, with a toxic legacy that includes wide-scale cattle deaths, fields that no longer yield edible crops and chronic breathing complications in children and the elderly, doctors and experts said. . . .

Source: El-Ghobashy and Warrick, "The Islamic State's Toxic Farewell: Environmental Sabotage and Chronic Disease," *Washington Post*, February 4, 2018

OPTIONAL PLANNING PAGE
Enduring Issues Essay Planning Page

You may use the Planning Page organizer to plan your response if you wish, but do NOT write your essay response on this page. Writing on this Planning Page will **NOT** count toward your final score.

My Enduring Issue is: _____

Essay Requirements	Yes	Circle documents that apply	One or two possible ideas for outside information
Is this an issue supported by <i>at least three</i> documents? Which documents support this issue?		1 2 3 4 5	
Which documents can be used to develop the explanation for this issue?		1 2 3 4 5	
Has this issue significantly affected people or been affected by people? In which document or documents do you see this?		1 2 3 4 5	
Has this issue endured across time or changed over time? In which document or documents do you see this?		1 2 3 4 5	

Refer back to page **25** to review the task.

Write your essay on the lined pages in the essay booklet.

June 2026 Regents Exam in Global History and Geography II**Scoring Key: Part I (Multiple-Choice Questions)**

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
GHG II	June '26	1	4	MC	1	1
GHG II	June '26	2	3	MC	1	1
GHG II	June '26	3	1	MC	1	1
GHG II	June '26	4	2	MC	1	1
GHG II	June '26	5	2	MC	1	1
GHG II	June '26	6	4	MC	1	1
GHG II	June '26	7	3	MC	1	1
GHG II	June '26	8	1	MC	1	1
GHG II	June '26	9	1	MC	1	1
GHG II	June '26	10	1	MC	1	1
GHG II	June '26	11	4	MC	1	1
GHG II	June '26	12	2	MC	1	1
GHG II	June '26	13	1	MC	1	1
GHG II	June '26	14	4	MC	1	1
GHG II	June '26	15	3	MC	1	1
GHG II	June '26	16	4	MC	1	1
GHG II	June '26	17	2	MC	1	1
GHG II	June '26	18	3	MC	1	1
GHG II	June '26	19	2	MC	1	1
GHG II	June '26	20	3	MC	1	1
GHG II	June '26	21	2	MC	1	1
GHG II	June '26	22	1	MC	1	1
GHG II	June '26	23	3	MC	1	1
GHG II	June '26	24	2	MC	1	1
GHG II	June '26	25	4	MC	1	1
GHG II	June '26	26	3	MC	1	1
GHG II	June '26	27	1	MC	1	1
GHG II	June '26	28	1	MC	1	1

MC = Multiple-choice question

June 2026 Regents Exam in Global History and Geography II**Scoring Key: Parts II and III**

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
GHG II	June '26	Part II - 29	-	CRQ	1	1
GHG II	June '26	Part II - 30	-	CRQ	1	1
GHG II	June '26	Part II - 31	-	CRQ	1	1
GHG II	June '26	Part II - 32	-	CRQ	1	1
GHG II	June '26	Part II - 33	-	CRQ	1	1
GHG II	June '26	Part II - 34a	-	CRQ	1	1
GHG II	June '26	Part II - 34b	-	CRQ	1	1
GHG II	June '26	Part III - 35	-	ES	5	3

CRQ = Constructed Response Question

ES = Essay

The chart for determining students' final examination scores for the **June 2026 Regents Exam in Global History and Geography II** will be posted on the Department's website at <https://www.nysedregents.org/ghg2/> on the day of the examination. Conversion charts provided for the previous administrations of the Regents Exam in Global History and Geography must NOT be used to determine students' final scores for this administration.

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY II

Wednesday, June 17, 2026 — 1:15 to 4:15 p.m., only

RATING GUIDE FOR PART II (Short-Answer Constructed Response Questions) AND PART III (Enduring Issues Essay)

Updated information regarding the rating of this examination may be posted on the New York State Education Department's website during the rating period. Visit the site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

Contents of the Rating Guide

For **Part II** Short-Answer Constructed Response (open-ended) questions:

- A question-specific rubric

For **Part III** Enduring Issues Essay:

- A content-specific rubric
- Prescored answer papers. Each score level has one paper. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

General:

- Web addresses for the test-specific conversion chart and teacher evaluation forms

Mechanics of Rating

The procedures on pages 2 and 3 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 *Directions for Scoring Regents Examinations*.

Rating the CRQ (open-ended) Questions

- (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

- (2) The CRQ questions are to be scored by one rater.
- (3) The scores for each CRQ question must be recorded in the student's examination booklet and on the student's answer sheet. The letter identifying the rater must also be recorded on the answer sheet.
- (4) Record the total Part II score if the space is provided on the student's Part I answer sheet.

Rating the Enduring Issues Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.
- (3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

Schools are not permitted to rescore any of the open-ended questions (CRQs, Enduring Issues essay) on this exam after each question has been rated the required number of times as specified in the Rating Guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately. Teachers may not score their own students' answer papers.

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 <https://www.nysed.gov/state-assessment/high-school-regents-examinations> and must be used for determining the final examination score.

Global History and Geography II
Part II Question-Specific Rubric
Constructed Response Questions
June 2026

CRQ Set 1:

Document 1

... The British came and went, and when they went the center could not hold, and things fell apart. In truth there was no real center, the region has always been divided by ancient disparities [differences] of the languages of the Punjab and Gujarat, mountains and the deserts, and Islam and Hinduism. By 1947, the forces of postcolonial nationalism and religious separatism broke the subcontinent into two, and later three, major pieces; India, Pakistan and Bangladesh. The British, exhausted by two world wars, and aware that the days of the empire were coming to a close, did not cover themselves in glory in the manner of their leaving.

On June 3, 1947, the announcement was made in the House of Commons: The British would withdraw—India was to be partitioned into the two independent dominions of India and Pakistan. Seventy-three days later, on August 15, they were all but gone. . . .

Source: Tim Marshall, *Prisoners of Geography*, Scribner, 2015

29 Explain the historical circumstances that led to the changes described in this passage.

Score of 1:

- Correct response

Examples:

- the forces of nationalism and religious separatism protested against British control;
- the British could no longer control India because of World War II;
- the Indian National Congress/Muslim League worked toward independence;
- tactics such as civil disobedience undermined British rule/put pressure on the British to grant independence;
- the British use of divide and conquer exacerbated regional differences/religious tensions;
- violence broke out between Hindus and Muslims, leading to partition;
- the Muslim League worked toward an independent Muslim state;
- Indian/Muslim/Sikh nationalists demanded independence;
- Gandhi led nonviolent protests for home rule;
- by 1947 the forces of postcolonial nationalism and religious separatism broke the subcontinent in two;
- British imperialism was challenged;
- Gandhi's homespun movement/Salt March challenged British rule;
- the growth of Indian nationalism post-WWI led to calls for independence;
- Great Britain/British East India Company had controlled India for over 200 years during the Age of Imperialism;
- Indians wanted British imperialism to end/for the British to go

Score of 0:

- Incorrect response

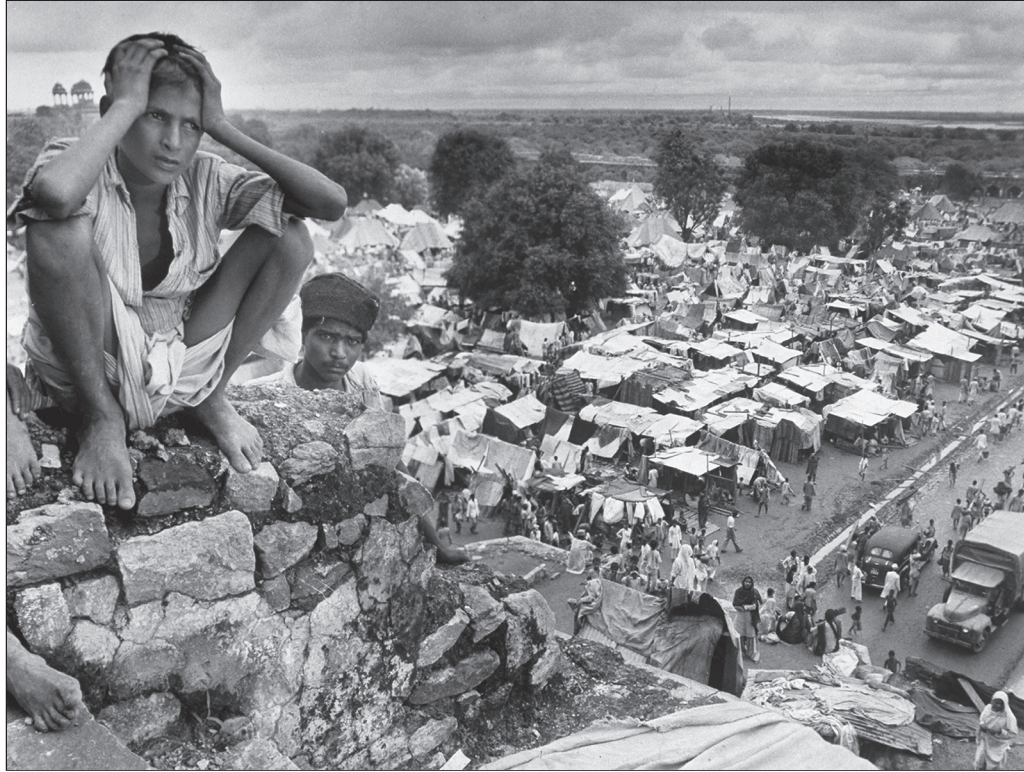
Examples:

- the British came and went;
- the region was divided;
- India was partitioned;
- Islam and Hinduism;
- the different languages of India

- No response

Document 2

Margaret Bourke-White was an American photographer who worked as a correspondent in India for *Life* magazine. She worked with Calcutta native Sunil Janah. Together, they documented the transformation of the subcontinent in the 1940s. This photograph was taken during the last two days of August 1947.



Misery of the dispossessed is reflected in the face of this Moslem [Muslim] boy, perched on the wall of the Purana Qila fortress in New Delhi. Below him thousands of his unhappy fellows, who have fled their homes in terror, are trying to survive until they can organize a convoy for the long march to Pakistan. In their squalid city of tents and lean-tos they have almost no room to sleep and little to eat. They are surrounded by filth and many will die without ever leaving camp.

Source: Margaret Bourke-White, *Life*, November 3, 1947

30 Explain how audience affects the way that Margaret Bourke-White presents the situation of Muslims in New Delhi, based on this photograph.

Score of 1:

- Correct response

Examples:

- Bourke-White wants to draw international/outside attention with this image of the migrants;
- she tries to draw readers' attention to the squalid city of tents/misery/filth of the camps and get them to react to it;
- since the audience is American readers, she wants to show them what is happening to the Muslims in India since they are probably unaware;
- she photographs the plight of the Muslims in New Delhi to gain sympathy from her audience/readers of *Life* magazine;
- she presents the situation as terrifying and sad so that the audience can see what is happening in India;
- her audience will pay attention to a powerful picture of children who are suffering;
- since many people read *Life* magazine, she is building awareness that shows the situation in New Delhi is desperate;
- she presents the situation as really bad so her audience will pay attention

Score of 0:

- Incorrect response

Examples:

- she is showing that conditions are improving;
- she is showing conditions in Pakistan;
- to show how bad life in India is under British rule;
- it's an American audience;
- the people are unhappy

- No response

Documents 1 and 2

- 31 Identify *and* explain a cause-and-effect relationship between the events and/or ideas found in these documents. Be sure to use evidence from *both* Documents 1 and 2 in your response.**

Score of 1:

- Correct response

Examples:

- Document 1 explains that the British empire was ending after World War II and Document 2 explains that this situation caused people to move when the borders changed;
- India was partitioned, which led to mass migrations;
- the British left the subcontinent, leading it to becoming less stable;
- an announcement was made in the House of Commons to divide the subcontinent into India and Pakistan, resulting in Muslims relocating to Pakistan/to other places;
- as a result of India being partitioned, there was a refugee crisis;
- the partition of India resulted in Muslims fleeing their homes in terror;
- the breakup of the subcontinent led to Muslims staying in refugee camps;
- religious tensions/conflict in India led to Muslims moving to Pakistan;
- extreme nationalism during partition led to mass migrations/a refugee crisis;
- Document 1 says things fell apart at the time of partition, which led to a transformation of the subcontinent;
- the subcontinent was broken into two and this led to Muslims fleeing to Pakistan

Score of 0:

- Incorrect response

Examples:

- World War II ended and Muslims lived in camps;
- World War II ended and the British were gone;
- partition of India;
- bad conditions in refugee camps;
- the British Empire left India and Margaret Bourke-White went to India;
- Muslims in Pakistan fled their homes;
- the empire broke up

- No response

CRQ Set 2:

Document 1

. . . Once back in Leicestershire, however, Cartwright found that the idea of devising a weaving machine had lodged itself firmly in his mind.

“It struck me,” he wrote, “that as in plain weaving, according to the conception I then had of the business, that as there could only be three movements which were to follow each other in succession, there would be little difficulty in reproducing and repeating them.”

“Full of these ideas I immediately employed a carpenter and smith to carry them into effect. . . . To my great delight, a piece of cloth, such as it was, was the produce. . . .”

Sadly, this first machine of Cartwright’s was not at all successful, and was actually slower in its operation than a manual hand loom.

Nevertheless, it worked and proved that producing cotton cloth by mechanical means was a possibility. All Cartwright had to do now was to improve and refine the process.

It took a whole series of improvements and new patents before, finally, in 1788, his machine had reached a point where the three component processes of weaving—shedding, picking and beat-up—could be performed with sufficient speed and efficiency. . . .

Source: “Edmund Cartwright & the Invention of the Power Loom,” Our Nottinghamshire, May 9, 2013

Document 1

32 Explain the historical circumstances that led to the economic developments described in this excerpt.

Score of 1:

- Correct response

Examples:

- traditional methods of textile production could not keep up with demand;
- manufacturing was done primarily by hand but shifted as new inventions/machines became available;
- new methods of power and production were being developed;
- power sources began to shift from human power to water power and later to steam power;
- the agricultural revolution led to increased population/new markets
- before 1788, most cotton cloth was produced by hand/by the domestic system;
- the Industrial Revolution led to new inventions for producing cotton;
- the steam engine led to machines being used to produce cloth

Score of 0:

- Incorrect response

Examples:

- people feared machines;
- agriculture was no longer needed;
- efficiency;
- a new and refined process

- No response

Document 2

In 1832, the British Parliament requested an investigation into the conditions of factories. This is an excerpt from the Factories Inquiry Commission's Report on the Conditions of Factories in Scotland.

...In Scotland the hours were generally found to be twelve to twelve and a half hours, but in some districts over thirteen hours were worked, and in only a few ten hours and a five-day week, though most factories finished early on Saturday to allow employees to buy provisions. Time allowed for meals at work varied between one hour for breakfast and one and a half hours for dinner, to half an hour for each break. Some of the dinner break was usually spent cleaning stationary machinery. Many workers preferred to continue work at meal times and leave early. This could mean a sixteen-hour working day.

Some of the old mills had inadequate lighting and ventilation, many had roofs too low for their workers to stand upright, and narrow passages between unguarded machinery.

The sanitary conditions were also bad with too few privies [restrooms], used by both sexes, improperly screened and unventilated.

The new mills were much better and some model mills, such as Robert Owen's at New Lanark, were especially praised.

The Commissioners found Scotland had in general one hour longer working days than England, and that the children were often too tired to eat and, when woken in the morning, unable to dress themselves. Scotland was considered the worst area for child cruelty and their tiredness often caused serious accidents with the machinery. The children were often too tired for schooling where it was provided and many examined thought educational standards were in decline.

Source: Factories Inquiry Commission, *First Report of the Central Board*, 1833

Document 2

33 Explain the purpose of the 1833 Factories Inquiry Commission's report based on this excerpt.

Score of 1:

- Correct response

Examples:

- to investigate/expose/raise awareness about factory conditions;
- to provide information about working conditions of children;
- to inform the government about conditions in factories;
- to expose unsanitary conditions in factories;
- to provide information about workers' hours;
- to compare working conditions in Scotland to those in England;
- to distinguish between conditions in old mills and those in new mills

Score of 0:

- Incorrect response

Examples:

- to show how good the factories were doing;
- factories used child labor;
- the British Parliament requested an investigation;
- to encourage longer work days;
- to show that Scotland's factories were better than England's

- No response

Documents 1 and 2

34a Identify a turning point directly associated with the historical developments found in both Documents 1 *and* 2.

Score of 1:

- Correct response
Examples:
 - Industrial Revolution;
 - introduction of the factory system;
 - growth of industry

Score of 0:

- Incorrect response
Examples:
 - Neolithic Revolution;
 - Scientific Revolution;
 - Commercial Revolution
- No response

34b Explain how the turning point you identified created significant change, using evidence from both Documents 1 *and* 2.

Score of 1:

- Correct response
Examples:
 - before the Industrial Revolution, machines weren't being used to produce cotton; afterwards factories and mills were all over Scotland and England and workers' lives had completely changed;
 - producing cloth by mechanical means led to poor working conditions/child labor/long hours
 - the lives of workers changed dramatically due to new technologies and the factory system;
 - new inventions and changes in manufacturing led to England/Scotland becoming sites of factories and mills;
 - the shift from the domestic system to the factory system led to poor working conditions in factories;
 - new inventions led to an industrial revolution that brought social, political, and economic changes to British workers' lives;
 - Cartwright produced a machine that performed with speed and efficiency that led to unsafe conditions and serious accidents in factories;
 - Parliament investigated the conditions in factories since new machines like the power loom made conditions unsafe

Score of 0:

- Incorrect response

Examples:

- children started working;
- all labor problems were solved;
- changes were made to fix machines;
- Document 1 talks about Leicestershire’s factory and Document 2 is about Scotland’s working conditions;
- the inquiry looked at bad working conditions;
- slow operations led to weaving inventions

- No response

Global History and Geography II
Part III Question-Specific Rubric
Enduring Issue Essay

Task:

- Identify **and** explain an enduring issue raised by this set of documents
- Argue why the issue you selected is significant **and** how it has endured across time

In your essay, be sure to

- Identify the enduring issue based on a historically accurate interpretation of *at least three* documents
- Explain the issue using relevant evidence from *at least three* documents
- Argue that this is a significant issue that has endured by showing:
 - How the issue has affected people or has been affected by people
 - How the issue has continued to be an issue or has changed over time
- Include relevant outside information from your knowledge of social studies

Scoring Notes:

1. Some examples of enduring issues that students may identify in *at least three* documents are provided. However, other issues may be identified if they are supported by accurate facts and examples from both the documents and outside information.
2. The discussion of the issue must be related to the documents, accomplish the task, **and** be supported by accurate facts and examples.
3. The identification and explanation of the enduring issue may be included in the discussion of why the issue is significant and how it has endured across time.
4. Information used to discuss how the enduring issue affected people **or** has been affected by people may also be used to discuss how the issue has endured across time.
5. The enduring issue may be discussed from different perspectives as long as the position taken is supported with accurate historical facts and examples.
6. A specific time period or era need not be identified as long as it is implied in the discussion.
7. A response may discuss either how the enduring issue affected people **or** has been affected by people **or** both.
8. A response may discuss either continuity **or** change regarding the selected enduring issue **or** both.
9. While not required, a student may include information from the 9th grade social studies framework.
10. While the United States should not be the focus of the argument, issues related to the United States may be used to address the task as long as information used relates to the enduring issue selected from these documents.
11. While the focus of the response should be on the enduring issue that is identified, additional enduring issues may be referenced as part of the discussion. However, if two or more enduring issues are addressed in separate discussions, only the first one should be scored.
12. The rubric should not be used as a checklist, and no one bullet should prevent a paper from receiving a higher score, (e.g., if a response lacks a conclusion, it could still receive a score of 5 if it meets the other criteria for that score point).

Score of 5:

- Identifies and clearly and accurately explains **one** enduring issue raised in *at least three* documents (see Explanation and Evidence from Documents on page 19)
- Develops an even, thoughtful, and in-depth argument about how the enduring issue has affected people **or** how the issue has been affected by them, **and** how the issue continues to be an issue **or** has changed over time
- Is more analytical than descriptive
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from *at least three* documents
- Richly supports the task by incorporating substantial relevant outside information
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Score of 4:

- Identifies and accurately explains **one** enduring issue raised in *at least three* documents
- Develops a thoughtful argument in some depth about how the enduring issue has affected people **or** how the issue has been affected by people **and** how it continues to be an issue **or** has changed over time **or** develops the argument somewhat unevenly by discussing one aspect of the argument more thoroughly than the other aspect
- Is both descriptive and analytical
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from *at least three* documents
- Supports the task by incorporating relevant outside information
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Score of 3:

- Identifies and explains **one** enduring issue raised in the set of documents
- Develops both aspects of the argument with little depth **or** develops only one aspect of the argument in some depth; may include some minor inaccuracies
- Is more descriptive than analytical
- Includes some relevant evidence that includes facts, examples, and details from some of the documents; may include some minor inaccuracies
- Includes limited relevant outside information
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Score of 2:

- Identifies, but does not clearly explain, **one** enduring issue raised in the set of documents
- Minimally develops both aspects of the argument **or** develops one aspect of the argument in little depth; may contain inaccuracies
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details from the documents **or** consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may lack an introduction or a conclusion

Score of 1:

- Identifies, but does not explain, **one** enduring issue raised in the documents
- Minimally develops one aspect of the argument; may include inaccuracies
- Is descriptive; may lack understanding or application
- Includes some vague, unclear references to the documents **or** includes minimal relevant facts, examples, and details copied from the documents
- Presents no relevant outside information
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may lack an introduction and 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 evidence copied from the documents; **or** includes only entire documents copied from the test booklet; **or** is illegible; **or** is a blank paper

Issues found in documents

Document 1: Impact of war on civilians; impact of war on environment; conflict; war; lack of safety; food scarcity

Document 2: Impact of war on civilians; impact of war on environment; impact of war on soldiers; conflict; war; lack of safety; impact of technology

Document 3: Impact of war on civilians; impact of war on environment; conflict; war; lack of safety; impact of technology

Document 4: Impact of war on civilians; impact of war on environment; conflict; war; lack of safety; food scarcity; pollution; impact of technology; deforestation

Document 5: Impact of war on civilians; impact of war on environment; conflict; war; terrorism; lack of safety; food scarcity; pollution

This chart suggests enduring issues that can be found in *at least three* documents. It is not meant to be a comprehensive list and students may identify enduring issues not included in the chart.

Possible Enduring Issues in the Documents	Documents Associated with Enduring Issue
War	1, 2, 3, 4, 5
Impact of war on civilians	1, 2, 3, 4, 5
Impact of war on environment	1, 2, 3, 4, 5
Impact of technology	2, 3, 4
Lack of safety	1, 2, 3, 4, 5
Food scarcity	1, 4, 5
Conflict	1, 2, 3, 4, 5

Example Issue: War

Identify and Explain: War is armed conflict between countries or groups and it can have a profound impact on people and the environment.

Evidence from the documents to support the explanation:

Document 1: Napoleon oversaw an extended period of warfare that started with the French Revolution and expanded across Europe and into Russia.

Document 2: On the Western Front during World War I, fighting between the British and the Germans devastated farms, villages, and cottages.

Document 3: At the end of World War II, the United States dropped an atomic bomb on the Japanese city of Hiroshima.

Document 4: During the Vietnam War, the United States engaged in chemical warfare against the North Vietnamese and Viet Cong with the use of Agent Orange.

Document 5: ISIS and Iraqi security forces engaged in warfare that resulted in militants igniting oil wells.

Example Issue: War

Document Information	Outside Information
How issue affected people/how people affected issue	How issue affected people/how people affected issue
Doc 1—Napoleon oversaw continuation of extended period of warfare that began with French Revolution Under Napoleon’s leadership, use of artillery became more destructive than ever before French army at Leipzig fired five times as many cannonballs than at Valmy 21 years before Civilians were enormously impacted (armies trampling across continent; lack of food; armies living off land; farms and communities left without food; people experienced starvation and death; disputes with foraging soldiers) Russians used scorched-earth tactics against French army to deprive them of supplies (Moscow) Millions of soldiers and civilians died Doc 2—Winston Churchill’s friend died during World War I Modern artillery fire brought about destruction of animals, buildings, people, and nature Broad belt from English Channel to German frontier near Basle about ten miles wide littered with dead bodies, graves, and destroyed farms, villages, and cottages (roads and trees pitted; dead horses, cattle, sheep, and goats) Day and night, people in war zone experienced exploding projectiles creating columns of smoke and flame, cries of wounded men, calls of wounded animals	Ashanti and Dahomey used European guns to wage war on neighbors to capture prisoners to sell into transatlantic slave trade Groups and leaders used war to overthrow colonial regimes (Latin America; Haiti; Kenya; Vietnam) Groups and leaders attempted unsuccessfully to use war to overthrow colonial regimes (Sepoy uprising; Boxer Rebellion; Zulu resistance; Taiping Rebellion; Boer War) Groups and leaders used war to unify nations (Italy; Germany) Countries fought wars to increase territories or maintain control over territories (Russia; Germany; Japan; France; Great Britain; Spain; Italy; Arab-Israeli conflicts) Cold War superpowers engaged in proxy wars (Angola; Afghanistan; Korea; Vietnam; Central American conflicts; Cuba) Impact on civilians (rationing; conscription; women in military jobs; propaganda; espionage; women in factories; hypernationalism; higher taxes; Great Depression; resistance movements; miracle at Dunkirk) New technology introduced as result of warfare (trenches; tanks; airplanes; Maxim guns; zeppelins; satellites; chemical weapons; U-boats; microwaves; radar; internet; drones; sonar; railroads; prostheses; radium; radio; ambulances; aircraft carriers; landmines; gas masks;

Doc 3—During World War II, United States dropped first atomic bomb ever used in warfare on Japanese city of Hiroshima Much of Hiroshima destroyed Survivors needed medical treatment Only rubble and few utility poles remained after nuclear explosion and resulting fires Doc 4— United States military sprayed range of herbicides across more than 4.5 million acres of Vietnam to destroy forest cover and food crops used by enemy North Vietnamese and Viet Cong troops United States forces used more than 20 million gallons of herbicides in Vietnam, Laos, and Cambodia Crops and sources used by noncombatant populations of South Vietnam were also hit by herbicides United States military used carcinogenic chemicals Doc 5—ISIS militants ignited oil wells, causing widescale cattle deaths, fields that no longer yield edible crops, and chronic breathing complications in children and elderly War has caused civilians to experience physical and psychological harm 15 year-old Ahmed Jassim suffers from heart damage from inhaling smoke from burning oil wells	ICBMs; anti-ICBM defenses; cruise missiles) Human rights violations as result of war (Holocaust; Armenian massacres; Rape of Nanjing; Bataan Death March; use of sarin gas attacks on Kurds; My Lai massacre; genocide of Albanians/Bosnian Muslims; Cambodian genocide; Rwandan genocide; use of child soldiers) Destructive events that harmed civilians (Tokyo firebombing; Dresden firebombing; blitzkrieg of Poland; London blitz; Guernica; atomic bombing of Nagasaki) Trials to prosecute war crimes/crimes against humanity (Nuremburg; Tokyo; Eichmann; Arusha; International Criminal Court in Hague) Militarism, nationalism, and arms races preceding wars (World War I; World War II; Cold War; Iraq War) Alliances as cause of /contributor to war (Triple Alliance; Triple Entente; Axis powers; Allied powers; Central Powers; secret treaties) Collective security and alliances as attempt to prevent war (League of Nations; United Nations; North Atlantic Treaty Organization; Warsaw Pact; South East Asian Treaty Organization) War has led countries, groups, and individuals to memorialize and honor those who fought or were affected by war (Holocaust Museum; Vietnam War memorials; beaches at Normandy; Hiroshima Peace Museum; Gettysburg National Park; Pearl Harbor memorial; preservation of Auschwitz; oral histories; memoirs; poetry; songs; movies created around specific wars; reenactments)
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Example Issue: War

Document Information	Outside Information
How issue continued or changed over time	How issue continued or changed over time
Continuity: Doc 1—Napoleon oversaw continuation of extended period of warfare Violence from Napoleonic wars had enormous impact on civilians Doc 4—From 1961 to 1971, United States military sprayed herbicides across Vietnam Changes: Doc 1—Five times as many cannonballs fired at Leipzig than at Valmy Guns designed to be more powerful, more mobile Higher casualty rates Use of new cannons produced higher body counts Use of scorched-earth policy by Russians led to changes in landscape (Moscow) Doc 2—Modern artillery fire on Western Front during World War I ravaged landscape of France from English Channel to German frontier Doc 3—First use of atomic weapon Hiroshima’s shopping district largely reduced to rubble and few utility poles after nuclear explosion Doc 4—Agent Orange introduced into environment of Vietnam during Vietnam War Doc 5—Militants igniting oil wells led to Iraq’s environment being damaged	Continuity: War has negative impact on civilians (Syrian civil war; Yugoslav civil war; Chinese Communist Revolution; Russian Revolution and civil war; Opium War; civil war in Rwanda; ethnic wars in Africa) War tends to be catalyst for social, political, and economic change (women gain the right to vote in Western Europe; changes in social hierarchy; growth of middle class; greater job opportunities for lower classes; Marshall Plan rebuilding of Europe; Japanese occupation and economic miracle; self-determination and breakup of old empires; diaspora and refugee movements; collapse of old governments and rise of new governments (Bolsheviks; Fascists; Nazis); redrawing of political boundaries; war reparations; embargoes; sanctions; women serving in military) Countries and groups tend to go to war over territorial disputes (Sudetenland; Bosnia; Arab-Israeli conflict; Falkland Islands) Countries and groups tend to go to war over perceived threats to ethnic/cultural identity (Serbia; India and Pakistan; Hutus and Tutsis) Countries and groups tend to go to war for economic reasons (Persian Gulf War; Mukden incident; Opium War; Russo-Japanese War; Sino-Japanese War; Franco-Prussian War; Japanese imperial expansion into southeast Asia) Changes: Civilians became more involved in war efforts during periods of total war

	New technology has increased scope and scale of impact of war on people and environment (high cancer rates in Hiroshima and Nagasaki; Gulf War syndrome; inhabitability of Bikini Atoll; more diagnoses of post-traumatic stress disorder)
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From the beginning of man, there has always been technology. Whether it's new farming inventions, the printing press, or weapons of mass destruction, technology has always had major consequences on how we live our lives. Technology has created powerful governments and has led to growth of learning and population, but has also caused some pretty gruesome and negative consequences. The impact of new technology on human society is an enduring issue across time and place because as technology changes, we have had to deal with the expected and unexpected consequences. Our society has transformed over the past several millennia as our technology advances inexorably forward. Some advancements are to our benefit. Others are not, and still others may impact us in ways we don't realize until many years later. As technology progresses, humans have used it to find new, more efficient ways of solving life's problems but as we have seen in Napoleonic France, on the western front in Europe in World War II, the Cold War, and after technology has been used for killing and harming more and more people.

During the Napoleonic Wars, Napoleon's goal was to conquer the whole continent. Using advances in technology, he was able to move faster and defeat his enemies more completely. Artillery cannons were more mobile, and more powerful. They could fire more cannonballs, and kill more people than they would have been able to only a few decades prior. The French army led by Napoleon used these weapons to devastate their opponents (Document 1). This was not unlike the invention of gunpowder itself centuries before, first by the Chinese and then used to create more and more deadly weapons by others like the Ottomans with their cannons. These technologies enabled a greater degree of killing

than was possible with bows and arrows. Not only the Ottomans, but the Safavid, and Mughal empires used gunpowder in their conquests in their desire to subjugate conquered land and peoples. Both of these advancements show the constant escalation of war casualties due to improved technology. While this is often seen as a positive, giving countries and empires more power, the deaths as well as long-term effects, as seen in World War I and II, show that technology can often have very negative consequences.

Some believed that due to the Industrial Revolution and fast military technological advances, World War I would be over by Christmas. It's true that with industrialization, countries produced more and better quality weapons. The problem was that these weapons were produced and used by many countries and led to a stalemate and years of fighting from the trenches of the Western Front. The destruction on the Western Front in WWI was unlike any the world had seen. The modern artillery destroyed the very land itself for miles, leaving a broken, cratered expanse littered with the charred remains of houses, people, and other animals (Document 2). In addition to more destructive artillery, this war also saw the introduction of u-boats, tanks and machine guns, as well as chemical warfare, as militaries used chlorine gas and mustard gas on their enemies. The greater scale and totality of the destruction wrought by WWI was a reflection of the technological revolution that had progressed in the time since Napoleon relied on cannonballs. People thought that the new military technology would lead to quick definitive wars, but instead it led to a slow unmoving war that killed millions of soldiers and innocent civilians.

It was in WWII that the greatest and most destructive of mankind's

weapons was introduced. Whether it was firebombing of German and Japanese cities, the use of the air force during the Battle of Britain, or the murder of millions during the Holocaust in gas chambers, military technology has had extremely negative consequences. However, the technology that had many expected and unexpected negative consequences was the atom bomb. The first of these bombs that was used reduced the thriving city of Hiroshima to rubble (Document 3). An even bigger bomb was used on Nagasaki. The U.S. justified the dropping of these bombs because it would end the war more quickly, but the bombs caused tremendous damage. Immediately, over 100,000 people died, some being instantly incinerated due to the intense heat. Thousands of others died due to injuries and radiation poisoning. Even today people are suffering from cancers and other side effects that the scientists who developed this technology never imagined. The effects were so bad that no bomb like these was ever dropped again. However, this technology led to even more deadly inventions such as the nuclear bombs that were refined during the Cold War, as scientists learned that they could use the detonation of an atomic bomb (a fission reaction) to trigger a fusion reaction, which was more powerful and more destructive. This was used in the H-bomb and in thermonuclear bombs. During the arms race, global superpowers had an arsenal of new weapons that were capable of destroying the world and ending life on the planet. In only two centuries, technology accelerated from muskets that fired inaccurate projectiles one at a time to machine guns and bombs of apocalyptic proportions.

Now, in the present, we use drones to strike down missiles, satellites to scout out enemy territories, and guns like the AR-15 to cause carnage even among civilian populations. Governments around the

world scramble to enact laws regarding such weapons as these, and a new dimension of warfare has opened up for them to adapt to—the digital world. With the invention of the Internet, cyber attacks between nations have become yet another tool with which to sow chaos among our enemies.

Many now look to the future, wondering what new weapons may be invented next. Science-fiction franchises such as Star Trek and The Matrix have attempted to anticipate our next array of weaponry. The Matrix depicts a world of sentient A.I. and monstrous robots, like the terrifying squid-like Sentinels. Star Trek envisions space combat with such devices as phasers and photon torpedoes. As well as we try to anticipate and adapt to our ever-expanding arsenal of weapons, the truth is that we cannot precisely know what will be invented next, or how it will change the face of warfare. We can only do our best to try to limit the increasing body count that comes with it. Perhaps with international pressure, countries will understand that the potential unexpected consequences are too scary and severe and will try to stop our ever-present arms races for the good of humanity. This hasn't happened yet, but we can hope that scientists and governments will learn their lessons and stop trying to find more efficient and deadly weapons.

Anchor Level 5

The response:

- Identifies and clearly and accurately explains *impact of technology* as an enduring issue raised in the documents (technology an enduring issue across time and place because as it changes expected and unexpected consequences to deal with; some advancements to our benefit, others are not, and still others we may not know long-term impacts)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (artillery cannons more mobile and powerful and could fire more cannonballs and kill more people than only a few decades prior; destruction on Western Front of World War I unlike any world had seen; modern artillery destroyed land for miles, leaving a broken, cratered openness littered with charred remains of horses, people, and other animals; greater scale and totality of destruction wrought by World War I a reflection of technological revolution that had progressed in time since Napoleon relied on cannonballs; World War II saw greatest and most destructive of mankind's weapons introduced—the atom bomb; as well as we try to anticipate and adapt to our ever-expanding arsenal of weapons, truth is we cannot precisely know what will be invented next or how it will change face of warfare)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 1, 2, and 3
- Richly supports the task by incorporating substantial relevant outside information (Napoleon's goal to conquer whole continent; not only Ottomans but Safavid and Mughal empires used gunpowder in conquests in desire to subjugate conquered land and peoples; in addition to more destructive artillery, World War I also saw introduction of U-boats, tanks, and machine guns as well as chemical warfare as militaries used chlorine gas and mustard gas on enemies; whether firebombing of German and Japanese cities, use of air force during Battle of Britain, or murder of millions during Holocaust in gas chambers military technology extremely negative consequences; in Hiroshima and Nagasaki over 100,000 people died, some being immediately incinerated due to intense heat; thousands of others died due to injuries and radiation poisoning; even today people suffering from cancers and other side effects never imagined; effects so bad that another atom bomb not dropped again; during arms race global superpowers had an arsenal of new weapons capable of destroying the world and ending life on the planet; in present we use drones to strike down missiles, satellites to scout out enemy territories, and guns like the AR-15 to cause carnage even among civilian populations; governments around the world scramble to enact laws regarding weapons such as these; new dimension of war has opened up—the digital world)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the impact of technology throughout history and a conclusion that discusses the impact of technology on the future

Conclusion: Overall, the response fits the criteria for Level 5. Substantive relevant historical details effectively support the critical appraisal of document information. Analytical conclusions reflect a thoughtful understanding of the positive and harmful consequences of technology and the hope that countries and governments will work together and stop trying to find more efficient and deadly weapons.

An enduring issue is an issue that has withstood the test of time and has created a challenge or a problem. One such example of an enduring issue is conflict because it is clearly a major part of the past and present with widespread impact. Some historical conflicts include the Napoleonic Wars, World War I, and World War II. These conflicts led to death, injury, long-lasting illnesses, destruction of the environment, and continued tensions between various groups. While there have been organizations such as the League of Nations and the UN that have tried to maintain peace, conflicts still exist today.

The 18th century was a time of tremendous conflict between various groups in France. During the French Revolution, the bourgeoisie challenged the Bourbon monarchy due to the spread of Enlightenment ideals, such as natural rights by John Locke which influenced the Third Estate to move towards revolution. Ultimately the rulers of France, Louis the 16th and Marie Antoinette, were executed during the Reign of Terror. When the Directory was governing, Napoleon rose up in a coup d'etat to control France. In an effort to build an empire, the Napoleonic wars started, upsetting the balance of power. He would challenge other countries to fight his military to prove the might and strength of his forces. After many victories came some losses such as the French invasion of Russia. The French soldiers were not prepared to fight in Russia's cold climate, so they lost significant lives due to starvation and the harsh climate. In addition to the severity of the Russian winter, French soldiers faced the aftermath of Russians implementing a scorched earth policy. Burning fields, destroying homes, etc. left the French with little to survive off of. Conflict comes at a cost, not only financial but a human cost as well.

In the 20th century, World War I was another major example of conflict with a number of countries throughout the world all fighting against each other. World War I started due to many circumstances such as nationalism, alliances, militarism, and imperialism, and culminating with the assassination of Archduke Franz Ferdinand. Due to the Balkan region being filled with nationalistic beliefs amongst Serbs, the assassination caused chaos amongst the two countries, Austria and Serbia, leading to not just conflict between them, but their allies as well, largening the scale. In fact, the Balkan region was nicknamed the "powder keg of Europe." Bigger powers entered the war including Great Britain, Germany, Russia, France, and Italy causing more military might to be involved. One change that occurred between the Napoleonic Wars and World War I was the type of technology that was used in combat. New technological advancements such as tanks and machine guns, airplanes, and poison gas were implemented in war. This led to a lot of death and destruction on a larger scale. Technical innovations have changed over time, becoming increasingly devastating to both human life and the environment in which wars transpire.

Another such example of conflict is World War II. At the end of World War I the Treaty of Versailles was signed which basically left Germany poor as it restricted the growth of their military, country, and industrialization and required them to pay huge amounts in reparations. These circumstances combined with a global depression left Germany in an impoverished state. Germany violated the policies of the Treaty of Versailles, thereby essentially starting World War II. In Europe, Hitler would use fascist ideals of promoting nationalism

and the desire to build a Third Reich. He would cause devastation during the war on the battlefield and for those who were victims of the Holocaust. But later in the war another conflict arises between Japan and the United States. At Pearl Harbor, Japan bombed a US military base unexpectedly. The US entered WWII using an island-hopping campaign to attack Japan. Over time, it became apparent that Japan would not surrender. The U.S. looked for a way to more quickly end the war. With the innovation of the atomic bomb, the cities of Hiroshima and Nagasaki became targets. The bombing of Hiroshima left Japan damaged with effects including debris in the air, many killed, destruction of property, and many living with a lifetime of injury and illness. This is another example of a conflict in which the development of technology became progressively more devastating. In this case, its impact affected both military personnel and civilians.

Lastly, another example of conflict enduring over time is when genocides occur. Oftentimes genocides take place while other conflicts or wars are occurring. During WWI, the Armenian genocide occurred. This was caused by hatred of Armenians by the Ottoman Turks and religious differences. Armenians were Christian peoples living in the Ottoman Empire which was Muslim predominantly. Turkey started to kill off Armenian people in 1915 which resulted in thousands of Armenian deaths. To this day, Turkey denies this event happening. Similarly, the Holocaust occurred during WWII. Though efforts have been made thereafter by organizations such as the UN, genocides are still occurring today.

In brief, conflict is an issue that has endured overtime as evident in the Napoleonic wars, world wars, and the Armenian Genocide.

Anchor Paper – Enduring Issues Essay—Level 4

These conflicts have had increasingly devastating effects with more powerful technology being created despite the efforts of international organizations to resolve the matter.

Anchor Level 4

The response:

- Identifies and accurately explains *conflict* as an enduring issue raised in the documents (conflicts led to death, injury, long-lasting illnesses, destruction of the environment, and continued tensions between various groups; conflicts have had increasingly devastating effects with more powerful technology being created despite efforts of international organizations to resolve the matter)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (Napoleon would challenge other countries to fight his military proving the might and strength of his forces; in addition to severity of Russian winter, French soldiers faced aftermath of Russians implementing a scorched earth policy; World War I another major conflict with a number of countries throughout the world all fighting against each other; with innovation of atomic bomb cities of Hiroshima and Nagasaki became targets; Japan left damaged with effects including debris in the air, many killed, destruction of property, and many living with a lifetime of injury and illness; development of technology becomes progressively more devastating, impacting both military personnel as well as civilians)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 1, 2, and 3
- Supports the task by incorporating relevant outside information (organizations such as League of Nations and United Nations have tried to maintain peace but conflicts still exist today; during French Revolution bourgeoisie challenged Bourbon monarchy due to a spread of Enlightenment ideals such as natural rights by John Locke which influenced Third Estate to move towards revolution; when Directory governing Napoleon led coup d'état to control France; in effort to build an empire, Napoleonic Wars started, upsetting European balance of power; World War I started due to many circumstances such as nationalism, alliances, militarism, and imperialism, and culminating with assassination of Archduke Franz Ferdinand; new technology such as tanks and machine guns, airplanes, and poison gas being implemented in World War I leading to many deaths and destruction on a larger scale; Treaty of Versailles signed at end of World War I basically leaving Germany poor as it restricted growth of their military, country, and industrialization and leaving them to pay huge amounts in reparations; Hitler caused devastation on the battlefield and for victims of Holocaust; at Pearl Harbor, Japan bombed a U.S. military base unexpectedly; over time became apparent Japan would not surrender and U.S. looked for a way to more quickly end the war; during World War I Armenian genocide occurred caused by hatred of Ottoman Turks and religious differences; to this day Turkey denies the genocide happened)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the task and a conclusion that discussed devastating effects despite efforts to resolve conflict

Conclusion: Overall, the response fits the criteria for Level 4. Although document interpretation provides the framework for the response, good relevant outside information about different conflicts expands the discussion. Thoughtful statements are included but lack of development weakens their effectiveness.

Throughout the history of the world, there has always been a constant enduring issue of conflict, that has been present in almost every civilization since the beginning of time. Conflict has affected our world in thousands of ways, especially when it comes to the people. It is important to note that wars do not just impact soldiers, as everyday civilians are also affected in a variety of ways. The Napoleonic Wars, WWII, the Vietnam War, and the role of the Islamic State in Iraq have showcased this issue. It is clear that this is an issue that has endured over time.

An effect that conflict had on the people is evident in French history. In the Revolutionary era, in France, the third estate's unrest was due mostly to a lack of representation in the government and heavy taxes. In a time period where France was in a ton of debt due to money spent in wars, the first estate continued to live lavishly, while ignoring the debt and poverty of the lower class, which contained most of the population. Inevitably, this created conflict leading to chaos and lots of violence and death. The third estate would create the Declaration of Rights of Man and Citizen. Napoleon's rise to power after the execution of the French monarchy led to a series of wars in which Napoleon wanted to build an empire. Napoleon's conflicts led to the deaths of millions of soldiers, and unfortunately innocent civilians. When Napoleon invaded Russia with his troops, he was unprepared for the harsh winter. This and the fact that Russia implemented the scorched earth policy led to the horrors of starvation and soldiers freezing to death.

Another example of conflict occurred between the U.S. and Japan during WWII. In this time period, the U.S. entered the war as a result

of Japan bombing Pearl Harbor. This conflict escalated with war between the U.S. and Japan in the Pacific. Over time, President Truman decided to end the war more swiftly by using the most destructive weapon ever created, the atomic bomb. After warning Japan, the U.S. followed through by bombing Hiroshima and Nagasaki causing hundreds of thousands of deaths and casualties to the people of Japan, as well as destroying cities and culture. Many Japanese people lived with the effects of radiation sickness for years. Photos show the beautiful city of Hiroshima was absolutely devastated after this bombing. Black smoke fills the air, the people were devastated, and the city became depressed and damaged both culturally and physically as a whole. This conflict greatly impacted the world because it encouraged others to improve their military technology to make it more powerful.

The U.S. additionally engaged in another conflict with Vietnam. During the Vietnam war, the U.S. aided democratic South Vietnam in an attempt at defeating communist North Vietnam. At the time, the U.S. was trying to contain communism. During the Cold War, the U.S. army engaged in highly destructive warfare tactics against North Vietnam. The Americans dropped 20 mil gallons herbicides onto North Vietnam's crops & water, causing starvation and death to not only their enemies, but also native people who were not physically fighting in the war. This conflict impacted both Americans and Vietnamese, and led to environmental destruction, loss of life, and physical ailments for those on both sides who were exposed to toxic chemicals such as Agent Orange.

Conflict is an extreme issue that has been affecting our world all the way from the barbaric wars fought by the Mongols, to the present

day wars in the Middle East. Even though as technology and knowledge and culture in the world has advanced, conflict and its impacts on people remains an issue, as seen in Iraq when a boy has modern day technology like many teenagers, such as a smartphone, yet his life is different from many kids because he has to deal with the effects of a brutal war. In his situation, Ahmed faces heart damage because of the smoke inhalation he experienced after the attack by the Islamic State. He no longer enjoys sports or other activities. He is one of many innocent children around the world who is a victim of warfare.

You would think that conflict and war would decrease as we grow as societies but conflict is still very present. As new and even deadlier and more destructive technologies are developed, death rates are likely to rise. Conflict has impacted our world greatly and is a terrible issue that will most likely never go away. Though some positives have come out of conflict such as spread of tech, ideas, and cultures, conflict overall is a negative issue that has the power to destroy populations, greatly harm environments, and could potentially lead to the end of the entire world (bc of atomic bombs and their spread.) We the people need to find ways to limit conflict before it destroys us.

Anchor Level 3

The response:

- Identifies and explains *conflict* as an enduring issue raised in the documents (present in almost every civilization since beginning of time; affected world from barbaric wars fought by Mongols to present-day wars in the Middle East; even though technology, knowledge, and culture has advanced conflicts and their impacts remain an issue)
- Develops both aspects of the argument with some depth
- Is more descriptive than analytical (Napoleon's conflicts led to deaths of millions of soldiers and unfortunately innocent civilians; conflict greatly impacted world because it encouraged others to improve their military technology to make it more powerful; during Cold War U.S. Army engaged in highly destructive war tactics against North Vietnam; herbicides dropped by U.S. on North Vietnamese crops and water caused starvation and death to not only enemies but also native peoples not physically fighting in the war; both Americans and Vietnamese impacted by environmental destruction and loss of life for those exposed to toxic chemicals; life of a boy in Iraq different from many kids because he has to deal with effects from a brutal war; with time, new even deadlier and more destructive technologies often increase death rates and most likely will never go away; although there are some positives, conflict overall is a negative issue that has power to destroy populations, greatly harm environments, and could potentially lead to the end of entire world; people need to find a way to eliminate conflicts before they destroy us)
- Includes some relevant evidence that includes facts, examples, and details from Documents 1, 3, 4, and 5
- Includes some relevant outside information (in Revolutionary Era in France, Third Estate's unrest mostly due to lack of representation in government and heavy taxes; France in a ton of debt due to money spent in wars but First Estate continued to live lavishly, while ignoring the debt and poverty of lower class which contained most of population; Third Estate would create Declaration of Rights of Man and Citizen; Napoleon's rise to power after execution of French monarchy led to series of wars in which Napoleon wanted to build an empire; when Napoleon invaded Russia with his troops, not prepared for harsh winter which led to soldiers freezing to death; bombing of Pearl Harbor escalated conflict between Japan and U.S in Pacific; over time President Truman decided to end war more swiftly by using most destructive weapon ever created, atomic bomb; after warning Japan, U.S. followed through by bombing Hiroshima and Nagasaki, causing hundreds of thousands of deaths and casualties to people of Japan, as well as destroying cities and culture; many Japanese people lived with effects of radiation sickness for years)
- Demonstrates a satisfactory plan of organization; includes an introduction that explains conflict and a conclusion that discusses positive and negative outcomes of conflict

Conclusion: Overall, the response fits the criteria for Level 3. A good understanding of the chronology, historical context, and impact surrounding conflicts throughout history is established. Additional supporting facts and details would have strengthened the discussion.

Imperialism and colonization has led to many problems across time periods. The search for new markets and sources has caused the destruction of many civilizations and genocides. But then by the contemporary period (1900s-2001) most colonized countries started to decolonize and gain independence. This then leading to bigger wars that caused bigger scale catastrophies due to the advanced military technology. Throughout all this one enduring issue that has remained is how destructive war can be towards civilians that didn't wish to part take in war.

When war breaks out there's going to be large scale problems and death but that's in the battlefield. But then why do innocent civilians also have to suffer for wars they didn't even want to join. Document 1 expresses the idea that when Napoleon was in charge of the French military he tried to conquer Russia, to stop him the Russian military caused caouse in Moscow causing the French to not find any resources which led to their starvation. But then it also talks about how these same starvation tactics also caused death and famine to ordinary people. This leads one to believe that although forced starvation did cause the French military from conquering Russia the price was having their own society die due to the lack of food. There's a fine line between war in the battle field and war with the people and often times it's crossed leading to civilians to suffer the consequences. Document 2 describes a letter Churchill recieved after finding out his friend is missing in action. It speaks on how farms and villages were shapeless heaps of black, how roads, fields are torn and disfigured by dead animals. This document describes what's left of a country after war. How everything is almost black, how theirs dead people/animals covering the roads

and streets, and how torn civilian life is due to their involvement in a war that shouldn't have an effect on their lives. Document 3 is 2 photographs of how Hiroshima looked before and after the atomic bomb hit. In the before one can see how Hiroshima is full of life, there's people walking around, living their everyday lives, the sky is clear, and how stores, shops houses are standing. The after photo shows how Hiroshima looked almost grey after the attack, people were looking at the destruction that was left and how houses were destroyed but still standing; almost mocking the people in a way. How smoke and debris was in the air coloring the sky black and grey showing how truly destroyed the city was. Hiroshima a city once filled with life and liveness was now a city that held pain, misery and became a reminder of how powerful the United States truly was. In these documents all that war has brought upon civilians is destruction, famine, and suffering while they had no choice on the war.

Using documents 1, 2, and 3 one could see how war just negatively affected ordinary society. In document 1 the usage of forced starvation caused thousands of people death.

Anchor Level 2

The response:

- Identifies and explains *war* as an enduring issue raised in the documents (war has remained an enduring issue because of how destructive it can be towards civilians who did not wish to take part in the war; war leads to large scale problems and death in the battlefield; a country after war devastated with almost everything black, dead people and animals covering streets, and civilian life torn due to involvement in war that should not have affected their lives)
- Minimally develops both aspects of the argument
- Is primarily descriptive (Russian military caused chaos in Moscow trying to stop Napoleon by leading him to not find any resources which led to their starvation but also causing death and starvation to ordinary people; forced starvation prevented French military from conquering Russia but price was having own society die due to lack of food; fine line between war on battlefield and war with the people often times leading civilians to suffer consequences; Hiroshima almost grey after atomic bomb attack with houses destroyed but still standing almost mocking people in a way; Hiroshima once a city filled with life and liveliness now a city that held pain, misery, and a reminder of powerful United States really was; all that war brought civilians was destruction, famine, and suffering while they had no choice)
- Includes few relevant facts, examples, and details from Documents 1, 2, and 3
- Presents little relevant outside information (search for new markets and resources has caused destruction of many civilizations and genocides; by the contemporary period most colonized countries started to decolonize and gain independence leading to bigger wars that caused bigger scale catastrophes due to advanced military technology)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Some elements of analysis are included but lack of explanation and repetition detract from their benefits. Good relevant outside information is included in the introduction but is not developed as part of the discussion which weakens its effectiveness.

Using the documents it is to be seen that an enduring issue that can be used is pollution. It is pollution because in document 3, it is seen that in the first picture it is a beautiful place, but in the next the town was basically destroyed. Why pollution you ask? Well the Atomic bomb that caused it could've put chemicals in the ground and be causing very bad things to happen that we don't know about. Also in document 3, it explains about how the U.S. Military sprayed herbicides across 4.5 million acres of Vietnam to destroy the forest cover and crops used by the enemy the North Vietnamese and Viet Cong troops. This is also an enduring issue of pollution, because it may affect the ground and air in the long run of the future. It might have caused for them to not be able to grow crops for a short period of time or worse, a long period of time. Finally in document 5, pollution is talked about when a boy can go outside due to the chemicals like oil and the smoke of it being ignited. The cause of the boy's permanent heart damage is from what was listed above. Pollution can cause people to get really sick or cause people to have trouble breathing as for this boy. This is how pollution is an enduring issue for these three documents.

Anchor Level 1

The response:

- Identifies and minimally explains *pollution* as an enduring issue raised in the documents (atomic bomb could put chemicals in the ground causing very bad things to happen that we do not know about; can affect ground and air in long run of the future; can cause people to get really sick or have trouble breathing)
- Minimally addresses both aspects of the argument; includes inaccuracies (Document 4 referred to as Document 3; boy can go outside due to chemicals)
- Is descriptive (atomic bomb destroyed what was once a beautiful place; forest cover and crops used by North Vietnamese and Viet Cong troops destroyed by United States military; could cause crops to not be able to be grown for a short period of time or worse a long period of time; boy has permanent heart damage due to chemicals and smoke from oil being ignited)
- Includes minimal facts, examples, and details, some of which are copied from Documents 3, 4, and 5
- Presents no relevant outside information
- Demonstrates a weakness in organization; includes a one-sentence introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Quotations of document information followed by brief summary statements demonstrate a basic understanding of the task. It is implied that pollution continues to be an issue, but the attempt lacks supporting explanation and details.

Throughout the course of history, there have been numerous events that to occur over and over again at different times in different places that have caused certain impacts over the years. These events that cause this historical impacts can be referred to as Enduring Issues, which continue to exist in our lives. One of these Enduring Issues would be the issue of the Impact of Technology. The Impact of Technology has created several different effects on history as we know it, ranging from how it has impacted people, to events, to how it has advanced. Throughout time and place technology has impacted people, society, and the way people deal with their lives and others. War technology, particularly has changed how we live and fight and how we handle the aftermath and rebuilding of countries after the war from bows and arrows to trench warfare to atomic bombs to Agent Orange. The impact of technology on how we fight and survive has been tremendous.

The enduring issue of the Impact of Technology can be seen in World War I since there was an advance in the technology/artillery that the army used. During the first world war, there was an advance in not only the weapons/technology that the military used, but also an advancement in how they used the technology/weapons. Such examples of these advancements include the usage of trenches during trench warfare, the useage of more powerful firepower, the usage of tanks, and even u-boats. The “indescribable ravages of modern military fire” such as machine guns, howitzers, and long-range guns caused extensive damage and left fields, roads, and trees pitted and torn and twisted by shells. The mass destruction that this advanced weaponry caused during the war left damage to the landscape that after the war needed to be rebuilt at great expense as well as those who had to recover from

injuries. In fact, doctors had to invent new ways of dealing with the types of injuries sustained by these new weapons and technologies. Advances in plastic surgery and prosthetics happened due to the impact of the new war technology that led to the development of new medical technology that found its way into many new medical procedures that are used today. These destructive events during WWI show how the advancement in technology led to a negative impact for the land and those who fell victim to the harsh warfare imposed by the combatants. This technology did, however, lead to a positive impact for those utilizing the advanced weapons during the time of war as well as the new technology that developed to fix the damage from these weapons.

The enduring issue of the Impact of Technology can also be seen throughout WWII due to the different weapons, technological advances, and techniques used. During WWII, there were different weapons/ techniques used that have caused major negative impacts for those who fell victim to the war. For instance, Nazi Germany use a "blitzkrieg," or thunder war, to invade Poland. They also used different chemicals, gases, and other weapons during Hitler's "Final Solution"/Holocaust, and throughout the course of WWII. Later on, the Japanese utilized aircrafts/bombs to initiate an attack on the U.S. They had attacked Pearl Harbor in Hawaii, which led to the U.S. becoming involved in WWII, resulting in a plan for attacking Japan by firebombing major Japanese cities such as Tokyo. The U.S. secretly created the atomic bomb, and eventually dropped an atomic bomb on Hiroshima, and three days later, Nagasaki. The destruction caused by the bomb razed cities and burnt buildings/land. The city of Hiroshima before the bomb dropped was a thriving city of people. The atomic bomb dropped on Hiroshima

negatively impacted the people by not only killing thousands instantly, but by emitting massive waves of radiation that continued to negatively effect the survivors through side-effects such as cancer.

The enduring issue of the Impact of Technology can also be seen during the Vietnam war. The Vietnam war also had a lot of different changes/advancements in technology that have also negatively impacted those afflicted by the technology and techniques. Around the 1960s-1970s, the U.S. had found a way to weaken Vietnam through the use of a range of herbicides across more than 4.5 million acres of Vietnam to destroy the forest cover and food crops. This would allow the U.S. forces to hurt the war effort of the Vietnamese getting rid of trees so that they could not stage the surprise attacks done using guerilla warfare but also would hurt many civilians who got sick due to the use of Agent Orange and other herbicides. Their farms, water supplies, and homes became contaminated causing people to starve and/or have cancer and other chronic health problems. This is somewhat similar to what Russia would do with their enemies if they were invaded by opposing troops. If Russia was invaded, people would destroy their own crops/livestock in order to weaken the invading army, utilizing these techniques to provide themselves with a positive outcome. The Russian government did not seem to care about their own people just as the U.S. did not seem to care about the Vietnamese. The Russian army used the scorched earth policy to destroy their country and prevent the French from obtaining supplies.

Therefore, the enduring issue of the Impact of Technology has been an issue that has impacted people throughout the course of history. It has proven to be a reoccurring issue since it has been seen in WWI,

WWII, and the Vietnam War, This issue has even been seen in other events, such as the Cold War where the U.S. and the Soviet Union had high tensions over the creation of atomic and nuclear bombs and the advancements of scientific technology (ex: satellites). This advancement in technology, weapons, and techniques has impacted the people who were effected by it for the worst. However, it has also impacted our understanding of such technology for the better. Hence, the enduring issue of the Impact of Technology is a significant issue due to how it has both positively and negatively change people's lives throughout history.

The enduring issue of conflict has effected the population and biodiversity over time because of all the wars that bring destruction and pandemonium. This is an enduring issue because it was a problem in the past in many places and it is still a continuing problem to this day; however the issue has changed overtime because humanity has made several advances in various fields which has made conflicts more destructive over time. Conflict can be seen in document 1, 2, and 4 through three different time periods and places.

The historical context behind document 1 is the measures the Napoleonic War got to and many lives were sacrificed in the process. Napoleon came to power at the end of the French Revolution. The people were looking for power and stability and Napoleon had a plan to take over all of Europe. Document 1 states that the Russians used a "Scorched earth" tactic to prevent the French obtaining food supplies. Such tactics caused starvation and death for ordinary Russian people and for the French soldiers. Disputes that Russians had with foraging soldiers led to acts of violence. In addition to the war in Russia millions of soldiers and civilians died during the Napoleonic War. The political and technological changes made for this particular conflict were devastating. It was a harbinger of what was to come in the new age of warfare. This shows how the Napoleonic war lead to the tragedy and heart ache because of the of the new technology. New guns were more powerful and mobile. In addition, tactical changes caused this war to be more destructive than previous wars. This enduring issue has an effect on people because the French lost much of their army and resources and strained the economic growth; conflict effected France negatively.

The historical context behind Document 2 is World War I. New

weapons and tactics made this war even deadlier than the Napoleonic Wars that happened about 100 years before. Rural and urban parts of France were devastated and trenches were dug as the war settled into a stalemate. Areas were strewn with dead bodies among other things during the war. During World War I villages and cottages were destroyed and became heaps of blackened masonry. Fields, roads and trees were pitted and torn by shells and disfigured by dead horses, cattle, sheep and goats. This shows the amount of horrors conflict has caused; it had a negative impact on the French countryside as well as all the combatants of the war. Many soldiers faced horrible conditions and weapons in the trenches, from trench foot to mustard gas. Germany also took a long time to recover economically because of all the exhausted resources and debt built up over this war as well as the reparations they had to pay.

The historical context behind document 4 were the tactics used by the U.S (United States) to snuff communism out of Vietnam during the war. The U.S military sprayed a range of herbicides across more than 4.5 million acres of Vietnam to destroy the forest cover and food crops used by the North Vietnamese in an attempt to get rid of the "hiding places" Vietnamese soldiers would use when fighting "guerilla war" style. However, during this process they also contaminated crops and water sources used by non combatant native population of South Vietnam. During the war "American Forces used more than 20 million gallons of herbicides in Vietnam, Laos and Cambodia during the years of Operation Ranch Hand" The US used herbicides to try to win the war easier and faster but clearly they had a horrible effect on the people who lived there. Many died of cancer and other ailments or had permanent

negative health effects. This explains how a conflict has led to innocent people being hurt and loss of biodiversity, arable land and natural resources. It also had a major negative effect on Cambodia because a local group, the Khmer Rouge, took over and made the population submit to communism. They were treated like laborers and lived as farmers. As the leader Pol Pot gained power he orchestrated one of the deadliest genocides in history. It is often referred to as the "Killing Fields." Conflict causes horrific damage.

Conflict has been an ongoing enduring issue through the centuries and is still shaping humanity; it has very positive and negative impacts on everything concerning it. For example, the conflict between the U.S and S.U (Soviet Union) was negative because it led to the Berlin Wall and the divide of East Germany & West Germany. A positive conflict was when Nelson Mandela fought against the South African Afrikaner Apartheid government and was able to dismantle this racist government or when Haiti gained independence. Conflict will continue shaping our views on people, places, historical events and many more.

The horrors of warfare are depictions of man's worst state. This issue of conflict has led to both the destruction and instigation in the name of war. The devastating consequences of conflict have forever tainted our history. The struggle for power, resources and prestige has ignited the worst of man's influences and pushed him to enact unspeakable dangers to further himself and country; however, such tactics do not remain only during the condition of war, but permeate beyond into civilian and postwar life and mindset. These conflicts have not only led to loss of human lives, but also destruction of the natural environment. In some cases, this has left a legacy of devastation to landscapes as well as survivors who continue to face ailments linked to these conflicts. The development of new technologies has further worsened the consequences of conflict that have emerged. Conflicts such as the Napoleonic Wars, conflicts in Vietnam and Iraq, and the world wars are examples of these circumstances. It is clear that warfare does not hesitate to spread beyond man; it damages the world around it. Militaries use whatever means necessary to further themselves and achieve victory. During the Vietnam War, the U.S. used herbicides to achieve their agenda. These herbicides; including most notably Agent Orange, destroyed forested regions as well as viable crops that their opposition would rely on. Using these herbicides would destroy and leave lingering effects on roads, river and canals, endangering the infrastructure and life that depend on them; furthermore, this is injurious to rice paddies and farmland which were also contaminated (Document 4). Many veterans and survivors of the Vietnam conflict developed medical conditions and illnesses as a result of exposure to these powerful chemicals. Similarly, the conflicts between the Islamic State and Iraq led to the

ignition of oil wells in the country. This not only polluted the air with hazardous material, but rendered farmlands useless, as many could no longer produce edible crops. Vulnerable populations like children and the elderly were susceptible to breathing problems and some people such as 15-year old Ahmed Jassim suffered heart damage. Furthermore, this toxic smoke caused the destruction of livestock as can also be seen in the western frontier of World War I. The use of modern artillery in the early 20th century increased the destruction of both human and animal lives. Descriptions of the destruction survive, highlighting scenes of death and damage on a scale not previously seen in warfare. Farmland, again, in the Great War was destroyed, and the animals that did survive were in a state of disarray, unprecedented stress, and isolated from their lifestyle and routine. Man often fails to account for the destruction of nature, the death of civilians, and the long-term consequences of those exposed to the conditions of warfare while he fights against his fellow man; the tactics of warfare leave an irreparable trail of destruction behind it that continues to affect the generations that follow.

War is started by leaders and ideals, but often impacts the common man. At the end of the French Revolution, a five-man government known as the Directory was established. This weak governing body, amidst the chaos of the revolutionary period, was overthrown by Napoleon Bonaparte. His goal was to build an empire, and he successfully took over many countries in central and western Europe. These Napoleonic wars became more deadly due to the advance of and thirst for war technology. Artillery cannons destroyed armies and towns with not much to remain. This led to the death of not only

soldiers, but also significant numbers of civilians as well. However, Napoleon failed to acquire two countries, Russia and Britain. Russia's use of scorched earth tactics devastated both the French and their own citizens. In an effort to prevent the French from surviving off of the Russian harvests, Russians destroyed all land and produce by burning it to the ground. Farms and communities were left without food when armies trampled on through. All of this resulted in civilians suffering, causing further starvation and death during this devastating conflict. Likewise, World War II brought the further development of war technology. The dropping of two atomic bombs on Japanese cities led to unimaginable destruction. Images of Japan we can see show the bustling and unaffected lives of those in Hiroshima before the bombing. Civilians are going on with their peaceful lives with markets and shops lining the city, various modes of transportation being used, and common activities taking place. Yet, images after the bombing depict destruction of buildings and uncertainty among citizens. Many people in Japan died as a result of the bombings of Hiroshima and Nagasaki and many more suffered from radiation sickness and other ailments that stemmed from the bombings while President Truman would argue that the bombings saved lives by ending the war more quickly, they still wreaked havoc on Japan. Not since WWII has an atomic bomb been used in warfare.

Conflict unfortunately continues to impact people and environments around the world. As technology changes so does the nature and level of destruction of war. From medieval war technologies used in the Crusades, the napalm in the Korean War, to drones and more advanced satellite technologies used today, warfare has both

changed and continued over time. While how wars are fought has changed the consequences remained.

Overall, warfare remains man's solution to tension and the butting of leaders' heads. What these leaders fail to be concerned about is the disastrous effects of war; and this continues time after time.

Technology continues to advance and tensions always remain afoot in the world of powerful men; however, the true issue of warfare is how it is allowed to completely leak out of these realms and to ravage the innocent and helpless, all in the name of power and victory; that of the leaders, not the suffering people.

The enduring issue shown in the documents is conflict. The three documents to support the enduring issue are documents 4, 5 and 1. The reason conflict is the enduring issue is because through out the document it is shown many people have gone through and got killed because of the conflict of war.

In Document 4 conflict is shown by the military destroying many people lands. In Document 4 it states, "from 1961 to 1971, the U.S. Military sprayed a range of herbicides across more than 4.5 million acres of Vietnam to destroy the forest cover and food crops used by the enemy North Vietnamese and Viet Cong troops. This document shows that conflict during the war cause harm to other people and innocent people.

In Document 5 people were affected by what is happening during the war. In Document 5 it shows, "his heart is permanently damaged, the result of inhaling the smoke that blanketed his town...He hates life. It just hates life." This shows that many people were affected by the war and how it could mess up a person life.

In Document 1 the war began and many innocent people were killed. Document 1 it shows, "extended period of warfare begun... The results of those cannons were more bodies in a brutal count." This Document shows that going to war causes conflict for many other people are causing the death of innocent people.

In conclusion Documents 1, 4, and 5 shows how going to war cause conflict for many people who are not involved and causing many people to get killed and harm to people.

An enduring issue found in these document is conflict. Overtime wars have been going on and these conflicts have negatively affected civilians and the environment individuals live. These conflicts have been endured and have rarely changed with the outcomes.

These documents show that the enduring issue is conflict and this issue overtime is endured and has not been changed even when it affects innocent civilians. During a time where significant advances were arising, technological developments and tactical changes led a war to be more destructive than any war before. In document 1 it states "Most attempts to count the cost of Napoleon's wars have focused on the soldiers, but the violence also had an enormous impact on civilians." Usually, wars should not interfere with civilians lives because they had no say that their country should go to war, but because a conflict was "serious" innocent civilians had to take repercussions for the war. In document 1 it also states "As vast armies trampled across the continent, they left a trail of destruction in their wake. Some of this was due to a lack of food. . . the armies lived off these land. Farms and entire communities were left without food." Since the issue here was conflict, civilians had to give up the food they earned and retrieved for their family, for soldiers who were unprepared and "needed it most" for energy to continue fighting.

The enduring issue conflict has continued to be a issue overtime especially to the civilians who had to endure conflict and war. In document 4 it expresses "From 1961 to 1971, the U.S. military sprayed a range of herbicides across more than 4.5 million acres of Vietnam to destroy the forest cover and food crops used by enemy North Vietnamese and Viet Cong troops." This shows that because of an

ongoing conflict, civilians food supply was destroyed and food was basically posion. Civilians who had nothing to do with the conflict still had to endure the negative impacts and continue to. In document 5 it states "The Islamic state footprint on Iraq's enviornment may be unprecedented, with a toxic legacy that include wide-scale cattle deaths, fields that no longer yield edible crops and chronic breathing complications in children and the elderly, doctors and experts said." This shows how civilians live with long term affects with the enduring issue conflict. As time goes on civilians are still negativily effected by conflict and is targeted when it comes to conflict and war.

The enduring issue found in these documents are conflict. Conflict effects civilians and impacts civilians lives and future outcomes. The enviornment is negativily effected and as time goes on history is repeated and conflict is still a issue to this day in the same manner.

Practice Paper A—Score Level 4

The response:

- Identifies and accurately explains *impact of technology* as an enduring issue raised in the documents (created several different effects on history as we know it, ranging from how it has impacted people, to events, to how it has advanced; impact on how we fight and survive tremendous)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (mass destruction caused by advanced weaponry during World War I shows how advancement led to a negative impact for the land and those who fell victim to the harsh warfare; new technology did lead to a positive impact for those utilizing advanced weapons as well as new technology developed to fix damage from these weapons; destruction caused by atomic bombs dropped by U.S. razed cities and burnt buildings; U.S. found a way to weaken Vietnam through use of a range of herbicides across 4.5 million acres to destroy forest cover and food crops; Russia used similar tactics when they destroyed their own crops and livestock to weaken invading army; Russian government did not seem to care about their own people just as U.S. did not seem to care about Vietnamese)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 1, 2, 3, and 4
- Supports the task by incorporating relevant outside information (during World War I advance in not only weapons/technology used but advancements in how they were used such as use of trenches in trench warfare, use of more powerful firepower, use of tanks, and even U-boats; doctors had to invent new ways of dealing with types of injuries sustained by new weapons and technologies; advances in plastic surgery and prosthetics happened due to impact of new war technology which led to development of new medical technology that found its way into many new medical procedures used today; Nazi Germany used a “blitzkrieg” or thunder war to invade Poland; different chemicals, gases and weapons used during Hitler’s “Final Solution” or Holocaust and throughout course of World War II; Japanese utilized aircrafts/bombs to initiate an attack on the U.S. at Pearl Harbor leading the U.S. to become involved in World War II, resulting in a plan to attack Japan by firebombing major Japanese cities such as Tokyo; atomic bomb negatively impacted people by not only killing thousands instantly but also emitting massive waves of radiation that continue to negatively affect survivors through side-effects such as cancer; use of herbicides would allow U.S. forces to hurt war efforts of Vietnamese getting rid of trees so they could not stage surprise attacks using guerilla warfare but it also hurt many civilians who got sick due to use of Agent Orange)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that explains the impact of technology as an enduring issue

Conclusion: Overall, the response fits the criteria for Level 4. The recognition that technology has had both positive and negative impacts leads to comparative statements and good analysis. Although document interpretation led to some good historical understandings, lack of development weakens their effectiveness.

Practice Paper B—Score Level 3

The response:

- Identifies and explains *conflict* as an enduring issue raised in the documents (affects population and diversity over time because of all the wars that bring destruction and pandemonium; leads to innocent people being hurt and loss of biodiversity, arable land, and natural resources)
- Develops both aspects of the argument with some depth
- Is more descriptive than analytical (issue changed over time because humanity made advances in various fields which have made conflicts more destructive; many lives sacrificed in Napoleonic Wars; Russians used “scorched earth” tactic to prevent French from obtaining food supplies causing starvation and death for ordinary Russian people and French soldiers; disputes Russians had with foraging French soldiers led to acts of violence; political and technological changes made for Napoleonic Wars devastating and harbinger of what was to come in new age of warfare, leading to tragedy and heartache; amount of horrors caused by World War I had negative impact on French countryside as well as combatants of war; U.S. contaminated crops and water sources used by non-combatant native population of South Vietnam; U.S. used herbicides to try to win war easier and faster but clearly had a horrible effect on people who lived there)
- Includes some relevant evidence that includes facts, examples, and details from Documents 1, 2, and 4
- Includes relevant outside information (French people looking for power and stability and Napoleon’s plan was to take over all of Europe; rural and urban parts of France devastated, and trenches dug as World War I settled into a stalemate; many soldiers faced horrible conditions and weapons in trenches, from trench foot to mustard gas; Germany took a long time to recover economically because of all the exhausted resources and debt built up over this war as well as reparations they had to pay; U.S. sprayed a range of herbicides to destroy forest cover and food crops used by North Vietnamese in an attempt to get rid of “hiding places” Vietnamese soldiers would use when fighting “guerilla war” style; many people in Vietnam died of cancer and other ailments or had permanent negative health effects; Vietnam war negative effect on Cambodia because when local group Khmer Rouge took over they made population submit to communism; as leader Pol Pot gained power by orchestrating one of deadliest genocides in history—often referred to as “Killing Fields”; conflict between U.S. and Soviet Union negative because it led to Berlin Wall and division into East and West Germany; positive conflict was when Mandela fought against South Afrikaner apartheid government and was able to dismantle racist government or when Haiti gained independence)
- Demonstrates a satisfactory plan of organization; includes an introduction that explains conflict and a conclusion that discusses while conflict can be negative, it can also be positive

Conclusion: Overall, the response fits the criteria for Level 3. Good document interpretation is blended with relevant outside information, which demonstrates an understanding of the task. Examples are provided for both positive and negative impacts of conflicts, although additional supporting facts and details would have benefited the development.

Practice Paper C—Score Level 5

The response:

- Identifies and clearly and accurately explains *war* as an enduring issue raised in the documents (devastating consequences of conflict have forever tainted our history; tactics used do not only remain during conditions of war but permeate beyond into civilian and postwar life and mindset; tactics of warfare leave an irreparable trail of destruction behind that continues to affect generations that follow)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (issue of conflict led to both destruction and instigation in name of war; clear warfare does not hesitate to spread beyond man as it damages world around it; herbicides used in Vietnam War destroyed forested regions as well as viable crops that opposition would rely on as well as endangering infrastructure and life that depended on them; ignition of oil wells in Iraq not only polluted air with hazardous material but rendered farmlands useless; descriptions of use of modern artillery in early 20th century highlight scenes of death and damage on scale not previously seen; animals that survived Great War in state of disarray, unprecedented stress, and isolated from lifestyle and routine; man often fails to account for destruction of nature, death of civilians, and long-term consequences of those exposed to conditions of warfare while he fights against his fellow man; as technology changes, so does nature and level of destruction of war; true issue of warfare how it is allowed to completely leak out of its realms and ravage the innocent and helpless—all in the name of power and victory of leaders)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from all the documents
- Richly supports the task by incorporating substantial relevant outside information (many veterans and survivors of Vietnam conflict would develop medical conditions and illnesses as a result of exposure to powerful chemicals; Napoleon's goal to build an empire and he successfully took over many countries in central and western Europe but failed to acquire Russia and Britain; Russia's use of scorched earth tactics devastated both the French and Russians; dropping of two atomic bombs on Japanese cities in Second World War led to unimaginable destruction; many people in Japan died as a result of bombings on Hiroshima and Nagasaki and many more suffered from radiation sickness and other ailments stemming from bombings; President Truman argued that bombings saved lives by ending war more quickly but they still wreaked havoc on Japan; not since World War II has an atomic bomb been used in warfare; from medieval war technologies used in Crusades, to napalm in Korean War, to drones and more advanced satellite technologies used today, warfare has both changed and continued over time)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss the horrors of war

Conclusion: Overall, the response fits the criteria for Level 5. Significant relevant outside information and analysis support document interpretation. An evaluation of different wars represents a thoughtful and critical appraisal which reflects an understanding of both immediate and long-term impacts and how war has changed over time.

Practice Paper D—Score Level 1

The response:

- Identifies, but does not explain, *conflict* as an enduring issue raised in the documents (caused many people to be killed; war causes conflict for many other people and death of innocent people)
- Minimally addresses both aspects of the argument
- Is descriptive (millions of acres of forest cover and food crops destroyed by range of herbicides used in Vietnam by United States army, causing harm to innocent people; inhaling smoke from war can permanently damage heart and mess up life)
- Includes minimal facts, examples, and details from Documents 1, 4, and 5
- Presents no relevant outside information
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the task and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Quotations from the documents and general simplistic summaries demonstrate a basic understanding of the task. The response is limited in scope and lacks development as Vietnam is the only specific example and the others are general descriptions.

Practice Paper E—Score Level 2

The response:

- Identifies and explains *conflict* as an enduring issue raised in the documents (over time wars going on negatively affected civilians and the environment individuals live in; conflicts rarely changed outcomes; as time goes on history is repeated and conflict is still an issue in the same manner)
- Minimally develops both aspects of the argument
- Is primarily descriptive (during a time when significant advances arising, technological developments and tactical changes led to a war that was more destructive than any before; Napoleon’s war focused on soldiers but violence had enormous impact on civilians; usually wars should not interfere with civilian lives because they had no say in whether their country should go to war; trail of destruction left in wake as vast armies trampled across countries as they lived off the land; civilians had to give up the food they earned and retrieved for their family as soldiers unprepared and needed it more for energy to continue fighting; because of ongoing conflict in Vietnam and use of herbicides by United States which basically poisoned food supply, civilians had to and continue to endure negative impacts)
- Includes few relevant facts, examples, and details and information copied from Documents 1, 4, and 5
- Presents no relevant outside information
- Demonstrates a general plan of organization; includes an introduction and a conclusion that is a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Quotations from the documents and summaries of document information add some depth to the discussion. A few good conclusions are included but lack of explanation weakens the development.

June 2026 Regents Examination in Global History & Geography II
Test Questions by Key Idea

Question Number	Key Idea
1	10.1
2	10.1
3	10.1
4	10.2
5	10.3
6	10.3
7	10.3
8	10.3
9	10.4
10	10.4
11	10.5
12	10.5
13	10.7
14	10.7
15	10.5
16	10.5
17	10.10
18	10.6
19	10.6
20	10.9
21	10.9
22	10.10
23	10.10
24	10.10
25	10.9
26	10.10
27	10.8
28	10.8
29	10.7
30	10.7
31	CT
32	10.3
33	10.3
34a	CT
34b	CT
35	CT

CT = Cross Topical: test items that cover more than one Key Idea

***The Chart for Determining the Final Examination Score for the June 2026 Regents Exam in Global History and Geography II* will be posted on the Department's website at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> on the day of the examination. Conversion charts provided for the previous administrations of any Global History and Geography examinations must NOT be used to determine students' final scores for this administration.**

Online Submission of 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:

1. Go to <https://www.nysed.gov/state-assessment/teacher-feedback-state-assessments>.
2. Click Regents Examinations.
3. Complete the required demographic fields.
4. Select the test title from the Regents Examination dropdown list.
5. Complete each evaluation question and provide comments in the space provided.
6. Click the SUBMIT button at the bottom of the page to submit the completed form.

June 2026 Regents Exam in Global History and Geography II

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

To determine the total score for Part I and Part II, add the total number of Part I multiple-choice questions answered correctly to the total credits received for Part II. For example, a student answering 22 multiple-choice questions correctly on Part I and receiving 5 credits on Part II would have a total score for Part I and Part II of 27: $22 + 5 = 27$.

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 II score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 3.5 and a total Part I and Part II score of 27 would receive a final examination score of 80.

Part III Essay Score

Part I and Part II Score	0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5
0	0	5	10	15	19	23	27	31	35	39	42
1	3	8	13	17	22	26	30	34	38	41	45
2	7	11	16	20	25	29	32	36	40	44	47
3	10	15	19	23	27	31	35	39	42	46	49
4	13	17	22	26	30	34	38	41	45	48	51
5	16	20	25	29	32	36	40	44	47	50	53
6	19	23	27	31	35	39	42	46	49	52	55
7	22	26	30	34	38	41	45	48	51	54	57
8	25	29	32	36	40	44	47	50	53	56	59
9	27	31	35	39	42	46	49	52	55	58	61
10	30	34	38	41	45	48	51	54	57	60	63
11	32	36	40	44	47	50	53	56	59	62	64
12	35	39	42	46	49	52	55	58	61	64	66
13	38	41	45	48	51	54	57	60	63	65	68
14	40	44	47	50	53	56	59	62	64	67	69
15	42	46	49	52	55	58	61	64	66	68	70
16	45	48	51	54	57	60	63	65	68	70	72
17	47	50	53	56	59	62	64	67	69	71	73
18	49	52	55	58	61	64	66	68	70	73	75
19	51	54	57	60	63	65	68	70	72	74	76
20	53	56	59	62	64	67	69	71	73	75	77
21	55	58	61	64	66	68	70	73	75	77	79
22	57	60	63	65	68	70	72	74	76	78	80
23	59	62	64	67	69	71	73	75	77	79	81
24	61	64	66	68	70	73	75	77	79	80	82
25	63	65	68	70	72	74	76	78	80	82	84
26	64	67	69	71	73	75	77	79	81	83	85
27	66	68	70	73	75	77	79	80	82	84	86
28	68	70	72	74	76	78	80	82	84	86	87
29	69	71	73	75	77	79	81	83	85	87	89
30	70	73	75	77	79	80	82	84	86	88	90
31	72	74	76	78	80	82	84	86	87	90	92
32	73	75	77	79	81	83	85	87	89	91	93
33	75	77	79	80	82	84	86	88	90	92	95
34	76	78	80	82	84	86	87	90	92	94	97
35	77	79	81	83	85	87	89	91	93	96	100

Scale Scores to Performance Levels

Level 1: 0 - 54	Level 2: 55 - 64	Level 3: 65 - 78	Level 4: 79 - 84	Level 5: 85 - 100
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Regents Examination in Global History and Geography II

Policy-level Performance Level Definitions

Students perform along a proficiency continuum with regard to the knowledge and skills necessary to meet the demands of the NYS K-12 Social Studies Framework. There are students who meet the expectations of the Framework with distinction, students who fully meet the expectations, students who partially meet the expectations and students who do not demonstrate sufficient knowledge or skills required for any performance level. The Regents Examination in Global History and Geography II is designed to classify students into one of five proficiency categories (i.e., performance levels). These categories are defined as:

Level 5

Students performing at this level meet the expectations of the Framework with distinction for Global History and Geography II.

Level 4

Students performing at this level fully meet the expectations of the Framework for Global History and Geography II. They are likely prepared to succeed in the next level of coursework.

Level 3

Students performing at this level minimally meet the expectations of the Framework for Global History and Geography II. They meet the content area requirements for a Regents diploma but may need additional support to succeed in the next level of coursework.

Level 2

Students performing at this level partially meet the expectations of the Framework for Global History and Geography II. Students with disabilities performing at this level meet the content area requirements for a local diploma but may need additional support to succeed in the next level of coursework.

Level 1

Students performing at this level demonstrate knowledge, skills, and practices embodied by the Framework for Global History and Geography below that of Level 2.

The specific knowledge and skills that students in each performance level are expected to demonstrate are described in the [Performance Level Descriptions \(PLDs\) for Global History and Geography II](#).