

# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME  
**2 OF 2**  
DBQ

## GLOBAL HISTORY AND GEOGRAPHY

Thursday, June 13, 2013 — 9:15 a.m. to 12:15 p.m., only

### RATING GUIDE FOR PART III A AND PART III B (DOCUMENT-BASED QUESTION)

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site at: <http://www.p12.nysed.gov/assessment/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

#### Contents of the Rating Guide

For **Part III A** Scaffold (open-ended) questions:

- A question-specific rubric

For **Part III B** (DBQ) essay:

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

General:

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

#### Mechanics of Rating

The procedures on page 2 are to be used in rating papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in Global History and Geography and United States History and Government*.

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### Rating the Essay Question

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

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

### Rating the Scaffold (open-ended) Questions

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

**Schools are not permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ essay) on this exam after each question has been rated the required number of times as specified in the rating guides, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately. 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 <http://www.p12.nysed.gov/assessment/> and must be used for determining the final examination score.

**Global History and Geography**  
**Part A Specific Rubric**  
**Document-Based Question**  
**June 2013**

**Document 1a**



Source: Mou-Sien Tseng, painting, New Masters Gallery online (adapted)

**Document 1b**

... The Mongols had developed a composite bow made out of sinew and horn and were skilled at shooting it while riding, which gave them the upper hand against ordinary foot soldiers. With a range of more than 350 yards, the bow was superior to the contemporaneous [co-existing] English longbow, whose range was only 250 yards. A wood-and-leather saddle, which was rubbed with sheep's fat to prevent cracking and shrinkage, allowed the horses to bear the weight of their riders for long periods and also permitted the riders to retain a firm seat. Their saddlebags contained cooking pots, dried meat, yogurt, water bottles, and other essentials for lengthy expeditions. Finally, a sturdy stirrup enabled horsemen to be steadier and thus more accurate in shooting when mounted. A Chinese chronicler recognized the horse's value to the Mongols, observing that "by nature they [the Mongols] are good at riding and shooting. Therefore they took possession of the world through this advantage of bow and horse."...

Source: Morris Rossabi, "All the Khan's Horses," *Natural History*, October 1994

**1a Based on these documents, what advantage did the stirrup give to Mongol warriors?**

**Score of 1:**

- States an advantage the stirrup gave to Mongol warriors based on these documents  
*Examples:* a stirrup enabled horsemen to be steadier/more accurate in shooting; it helped make them better shots/shooters/archers; it allowed them to use both hands on the bow

**Score of 0:**

- Incorrect response  
*Examples:* allowed the horses to bear the weight of their riders for long periods; permitted riders to retain a firm seat; allowed them to carry things/cooking pots/meat/yogurt/water
- Vague response  
*Examples:* horses were important; the Mongols developed it; it enabled
- No response

**1b Based on these documents, what did the combined technology of the composite bow and the stirrup enable the Mongols to do?**

**Score of 1:**

- States what the combined technology of the composite bow and the stirrup enabled the Mongols to do based on these documents  
*Examples:* gave them the upper hand to defeat ordinary foot soldiers; gave them an advantage to defeat ordinary foot soldiers; to defeat ordinary foot soldiers/their enemies; to conquer people; to shoot further with greater accuracy; they could conquer/take possession of/control parts of the world

**Score of 0:**

- Incorrect response  
*Examples:* the bow was superior to the contemporaneous English longbow; horses could bear the weight of riders for longer periods; to undertake lengthy expeditions
- Vague response  
*Examples:* they took advantage; it gave them value; to take possession; they gained an advantage
- No response

## Document 2

... Though much of what the Mongols wrought [brought about] on their westward march was destructive, some benefits were reaped from their forays [raids] into Europe and conquests in Muslim areas. By example, they taught new ways of making war and impressed on their Turkic and European enemies the effectiveness of gunpowder.

As we have seen, Mongol conquests facilitated [aided] trade between the civilizations at each end of Eurasia, making possible the exchange of foods, tools, and ideas on an unprecedented scale. The revived trade routes brought great wealth to traders such as those from north Italy, who set up outposts in the eastern Mediterranean, along the Black Sea coast, and as far east as the Caspian Sea. Because the establishment of these trading empires by the Venetians and Genoese provided precedents [examples] for the later drives for overseas expansion by peoples such as the Portuguese and English, they are of special significance in global history....

Source: Robert Guiseppi, "The Last Great Nomadic Challenges – From Chinggis Khan to Timur," *The Mongols*, International World History Project online

### 2 According to Robert Guiseppi, what was *one* change that resulted from the interaction between Europeans and Mongols?

#### Score of 1:

- States *one* change that resulted from the interaction between Europeans and Mongols according to Robert Guiseppi  
*Examples:* destruction; Turkic people/Europeans learned new ways of making war/learned effectiveness of gunpowder; old trade routes were revived; increased trade; foods/tools/ideas were exchanged on an unprecedented scale; provided precedents/examples for overseas expansion; brought great wealth to European traders

#### Score of 0:

- Incorrect response  
*Examples:* decreased trade; ended contact between Europeans and Mongols; ended the use of gunpowder
- Vague response  
*Examples:* it had special significance; it brought a westward march; exchanges; benefits
- No response

### Document 3

... Diplomatic exchanges between Christian Europe and Mongol Asia led to the emergence of the first Western eye-witness accounts of far-off East Asia. For the first time, Western Europeans were exposed to the true size and scope of the Eurasian landmass; they were exposed to different cultures, beliefs, values, attitudes, and institutions; the papacy and Europe were thus forced out of their narrow religious-geographic perspective; they began to realize that they had to deal with and relate to the non-Christian world with its many different peoples, religions, and cultures. The Europeans gradually assigned the Mongols and other Asians a permanent place in the natural order of things; they no longer tried to force all peoples into a specific Biblical niche or role as they initially did during Europe's narrow Christian view of the world and all people in it. The Westerners realized that they could not refuse to recognize and deal with the rest of the world simply because it was non-Christian [and] that they could not ignore and pretend that all non-Christian peoples and cultures did not exist. Thus the Mongols and Asians were incorporated into the West's intellectual framework in the thirteenth and fourteenth centuries....

Source: Gregory Guzman, "Christian Europe and Mongol Asia: First Medieval Intercultural Contact Between East and West," *Essays in Medieval Studies, Volume 2*, Proceedings of the Illinois Medieval Association online

### 3 According to Gregory Guzman, what was *one* effect the Mongols had on the European view of the world?

#### Score of 1:

- States *one* effect the Mongols had on the European view of the world according to Gregory Guzman

*Examples:* Europeans were exposed to the true size/scope of the Eurasian landmass; the Europeans' view of the world was challenged by being exposed to different cultures/beliefs/values/attitudes/institutions; Europe was forced out of its narrow religious-geographic perspective; Europeans began to realize that they had to deal with/relate to the non-Christian world; Westerners realized that they could not refuse to recognize/deal with the rest of the world simply because it was non-Christian; Europeans could not ignore and pretend that non-Christian peoples and cultures did not exist; Europeans no longer tried to force peoples into a specific Biblical niche/role

#### Score of 0:

- Incorrect response  
*Examples:* changed European perspectives on everyone; Europeans were able to ignore non-Christian peoples; Westerners refused to deal with the rest of the world
- Vague response  
*Examples:* they could not refuse to recognize; assigned the Mongols and other Asians a permanent place; they were incorporated into the framework; different cultures/beliefs/values/attitudes/institutions
- No response

#### Document 4a

#### Caravel



Source: George R. Schwarz, Center for Maritime Archaeology and Conservation, Texas A & M University (adapted)

#### Document 4b

Advantages of Caravel
<ul style="list-style-type: none"><li>• Fast</li><li>• Maneuverable</li><li>• Easy to sail in shallow waters</li><li>• Able to sail downwind using square sails</li></ul>
Uses of Caravel
<ul style="list-style-type: none"><li>• Carrying cargo</li><li>• Fighting wars</li><li>• Pirating</li><li>• Exploring the Americas</li></ul>

#### 4 Based on these documents, what were *two* ways the caravel affected European interaction with other groups?

##### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way the caravel affected European interaction with other groups based on these documents

*Examples:* improved transportation to the Americas/permitted faster travel to the Americas/allowed people to travel to the Americas more easily; allowed travel in shallow waters to trade/fight/pirate/explore; trade could increase because cargo could be carried to/from the Americas; enabled them to engage in trade with the Americas; European pirates could use these ships to attack other Europeans/gain wealth and materials/goods; was more effective in fighting war against other countries; pirates now had faster/more maneuverable ships to prey on victims; it allowed Europeans to travel greater distances to new lands; could be used to wage war/fight in wars; allowed them to defend themselves against pirates; allowed for/increased cultural diffusion through warfare/trade/exploration; ability to adjust sails and sail downwind allowed for exploration

**Note:** To receive maximum credit, two *different* ways the caravel affected European interactions with other groups must be stated. For example, *improved transportation to the Americas* and *permitted faster travel to the Americas* is the same way expressed in different words. In this and similar cases, award only *one* credit for this question.

##### Score of 0:

- Incorrect response  
*Examples:* could sail downwind; use square sails; slowed trade; made exploration harder
- Vague response  
*Examples:* maneuverable; fast; transportation; carried cargo
- No response

## Document 5

... It all began in Española [Hispaniola] with sugar, which was already a profitable plantation crop in the Canaries and Portugal's Atlantic islands in the fifteenth century. Columbus himself had shipped sugar from Madeira to Genoa in 1478, and the mother of his first wife owned a sugar estate on that island. He brought sugar cane with him to Española in 1493, and the cane grew well in American soil. But the growth of the sugar industry was painfully slow until Charles V intervened, ordering that sugar masters and mill technicians be recruited from the Canaries, and authorizing loans to build sugar mills on Española. There were thirty-four mills on the island by the late 1530s and sugar was one of the two staples of the island's economy (the other being cattle ranching) until the latter part of the sixteenth century....

Source: Alfred W. Crosby Jr., *The Columbian Exchange: Biological and Cultural Consequences of 1492*, Greenwood Publishing (adapted)

### 5 According to Alfred W. Crosby, what was *one* effect of Spanish colonization on the island of Española?

#### Score of 1:

- States *one* effect of Spanish colonization on the island of Española according to Alfred W. Crosby  
*Examples:* sugar mills were built; sugar/cattle ranching became a staple of the island's economy; sugar masters/mill technicians were brought from the Canaries; changed the economy of Española; plantation farming was introduced; introduction of new crops/sugar cane; introduction of livestock; cattle ranching introduced; it had 34 mills by the late 1530s

#### Score of 0:

- Incorrect response  
*Examples:* Columbus shipped sugar to Genoa; sugar mills were destroyed; Charles V ended ranching
- Vague response  
*Examples:* it was introduced; it all began there; they were brought from the Canaries; painfully slow; two staples; authorization of loans; intervened
- No response



## Document 6

... Growing sugar cane became a large business. At first, Native Americans were forced to work on sugar plantations, large estates run by an owner or overseer. They were treated cruelly, and many died. The Spanish then brought slaves from Africa to do the work.

A new social structure developed. People born in Spain made up the highest social class. Those of European descent born in the colonies were next. People of mixed European and Indian or African descent were in the middle. Native Americans and people of African descent were in the lowest classes....

Source: *Guide to the Essentials of World History*, Prentice Hall

### 6 Based on this document, what were *two* changes in the Americas that resulted from interactions with the Spanish?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* change in the Americas that resulted from interactions with the Spanish based on this document

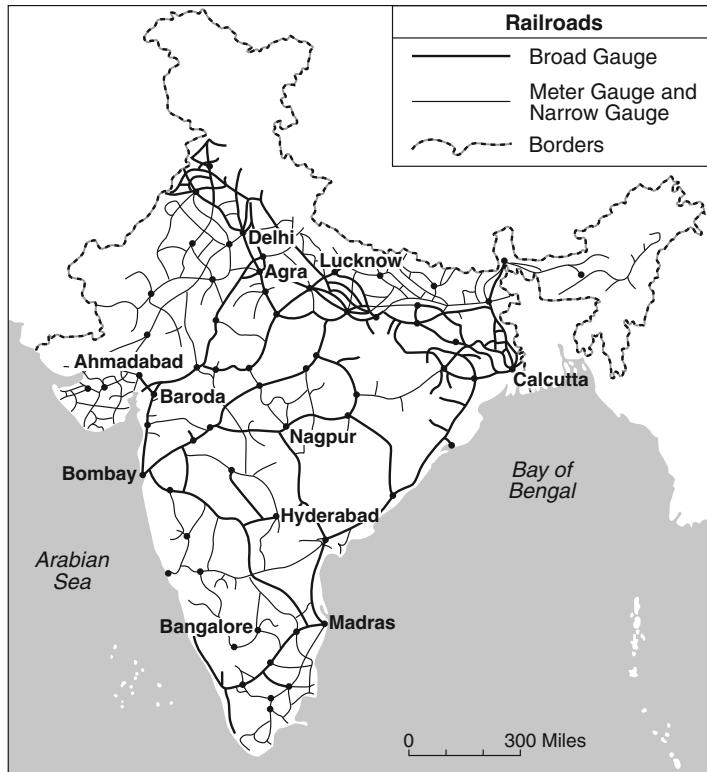
*Examples:* growing sugar cane became a large business; a new social structure/social classes developed based on ethnicity and place of birth/people of African/Native American descent were in the lowest classes; Native Americans were forced to work on sugar plantations; Native Americans were treated cruelly/many died; Spaniards brought enslaved Africans over to work on sugar plantations/African slavery was introduced

**Note:** To receive maximum credit, two *different* changes in the Americas that resulted from interactions with the Spanish must be stated. For example, *African slavery was introduced* and *Spaniards brought enslaved Africans over to work on sugar plantations* are the same change expressed in different words. In this and similar cases, award only *one* credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* Native Americans did not work on sugar plantations; slavery was abolished; Native Americans made up the highest social class
- Vague response  
*Examples:* they were forced to work; a structure developed; people were born in Spain
- No response

## Document 7a



Source: Ashok K. Dutt et al., *India in Maps*, Kendall/Hunt Publishing Company (adapted)

## Document 7b

The age of railroads played a role in and supported the growth of a new period of imperialism.

... Thus, colonial railways were part of this process of the spread of empire, its economic patterns, its ideas and its institutions. The process was essentially the same throughout the world: production of new commodities to feed the burgeoning [quickly growing] industries of the West; new populations to produce them; new patterns of land ownership, often involving the dispossession of previous inhabitants; new legal codes to make the conquered lands safe for investment and exploitation. Such was the story everywhere empires expanded...

Source: Robert Lee, "Potential Railway World Heritage Sites in Asia and the Pacific," Institute of Railway Studies and Transport History, The University of York

## 7 Based on these documents, what do railroads enable colonial powers to do?

### Score of 1:

- States what railroads enabled colonial powers to do based on these documents  
*Examples:* support the growth of imperialism/engage in the process of imperialism; expand empires/increase territory; spread economic patterns/ideas/institutions; reach different places within the empire; transport products/commodities; to feed growing industries of the West; to connect interior regions/cities with coastal regions/cities; enabled colonial powers to change land ownership patterns; dispossess/take away the land of the previous inhabitants; spread new legal codes within conquered territories; produce new commodities; travel quicker/faster

### Score of 0:

- Incorrect response  
*Examples:* end imperialism; stop exploitation; stop production of new commodities
- Vague response  
*Examples:* play a role; engage in a process; it was the story everywhere
- No response

## Document 8

This excerpt analyzes the Indian railway system from the Indian nationalist point of view between 1880 and 1905.

... A review of the existing railway policy led them [Indian nationalist leaders] to conclude that it was not primarily regulated in the interests of the Indian people; and that it largely ignored Indian needs, particularly industrial needs, and was mainly meant to serve British economic and political interests. They noted that railways played an important role in imparting colonial character to the Indian economy. They were even able to glimpse the growing connection between railway development in a backward country and the growing power of finance in the advanced metropolitan country and the consequent political complications.

They wanted railways to serve national economic interest by stimulating economic development, which was in turn seen as consisting of industrial and agricultural growth. To them the proper railway policy was one that promoted Indian industry and a proper public works policy one that gave priority to irrigation and agriculture. They desired railway policy to give due weight to the state of Indian finances and Indian economy....

Source: Bipan Chandra, "Economic Nationalism and the Railway Debate, circa 1880–1905," in *Our Indian Railway*, Foundation Books (adapted)

### 8 According to Bipan Chandra, what is *one* concern the Indian nationalist leaders had regarding British railway policy?

#### Score of 1:

- States *one* concern the Indian nationalist leaders had regarding British railway policy according to Bipan Chandra  
*Examples:* the policy was not in the best interest of Indian people; it ignored Indian needs/industrial needs; it served British economic/political interests; it served certain needs of the British but not necessarily Indian needs; did not stimulate the growth of Indian economic development/industry/agriculture; played an important role in imparting colonial character to the Indian economy; British railway policy did not give due weight to the state of Indian finances/the Indian economy; it created political complications between India and Great Britain; railway development created political complications due to the role of British finance; it did not give priority to the development of irrigation/agriculture; it advanced Great Britain at the expense of Indian development

#### Score of 0:

- Incorrect response  
*Examples:* was a proper public works policy; promoted Indian industry/finances; made them a metropolitan country; it gave priority to irrigation/agriculture
- Vague response  
*Examples:* glimpsed a growing connection; served certain needs; growing power of finance; it did not give due weight
- No response

## Document 9

... The railroads facilitated, linked, and coordinated a wide variety of socioeconomic processes and cooperated with other large-scale transportation and communication systems. For example, the railroads enabled national markets with converging prices for food grains [to reduce the gap between prices] to emerge in the 1880s; the same railroads made it possible for peasant villagers to undertake quick pilgrimages (within a few days or less) during their brief respites [relief] from the demands of agriculture. The hard backbone of British colonial rule in India, the British soldier and his weaponry, could be quartered in fewer places in the knowledge that the railroads could transport troops rapidly to trouble spots. The publications of what became the outpourings of many presses owned by Indians and printed in Indian languages and in English found profitable markets. The railroads synergistically [mutually] cooperating with the post office facilitated the inexpensive, bulk shipments of books, magazines, and newspapers, among which many came to have nationalist orientations....

Source: Ian J. Kerr, *Engines of Change: The Railroads That Made India*, Praeger

### 9 According to Ian Kerr, what were *two* changes that resulted from the British building railroads?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* change that resulted from the British building railroads according to Ian Kerr  
*Examples:* they affected the price of food in India/the price of food was affected by the emergence of national markets; made it possible for peasant villagers to undertake quick pilgrimages; provided better transportation for villagers throughout India/peasant villagers could move more easily from town to town; provided better communication throughout India; railroads could transport troops rapidly to trouble spots; British soldiers could be stationed in fewer places; the railroads facilitated the inexpensive, bulk shipments of books/magazines/newspapers with nationalist orientations; Indian publications found profitable markets *or* could be shipped throughout the country *or* could be shipped inexpensively *or* affected Indian society by facilitating the spread of ideas; railroads facilitated/coordinated/linked socioeconomic processes with other transportation/communication systems

**Note:** To receive maximum credit, two *different* changes that resulted from the British building railroads must be stated. For example, *they affected the price of food in India* and *the price of food was affected by the emergence of national markets* are the same change expressed in different words. In this and similar cases, award only *one* credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* increased the prices of publications; made pilgrimages more difficult; made communication more difficult
- Vague response  
*Examples:* they facilitated/linked/coordinated; processes increased
- No response

**Global History and Geography**  
**Content-Specific Rubric**  
**Document-Based Essay**  
**June 2013**

**Historical Context:** Technological advancements such as the *combined use of the bow and the stirrup by the Mongols, the use of the caravel by the Spanish, and the use of the railroad in India* have affected how certain civilizations and societies have interacted with each other. Changes have resulted from these interactions.

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

- Explain how this technological advancement affected the interactions of a specific civilization or society with another group
- Discuss changes that resulted from these interactions

**Scoring Notes:**

1. This document-based question has a minimum of *six* components (explaining how *each* of *two* technological advancements affected the interactions of a specific civilization or society with another group and discussing *at least two* changes that resulted from these interactions).
2. Changes that resulted from the interactions of a specific civilization or society with another group may be on the group that initiated the interaction, the group that was affected by the interaction, or a combination of the two.
3. The changes resulting from the interactions may be immediate or long term.
4. A change that resulted from the interactions of a specific civilization or society with another group may be the same for both technological advancements but the facts and details will vary, e.g., negative effects of the use of the caravel and railroad on native societies.
5. Changes that resulted from the interactions of a specific civilization or society with another group do not need to be specifically identified as a change but may be implied in a discussion of results of the interaction.
6. The response may discuss a change resulting from an interaction from a variety of perspectives as long as the position taken is supported by accurate facts and examples.
7. Only *two* technological advancements should be chosen from the historical context. If three technological advancements are addressed, only the first two should be rated.
8. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 1a, 1b, 4a, 4b, 7a, and 7b may be considered as separate documents *if* the response uses separate specific facts from *each* document.

**All sample student essays in this rating guide are presented in the same cursive font while preserving actual student work, including errors. This will ensure that the sample essays are easier for raters to read and use as scoring aids.**

**Raters should continue to disregard the quality of a student’s handwriting in scoring examination papers and focus on how well the student has accomplished the task. The content-specific rubric should be applied holistically in determining the level of a student’s response.**

### Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by explaining how **each** of **two** technological advancements affected the interactions of a specific civilization or society with another group **and** discussing **at least two** changes that resulted from these interactions
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *bow and stirrup*: connects the importance of this technology in Mongol conquests to the wealth generated through revived trade routes and to the exposure of Europeans to Asian products and a more diverse world view; *railroads*: connects the British building of railroad networks in India to the establishment and spread of British imperialist policies, an increase in British wealth and power, and Indian efforts to develop a national identity and end colonial rule
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to technological advancements (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *bow and stirrup*: greater range and accuracy of arrows; leadership of Genghis Khan; role of Marco Polo; trade on Silk Roads; results of Pax Mongolica; diplomacy between Christian Europe and Mongol Asia; Black Death; *railroads*: English as a common language; development of national markets; Asia's greatest rail network; resistance by the Indian people; improved communication; easier movement of troops; movement of cotton and tea to coastal ports
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

### Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one technological advancement more thoroughly than the second technological advancement *or* by developing one aspect of the task less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *bow and stirrup*: discusses how this technology aided Mongol conquests and led to revitalized Eurasian trade and opened diplomatic exchanges between Europe and East Asia; *railroads*: discusses how the railroads built by the British in India influenced the spread of British imperialist policies and affected Indian independence efforts
- Incorporates relevant information from **at least four** documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

### Score of 3:

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

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

**Score of 2:**

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

**Score of 1:**

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

**Score of 0:**

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the historical context and/or task as copied from the test booklet; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

\*The term *create* as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom's *Taxonomy of Educational Objectives* refers to the highest level of cognitive domain. This usage of create is similar to Bloom's use of the term *synthesis*. Creating implies an insightful reorganization of information into a new pattern or whole. While a Level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.

## Bow and Stirrup

### *Key Ideas from Documents 1–3*

### *Relevant Outside Information*

(This list is not all-inclusive.)

<b>How Technological Advancement Affected Interactions</b>	<b>How Technological Advancement Affected Interactions</b>
<p><b>Doc 1</b>—Allowed Mongol warriors to shoot while riding, giving them an advantage in the case of war Gave Mongol warriors an upper hand against foot soldiers Greater range of fire allowed by Mongol bow than the English longbow (350 yards to 250 yards) Horsemen had a steadier ride and more accurate shooting with stirrup</p> <p><b>Doc 2</b>—Allowed for conquests facilitating trade at each end of Eurasia</p>	<p>Facilitated Genghis Khan’s conquests Facilitated expansion of the empire Enabled intimidation based on cruelty and fear toward those resisting the Mongols Enabled use of siege warfare including flaming arrows and projectiles from catapults</p>

<b>Changes Resulting from Interactions</b>	<b>Changes Resulting from Interactions</b>
<p><b>Doc 2</b>—Destruction as a result of invasions of Europe and conquests in Muslim areas Led to new ways of making war Effectiveness of gunpowder learned by Turks and Europeans Foods, tools, and ideas exchanged on an unprecedented scale Trade routes revived and wealth brought to traders with outposts in the eastern Mediterranean, along Black Sea coast, and on western shore of Caspian Sea Trading empires established by the Venetians and Genoese serve as examples to the Portuguese and English</p> <p><b>Doc 3</b>—First eye-witness accounts of East Asia from diplomatic exchanges between Christian Europe and Mongol Asia Western Europeans exposed to the size and scope of Eurasian landmass Western Europeans exposed to different cultures, beliefs, values, attitudes, institutions Papacy and Europe forced out of their narrow religious-geographic perspective Mongols and other Asians incorporated into the West’s intellectual framework in 13th and 14th centuries</p>	<p>Mongol Empire stretched from Poland to northern China by 1250 Safe interregional trade and travel on the Silk Roads a result of Mongol policies and practices (Pax Mongolica, Marco Polo) Stimulated Western desires and appetites for Asian goods (spices, tea) Spread of ideas to Europe and influence on Renaissance and Scientific Revolution (mathematics, anatomy, printing) Benefit of trade to city-states in Italy (Florence, Milan) Increase in trade (silk and porcelain from China, wine and olives from Europe) Traders exposed to ambassadors, scholars, missionaries from different Eurasian cultures Possible spread of plague from China to the West along trade routes</p>



# Caravel

## *Key Ideas from Documents 4–6*

## *Relevant Outside Information* (This list is not all-inclusive.)

<b>How Technological Advancement Affected Interactions</b>	<b>How Technological Advancement Affected Interactions</b>
<p><b>Doc 4</b>—Expanded travel through the use of square and triangular sails            Exploration of the Americas through increased maneuverability and ability to sail in shallow waters            Enabled trade/carrying of cargo            Made pirating and fighting of wars easier</p>	<p>Aided Spanish and Portuguese in building overseas empires            Aided the conquests of Spanish conquistadores (Cortes—Aztecs, Pizarro— Incas)            Aided Vasco da Gama in sailing around the Cape of Good Hope            Aided Ferdinand Magellan in circumnavigating the globe</p>

<b>Changes Resulting from Interactions</b>	<b>Changes Resulting from Interactions</b>
<p><b>Doc 4</b>—Wars fought, coastlines patrolled, cargo carried; pirating increased  <b>Doc 5</b>—Sugar cane brought to Hispaniola            Growth of sugar industry (sugar masters and mill technicians recruited from Canary Islands, loans authorized for sugar mills in Hispaniola)            Sugar and cattle ranching staple economic activities on Hispaniola until latter part of 16th century  <b>Doc 6</b>—Sugar cane became large business            Native Americans forced to work on sugar plantations run by owners/overseers            Death of many Native Americans due to cruel treatment            Enslaved Africans brought by Spanish to the Americas to work on plantations            Development of a new social structure (highest: people born in Spain; second: those of European descent born in colonies; middle: people of mixed European and Indian or African descent; lowest: Native Americans and Africans)</p>	<p>Increase in European curiosity about the outside world            Competition of European leaders for colonies and power            Division of the world between Spain and Portugal by the Pope (Treaty of Tordesillas)            New foods, other products, and diseases introduced to Europe and Americas (Columbian exchange)            Competition of British, Dutch, and French with Spanish and Portuguese for colonial empires in Americas            Development of trans-Atlantic slave trade            Death of Native Americans from diseases            Development of mercantilism by Europeans            Inflation in Spain as a result of imports of silver from Peru            New maps of the world and world regions developed            Many Native Americans converted to Christianity            Encomienda system established by Spanish            Destruction of Native American cities by Europeans and building of new ones</p>

## Railroads

### *Key Ideas from Documents 7–9*

### *Relevant Outside Information*

(This list is not all-inclusive.)

<b>How Technological Advancement Affected Interactions</b>	<b>How Technological Advancement Affected Interactions</b>
<p><b>Doc 7</b>—Major interior cities in India linked to coastal regions Influence of British empire expanded (economic patterns, ideas, institutions)</p> <p><b>Doc 8</b>—British economic and political interests promoted by railroad construction at the expense of Indian economic development</p> <p><b>Doc 9</b>—Facilitated, linked, coordinated a wide variety of socioeconomic processes Allowed for cooperation with other large-scale transportation and communication systems</p>	<p>Telegraph/telephone systems developed in areas where the railroad was built</p>

<b>Changes Resulting from Interactions</b>	<b>Changes Resulting from Interactions</b>
<p><b>Doc 7</b>—New commodities produced for industries of the West New workers needed to produce goods New patterns of land ownership developed, often involving dispossession of previous inhabitants New legal codes developed to make newly conquered lands safe for investment and exploitation</p> <p><b>Doc 8</b>—Railways important role in imparting colonial character to the Indian economy Railroads wanted by Indian nationalists to serve their national economic interests/finances Railway policy wanted by Indian nationalists to promote Indian industry Public works policy wanted by Indian nationalists to give priority to irrigation and agriculture</p> <p><b>Doc 9</b>—Emergence of national markets with converging prices for food in India in the 1880s Peasant villagers able to make quick pilgrimages British soldiers and their weapons able to be quartered in fewer places British soldiers able to be moved quickly to trouble spots Increased profits for Indians from the selling of publications from Indian-owned presses Inexpensive, bulk shipments of books, magazines and newspapers as result of cooperation between post office and railroads Easier circulation of Indian nationalist materials</p>	<p>New industries employed mostly Indians but top positions held by Europeans Early resistance by the public to the use of railroads due to a mixing of groups (castes, religious groups, sexes) Use of railroads by poor people to move into cities Spread of diseases (cholera) Need for sewage and water systems as result of overcrowding in cities Use of railroad by Gandhi to learn about his country Use of railroads and telegraph/telephone systems by Indian nationalists to organize rallies and boycotts (Indian National Congress, Muslim League) Use of telegraph/telephone systems by Indian nationalists to communicate with overseas newspapers promoting their cause/desire for independence</p>

Until the 12th and 13th centuries, cross-cultural interactions were unprolonged and less in number when compared to later centuries. However, the assimilation of much of the Eurasian landmass into the Mongol empire as well as the later European exploration of the Americas contributed to the creation of prolonged global connections in which the world's major continents were connected. Two of the most notable developments include the caravel, which aided European explorers in their conquest of the Americas, and the stirrup and composite bow, which the Mongols used to conquer Eurasia and eventually led to the Pax Mongolica. These technological developments had major effects on both societies.

The caravel's use in the 15th century accelerated interactions between Native Americans and Europeans. The caravel (Doc. 4b) is an agile and maneuverable ship intended to carry goods or weapons and used to explore, conquer, or wage war with other peoples. It was one of the developments in naval technology in the 15th century along with the adaptation of the Chinese magnetic compass. It was utilized by Portuguese sailors, such as Vasco da Gama, who found an all water route to India and traded in the port of Calicut. The caravel ship made it possible for the Portuguese and the Spanish to travel long distances with speed. The caravel is often attributed to having been the technology that helped lead to the colonization of the Americas. It was used by Christopher Columbus who sailed for King Ferdinand and Queen Isabella of Spain, but was of Italian birth. When he arrived in the Americas, he unwittingly began the Columbian Exchange. In this exchange, Columbus brought products like beads and sugarcane to the Caribbean island he christened Hispaniola. Other products that were

brought from Europe to the Americas during the Columbian Exchange included horses, other livestock, and wheat. The sugarcane eventually became the main industry of Hispaniola in the 1530's (Doc. 5) as well as other Caribbean and American areas. When Columbus and others weren't able to find as much gold and silver as the Spanish wanted, the Spanish turned to the growing of cash crops using the encomienda system. However, because the Native Americans were not immune to the diseases that were brought to the Americas during the Columbian Exchange, millions died. These diseases such as smallpox helped kill off the native Taino population leading to the importation of enslaved Africans. The caravels and other square-sail ships with rudders were also used by Spanish explorers, who were inspired by Columbus to sail to the Americas. Hernan Cortes in the 1510's conquered the Aztec empire in Mesoamerica, bringing back Aztec gold on these ships that were well-suited to carry cargo. Francisco Pizarro in the 1530's conquered the Incan empire in South America, and he was able to bring back silver. He also brought back potatoes, which along with maize was high in calories. These new foods introduced into European diets eventually created a population boom. Some became staples in places like Russia and Ireland. Both of these explorers as well as others were helped by the caravel which allowed the sailors to sail against trade winds in the Atlantic. The caravel was suited both for deep seas and shallow waters, and was able to carry much of the sailors' booty. A long-term result of the huge population losses for natives in the Americas from smallpox was the introduction of a new social hierarchy in Latin America. In this new social structure peninsulares (Spanish born Spaniards) ruled, creoles (American born Spaniards)

hoped for power, mestizos and mulattoes (mixed ethnicities) worked, and pure natives or enslaved Africans toiled in sugar fields or the silver mines of Potosí (Doc. 6). This system contained many inequalities and eventually led to the independence struggles of the early 1800's which overthrew the king's representatives and the peninsulares.

The Mongolian stirrup and composite bow aided the Central Asian steppe nomads to create the world's largest land based empire at the time, which resulted from and in many cross-cultural interactions. When Genghis Khan first started in the creation of his empire, he used his stirrup-mounted archers in units of 10 squadrons and 1000 men to invade China, where he first learned of Chinese war technologies like catapults, gunpowder, and the use of Chinese silk as protective clothing. He then combined all the technologies he obtained with the use of the composite bow and stirrup. These Mongol technologies helped horsemen to fire highly accurate shots due to the stability the stirrup provided (Doc. 1). Genghis Khan also used brilliant tactics that allowed him to conquer large areas quickly. After his rule, the Mongols continued using his tactics. For example, they flung infected corpses into cities such as the Byzantine city of Kaffa. Using the technologies of the stirrup and the composite bow allowed Genghis Khan and his successors to conquer and create an immense empire. This empire eventually covered areas from China to Russia. While destruction, terror, and intimidation were used to conquer people, Genghis Khan also allowed for the development of a stable government. After Genghis Khan's death, the empire was eventually divided among 4 of his grandsons. They continued in their use of

sniper-like horsemen archers, but they also expanded their use of gunpowder, which was transmitted to Europe (Doc. 2) where Europeans used it in muskets and cannons. Also as a result of the Mongolian expansion, a period of peace called the Pax Mongolica bloomed in which interactions between Europe and the Mongol empires increased and trade along the Silk Roads was protected, making Chinese as well as Venetian traders in Italy wealthier than before. This then helped fuel the Renaissance in Greco-Roman art and science that was later transmitted to Northern Europe. The peace also increased the number of diplomatic and religious missions between Europe and especially the Chinese area of the Mongol territory. Mongol diplomats traveled to Europe on horseback and Europeans like Marco Polo visited Yuan China. However, these trade connections also led to the spread of plague from China and Mongolia to Europe, Persia, and some parts of India. The plague killed millions of people worldwide, including 1/3 of Europe's population.

Through the use of the stirrup and composite bow by the Mongolians and the caravel by European explorers, interactions between peoples were accelerated and societies changed for the better or for worse.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for the use of the caravel by the Spanish and the combined use of the bow and the stirrup by the Mongols
- Is more analytical than descriptive (*caravel*: Spanish use in the 15th century accelerated interactions between Native Americans and Europeans; made it possible for the Portuguese and later the Spanish to travel long distances with great speed; is often attributed to have been the technology that helped lead to the colonization of the Americas; *bow and stirrup*: it aided the Central Asian steppe nomads to create the world's largest land-based empire at the time which resulted from and in many cross-cultural interactions)
- Incorporates relevant information from documents 1, 2, 4, 5, and 6
- Incorporates substantial relevant outside information (*caravel*: utilized by Portuguese sailors such as Vasco da Gama; used by Columbus who unwittingly began the Columbian exchange; when Columbus and others were not able to find as much gold and silver as the Spanish wanted the Spanish turned to the growing of cash crops using the encomienda system; diseases such as smallpox helped kill off the native Taino population leading to importation of enslaved Africans; Columbus inspired Spanish explorers such as Cortés who conquered the Aztec empire bringing back gold; Pizarro conquered the Inca empire and brought back silver; in the new social hierarchy, peninsulares ruled, creoles hoped for power, mestizos and mulattoes worked, and pure natives or enslaved Africans toiled in sugar fields or silver mines of Potosi; many inequalities eventually led to independence struggles; *bow and stirrup*: Genghis Khan used his stirrup-mounted archers in units of 10 squadrons and 1,000 men to invade China where he first learned of catapults, gunpowder, and use of Chinese silk as protective clothing; Khan's grandsons continued their use of sniper-like horsemen archers but also expanded their use of gunpowder which was transmitted to Europe and used in muskets and cannons; a period of peace called Pax Mongolica bloomed in which interactions with Europe increased and trade along the Silk Roads was protected making Chinese as well as Venetian traders in Italy wealthy fueling the Renaissance; Mongol diplomats traveled to Europe and Europeans such as Marco Polo visited Yuan China)
- Richly supports the theme with many relevant facts, examples, and details (*caravel*: agile and maneuverable ship intended to carry goods or weapons used to explore, conquer, or wage war; sugarcane became the main industry of Hispaniola as well as other Caribbean and American areas; helped to create a social hierarchy in Latin America; *bow and stirrup*: helped horsemen to fire accurate shots)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the contributions of the Mongols and European explorers to the creation of prolonged global connections and a brief conclusion that states interactions between peoples were accelerated and societies changed for better or worse

**Conclusion:** Overall, the response fits the criteria for Level 5. Accurate analytic statements and substantial details are integrated with document information to strongly develop the thesis that use of the bow and stirrup by the Mongols, and the caravel and other ships by the Europeans led to cross-cultural interactions and change.

As settled communities developed over time, many expanded and became civilizations through a surplus of food, allowing for specialization to occur and the formation of new social classes. From this, specialization in labor and achievements in the sciences and mathematics emerged, ultimately resulting in many technological advancements encouraging even further expansion of civilizations into empires. Such advancements in technology included the use of the caravel by the Spanish as well as the prominence of British railroads in India. The creation of advanced technology not only provided the various expansive empires with new found resources, but created different types of interactions between separate societies, cultures, and civilizations, resulting in changes in relationships and in the civilizations themselves.

The caravel (Document 4a) was a technological advancement that allowed for more efficient maritime trade and especially led to the increased presence of the Spanish in the Americas. The advantages of the caravel as compared to previously used ships are that caravels were better suited for military ships, as they could sail in shallow waters and were more maneuverable. These ships were used by the Spanish to explore the Americas and conquer Native American lands. A specific result of the caravel use was the increased efficiency of sea trade, which in turn promoted European Exploration beginning in the time period between 1500 CE – 1600 CE. The caravel was used by the Portuguese to explore the coast of Africa. Prince Henry the Navigator and his navigation school understood the benefits of this ship. Because of the use of the caravel both Portuguese and Spanish explorers could travel closer to the coasts, mapping out land as well as claiming



it for their monarch. This led to better maps and more territory under the control of these colonial powers. This marked the beginning of the age of exploration, supported and triggered by the use of the caravel and other maritime technologies. One of the results of this age of exploration and colonization (Document 5) was the introduction of sugar cane and sugar plantations in the Spanish colonies in the Americas. The 15th century had already led to the Canaries and Portugal's Atlantic islands having sugar plantations, but the Spanish were able to develop their own in the Americas.

Sugar and the plantation economy changed the Americas. The European colonial powers, especially Spain and Portugal, got rich by growing cash crops such as sugar, but also on crops such as indigo. This led to an increase in the use of slaves and the forced migration of Africans to areas like Española where slavery changed life altogether. At first, Native Americans were forced to work on plantations under the encomienda system. However, as the Native population died from European diseases and the demand for cash crops increased, the colonial powers turned to enslaved Africans. Millions of Africans were removed from their homelands, forced to endure the Middle Passage, and sold as property to be used and abused by their owners. As African slaves were added to the population of the colonies the social class system changed. The lowest class consisted of African slaves and the new highest ruling class emerged under the name of Peninsulares – Spanish born white land owning rulers who were at the top with the creoles, American born whites, directly underneath them. These changes not only economically benefited the Spanish but also socially as well. Dramatic changes resulted from European exploration

and colonization. These were due in part because of the use of caravels.

Another technological advancement that became prominent in a developing society was the building of British railroads in India. This was similar to the technology of caravels in that the advancement of the technology had much to do with two civilizations – one being a colony and the other a colonial power. After the British East India Company imposed some control over parts of India, the British government imposed direct rule upon them. In the 1800s before Britain made India a direct colony railroads were being built to improve transportation and communication. After the British East India Company was removed from power, the British government used the new system of efficient transportation and communication to maintain control over the colony. Document 7a shows the expansive railroads in India. These railways allowed the British to expand their influence in India. Indeed, the technology allowed for the British to impose and maintain control and direct rule over their colony by allowing more efficient movement of the British military, the greatest enforcers of British rule within India. Soldiers could be moved to troubled areas and put down rebels quickly with the use of the railroad. Document 9 discusses the creation of connections between markets that made prices converge resulting in more economic stability. With the connection of different markets through the use of railroads, prices of goods became more consistent. This led to more trade and expanding markets, particularly for the British.

However, not all results that emerged from the technological advancements were beneficial, especially to the societies that were colonized by the great powers and their technology. The caravels, while

it provided the Spanish with transportation that was both efficient and useful, also aided the spread of disease pathogens that the native Americans were not previously exposed to, such as smallpox and measles. Surprisingly, this spread of disease during the Columbian Exchange did more short-term damage than was done by European technological advancements. Furthermore, while the railroads proved to be great connections and an efficient method of transportation as well as communication, they took away from the nationalist Indian view of their owning of their own country, as depicted by the Indian, Bipan Chandra (Document 8) who discusses the selfish acts of the British government and explains that the railroads serve British purposes but were built by the Indians. Such discontent of the native peoples in the colonies eventually led to their nationalist revolts seeking decolonization.

The technological advancements that were developed as civilizations and empires grew proved to be the agents of interactions. These new innovations were able to affect relationships between the civilizations and empires as well as result in societal and economic changes within these places.

## Anchor Level 5-B

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for the caravel by the Spanish and the use of the railroad in India
- Is more analytical than descriptive (*caravel*: it allowed for more efficient maritime trade; they were better suited for military ships; their increased efficiency promoted European exploration; sugar and plantation economy changed the Americas; as the Native population died from European diseases and the demand for cash crops increased, the colonial powers turned to enslaved Africans; *railroad*: it allowed for the British to impose and maintain control and direct rule over their colony; it resulted in connections between markets that made prices of goods more consistent leading to more trade and expanding markets; it resulted in more economic stability; it took away from the Indian nationalist point of view, leading to discontent among the native peoples)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*caravel*: it was used by the Portuguese to explore the coast of Africa; Prince Henry the Navigator and his navigation school understood the benefits of this ship; helped both Portuguese and Spanish explorers map out and claim land; European colonial powers, especially Spain and Portugal, got rich by growing cash crops such as sugar and indigo; natives were at first forced to work on plantations under the *encomienda* system; millions of Africans were removed from their homelands, forced to endure the Middle Passage, and sold as property to be used and abused by their owners; peninsulares and creoles were at the top of the social class system; spread of disease during the Columbian exchange did more short-term damage than was done by European technological advancements; *railroad*: after the British East India Company imposed some rule on parts of India, the British government imposed direct rule on them; it led to nationalistic revolts for decolonization)
- Richly supports the theme with many relevant facts, examples, and details (*caravel*: led to increased presence of Spanish in the Americas; could sail in shallow waters and closer to coasts; more maneuverable; used by Spanish to explore the Americas and conquer Native American lands; African slaves in the lowest social class; *railroad*: efficient transportation and communication; helped move soldiers to troubled areas and put down rebels quickly)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how specialization in labor and achievements in the sciences and mathematics ultimately resulted in many technological advances encouraging further expansion of empires and a conclusion that is a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. Historical details and analytic statements are woven together in a well-developed treatment of the task. A comparative discussion leads to a conclusion that the caravel and the railroad affected societies in some similar ways but also makes note of differences.

Across history, there have been many technological advancements that have affected the interactions of different societies or civilizations. The Mongols use of the bow and the stirrup, and the Spaniards use of caravels ships are two examples of that idea.

The combined use of the bow and stirrups allowed the Mongols to conquer most of Asia. As seen in document 1, the Mongol's bow was much more advanced than the European bow, allowing the Mongols to fire up to 100 yards longer distances than the English long bow. Because of this technology, the Mongols were able to overpower their enemies quickly. Besides the bow and arrow, Genghis Khan's tactics allowed for the defeat of enemies and their incorporation into the Mongol Empire. His use of scare tactics and threats as well as weapons caused many areas simply to give up and surrender before Genghis Khan even started to fight for fear of what he would do. This fueled the reputation of the Mongol fighting ability. These technological advancements affected the interaction of the Mongols and the Europeans. One of the peoples the Mongols conquered was the Russians. The Russians paid tribute to the Mongols but were not under the Mongols' direct control. Despite Mongol rule, the Russians were able to maintain a unique identity within this large Asian empire and practiced their Orthodox Christian faith. Through this and other Mongol conquests, Europeans learned of new styles and technologies of warfare. Eventually, Pax Mongolica developed allowing for safe travel on the Silk Roads and trade between China and Europe. Products such as silk, spices, gunpowder, weapons, and block printing traveled along the Silk Roads to Europe. Trade and wealth increased in Europe because the Mongols protected these important overland trade

routes from hijackers and foreign enemies. European traders such as those from northern Italy became increasingly wealthy. They established trading empires which would serve as examples for later overseas expansion in the 15th and 16th centuries. The wealth gained due to the interaction on and use of the Silk Roads helped lead to the start of the Renaissance in northern Italy. As seen in document 3, some historians believed that the increased interactions between the Europeans and the Mongols led to the first understanding and encounter of far-off East Asia. These historians believe that the true scope of the world was revealed to the Europeans, and that this changed the Europeans narrowminded point of view, to a less ethnocentric way of thinking. According to them this allowed the Europeans to more willingly accept eastern practices and culture although ethnocentric thinking by many remained through the Age of Imperialism and even into modern times. The knowledge of Eastern Asia would eventually effect European colonization of that area. Europeans were interested in East Asian products and culture at the same time that they wanted to convert others to Christianity. The technological advancement of the bow and arrow and the stirrup allowed for increased contact between Europeans and the Mongols which eventually brought about these interactions.

The use of the caravel ship by the Spanish was another technological advancement. This advancement affected the interaction of the Europeans and the Native Americans in the New World. The caravel ship had many advantages, such as it being fast, maneuverable, and easy to sail in shallow waters as seen in document 4. One of the uses of the caravel ship was exploring the Americas, which is where

interactions between the Europeans and Native Americans took place. The caravel brought the Europeans to the New World where the Spanish were looking for "God, Gold, and Glory." The Spanish conquered these new lands and started looking for their desire — gold. However, once the Spanish realized that there wasn't enough gold, they started sugar plantations which became very important in the Americas and the colonial economy as seen in document 5. The Spanish used their caravel ships to bring sugar across the Atlantic and to plant it on the island of Hispaniola and other areas controlled by the Spanish in the Americas. Discovering that sugar grew exceptionally well in the Americas, many plantations were developed for sugar as well as other cash crops which led to the necessity of a cheap labor source. Because sugar cane became such a large and profitable business, Native Americans were used to work the plantations in what was called the *encomienda* system. Even though the Spanish were supposed to Christianize and help the natives, the Native Americans were treated cruelly. They received little food, they were beaten, and much of the population was eradicated. Hard work as well as diseases introduced during the Columbian exchange had a lethal impact on the Native Americans' overworked and weakened immune systems. After most of the Native Americans died off, slave ships were used to transport Africans to the New World to work on the Spanish plantations. With the migration of the Europeans and the forced migration of Africans to the New World, a new social hierarchy started to develop. Native Americans and Africans were part of the lowest class which is a negative effect of European interaction. Peninsulares, Spanish people born in Spain, creoles, Spanish people born in the New World,

mestizos, a mix of European and Native American, and mulattos, a mix of European and Africans, all came before the Native Americans and Africans in the social hierarchy. Finally, the interaction allowed for the triangular trade to develop. Europeans brought Africans to the New World, raw materials to Europe from the New World, and manufactured goods to the New World and Africa. The Spaniards use of caravel ships was a technological advancement that affected the interaction of the Europeans, Native Americans, and Africans.

Throughout history, technological advancements have led to effects on the interactions of different cultures and civilizations. The bow and arrow and the stirrup, used by the Mongols, facilitated trade with the Europeans, and may have given the Europeans a better view of the far-off Eastern Asian world. The technological advancement of the caravel by the Spanish had negative effects on the Native American population of the New World. Disease killed most of the population. The introduction of sugar plantations resulted in slavery, and the development of a new social class structure put the native peoples and Africans on the bottom of the social hierarchy. As seen with the examples listed above, technological advancements can have both negative and positive effects on other cultures or civilizations.



## Anchor Level 4-A

### The response:

- Develops all aspects of the task evenly and in depth for the combined use of the bow and the stirrup by the Mongols and the use of the caravel by the Spanish
- Is both descriptive and analytical (*bow and stirrup*: helped the Mongols conquer most of Asia; helped the Mongols to overpower their enemies quickly; fueled the fear and reputation of the Mongol fighting ability; some historians believe it changed the Europeans' narrow-minded point of view to a less ethnocentric way of thinking allowing them to more willingly accept eastern practices and culture; *caravel*: once the Spanish realized that there was not enough gold they started sugar plantations which became very important in the colonial economy of the Americas; the development of many plantations for sugar as well as other cash crops led to the necessity of a cheap labor source)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*bow and stirrup*: many areas simply gave up and surrendered before Genghis Khan even started to fight for fear of what he would do; Russians were able to maintain a unique identity within this large Asian empire; Russia not under direct Mongol control; Pax Mongolica developed allowing for safe travel on the Silk Roads and trade between China and Europe; Europeans were interested in East Asian products and culture at the same time that they wanted to convert others to Christianity; *caravel*: brought Europeans to the Americas to look for "God, Gold, and Glory"; Native Americans were used to work the plantations in the encomienda system; diseases were introduced during the Columbian exchange; peninsulares, mestizos, and mulattoes all came before Native Americans and Africans in the new social class system; as a result of the interaction the Triangular Trade developed which brought Africans to the Americas, raw materials to Europe from the New World, and manufactured goods to the Americas and Africa)
- Supports the theme with many relevant facts, examples, and details (*bow and stirrup*: allowed Mongols to fire up to 100 yards longer than European long bow; *caravel*: fast, maneuverable, easy to sail in shallow waters; used to bring sugar across the Atlantic to Hispaniola and other areas of Spanish America; Native Americans treated cruelly; slave ships used to transport Africans to the Americas to work on plantations)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that discusses the positive effects of the combined use of the bow and the stirrup by the Mongols and the negative effects of the use of the caravel by the Spanish

**Conclusion:** Overall, the response fits the criteria for Level 4. The discussion is formed using document information and is supported by the integration of some analytic statements and historical details demonstrating a good working knowledge of the task.

Technological advancement throughout time often leads to changes in life, and changes in the lives of others. Through the use of the caravel ships by the Spanish and the development and growing use of the British railroad in India, certain actions were not only made more feasible, but interactions with others grew as well. The Spanish expanded into the Americas with these improved ships, bringing their culture to this new land. The railroads in India not only made transportation, communication, and traveling easier, but became a vital resource that facilitated the spread of British and European culture – allowing the spread of the ever-growing British Empire. Innovation brought about changes that slowly began to touch other societies.

With the use of caravel ships, Spain was given an upper hand during the Age of Exploration. As compared to the bulky contemporaries of the time, caravels were more maneuverable, and able to pass through shallow coastal waters. (Doc. 4a and 4b) Because it was able to sail against the wind and could sail at a much greater speed, Columbus and other Spanish explorers were able to make the trans-Atlantic ocean journey. After discovering the Americas, Spanish explorers such as Balboa, could use it to travel along the coast of the Americas claiming more land for colonial Spain. So this use of better traveling ships led the Spanish to interact with the Native Americans. Being able to explore the Americas and interact with its people, the Spanish clearly and obviously brought along their own culture which they forced upon the Native Americans. The Spanish destroyed many native cities and religious sites and symbols, often building Spanish buildings on the same site. The Spanish also

implemented their own social hierarchy in the New World; the European Spanish were of the highest status, the natives of the lowest. (Doc. 6) After the forced enslavement of the native people – which brought about a severe decline in their population not only by the cruel treatment, but by disease as well – the Spanish imported slaves from Africa. The African slaves and their descendants became part of said hierarchy and had the lowest status. (Doc. 6) To spread the Christian religion they forced conversions, as the Spanish missionaries and others tried to rid this new land of what they considered heresy. As quickly as the Spanish had adopted and used the caravel to travel to the Americas, they attempted to impose their culture and beliefs on the new people they discovered.

In the wake of these interactions, many effects became prevalent. This new social hierarchy would later cause many nationalist movements as those in the Americas would become detached from European society. Many American born Spanish or creoles such as Bolívar and San Martín saw the social hierarchy as unfair and took up arms against the Spanish king's representatives by the early 1800s. Revolts among what the Spanish would consider the lower and lowest classes also would rise; mestizos and others would also become nationalists, proposing self-determined countries. In terms of the economy, the sugar cane that had originally been brought to the island of Española by Columbus (Doc. 5) became a vital cash crop in most of Latin America. Sugar stimulated the economy through its vast growth on plantations, however it also forever stigmatized its enslaved workers. Slaves forced to work on sugar plantations had been transported from Africa to the Americas in what became known as the

Middle Passage. Once here they experienced little to no social mobility, and they were often treated as low-class beings — property even — for many, many years. Even after slavery ended, the descendants of these people were stigmatized and often denied their basic rights. Spanish interactions in the Americas brought knowledge of these places and wealth to Europe, but left some people in the Americas scarred because of harmful policies.

Along with the technological advancements of the Spanish, the introduction of the railroad to India by the British brought huge change. The railroad allowed anyone to travel quickly and easily, allowed the transport of raw materials and finished goods between the interior and the coast to help British industry, allowed for the transportation of British troops, and was generally less expensive (in the way of transporting certain goods). (Docs. 9 and 7b) The railroad was very important in the development of the British colonies and later the Indian nation. The railroads allowed Britain to get rich which then allowed them to increase its power compared to other European countries. It stimulated a general economic growth, not only for Britain, but also for India, (Doc. 8) as well. After independence, the Indians used the railroads just as the British did to transport raw materials to other areas for either manufacturing into finished products or for export.

With the railroad, Britain was able to further its prestige as a colonial power. With a high concentration of railroads in northern India, (Doc. 7a) cities such New Delhi and Agra became major centers of people and the economy. Not unlike Spain in the Americas, Britain transported its ideas and its culture to the cities of India using

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**Anchor Paper – Document-Based Essay—Level 4 – B**

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technology. (Doc 7b) India was being used for Britain's gain. Later on, the Indian people used the railroad for Indian purposes. (Doc. 9)

In general, technological advancement has the chance of affecting many cultures. With the advent of an invention in one area, new effects may branch out, affecting many others. The Spanish caravel sailing to the Americas and the use of British railroads in India are examples.

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## Anchor Level 4-B

### The response:

- Develops all aspects of the task for the use of the caravel by the Spanish and the use of the railroad in India but discusses the caravel more thoroughly than the railroad
- Is both descriptive and analytical (*caravel*: improvements helped Spanish expand into the Americas bringing their culture with them; as compared to the bulky contemporaries of the time, they were more maneuverable; forced enslavement of the native people and disease brought about a severe decline in their population; as quickly as the Spanish had adopted and used the caravel, they attempted to impose their culture and beliefs on the new people; sugar cane that had originally been brought to the island of Española by Columbus became a vital cash crop; while sugar stimulated the economy, it also forever stigmatized its enslaved workers; slaves were often treated as low class beings—property even—for many, many years; Spanish intervention in the Americas not only brought knowledge and wealth to the Americas but left some people in the Americas scarred because of harmful policies; *railroad*: it facilitated the spread of British and European culture, allowing the spread of the ever-growing British Empire; it stimulated general economic growth not only for Britain but also for India; India was being used for Britain’s gain)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*caravel*: it gave Spain an upper hand during the Age of Exploration; Balboa traveled along the coast of the Americas; the Spanish destroyed native cities and religious sites and symbols, often building Spanish buildings on the same sites; to spread the Christian religion they forced conversions, as Spanish missionaries and others tried to rid the new land of what they considered heresy; new social hierarchy would later cause many nationalist movements as people in the Americas became more detached from European society; many American born Spanish or creoles such as Bolivar and San Martin saw the social hierarchy as unfair and took up arms against the Spanish king’s representatives; slaves were transported from Africa to the Americas in what became known as the Middle Passage; descendants of slaves were stigmatized and often denied their basic rights; *railroad*: allowed the transport of raw materials and finished goods between the interior and the coast to help British industry and was generally a less expensive way of transporting; after independence Indians used the railroads as the British did to transport raw materials to other areas for either manufacturing into finished products or for export)
- Supports the theme with relevant facts, examples, and details (*caravel*: could sail against the wind and at a much greater speed; European Spanish were the highest status; led to Spanish trade in African slaves; enslaved Africans forced to work on sugar plantations; *railroad*: made transportation, communication, and traveling easier and quicker; helped transport troops; with a high concentration of railroads in northern India cities such as New Delhi and Agra become major centers)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discusses how innovations brought changes that touch other groups and societies

**Conclusion:** Overall, the response fits the criteria for Level 4. Analytic statements and historical details concerning the caravel are developed in a more sophisticated way than they are for the use of the railroads. While the overall response demonstrates a good understanding of the task, dependence on document information and repetitiveness in the section on railroads detracts from the effort.

During the time period from 1000 CE to 1800 CE, the world underwent a myriad number of invasions, interactions, and developments. During the first half of this time period, the migratory Mongols exerted their efficient military tactics and imposed their will on foreign societies. During the later half of this time period, the Spanish explored and discovered foreign lands and made these lands into their own commercial entities, usually at the expense of indigenous populations. The Mongols conquered China while the Spanish colonized the various societies of Mesoamerica, South America, and the Caribbean, especially the Inca empire and the Aztec empire.

The Mongols originated from the steppe lands of Central Asia and were separated in semi-nomadic clans. Genghis Khan united these kinship groups and formed one cohesive Mongol unit and army. The Mongols are famous for their military tactics. As stated in document #1b, they used horses and composite bows to terrorize and conquer societies for needed resources. They were fast and efficient and could run raids. Document #1a shows a Mongol shooting his bow while mounted on horseback; a very intimidating image for opposing forces. Using this technology, the Mongols were able to conquer China and then they directly administrated it. This changed the traditional way Chinese dynasties governed themselves. The Mongols minimized the importance of Confucianism and got rid of the civil service system. Both of these were socially and politically very important to the Chinese. However, economically the Mongols helped facilitate trade on the silk roads and China experienced economic growth, as shown in document #2. After Genghis Khan's and his son's death, his vast

transregional empire was divided among his 4 grandsons. His grandson Kublai Khan established the Yuan dynasty in China. However, rebellions and revolts against his Mongol rule eventually led to the collapse of the Yuan dynasty and the rise of the Ming dynasty.

The Spanish were able to conquer the Inca empire and colonize parts of South and Mesoamerica due to their horses and weaponry and the unintended introduction of smallpox to an in-immune indigenous population. Document #4a describes how caravels were efficient and beneficial to the Spanish. They helped facilitate trade and territorial expansion in new territories with their improved navigational capabilities. After the Spanish were able to conquer and colonize indigenous populations, the Spanish used them to increase their wealth and power. Document #6 states how indigenous populations were worn out from coercive labor under the encomienda system. Much of the indigenous population died from overwork and European diseases leading to the need for a new labor force. Colonizers turned to Africa and enslaved Africans as the new labor force. This trade in humans would be a major factor in the Triangular Trade. Document #5 states how the sugar industry was rising and would soon be a top industry for European commerce in the Spanish colonies. Sugar was not the only industry Europeans valued heavily. The Spanish had silver mines in Peru where they mined ores, minted it into coins, and sent it to Europe. The caravel could efficiently transport some of these natural resources to Spain and other regions where they could become manufactured goods. After Latin American societies became independent they became dependent economies where they exchanged their raw, natural resources for manufactured goods.



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**Anchor Paper – Document-Based Essay—Level 4 – C**

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Both the Mongols and the Spanish influenced the societies they conquered. The Mongols used the composite bow and stirrup to conquer China and ruled with their own bureaucracy. The Spanish used the caravel to facilitate maritime trade with their colonies. Both of these technological innovations were a major factor in the Mongol and Spanish military and economic successes.

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## Anchor Level 4-C

### The response:

- Develops all aspects of the task by discussing the combined use of the bow and the stirrup by the Mongols and the use of the caravel by the Spanish
- Is both descriptive and analytical (*bow and stirrup*: migratory Mongols exerted efficient military tactics; Mongols used horses and the composite bow to terrorize and conquer societies for needed resources; a Mongol warrior was a very intimidating image for opposing forces; the Mongols helped facilitate trade on the Silk Roads and China experienced economic growth; *caravel*: Spanish made explored lands into their own commercial entities; they were able to conquer and colonize parts of South America and Mesoamerica due to their superior weaponry and the unintended introduction of smallpox to an in-immune indigenous population; Spanish used the natives to increase their wealth and power; much of the indigenous population died from overwork and disease leading to the need for a new labor source; sugar industry became a top industry in European commerce in the Spanish colonies; it could efficiently transport some of the natural resources to Spain where they could become manufactured goods)
- Incorporates relevant information from documents 1, 2, 4, 5, and 6
- Incorporates relevant outside information (*bow and stirrup*: Mongols originated from the steppes of Central Asia and were separated into semi-nomadic clans; Genghis Khan united kinship groups and formed one cohesive Mongol unit and army; the Mongols minimized the importance of Confucianism and got rid of the civil service system, both of which were socially and politically very important to the Chinese; after Genghis Khan and his son's death, his vast trans-regional empire was divided among his four grandsons; rebellions and revolts against Mongol rule eventually led to the collapse of the Yuan dynasty and the rise of the Ming dynasty; *caravel*: Spanish conquered the Incas and the Aztecs; under the *encomienda* system indigenous populations were forced to provide labor for their Spanish colonizers; trade in humans was a major factor in the Triangular Trade; Spanish had silver mines in Peru where they mined ores, minted it into coins, and sent it to Europe)
- Supports the theme with relevant facts, examples, and details (*bow and stirrup*: Mongols conquered China; *caravel*: used by Spanish to explore and discover foreign lands; Spanish colonized the various societies of Mesoamerica, South America, and the Caribbean)
- Demonstrates a logical and clear plan of organization; includes an introduction that summarizes both parts of the task for the Mongols and the Spanish and a conclusion that mentions how the Mongols used the composite bow and the Spanish used the caravel

**Conclusion:** Overall, the response fits the criteria for Level 4. Dependence on document information is offset by concluding and analytic statements that refer to changes resulting from Mongol and Spanish interactions. Integrated outside historical information such as the diminished importance of Confucianism and the elimination of the civil service system in China demonstrate a good understanding of the task but the response would have been strengthened by including additional details.

Throughout history, technology has constantly changed, some say for the better but others say for the worst. At first, when colonial powers were trying to expand and conquer more areas, technology increased drastically. Two examples of this are the use of the railroad in India and the use of the caravel by the Spanish.

Document 4a illustrates a picture of a caravel. This piece of technology was used by the Spanish to help expand their colonies. When Christopher Columbus asked King Ferdinand and Queen Isabella to fund his explorations, they finally agreed after a long time of thinking. They provided Columbus with a crew, 2 caravels, and an astrolabe and other navigational instruments. A caravel is a ship that is smaller than a galleon and is faster, more maneuverable, and easier to sail. Document 4b demonstrates an understanding of how the caravel affected the Spanish's interactions with other groups. Columbus and his crew landed on the Americas. There, they came into contact with the natives, which Columbus called Indian's because he was unaware that he was not in India. The caravel helped him reach the Americas and the Spanish arrival influenced the newly conquered lands. Almost immediately after arriving, Columbus looked for ways to gain wealth. He did not find a lot of gold but he started thinking of other ways to make a profit. Columbus looked for ways to change the economy of the island of Española so that Spain could profit. In document 5 Alfred W. Cosby explains that when Columbus colonized Española he brought sugar plants with him. After he planted the sugar into the soil of the Americas, Spain came to realize that it grew very well on American soil and could be as profitable for the Americas as it had been for the Atlantic Ocean islands, such as the Canaries.

This led to the construction of additional sugar mills on the island generally ruining the original land of Española. It took away the island's true identity and economy and replaced it with the identity of a Spanish colony providing wealth to the Spanish. The creation of this plantation economy and the growing and refining of sugar cane also helped lead to the establishment of the famous Triangular Trade Routes. The caravel not only brought Columbus to the Americas but helped the Spanish explore other areas in the Americas and around the globe. Other Spanish explorers sailed around the tip of South America to reach the Philippines which helped increase trade and communication between the Spanish and other peoples.

Document 7a illustrates the railroad routes within India created by the British. The British called India the jewel of the crown because it was one of Britain's most valuable colonies. It provided Britain with wealth. Britain created a railroad system in India to increase its wealth. Document 7b explains how colonial railways were a part of the process of spreading the British empire, and its ideas, patterns, and institutions. Like Spain, after the British colonized India, they needed a way to profit from their colony's resources. The railroad in India helped move raw materials to the coast where they were exported to Britain where they were manufactured into finished goods and sent back to India for sale. The railroads also helped Britain spread its culture, law, and religion throughout India. This allowed Britain to have a stronger hold on its colony. Document 8 describes the use of the railroad policy by the British and how this policy did not attend to the needs and wants of the Indians, instead helping the British. To the Britains, the proper railway policy was one that promoted a cash crop

economy in India for the purposes of the British gaining wealth and power.

Besides affecting the colonial powers wealth, the new technology affected the lives of the citizens in the colonies. Document 6 is a passage that depicts how the natives of the Americas were affected by the Spanish. One change that the America's had to go through was the creation of a social structure based on the birth of the people. Natives and slaves were put at the bottom of the social structure while the Spanish were placed on top. Some of the other groups in the social structure were the creoles, mestizo's, and mulatto's. There was little social mobility so it was difficult for people to change their social status. Another change that the natives of the America's had undergone was a new interaction with African slaves brought by the Spanish to work on the plantations. Similar to the natives in the America's, the native people of India had went through a drastic change due to the creation of the railroad. Document 9 shows how Indians lives changed after the railroad was created. It made it easier for them to go on trips such as pilgrimages to the Ganges River where they prayed for their wellbeing. The trip would have been very long while walking but due to the help of the train it only took a couple of days, to go and come back. Indian communications were made easier and food prices went down with the ability to transport food quickly from long distances. The Indians also changed because they had more access to books, magazines, and newspapers. This resulted in new ideas coming into and spreading in India.

Technology has changed and while some people now tend not to notice, the rate of modern technology has increased. Before, people used

to go to the library and do reasearch with the help of books. But now due to the creation of the internet, there is no need. While technology may be good or bad it helps makes lives easier.

**Anchor Level 3-A**

**The response:**

- Develops all aspects of the task with little depth for the use of the caravel by the Spanish and the use of the railroad in India
- Is more descriptive than analytical (*caravel*: Columbus realized sugar could be as profitable for the Americas as it had been for the Atlantic islands; construction of additional sugar mills on Española generally ruined the land, took away its true identity and economy, and replaced it with the identity of a Spanish colony; it not only brought Columbus to the Americas but helped Spain explore other areas; there was little social mobility as it was difficult to change social status; *railroad*: it helped spread the British empire; it allowed Britain to have a stronger hold on its colony; Britain’s railroad policy did not attend to the needs and wants of the Indians; food prices went down with the ability to transport food quickly from long distances; it helped spread new ideas)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*caravel*: Columbus was provided with a crew, two caravels, and an astrolabe; it is smaller than a galleon; creation of a plantation economy helped lead to the establishment of the Triangular Trade routes; it was used by Spanish explorers who sailed around the tip of South America to reach the Philippines; creoles, mestizos, and mulattoes were included in the Spanish colonial social class structure; *railroad*: the British referred to India as “the jewel of the crown” because it was one of its most valuable colonies; it helped move raw materials to the coast where they were exported to Britain, manufactured into finished goods, and sent back to India)
- Includes some relevant facts, examples, and details (*caravel*: fast, maneuverable, and easy to sail; sugar plants brought to Española; Spanish created social structure based on birth; natives and slaves put at the bottom and Spanish at the top; African slaves brought by the Spanish to work on plantations; *railroad*: made Indian communications easier; led to Indians going on trips; gave Indians more access to books, magazines, and newspapers)
- Demonstrates a satisfactory plan of organization; includes an introduction that states technology is constantly changing—some say for the better, others say for the worse and a conclusion that generally addresses the concept of technology

**Conclusion:** Overall, the response fits the criteria for Level 3. Document information frames the discussion, especially in relation to the railroad. Outside information is provided for both technologies demonstrating a good understanding of the task, even though this information is not well integrated.

Technological advancements of societies throughout history give the respective societies the ability to dominate, economically, politically, and militarily, other nations throughout the world. The Mongol use of the stirrup and bow as well as the Spanish implementation of the caravel ship both provided these nations with enough power to construct economically thriving expansive empires.

The Mongols were a semi-nomadic group of peoples native to the Eurasian steppes. They were pastoralists and therefore very skilled horseman. Already being fierce warriors, the combined implementation of the stirrup and the bow gave them an edge over surrounding societies that enabled them to build one of the largest land empires ever. The stirrup allowed the Mongols to maintain their balance while they rode, giving them more ability to focus on fighting as well as developing and using more effective strategies and tactics. (Doc 1). Their bows could shoot over 100 yards longer than the English longbow, giving them an unparalleled superiority against competing weapons (Doc 1). With these technologies and under the succession of Genghis, Ogadi, and finally Kublai Khan, the Mongols conquered much of Asia, with the notable exception of India which was sporadically invaded until Tamerlane was successful. They established the Yuan dynasty in China and held Russia until Ivan the III overthrew them in the 15th century. The Mongols resided over one of the safest land empires ever, and because of this commerce along the Silk Roads expanded and flourished (Doc 2). Trade with Europe and the Middle East brought immense wealth to the Mongol Empire, as these regions had appetites for the silk, porcelain, and spices as well as the technology that the Mongols possessed. This, coupled with military

power, led the Mongols to be one of the largest, most powerful, and longest-standing land empires ever.

In the 16th and 17th centuries, Spain was arguably one of the most powerful nations in the world. They were the first country to follow Portugal in exploration but because of Christopher Columbus' discovery they beat Portugal to the colonization of the Americas, which they did through the use of caravels. These ships had special sails which allowed them to work with crosswinds to travel more easily and quickly. With this technology, they colonized most of South America with the exception of Brazil, which the Treaty of Tordesailles left to Portugal. Spanish colonization of the Americas led to huge societal changes. They Christianized South America and the rest of their American colonies making it one of the largest Christian centers in the modern world. They also built sugar plantations on Caribbean islands which brought Spain immense wealth, especially when they didn't initially find the amounts of gold and silver that they had hoped to find. (Doc 5). Since disease and hard labor had killed much of the Native American population, the Spanish also increased the slave trade, using millions of Africans as a new source of labor. In the new social class system that developed, the Africans and Natives were the lowest class, while the creoles and peninsulares were the highest (Doc 6).

Technology is very important to the building of empires and interactions between people, as can be seen with the Mongolian and Spanish empires.



### Anchor Level 3-B

#### The response:

- Develops all aspects of the task in some depth for the combined use of the bow and the stirrup by the Mongols and the use of the caravel by the Spanish
- Is more descriptive than analytical (*bow and stirrup*: Mongols were fierce warriors and very skilled horsemen; it gave Mongols the ability to focus on fighting; it helped Mongols develop and use more effective strategies and tactics; it gave Mongols an unparalleled superiority against competing weapons; Mongols resided over one of the safest land empires ever; *caravel*: Spain built sugar plantations on Caribbean islands which brought Spain immense wealth; Christianized South America and the rest of their American colonies making it one of the largest Christian centers in the modern world)
- Incorporates some relevant information from documents 1, 2, 4, 5, and 6
- Incorporates relevant outside information (*bow and stirrup*: Mongols were a semi-nomadic group of peoples native to the Eurasian steppes; trade with Europe and the Middle East brought immense wealth to the Mongol Empire in silk, porcelain, and spices as well as technology; *caravel*: Spain was the first country to follow Portugal in exploration but because of Columbus' discovery they beat Portugal in the colonization of the Americas; it helped the Spanish colonize most of South America with the exception of Brazil; Spain did not initially find the amounts of gold and silver that they had hoped to find)
- Includes some relevant facts, examples, and details (*bow and stirrup*: stirrup allowed Mongols to maintain their balance; bows could shoot over 100 yards longer than the English longbow; commerce along the Silk Roads expanded and flourished under the Mongols; Ivan III; *caravel*: special sails helped work with crosswinds to travel more easily and quickly; Treaty of Tordesillas; disease and hard labor killed much of the Native American population; it led to the development of a new social class system)
- Demonstrates a satisfactory plan of organization; includes an introduction that states the use of technology by the Mongols and the Spanish provided both with enough power to build economically thriving expansive empires and a one sentence conclusion that states technology is important to the building of empires

**Conclusion:** Overall, the response fits the criteria for Level 3. A few well placed analytic statements as well as references to outside historical details generally support document information and demonstrate an understanding of the task. Further elaboration would have strengthened the effort.

Throughout history there have been many technological advancements such as the combined use of the bow and the stirrup by the Mongols, and the use of the caravel by the Spanish. These technological advancements have affected the processes by which certain civilizations and societies have interacted, with changes resulting from these interactions. The use of the bow and stirrup by the Mongols allowed them to shoot on horseback easier and with more efficiency. It allowed them to perform effective invasions of other societies throughout Eurasia and expand their own empire. The caravel by the Spanish allowed them to explore new lands much farther than ever before and was much faster too. It resulted in the European discovery and colonization of the Americas.

The Mongols are a nomadic group of people who originated in the steppes of central Asia. They introduced the technological advancement of the combined use of the bow and stirrup. This introduction allowed them to shoot arrows on horseback with a great deal of efficiency and accuracy. "A sturdy stirrup enabled horsemen to be steadier and thus more accurate in shooting when mounted." (Doc. 1b) This new technology affected the interactions of the Mongols with other civilizations and societies. It affected their interactions with Eastern (China) and Western (European and Muslim) societies. It affected them because the Mongols used this new technology in invasions of other societies. They used it to defeat and conquer those areas, to expand their empire. The Mongols often times had much superior militaries because they had this new technology and also because they used tactics such as the spread of fear and terror and flanking. "By example, they taught new ways of making war and

impressed on their Turkic and European enemies the effectiveness of gunpowder.” (Doc. 2) Also as a result of the areas they conquered with the help of this new technological advancement they were able to interact with other societies via trade. They expanded trade along the Silk Roads and also facilitated trade among their conquered peoples such as Russia. In addition, Mongol leaders such as Kublai Khan were able able to create a period of prosperity known as the Pax Mongolia. This allowed for economic prosperity throughout the Mongol Empire which extended across Eurasia. Also, the Mongols developed a postal system with checkpoints across their empire in order to send and receive messages and allowed for the exchange of information. “The Mongols and Asians were incorporated into the West’s intellectual framework in the thirteenth and fourteenth centuries.” (Doc. 3). The awareness by the Europeans of the great Mongol Empire forced Europeans to interact with, trade with, and also learn from the Mongols.

Another technological advancement was the caravel which carried a compass and had a rudder. The Spanish were one of the first Europeans to begin to explore new lands with the use of ships such as the caravels. The caravel allowed the Spanish to maneuver in shallow waters and fight wars. Because of the caravel’s ability to adjust to cross-winds, trade routes were easier to establish across the Atlantic Ocean. This technological advancement affected their interactions with the native peoples of the Americas. It enabled the conquistadors to explore and conquer new lands. The chart in Document 4 shows that the caravels were faster and more maneuverable, could carry cargo and could be used to explore the Americas. Once the Spanish had explored and

discovered the Americas, they established colonies and new social structures. This led to interactions with Africa, due to the use of slaves in the Americas. Trade developed including the Triangular Trade between Europe, the Americas, and Africa. This included the Middle Passage, the trip that captured Africans made to the Americas in the most horrible conditions. Spanish conquistadors conquered native civilizations, such as Pizarro, who conquered the Incas, and Cortes, who conquered the Aztecs. The changes that resulted from this technological advancement and interactions include the Columbian Exchange and the introduction of new goods to the areas involved in this trade. An example is when, "[Christopher Columbus] brought sugar cane with him to Española in 1493, and the cane grew well in American soil." (Doc. 5)

Technological advancements such as the bow and stirrup by the Mongols, and caravel by the Spanish, were introduced in history, and affected the interaction of certain civilizations. Many changes resulted from these interactions, such as trade.

### Anchor Level 3-C

#### The response:

- Develops all aspects of the task with little depth for the combined use of the bow and the stirrup by the Mongols and the use of the caravel by the Spanish
- Is more descriptive than analytical (*bow and stirrup*: it allowed the Mongols to shoot on horseback easier and with more efficiency and accuracy; it allowed Mongols to effectively invade other societies throughout Eurasia and expand their own empire; Mongols impressed on their Turkic and European enemies the effectiveness of gunpowder; awareness of the Mongol Empire forced Europeans to interact with, trade with, and also learn from the Mongols; *caravel*: it allowed them to explore new lands much further than ever before and was much faster; it helped the Spanish be one of the first Europeans to explore new lands; its ability to adjust to cross-winds made it easier to establish trade routes across the Atlantic Ocean)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*bow and stirrup*: Mongols were a nomadic group of people who originated in the steppes of Central Asia; Mongols also used tactics such as the spread of fear and terror and flanking; Mongol leaders such as Kublai Khan were able to create a period of prosperity known as the Pax Mongolica; it helped them develop a postal system with checkpoints across the empire in order to send and receive messages; *caravel*: trade developed including the Triangular Trade between Europe, the Americas, and Africa; trade led to the Middle Passage, the trip that captured Africans made to the Americas in the most horrible conditions; Pizarro conquered the Incas and Cortes conquered the Aztecs; it led to the Columbian exchange and the introduction of new goods)
- Includes some relevant facts, examples, and details (*bow and stirrup*: Mongols expanded trade along the Silk Roads and facilitated trade among their conquered peoples; it affected Mongol interactions with eastern (China) and western (European and Muslim) societies; *caravel*: helped Spanish maneuver in shallow waters and fight wars; affected Spanish interactions with native peoples of the Americas; led to interactions with Africa due to use of slaves in the Americas; led to Spanish establishing new colonies and a social structure in the Americas; Columbus brought sugar cane with him to Española; sugar cane grew well in American soil)
- Demonstrates a satisfactory plan of organization; includes an introduction that includes a brief summary of the task for the Mongols and the Spanish and a conclusion that is a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. Some well placed quotations from the documents and the accompanying descriptive explanations, which are at times repetitive, frame the discussion and demonstrate a basic understanding of the task. The lack of chronological sequencing in the discussion of the caravel weakens the response.

Technological advancements such as the combination of bows with stirrups, & railroads across a colony affected how certain civilizations & societies have interacted with each other. People like Ghengis Khan & his Mongol soldiers would use the bows with stirrups. Meanwhile the British would take advantages of the railroads in India. Almost like English Prime Minister Cecil Rhodes who tried to make his “Cape to Cairo” railroad. But, lets start of with Ghengis Khan & the Mongols first.

Ghengis Khan & his feared Mongols were fierce warriors of the saddle with the use of bow & arrows. The Mongols use a stirrup (wood & leather saddle) which allowed them to be more accurate while shooting from horseback (Doc 1a). So by using the combination of bows & stirrups the Mongols were able to take possession of the world (Asian) (Doc 1b). Later on the Mongols would use gunpowder against the Europeans (Doc 2). The Mongol conquests facilitated trade between civilizations on each end of Eurasia (Doc 2). Eurasia would later see a golden age called The Pax Monglia.

The use of railroads has always been important. Railroads helped to win the Civil war by moving cargo quicker. But, the railroads in India were used for other things as well. The railroads in India enable the colonizing English to spread their empire quicker (Doc 7b). You could get on a train in Delhi, ride to Bombay, Madras, and up to Calcutta (Doc 7a). The railroads were so important to the English. They were mainly ment to serve British economic & political intrest (Doc 8). Plus, they coordinated a wide variety of socioeconomic processes & cooperated with other large-scale transportation & communication systems (Doc 9).

So things like the bow & stirrup helped Ghengis Khan & his Mongols take over Eurasia to create the Pax Mongolia. And things that Prime Minister Cecil Rhodes dreamed of in Africa were happening in India. So the combination of the bow & stirrup helped get Eurasia on the map while the railroads helped England expand its empire in India. Both helped its civilization expand. Both helped to build an empire.

**Anchor Level 2-A**

**The response:**

- Minimally develops all aspects of the task for the combined use of the bow and the stirrup by the Mongols and the use of the railroad in India
- Is primarily descriptive (*bow and stirrup*: it made Genghis Khan and his feared Mongols fierce warriors of the saddle; the stirrup allowed the Mongols to be more accurate from horseback; its use allowed them to take possession of the Asian world; the Mongol conquests facilitated trade between civilizations on each end of Eurasia; *railroad*: the British took advantage of the railroads in India; they enabled the colonizing British to spread their empire quicker; they were mainly meant to serve British economic and political interests; they coordinated a wide variety of socioeconomic processes and cooperated with other large scale transportation and communication systems)
- Incorporates limited relevant information from documents 1, 2, 7, 8, and 9
- Presents little relevant outside information (*bow and stirrup*: Eurasia would see a golden age called Pax Mongolica; *railroad*: things that Cecil Rhodes dreamed about happening in Africa were happening in India)
- Includes few relevant facts, examples, and details (*bow and stirrup*: Mongols used gunpowder against the Europeans; *railroad*: you could get on a train in Delhi, ride to Bombay, Madras, and up to Calcutta); includes an inaccuracy (*railroad*: English Prime Minister, Cecil Rhodes)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that links Genghis Khan and his soldiers to the bow and stirrup and compares the British railroad in India to Cecil Rhodes' dream in Africa

**Conclusion:** Overall, the response fits the criteria for Level 2. Reliance on document information results in some statements that demonstrate a basic understanding of the task. While the comparisons used in the discussion of the railroads have the potential to be good, their execution lacks sufficient facts and details to substantiate the comparison or make them meaningful.

Two significant technological advancements in history were the bow and stirrup by the Mongols and the use of railroads in India. The combined use of the bow and stirrup made it possible for the Mongols to attack at an astonishingly fast speed. The railroads in India mainly helped the British to transport troops and goods. Each of these technologically advancements had a result that changed history. Another thing these two advancements had was the increase in cultural diffusion. The combined bow and stirrup and the railroad affected different people and countries in both positive and negative ways, depending on the point of view.

The combined use of the bow and stirrup helped the Mongols in a multitude of ways. The first, and most obvious, reason is because it enabled them to fight better, faster, and at a farther distance (Doc. 1). It also affected the Europeans, because of the new technology being used (Doc. 2). The Mongols were very great fighters and this technology only made them stronger. This helped to reinforce the use of fear and terror they put in their enemies, because of the speed and skill that were increased by the bow and stirrup. The result of the bow and stirrup, besides the success in fighting it brought to the Mongols, was the cultural diffusion between the Mongols and the Europeans (Doc. 3). The exchange of goods and ideas can be associated with this new technology (Doc. 2). The bow and stirrup affected the European and Mongols in a positive way, because of the interactions brought about by this new technology.

The British building the railroad in India had a positive impact on the British and mainly a negative impact on the Indians. The British were able to transfer goods and even military troops quickly and



easily by the railroad. The railroad also led to the emerging of national markets for food grains (Doc. 9). This clearly shows what a positive technology for the British it was. This was wonderful for Britain's economy, but Indians had some concerns about the railroad being built. Indian nationalistic leaders feared Indians needs would be forgotten and only the needs of the British would be met. They wanted a railroad policy that would meet their industrial needs, rather than only Britain's (Doc. 8). It can be seen the positive and negative affects each country faced and the results from the railroad.

The technology of the bow and stirrup by the Mongols had a positive effect on both Europeans and Mongols. On the other hand, the railroad in India had, overall, a positive effect on the British and a negative impact on the Indians. Both technologically advancements impacted different people in completely different ways, but whether it was good or bad and whatever the outcomes became, history was altered due to these two pieces of technology.

## Anchor Level 2-B

### The response:

- Develops some aspects of the task in some depth for the combined use of the bow and the stirrup by the Mongols and the use of the railroad in India
- Is primarily descriptive (*bow and stirrup*: it enabled them to fight better, faster, and at a further distance; the Mongols were great fighters and this technology only made them stronger; it increased their speed and skill and helped reinforce the fear and terror they put into their enemies; *railroad*: it had a positive impact on the British and mainly a negative impact on the Indians; it helped the British transfer goods and military goods quickly and easily; Indian nationalist leaders feared Indian needs would be forgotten and only the needs of the British would be met; Indians wanted a railroad that would meet their industrial needs)
- Incorporates limited relevant information from documents 1, 2, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*bow and stirrup*: affected the Europeans; led to exchange of goods and ideas; *railroad*: led to emerging markets)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that states the use of technological advancements by the Mongols and the British resulted in cultural diffusion and had positive and negative effects

**Conclusion:** Overall, the response fits the criteria for Level 2. Although a few analytic statements are included which are typical of a higher score level, repetition, the lack of explanation, and the lack of details undermine their effectiveness. An attempt is made to develop the positive and negative aspects of the use of technology however, it is not developed nor does it address the changes that resulted as a result of interactions.

Technological advancements brought about great changes in terms of how nations interact in terms of economy and military. The development of the composite bow by the Mongols led to many military victories. The creation of a railroad system in British colonies allowed for rapid transport of people and goods. These two technological advancements brought about great changes to interactions between nations.

The Mongols' development of the composite bow increased their military strength tremendously. Unlike the British longbow, which is only accurate up to 250 yards, the composite bow was accurate up to 350 yards. This was a huge advantage for the Mongols. This advantage helped them conquer most of Asia and establish the Mongolian Empire. This was the biggest change brought about by the composite bow. The military of the Mongols went from being a formidable foe to an almost unbeatable one. Also because of the Mongolian conquests, trade with Europe and the middle east increased on an unprecedented scale. Food, wealth, tools, and ideas were exchanged between these nations. The composite bow was only one of the many great technological advancement.

The development of rail systems in British Colonies like India brought an increase in agricultural and economic output and some easement of civil unrest. In India during times of respite from the hard demands of agriculture farmers were allowed to take brief pilgrimages. This eased tension from Indian nationalist slightly. Also if things did get out of hand British troops could be easily moved from one place to another via the rail system. Because of these railroads agricultural output increased due to the faster transportation.

of goods. These systems built by the British brought future economic stability to the nations they were placed in.

These two advancements in both the military and socio-economic fields brought about great change in the countries that interacted with its original creators and owners. Both the railroads and composite bow led to changes in military strategy and economic policy. Both of these inventions both helped to influence the world on how it is today.

#### Anchor Level 2-C

##### **The response:**

- Minimally develops all aspects of the task for the composite bow by the Mongols and minimally develops some aspects of the task for the use of the railroad in India
- Is both descriptive and analytical (*bow*: the development increased their military strength tremendously; it helped them conquer most of Asia and establish the Mongolian Empire; Mongol military went from being a formidable foe to an almost unbeatable one; Mongol conquests increased trade with Europe and the Middle East on an unprecedented scale; *railroad*: it led to some easement of civil unrest; if things got out of hand British troops could be easily moved from one place to another)
- Incorporates limited relevant information from documents 1, 2, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*bow*: food, wealth, tools, and ideas exchanged between Mongols and Europe and the Middle East; *railroad*: led to faster transportation of goods); includes inaccuracies (*railroad*: during times of respite from demands of agriculture, farmers were allowed to take brief pilgrimages which eased tension of Indian nationalists slightly; *bow*: referred to Europe and the Middle East as nations)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state that the use of the composite bow and railroad led to changes in military strategy and economic policy

**Conclusion:** Overall, the response fits the criteria for Level 2. Although usage of document information is basic and at times linkage of this information leads to misstatements, the use of that information demonstrates a limited understanding of the task. Some conclusion statements are provided, but they are not developed or integrated into the discussion.

Advances in technology have changed civilizations greatly. The use of the caravel by Spanish people made travel and trade easier, both of which changed Spain. India's railroad system also made trade and travel easier and faster.

The use of the caravel by Spain made traveling overseas quicker. This enabled them to explore new lands and set up colonies. In these colonies Spain could expand its industry. By planting sugar cane in Española Spain was able to expand its sugar industry. This meant more trade would occur.

The railroad system in India helped increase trade with Great Britain. It also made it possible for common people to travel farther from home more quickly. This meant people could move farther from home and have a shorter journey than before the railway system. Trade was much quicker because trains were faster than other transportation devices.

These new advances in technology changed not only the country in which they were used the most, but countries around the world. They made it possible for new colonies, expanded trade, and farther travel at a quicker rate. Many countries benefited from these technological advances.

## Anchor Level 1-A

### **The response:**

- Minimally develops some aspects of the task for the use of the caravel by the Spanish and the use of the railroad in India
- Is descriptive (*caravel*: it made traveling overseas quicker; Spain's expansion of the sugar industry meant more trade would occur; *railroad*: it helped increase Indian trade with Great Britain; it made it possible for common people to travel farther from home more quickly; it meant people could move farther from home and have a shorter journey; trains were faster than other transportation)
- Includes minimal information from documents 4, 5, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*caravel*: used by the Spanish; enabled Spanish to explore new lands and set up colonies; Spain planted sugar cane in Española)
- Demonstrates a general plan of organization; includes an introduction that states the use of the caravel by the Spanish and India's railroad system made trade and travel easier and faster and a conclusion that states new advances in technology changed not only the country where it was used the most but countries around the world

**Conclusion:** Overall, the response fits the criteria for Level 1. Simplistic statements about document information frame a brief discussion. Descriptive conclusions are included but little explanation results in negligible development of the task.

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**Anchor Paper – Document-Based Essay—Level 1 – B**

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Technological advances such as the composite bow and stirrup and the caravel have helped cultures.

The bow made it easier to kill foot soldiers. (Doc 1) The stirrups gave the Mongol better aim while riding (Doc 1). The bow and stirrup gave the Mongols the upper hand in battle. This made the Mongols empire expand.

The caravel ship made traveling and trade easier. (Doc 4) The ship made travel time quicker. The ship helped explore the Americas. This changed the Americas.

This concludes my essays on inventions.

**Anchor Level 1-B****The response:**

- Minimally develops some aspects of the task for the combined use of the bow and the stirrup by the Mongols and the use of the caravel by the Spanish
- Is descriptive (*bow and stirrup*: the bow made it easier to kill foot soldiers; they gave the Mongols the upper hand in battle; they helped the Mongol empire expand; *caravel*: it made traveling and trade easier)
- Includes minimal information from documents 1 and 4
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*bow and stirrup*: the stirrup gave the Mongol better aim while riding; *caravel*: it made travel time quicker; it helped the Spanish explore the Americas)
- Demonstrates a general plan of organization; includes a one sentence introduction that states the bow and stirrup and the caravel helped cultures and a general concluding statement

**Conclusion:** Overall, the response fits the criteria for Level 1. Although it is stated that the bow and stirrup gave the Mongols the upper hand in battle, Mongol interaction with a specific civilization or society is not mentioned. It is stated that the caravel changed the Americas; however, changes that resulted from that interaction are not addressed.

Technological advancements throughout history have affected how civilizations and societies interact with one another. These interactions have resulted in many changes. The use of the bow and the stirrup by the Mongols greatly impacted the world because they were able to conquer large territories easier and with more speed. In addition, the use of the caravel by the Spanish allowed them to explore much of the unknown world, and later colonize it.

The use of bows and stirrups in the Mongol Empire had a very large impact, not only for them, but for the rest of the world too. The use of these technologies allowed the Mongols to spread their empire extensively and gain control over some large trading routes, including the Silk Roads. The stirrup allowed the Mongol warriors to have a steadier shot with their bow and this allowed them to take over much of the Asian world. The bow which was made of composite materials had a range of more than 350 yards which was further than even the English long bow (doc. 1b). Using their advanced technology, they were able to take over much of Asia and also infiltrate parts of Europe. By gaining control of the Silk Roads and reviving trade the Mongols were able to create Pax Mongolia, or the Mongol Peace which was the Golden Age that resulted from the peace, stability, and economic success of the Mongol Empire. Under Pax Mongolia, cultural ideas and values were able to be spread over long distances. This trade allowed the Europeans and the Mongols to exchange food, tools and ideas on a large scale (doc. 2). The introduction of these new products into Europe stimulated an increase of technological activity in Europe and allowed them to use the Mongol technology and to adapt it. Gunpowder was incorporated into European war technology. The



Mongols also made Europeans realize that they had to learn to accept other cultures and religions (doc. 3). The Mongol's infusion of their culture into Europe had many positive and negative effects on Europe as a whole.

Another technological advancement that affected the interaction of one society with another was the use of the caravel by the Spanish. Their use of the caravel made oceanic voyages much easier and led to the development of the Columbian Exchange and the Atlantic trade routes between the Americas, Africa and Europe. The caravel was advantageous because it was fast and maneuverable and it also made carrying cargo and exploring the Americas much easier (doc. 4b). The discovery of the Americas was beneficial in many ways because foods and animals were introduced to Europe and the Americas that became staples, such as the introduction of the potato to Ireland and the horse to North America. However, there were also many negative impacts of the Spanish's intrusion into the Americas. The Columbian Exchange also brought diseases such as measles and smallpox. At first Native Americans were forced to work on large plantations (doc. 6). Many of these natives died due to overwork and exposure to disease. This system, called the *encomienda* system was ended partly because of people like Bartolome de las Casas who protested against the cruelty. Some historians claim that this led directly to the African slave trade (doc 6). The African slaves were forced to do intensive work and were treated horrendously, especially during their shipment here on the Middle Passage. It also had a bad impact because the Spanish created a completely new social structure, with them at the top and the natives and African slaves at the bottom (doc. 6). The Spanish's use of the

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**Document-Based Essay—Practice Paper – A**

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caravel had many positive impacts on the Americas, but also many negative consequences too.

The use of the caravel by the Spanish and stirrups and bows by the Mongols had many consequences on the civilizations that they interacted with. These results, both negative and positive, played a huge role in world history and changed the course of history forever.

Many societies and civilizations have achieved technological advancements that helped shaped their empire or region. In addition, these advancements affected how certain civilizations and societies interacted and these interactions brought about changes. The Mongols combined the use of the bow and the stirrup which aided them in expanding their territories. These territories afterward changed because of this. The Spanish used the caravel and this advancement helped with the colonization of parts of Latin America. Colonization then resulted in changes in both Latin America and Spain.

The Mongol empire was one of the biggest land empires in the world's history, but the Mongols wouldn't have been as successful without the help of technological advancements. The Mongols combined the use of the bow and the stirrup to become more effective warriors. As said in document 1a, this bow made it easier for them to shoot while riding which gave them the upper hand against ordinary foot soldiers. It enabled them to be steadier and have more accuracy while shooting. It also allowed the Mongol armies to travel quicker because they wouldn't have to stop or slow down in order to attack and fight their enemy. The Mongols' weapons were superior to the weapons in areas they attempted to conquer. It helped them expand their empire throughout Asia and helped them conquer other groups. They were able to win vast areas during their wars. Two of the groups that were included in their empire were Russia and the Yuan dynasty which they set up in China. Because of the Mongols' conquests cultural diffusion occurred. As said in document 2, Mongol conquests facilitated trade between civilizations at different ends of Eurasia. Trade increased and food, tools, and ideas were able to be exchanged.

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**Document-Based Essay—Practice Paper – B**

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The Mongols' empire resulted in a Golden Age called Pax Mongolica. In Document 3, it is said that the Mongols had an effect on the European view of the world. Europeans were introduced to vast varieties of cultures, religions, and ideas other than their own. Christian Europe understood that they had to deal w/ non-Christian societies if they wanted products from the Far East. Without the Mongols, cultures probably wouldn't have the variety they have as much as they have now. The areas that the Mongols conquered also changed. The Russians became isolated from the Byzantine Empire and started to develop a uniquely "Russian culture." The Chinese were also affected because when a non-Chinese dynasty, the Yuan, ruled China, it forced Confucian scholars to lose status.

Along with the Mongols, the Spanish also had technological advancements that helped shape their region and others. As said in document 4b, the caravel helped the Spanish explore other regions. They were able to carry some cargo, fight in wars, and sail much faster and easier than ever before. With the caravel the Spanish were able to colonize much of Latin America. In Latin America, the Spanish culture spread quickly throughout. As said in document 5, they were able to create sugar plantation industries. In the island of Española, Charles V increased mills on the island and sugar was one of the two staples of the island's economy. Spain's use of the caravel lead to the growth of the sugar plantation, but it doesn't mean that the colonies benefited. European countries fought each other to gain these profitable areas. For example, France took part of Española to make the colony of Haiti. In these colonies, natives were mistreated and forced to work (Doc. 6). Many were forced to convert to Catholicism. A new social

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**Document-Based Essay—Practice Paper – B**

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structure and encomiendas emerged. Spain practiced mercantilism. This is when a mother country uses its colonies for raw materials, which they bring back to the main or mother country, manufacture them into finished products, and sell them to markets in their colonies. Revolutions emerged by the late 1700s and early 1800s. Many individuals spoke out and encouraged people to fight for their independence. People like Toussaint L'Ouverture, Simon Bolívar and Father Hidalgo inspired people to rise up against the terrible conditions and unfair colonial governments. They were eventually successful. Also without the use of the caravel by the Spanish, Latin America wouldn't have the similarities it has with Spain including its language, religion, or culture.

Technological advancement aided in the shaping of societies. These societies were able to interact with others which led to change. The Mongols used the combination of the stirrup and bow to facilitate their expansion and change the cultures within their empire. The Spanish used the caravel to travel and it led to Latin American colonization. Changes made by technological advancements in the past are still seen today.

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**Document-Based Essay—Practice Paper – C**

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There were two inventions that helped a lot. These items helped us in becoming more technologically advanced. They were the caravel and the longbow. The longbow was used by foot or on horseback. The caravel was a ship that was fast and held a lot of storage.

The longbow was invented by the Mongols. This was used in wars and also in hunting.

The caravel was a ship invented to deliver cargo to other countries.

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**Document-Based Essay—Practice Paper – D**

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There was many technological advancement in history. The Mongols one of Histories largest empires combined the bow and stirrup to become one of histories biggest empires. In India Railroads were made.

Railroads in India helped transport goods much faster to factories than any other way. Railroads transported troops to troubled areas where there needed to be justice. The Railroads spanned all over India so you could go anywheres. They were much more efficient than by horse or any other way.

The Mongol Empire, one of histories largest and most powerful empires. The mongols created a way to ride on horseback during war and be accurate with the Bow and arrow. They created the stirrup it allowed the rider to be steadier and more accurate. It allowed the Mongol empire to have a more powerful military and conquer more land.

Throughout history empires and countries all had technological Break throughs. Some Became more stronger in military. Others Became smarter and more technology was developed. Others either failed or succeeded.

Sometimes, technology is the main factor that determines the rise and fall of civilizations and empires. A nation with superior technology will indeed be able to dominate or conquer other nations or establish colonies in those realms. Furthermore, these technologies may also be used to facilitate cultural interactions. Examples of the use of such technology can clearly be seen in the Mongols' use of the stirrup and bow, as well as the Spanish use of the caravel.

The Mongols' use of the stirrup and the bow is considered by some to be the main cause of their innumerable victories. The Mongols were initially nomads from the Eurasian steppes and thus spent most of their lives in the saddle. Hence, by adding the stirrup to their saddle and combining its use with the bow, the Mongols' archers were able to remain quite steady even on horseback which in turn allowed them to aim and shoot at their adversaries with far more ease. Thus, this invention allowed archers to shoot down enemies while on the move, which was of great use to the continuously mobile Mongol army. Thus, technological advances such as these allowed the Mongols to move quickly and conquer cities with little difficulty. The bow and the stirrup was thus indirectly responsible for combining some states of Europe and most of Asia into a single, vast Mongol Empire, which opened up trade & cultural interactions throughout Eurasia. Because of the Mongols the Silk Roads trade flourished resulting in economic prosperity throughout the empire. The Mongols also connected many different areas culturally leading to cultural diffusion not only in the areas they conquered but also in the areas they were connected to by trade.

On the other hand, technological advances also facilitated



imperialism not only through warfare, but also through transportation. A striking example of this is the use of caravels by the Spanish explorers and conquistadores. Built using a blend of European & Arabic designs, they were speedier, lighter, and more maneuverable than the previous designs. These features allowed the European explorers to reach the shores of the Americas and to establish profitable colonies there, such as the sugar plantations of Hispaniola. This helped Spain to establish a mercantilist economy with its new colonies. Spain took raw materials & products such as sugar from its colonies and then sold its colonies finished products. Furthermore, the caravels carried the horses brought to the Americas. When conquistadore Hernando Cortez and his crew arrived on horses at the Aztec capital, the Aztecs and their king Montezuma II were rumored to have welcomed him as the god, Quetzalcoatl. Although some say the Quetzalcoatl story is exaggerated, what remains true is that caravels brought new technology, weapons, and diseases that helped defeat the Aztecs. After this the Spanish empire-builders managed to siphon off huge amounts of gold, land, & labor from the natives. The strength, speed, and durability of the caravel also led to rise of Atlantic trade routes, along which the Columbian Exchange took place and most importantly, the Triangular trade that included the Middle Passage. The caravel was a key transportation medium that led to Spanish colonization. This colonization eventually led to the transportation of African slaves on slave ships from the West African coast to the Americas to support the booming sugar industry. These slaves, too, had a great impact on mainstream culture in Latin America, thus highlighting the huge role that caravels had on the cultural

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**Document-Based Essay—Practice Paper – E**

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interactions between the 3 areas: Europe, Africa, and Latin America.

Thus, it can clearly be seen that technology itself has a tremendous impact on the cultural growth and interactions around the world.

Indeed, technology has come to influence many of the most important historical events, such as the use of the atomic bomb in WWII and the launching of the first space satellite, Sputnik, during the Space Race.

And even today, with the help of technology, such as the Internet, our world has become far more globalized than ever before.

## Practice Paper A—Score Level 3

### The response:

- Develops all aspects of the task with little depth for the combined use of the bow and the stirrup by the Mongols and the use of the caravel by the Spanish
- Is more descriptive than analytical (*bow and stirrup*: it helped the Mongols conquer large territories easier and with more speed; introduction of new products stimulated an increase of technological activity in Europe that allowed them to use Mongol technology and to adapt it; Europeans realized that they had to learn to accept other cultures and religions; *caravel*: it allowed the Spanish to explore much of the unknown world and later colonize it; there were many negative impacts of the Spanish intrusion into the Americas)
- Incorporates some relevant information from documents 1, 2, 3, 4, and 6
- Incorporates relevant outside information (*bow and stirrup*: Mongols were able to create Pax Mongolica which was the Golden Age that resulted from peace, stability, and economic success; *caravel*: it led to the development of the Columbian exchange and the Atlantic trade routes between the Americas, Africa, and Europe; discovery of Americas was beneficial because foods and animals were introduced to Europe and the Americas that became staples, such as the introduction of the potato to Ireland and the horse to North America; Columbian exchange brought diseases such as measles and smallpox; encomienda system was ended partly because of people such as de las Casas who protested against the cruelty; African slaves were forced to do intensive work and were treated horrendously, especially during their trip on the Middle Passage)
- Includes some relevant facts, examples, and details (*bow and stirrup*: helped Mongols gain control over the Silk Roads; stirrup allowed Mongols to have a steadier shot with bow made of composite materials; range of bow further than English long bow; Europeans and Mongols exchanged food, tools, and ideas on large scale; gunpowder incorporated into European war technology; *caravel*: fast, maneuverable, and made carrying some cargo and exploring Americas much easier; Native Americans forced to work on large plantations; many Native Americans died from overwork and exposure to disease; new social structure with Spanish at top and natives and African slaves at bottom)
- Demonstrates a satisfactory plan of organization; includes an introduction that states an impact of the use of technology by the Mongols and the Spanish and a conclusion that states use of technology by the Mongols and the Spanish had positive and negative results

**Conclusion:** Overall, the response fits the criteria for Level 3. An attempt is made to develop the thesis that conquests by both the Mongols and the Spanish resulted in positive and negative effects on the areas each conquered and this, along with the incorporation of outside information, strengthens the discussion. Further development of ideas would have enhanced the effort.

## Practice Paper B—Score Level 4

### The response:

- Develops all aspects of the task by discussing the combined use of the bow and the stirrup by the Mongols and the use of the caravel by the Spanish
- Is both descriptive and analytical (*bow and stirrup*: Mongols would not have been as successful without the help of technological advancements; Mongols combined the bow and the stirrup to become more effective warriors; the bow made it easier for the Mongols to shoot while riding; it gave them the upper hand against ordinary foot soldiers; it enabled them to be steadier and have more accuracy while shooting; Mongol conquests facilitated trade between different ends of Eurasia; Mongols introduced Europeans to vast varieties of cultures, religions, and ideas that were not their own; Christian Europe understood that they had to deal with non-Christian societies if they wanted products from the Far East; *caravel*: it helped the Spanish to sail much faster and easier than ever before; while it led to the growth of sugar plantations, it does not mean the Spanish colonies benefited)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*bow and stirrup*: Mongol empire was one of the biggest land empires in world history; it allowed Mongol armies to travel quicker because they would not have to stop or slow down in order to attack and fight their enemy; the Mongols conquered Russia and set up the Yuan dynasty in China; Mongol conquests resulted in a Golden Age called Pax Mongolica; Russians became isolated from the Byzantine Empire and started to develop a uniquely “Russian culture”; Chinese were affected because when the non-Chinese Yuan dynasty ruled Confucian scholars lost status; *caravel*: led to European countries fighting each other to gain profitable areas; France took part of Española to make the colony of Haiti; many natives in Spanish colonies were forced to convert to Catholicism; encomiendas emerged; Spain practiced mercantilism meaning a mother country uses its colonies for raw materials which are brought back to the main or mother country, manufactured, and sold to markets in their colonies; people like Toussaint L’Ouverture, Simón Bolivar, and Father Hidalgo inspired people to rise up against the terrible conditions and unfair colonial governments and were eventually successful)
- Supports the theme with relevant facts, examples, and details (*bow and stirrup*: Mongols increased trade and exchanged food, tools, and ideas; *caravel*: used by Spanish to colonize parts of Latin America; helped the Spanish carry some cargo and fight in wars; Charles V increased sugar cane mills on Española; sugar one of two staples of Española’s economy; natives in Spanish colonies mistreated and forced to work)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discusses how the Mongols and the Spanish used technological developments

**Conclusion:** Overall, the response fits the criteria for Level 4. A dependence on document information to frame a logically developed discussion is enhanced by the inclusion of good historical references and some integrated outside information. Further explanation and development of generalizations about cultural diffusion, Pax Mongolica, and the encomienda system would have strengthened the response.

## Practice Paper C—Score Level 0

### **The response:**

Fails to develop the task

**Conclusion:** Overall, the response fits the criteria for Level 0. Although brief statements of information from documents 1 and 4 are used to describe the technology of the bow and the caravel, the response only refers to the theme in a general way.

## Practice Paper D—Score Level 1

### **The response:**

- Minimally develops some aspects of the task for the use of the railroad in India and the combined use of the bow and the stirrup by the Mongols
- Is descriptive (*railroad*: it helped transport goods much faster to factories; it was much more efficient than horses; *bow and stirrup*: the stirrup allowed the rider to be steadier and more accurate; they allowed the Mongol Empire to have a more powerful military and conquer more land)
- Includes minimal information from documents 1, 7, and 9
- Presents little relevant outside information (*bow and stirrup*: they helped the Mongols to become one of the largest and most powerful empires in history)
- Includes few relevant facts, examples, and details (*railroad*: it transported troops to troubled areas; they spanned all over India; *bow and stirrup*: the stirrup helped Mongols ride on horseback)
- Demonstrates a general plan of organization; includes an introductory sentence that states there were many technological advancements in history and a conclusion that states technology helped some countries become stronger and others to develop more technology while others failed

**Conclusion:** Overall, the response fits the criteria for Level 1. Although an attempt is made to address the task and a few comparative statements are included, lack of sufficient explanation detracts from the effort. The document information that is included indicates little understanding of changes that resulted from interactions.

## Practice Paper E—Score Level 3

### The response:

- Develops all aspects of the task with little depth for the combined use of the bow and the stirrup by the Mongols and the use of the caravel by the Spanish
- Is more descriptive than analytical (*bow and stirrup*: it was considered by some to be the cause of innumerable Mongol victories; it was indirectly responsible for helping the Mongols combine some states of Europe and most of Asia into a single vast Mongol Empire; it resulted in economic prosperity throughout the empire; *caravel*: it was speedier, lighter, and more maneuverable than previous designs; Spanish empire builders managed to siphon off huge amounts of gold, land, and labor from the natives)
- Incorporates some relevant information from documents 1, 2, 4, 5, and 6
- Incorporates relevant outside information (*bow and stirrup*: Mongols were initially nomads from the Eurasian steppes and spent most of their life in the saddle; it helped the Mongols to conquer cities with little difficulty; it connected many different areas culturally leading to cultural diffusion not only in the areas the Mongols conquered but also in areas they were connected to by trade; *caravel*: its use by Spanish explorers and conquistadors facilitated imperialism not only through warfare but also through transportation; it used a blend of European and Arabic designs; it helped Spain to establish a mercantilist economy with its new colonies; although some say the Quetzalcoatl story is exaggerated what remains true is that caravels brought new technology, weapons, and diseases that helped defeat the Aztecs; Atlantic trade routes along which the Columbian exchange took place and most importantly the Triangular trade which included the Middle Passage)
- Includes some relevant facts, examples, and details (*bow and stirrup*: helped Mongol archers remain steady on horseback; allowed Mongols to shoot at enemies with more ease; *caravel*: allowed European explorers to reach American shores and establish profitable colonies such as the sugar plantations of Hispaniola)
- Demonstrates a satisfactory plan of organization; includes an introduction that states superior technology helps a nation dominate, conquer other nations, or establish colonies and a conclusion that mentions examples of modern technology

**Conclusion:** Overall, the response fits the criteria for Level 3. Although a good understanding of the task is demonstrated, limited use of supporting facts and details result in a surface treatment of the task. Outside historical information and some analytic statements are included; however, some of that information is not well developed in the discussion, i.e. the impact of enslaved Americans on the culture of Latin America.

# Global History and Geography Specifications June 2013

## Part I Multiple Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Change—Revolutions	Standards 2, 3, 4, and 5: World History; Geography; Economics, Civics, Citizenship, and Government
Document-based Essay	Science and Technology; Movement of People and Goods; Conflict; Culture and Intellectual Life; Human and Physical Geography; Change; Imperialism; Nationalism; Power; Human Rights	Standards 2, 3, 4, and 5: World History; Geography; Economics, Civics, Citizenship, and Government

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 June 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.