

Many factors influence how societies interact with one another throughout history. War and religion often come into play, but trade will always be a major factor in the shaping of world history. Both the trade of sugar and cotton have had an immense impact throughout history and have led to major changes in societies of many groups of people.

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

Before Great Britain could effectively create cotton thread, they imported large amounts of cotton thread from India. Indian cotton spinners mastered the

science of creating cotton cloth long before the British, so Indian spinners were able to create pure cotton cloth while for some time British spinners could only create cotton-linen or cotton-wool hybrid fabrics (Document 8a). However, after the 1750s, Great Britain began to develop technology that allowed them to manufacture large amounts of this more desirable cotton. Great Britain grew rich selling cotton cloth and imported large amounts of raw cotton from India. India became economically dependant on Great Britain especially after Great Britain took control away from the British East India Company and made India a crown colony (Document 8b). Cotton trade also had many effects in Great Britain itself. Cotton production spurred the Industrial Revolution in Great Britain which led to the invention of new machines and the conversion of linen-production workers to cotton-production workers (Document 7). The cotton industry demanded an increase in workers, so children often ended up working in factories which would later spur the introduction of child labor laws (Document 9). Cotton clearly had a huge impact on the industrial and social development of Great Britain and India. Sugar cultivation was also a highly influential

component in the shaping of world history.

Sugar was a desirable product because of the diversity of its potential uses. Throughout Western Europe, it was used as both a spice and a medicine, which made it a luxury good desired by the upper class (Document 4). Unfortunately for Western Europe, their climate was not ideal for sugar cultivation. Sugar grows best in warm, wet climates, and when the Europeans discovered this it sparked their interest in Atlantic islands (Document 5a). Europeans began to expand and colonize the Atlantic islands and the Americas since these areas were more suited for sugar cultivation. This had many impacts on the Americas, the Atlantic islands, and on Europe itself.

In the 1400s sugar production was at its peak in the Mediterranean. In the 1500s sugar production shifted to the Americas and was at its peak between the 1500s and the 1800s (Document 5b). Not only did this provide Europe with the sugar it desired, it also influenced the economies and societies of places like Brazil. On the bright side, sugar cultivation made the Brazilian region prosper until they were faced with French and British competition (Document 6). Unfortunately, for this

sugar-based economy to prosper, slaves were needed. Slaves were brought to Brazil and other places in the Americas from Southern Africa and other slave ports such as in West Africa. Slaves were forced to work on sugar plantations (Document 6). Slaves were faced with ~~unfair~~ unfair working conditions and no pay, so in effect the sugar-based economy led to human suffering. Clearly sugar cultivation had a profound impact on the economies of Europe and the Americas as well as having major social effects on the peoples of Africa.

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

Anchor Level 3-A

The response:

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

Conclusion: Overall, the response fits the criteria for Level 3. The response relies extensively on document information to frame the discussion. However, some scattered analytical statements and a few good historical references demonstrate an understanding of the task.

The need for certain products has a strong impact on global trade. The importation and exportation of items that are in high demand often has a long-lasting effect on the region that engages in trade. In West Africa, the salt trade was a major component of the region's prosperity. In the Americas, the expansion of the sugar industry was due to Europeans' desire for profit and would lead to the introduction of slavery. The regions of West Africa and the Americas demonstrate the influence of producing and trading high-demand items in a global economy.

The major outcome of West Africa's salt trade was the region's prosperity. As stated in Mark Kurlansky's Cod, salt was a prized and valuable item because it was used to preserve meats (Document 1). Because of the necessity of salt, any civilization that was not fortunate enough to be located near a salt deposit needed to trade with civilizations that were. The Trans-Saharan Gold Salt-Trade in Early Times map depicts the numerous salt deposits in Africa and shows the trade routes that connected them to cities as far north as the Mediterranean. (Document 2). In Basil Davidson's A History of West Africa to the Nineteenth Century, it is shown that cities were founded along these trade routes. Eventually leaders expanded their ~~their~~ territories into empires, like Ghana and Mali. (Document 2). One of the cities that benefitted from the salt trade was Timbuktu in Mali. In Crystals of Life: The Story of Salt, Robert Krarke

states that the salt trade was profitable and made the city of Timbuktu prosperous (Document 3). This wealth acquired from the salt trade was used to improve the society by funding schools and libraries as well as doctors, judges, and clerics. This wealth also was used to import goods from other regions, further increasing West Africa's participation in widespread trade. The fact that salt was needed by many civilizations and that the Sahara contained many salt deposits led to the prosperity of West Africa and the rise of empires. However, because the control of the salt trade made civilizations so wealthy, they faced attacks. This is one reason why both Ghana and Mali eventually collapsed.

Europe's desire for sugar led to the implantation of the sugar industry in the Americas. Sugar was desired by the Europeans because it was used as a medicine and spice and seen as a luxury, as said in Sidney Mintz's Sweetness and Power: The Place of Sugar in Modern History (Document 4). However, sugar production in the Mediterranean was not enough to meet demand. Once European nations such as Spain and Portugal began colonizing the Americas, it was discovered that the New World had more ideal sugar growing conditions than the Mediterranean. According to Philip Curtin in The Rise and Fall of the Plantation Complex: Essays in Atlantic History, sugar grows best where heat and water are plentiful (Document 5a), both of which

apply to parts of the Americas, particularly the Caribbean and Brazil. As seen in the Sugar Crosses the Atlantic Map, sugar production reached its peak in some areas not long after the discovery of the New World and not long after it was introduced in favorable climates such as in Brazil. (Document 5b). Under the policy of mercantilism, many sugar plantations were constructed in the Americas in order to benefit their European colonizers. Plantations were set up ~~at~~ where peninsulares and creoles controlled large groups of poorly treated natives and later, Africans who worked in the fields and in processing plants. As seen in Thayer Watkins's "The Economic History of Brazil," sugar production in Brazil brought prosperity to the region and to the European colonizers. (Document 6). However, the production of sugar also led to the importation of slaves to many New World colonies in order to work the plantations. This would continue until slavery was abolished in Brazil in 1866. Europeans' desire for sugar led to the introduction of sugar plantations to their colonies in the Americas. These sugar plantations were highly profitable and brought prosperity to the colonizers of the region, but at the high cost of slavery.

Demand for products such as salt and sugar led to prosperity in the regions in which these products were located. While this seems overall positive, the negative

effects of the high demand for a product can be seen in the attacks on Ghana and Mali as well as the introduction of slavery to the Americas. These two examples of trade demonstrate the idea that while engaging in high-demand trade may bring prosperity to a civilization, in many cases there are negative effects that go along with it.

Anchor Level 3-B

The response:

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

Conclusion: Overall, the response fits the criteria for Level 3. Repetition of information, over-generalizations, and reliance on document information characterize the response. The inclusion of a few randomly placed analytic statements strengthens the response. Recognition that trade in salt and sugar brought prosperity to regions and that it also brought negative effects shows understanding.

Throughout history, goods and materialistic commodities such as salt and cotton has allowed for capitalistic growth and has aided in the process of urbanization, industrialization, and colonization. From the valleys of the first Mediterranean Empires to the present day salt and cotton have supported the interaction of major empires and consequently cultural diffusion.

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

Another material that ~~shaped~~ shaped our history is cotton. Cotton was durable, it was easy to mechanize and it played a key role in Britain's early industrialization. Cotton was

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

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

Anchor Level 3-C

The response:

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

Conclusion: Overall, the response fits the criteria for Level 3. Brief supporting statements that include a little analysis and historical outside information clarify document information, but fall short of the expectations established in the introduction. The surface discussion includes a limited use of facts that demonstrate an understanding of the task.

Throughout human history, people always had the desire for certain products like salt, sugar and cotton which had led to long-lasting effects on people, societies and regions. Some of these products ^{contributed} led to the start of civilizations as they were essential tools/items people needed in order to survive. These products allowed people to prosper ^{and} as trading increased, the lives of many people were affected. The two important products that had led to long-lasting effects on people are salt and sugar.

Many people needed salt because salting helped preserve food. ^{According to document 1,} Egyptians and Romans had salted fish and developed a thriving trade. In addition salted meats were popular and the Basques had sometimes salted whale meat, which was found to be good with peas. Furthermore, the value of salt was limitless ~~is~~ when it comes to trading, because salt ~~played~~ ^{played} an essential role in nineteenth century.

Salt has influenced, people, society and region. According to document 2, the map of the Trans-Saharan Gold-salt trade in early times shows that the Gold-salt trade led to the founding of cities. As trading increased across the Sahara, city governments became necessary and men were trained to be put in charge of keeping accounts, of maintaining law and order and of ensuring the safety of citizens. Furthermore, the rulers of the cities began to expand their power to ever

wider regions. As a result, cities grew into states and states grew into empires. According to document 3, the city of Timbuktu greatly benefited itself from the salt trade as the city became prosperous. Timbuktu's salt trade supported, schools, libraries and even the king, who paid salaries to judges, doctors and clerics. All these profits came from this product, salt, that had continued to impact the lives of the people in years to come.

Sugar is another crucial product that had a long lasting effects on the people. ^{According to document 4} ~~People~~ People in Western Europe desired sugar because it served as a luxury, a medicine and in spice. The portugese and spainiards set out to establish a sugar industry in Atlantic islands. ~~European~~ Europeans were aware of sugar ~~can~~ cane as a crop. People in Europe were encouraged to establish sugar-cane plantations in the Atlantic Islands as they used African slaves to work in the field.

The sugar industry impacted the regions that were involved. The Europeans benefited from the sugar cane plantations. ^{According to document 6} The sugar industry was established in Brazil and as a result, this south American country ~~was~~ found prosperity. The sugar industry included sugar-cane plantations. The sugar cane plantation workers were the African slaves who were controlled by Portugal. Therefore both Europeans

and the Americas were impacted by the sugar industry,

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

Anchor Level 2-A

The response:

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

Conclusion: Overall, the response fits the criteria for Level 2. The response lists information from the documents rather than discussing it. However, information chosen contributes to a relatively cohesive response.

Salt and sugar were both needed by people to flavor or preserve food; many European countries went to the Caribbean islands to make plantations of sugarcane, while in Africa salt was being traded like gold or slaves. Sugar was used for medicine, as a sweetener, while salt preserved food, and flavored as well. Both sugar and salt were in high demand.

In Africa, salt was a major part of the Trans-Saharan trade. It had much value, and as said "salt ranked with gold and slaves in value." (Document 3) The reason salt was so precious to the African people was that salt flavored food and made it taste good. They have not really experienced what food tastes like with flavor. People used it to preserve food also. Meat could go bad in a matter of days in the hot sun in Africa. Salt made it so that meat could last longer.

The trade in Africa increased the population of people. More people came to trade on the Trans-Saharan. Cities were built and "grew into states, and the states into empires..." (Document 2)

The worth of salt was so high that a city of Africa named Timbuktu became a major trading city. Timbuktu became prosperous and the workers in return received more money. "Timbuktu's salt trade supported schools and libraries handsome salaries to judges, doctors, and clerics." (Document 3)

Salt affected the people of Africa, making them richer and more able to keep food.

Sugar was in much as a demand as salt was. In Europe, "sugar was still a luxury, a medicine, and a spice . . ." (Document 4) Many people used it for sweetening food or drinks.

But the demand for sugar was too high for the production in the Mediterranean area. Sugar production decreased in the Mediterranean, so the European countries went to the Atlantic Islands. The reason the islands were picked is that sugar cane "grows best where heat and water are plentiful all year round." (Document 5a)

The islands have just the right climate.

Sugar production affect Europe because the sugar industry is becoming popular. Now all the countries want to be a part of the →

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

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

Anchor Level 2-B

The response:

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

Conclusion: Overall, the response fits the criteria for Level 2. Quotations from documents are employed as a starting point to address all aspects of the task followed by paraphrased document-based statements. Overgeneralizations and unclear connections weaken the response.

In history there are many products which have had long-lasting effects on society and people. People have learned to rely on these products, and have made businesses in producing them. People use many of these products in their everyday lives and depend on them. Some of these resources include but are not limited to salt, sugar and cotton.

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

1/2)
Another one of the resources mentioned was cotton. Before 1750, only Indians had people skilled enough to spin pure cotton. Eventually, however, Britain began to spin their own cotton, which led to a downfall in Indian economy, and protests like those from Gandhi. There were negative effects in Britain as well. The cotton industry led to children working in dangerous factories

Anchor Paper – Document–Based Essay—Level 2 – C

with long hours and low pay in order to produce enough cotton. (Documents 8,9)

As you can see, both of these resources had lasting effects on society. People depended on these resources, and this led to the changes. Both salt and cotton have had major lasting effects on our society today.

Anchor Level 2-C

The response:

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

Conclusion: Overall, the response fits the criteria for Level 2. Although the need or desire for cotton is not explained, the response demonstrates a general knowledge of the other elements of the task. Some outside information is referenced for both salt and cotton; however, the lack of sufficient historical facts and details to support the information weakens the response.

Sugar and salt are two products in history that people needed and desired. These products greatly effected people, societies, and regions. For

Doc. 2
Doc. 5b. example, salt was widely traded in Africa, while sugar created a big industry in the Atlantic islands.

Salt was used on many meats and foods. Doc. 1 It was a need and desire for the preservation of food and to add flavor. Salt was a very

Doc. 3 prosperous product and was similar in value to gold and slaves.

Doc. 4 Sugar was used as a medicine, spice, and sweetener in Western Europe. It was also considered a luxury and could be sold for high profits. In Europe the demand and desire for sugar was increasing.

Doc 5 Sugar greatly influenced the Atlantic islands because of sugar plantations. Many European countries used these islands to produce their sugar because of good climate and environment.

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

Anchor Level 1-A

The response:

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

Conclusion: Overall, the response fits the criteria for Level 1. Some aspects of the task are briefly addressed using simplistic statements based on or taken from the documents. The response demonstrates a limited understanding of the task.

Throughout world history many civilizations had different ideas that spread their ideas while trading around the world. The ideas of the way of using salt and cotton to better their lives and make things easier.

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

Cotton was also a big factor in history. It was traded and used for people for clothing and ~~s~~ helped the start and spread of industrialization. stated in document 7. In Britain, there were problems with India

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and then working on homespun cotton instead of buying their clothing and cotton materials from the industries in ~~the~~ Britain stated in document 8b.

The use of salt and cotton in history was important for them to grow as a country and now because of there still being a use of it. Salt helped trade and economy where cotton helped industry and economy as well.

Anchor Level 1-B

The response:

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

Conclusion: Overall, the response fits the criteria for Level 1. Many statements used to address the influence of salt and cotton are unclear. Few relevant details are included and lack of explanation weakens the effort. The response demonstrates a very limited understanding of the task.

Ever since people began to barter and trade, there has always been the need or desire for specific products. In early history, salt was valuable because it was used as a preservative and it brought wealth to salt trading regions. Later on, cotton also became an important product because it had many convenient uses. Both cotton and salt brought wealth to the powers controlling the trade, but the production of cotton had a negative effect on Indian society.

In the Mediterranean, salt was a widely used product. Document 1 tells how the people of the Mediterranean used salt to preserve food. In the preclassical time period, Egyptians and Romans salted fish and meats as well as whale meat. Salt protected food from rotting easily, so people really valued salt. Since salt was so desired and highly valued, people were able to make a profit from its trade. In Africa, cities in the Sahara Desert were founded because of the lucrative gold-salt trade, as shown in Document 2. These cities started as small trading settlements and then grew as more people came to participate in trade. As cities grew, so did responsibilities. This led to the founding of governments and the specialization of labor and implementation of laws. Soon, there were entire empires as kings gained power. As document 3 shows, merchants became very wealthy as a result of the salt trade. One ancient African city of Timbuktu

became wealthy. The king of Mali patronized the founding of schools and libraries, and judges, doctors and clerics were paid handsomely in this city. Kingdoms such as Mali rose to greatness because of the gold-salt trade. Travelers like Ibn Battuta who visited wrote about this greatness. The salt trade had an overall positive effect on the people.

During the eighteenth century, Britain began to develop an interest in cotton. Cotton was extremely desirable because it was strong, easy to wash, and it could be dyed (Document 7). More than ever, people wanted to make a statement with the clothes they wore, so cotton was perfect because it could be dyed with beautiful, bright colors. People were putting more emphasis on cleanliness, so cotton was desired because it was easy to wash. Cotton thread was originally made by Indian workers. The Indian cotton thread was more durable than European cotton thread and stronger than wool or linen. All of these factors appealed to the British and caused them to have an interest in India. Britain wanted to get rich on the cotton trade. After the Sepoy Rebellion, India became a colony under Queen Victoria. Britain created a system in which India grew cotton for British factories and was forced to be a market for British textiles.

Cotton production had a positive effect on Britain and a negative effect on India. Cotton production led to the development of new machines and facilitated industrialization. Factories were

Created in Britain so that cotton production would be easier, faster and more profitable. India became one of the leading exporters of raw cotton and one of the biggest markets for cotton textiles. However, they did not reap the benefits. Britain kept the profits from cotton cloth sales. British factories caused native Indian cloth makers to be negatively affected, since most of the cotton cloth was being made by British assembly lines. This forced many Indian cloth makers out of business, because they could not compete. Eventually, the Indian people grew wary of British rule. They wanted freedom from the British, who had taken control of India. Leaders such as Mahatma Gandhi led the nonviolent protests against the British (Document 8b). British desire for raw cotton caused them to deprive India of the benefits.

Both the salt and cotton trade were caused by people's desire for materials. Both salt and cotton had qualities that made them important commodities. The salt trade had a mainly positive effect on the surrounding area. However, the cotton trade only benefited Britain. Trade can have positive effects on the people involved, but greed can lead to suffering and inequality.

Agricultural products have greatly impacted societies, regardless of the time period. Even at the dawn of civilization, agriculture served as a key ingredient in the formation of the first advanced societies and civilizations. Two examples of these desired/needed agricultural products would include cotton and sugar. Cotton was favorable because it was a strong but highly versatile material, influencing industrialization in areas such as Europe, as well as the Indian Independence Movement; sugar was desired as a delicious luxury, and encouraged colonial competition in the Americas.

Cotton was desired by the Europeans and proved to be economically beneficial. Hence, this agricultural product was both desired and needed. Several characteristics of cotton gave the material its value in Europe: cotton was very strong, and broke less often than wool and even linen, two products already present in Europe. Cotton was highly customizable. A large variety of colors could be used to stain the material, and the fact that cotton was such a new product strengthened the demand for it. In addition to this, cotton was easily washable. This new material, in this way, may have had positive impacts on Europeans' personal cleanliness (doc 7).

Because cotton was highly desired and widely used, one could imagine that the material would have major impacts on societies around the world. For example, increased levels of trade

resulting from the marketing of cotton spurred the process of industrialization, especially in some Western European countries. Many new technologies, such as the cotton gin, spinning jenny, and power loom began to arise (doc 7). However, although benefitting industry, the introduction of cotton into European society in turn increased the use of child labor as businesses looked for more ways to make more profit (doc 9).

Closely linked to industry is the policy of capitalism, where independently owned businesses largely support the economy. In the 1800's, highly industrialized areas/powers such as Great Britain followed this policy, and the exploitation of workers soon became apparent as profit exceeded employee welfare in importance. It wasn't only workers in British factories that were exploited. Indians who used to be known for their cotton cloth ended up having to produce cotton for British factories instead of growing food (doc 9a). Indians eventually boycotted British made goods which influenced the Indian Independence movement, spearheaded by Mohandas Gandhi (doc 8).

Sugar was a highly desired luxury item in Europe. Along with other products such as cotton and tobacco which were considered cash crops, the Europeans would eventually reap the benefits of these products. Sugar was used as a spice and even a medicine (doc 4). Eventually sugar became as essential a part of the economy as cotton had. Sugar was desired by the colonial powers, especially Portugal, so that

they could be rich and powerful. Sugar influenced European colonial competition in the Americas (doc 6). The countries who could grow more sugar held a stronger position as seen when the French colony of Haiti and the British colony of Jamaica challenged the Portuguese colony of Brazil for dominance in sugar production (doc 6). Sugar production encouraged the exploitation of Native Americans on large plantations under the *encomienda* system. In addition to this, sugar cultivation also eventually encouraged the introduction of African slaves to the Americas. Slaves were used on plantations. This led to millions of Africans being forcibly removed from their homeland and displaced. These slaves were also greatly mistreated.

In conclusion, cotton and sugar were both highly desired items in both Europe and her colonies. While cotton was strong and versatile, sugar was a luxurious sweetener. Although different, both proved highly influential on European affairs and economies.

In history there is always a need and desire for specific products. This has ~~often~~ often led to long-lasting effects on people, societies and regions. Some of these products include ~~wool~~^{salt} and cotton.

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

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

According to document seven cotton was in great demand in Great Britain. This was because it broke less often

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

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

Even though throughout history there is a need and desire for products that can lead to long lasting effects on people, societies and regions, something good always happens in the end. It maybe a rough ride getting there but everything turns out for the better.

the development of salt and sugar had a major impact on both india and africa. Salt had a major impact on ~~the~~ india because there was foreign ~~in~~ influence in india so mahatma ghandi led a salt march to try to end foreign influence in india. sugar had a major impact on ~~the~~ africa because that was the main place where it could be grown because ~~of~~ of the heat and how dry it is.

Salt was used on foods because it brought a better flavor ~~and~~ to the food causing salt to ~~go~~ go into demand. Salt was so high in value it ~~was~~ ranked with gold and slaves. The salt trades ~~supported~~ supported schools and libraries. Merchants lived in fine houses and the king paid good salaries to judges, doctors and ~~other~~ clerics. This impacted a fabled city called timbuktu.

The portugese and the spainards set out to establish a sugar

industry in the Atlantic islands. Sugar was used ~~also~~ as a medicine and a spice. When the European maritime revolution began in the fifteenth century the expansion of sugar began to rise. The sugarcane plantations were worked by the slaves. Competing forces of sugar were created in the Caribbean by the French and the British.

The development of salt and sugar had a ~~major~~ major development of places all around the world not just India and Africa. The events of the salt in India led to rebellion which caused the salt march. In Africa sugar was a good place for it to be grown with all the heat and dryness of the country. The result of the salt and sugar development helped economies rise and the individual was greatly impacted by what happened during this time.

Various products have altered many lives and how they were lived. That statement has held true throughout history. Simple things like salt and cotton, not entirely appreciated today, can be seen to have changed entire nations. These changes were not small, they may have altered the course of history entirely. Such drastic effects all over products presently perceived as common.

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

Industries for cotton production grew in Britain. New machines were invented, like the cotton gin and the spinning jenny, to increase production rates. Indirectly, many workers found themselves displaced as machines grew more popular. New production techniques and improvements or inventions arose left and right.

Traditional resources, like linen, decreased in production as ~~the~~ demand decreased. Cotton was ~~now~~ simply more popular. Within these industries, especially during the Industrial Revolution, children were forced to work the new inventions, which were often dangerous machines, as shown in document nine. Not only did they work the machines, but they worked them for long hours and little pay. The machines were not the only health hazard—working conditions within factories were often less than favorable.

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

The consequences of Britians actions are discussed in part B of document eight. India eventually had enough of being treated poorly by British colonizers and, Gandhi ~~led~~^{led} a revolution. This revolution was ~~not~~ out of the ~~extra~~ ordinary, however. Gandhi did not promote violence, but rather practiced civil disobedience. Civil disobedience is described as publicly breaking the law but not becoming violent. For example, he held rallies to encourage Indians not to wear British

made clothing and he spun his own cloth. He succeeded in getting others to follow in his boycott, refusal to buy certain goods, in this case British clothing. He had numerous followers as more people wore home-spun cloth. When violence broke out he would fast, refuse to eat. Cloth was not the only thing he boycotted. Gandhi also boycotted British salt in his successful revolution.

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

Salt in Africa was as valuable as gold, and document two shows the gold-salt trading route. Along this route small trading settlements appeared. As trade increased these settlements grew from small villages to cities, then cities to states, and so on. The document also states these trading cities needed governments and craftsmen. Specifically trained people were needed to keep order and continue expansion. An example of this is discussed in document three, a city called Timbuktu. It simply grew huge off the gold-salt trade. Its wealth influenced it to grow and allowed it to support schools, pay its people high

salaries, and build extravagant homes. It was not uncommon for one to cross hundreds of miles of desert just to reach this city and gain from its wealth. The trip however, held risks. Not only would merchants risk themselves, they'd be risking their camels as they crossed hundreds of miles in hot sand and scorching sun. One would also be risking attack by bandits who wanted to steal goods and gain wealth as well. Often times if attacked the merchants were killed. Still, people embarked on the route regularly.

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

Practice Paper A—Score Level 3

The response:

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

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

Practice Paper B—Score Level 4

The response:

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

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

Practice Paper C—Score Level 2

The response:

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

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

Practice Paper D—Score Level 1

The response:

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

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

Practice Paper E—Score Level 3

The response:

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

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

Global History and Geography Specifications January 2013

Part I Multiple Choice Questions by Standard

Standard	Question Numbers
1—United States and New York History	N/A
2—World History	1, 5, 6, 8, 9, 10, 14, 15, 17, 20, 24, 26, 27, 29, 32, 36, 38, 39, 42, 43, 46, 50
3—Geography	2, 3, 4, 7, 11, 12, 16, 18, 23, 28, 33, 34, 37, 40, 41, 48
4—Economics	13, 19, 25, 31, 35, 44, 45
5—Civics, Citizenship, and Government	21, 22, 30, 47, 49

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Change—Collapse of Government	Standards 2, 3, 4, and 5: World History; Geography; Economics, Civics, Citizenship, and Government
Document-based Essay	Movement of People and Goods; Needs and Wants; Human and Physical Geography; Environment and Society; Factors of Production; Science and Technology; Imperialism; Interdependence	Standards 2, 3, and 4: World History; Geography; Economics

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

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

The *Chart for Determining the Final Examination Score for the January 2013 Regents Examination in Global History and Geography* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.