

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 17, 2011 — 12:30 to 3:30 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/apda/> 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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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

GLOBAL HISTORY and GEOGRAPHY

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

Schools are no longer 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 this rating guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.

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/apda/> and must be used for determining the final examination score.

Global History and Geography
Part A Specific Rubric
Document-Based Question
August 2011

Document 1

...In the period from 1180–1220, Mongolia experienced a drop in the mean annual temperature, which meant that the growing season for grass was cut short. Less grass meant a real danger to the Mongols’ animals, and, since the animals were truly the basis of the Mongols’ pastoral-nomadic life, this ecological threat may have prompted them to move out of Mongolia.

A second reason often mentioned is the attempt by Mongolia’s neighbors in north and northwest China to reduce the amount of trade with the Mongols. Since the Mongols depended on trade for goods that they desperately needed—such as grain, craft, and manufactured articles—cessation [halting] of trade, or at least the diminution [reduction] of trade, could have been catastrophic for them. The attempts by the Jin dynasty, which controlled North China, and the Xia dynasty, which controlled Northwest China, to reduce the level of trade that the Mongols could expect, created a crisis for the Mongols. Unable to obtain goods that they so desperately needed, the Mongols’ response was to initiate raids, attacks, and finally invasions against these two dynasties....

Source: “The Mongols in World History,” Asian Topics in World History online, Columbia University (adapted)

1 According to this excerpt from “The Mongols in World History,” what are *two* reasons the Mongols began conquering new lands?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason the Mongols began conquering new lands according to this excerpt

Examples: there was not enough grass for their animals/the growing season for grass was cut short and their animals needed grass; their neighbors were attempting to reduce trade/fear of reduced trade/the Mongols were concerned they would be unable to obtain goods or grain or craft or manufactured goods they needed through trade/to overcome an economic crisis; there was an ecological threat to their nomadic way of life/their pastoral-nomadic life was threatened

Note: To receive maximum credit, two *different* reasons the Mongols began conquering new lands must be stated. For example, *there was not enough grass for their animals* and *the growing season for grass was cut short and their animals needed grass* are the same reason expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: Mongols initiated raids/attacks/invasions; the grass was cut short; Jin dynasty controlled Northwest China
- Vague response
Examples: the growing season; there was a crisis; animals were the basis; temperature dropped
- No response

Document 2

...Organization was the key to the success of the great Mongol armies. The cavalry, first devised by Genghis Khan, consisted of 10 squadrons. Ten squadrons formed a *quran* of 1,000 men. Daily drills taught the warriors to move as units and respond quickly. In combat, bowmen formed a front line to unleash a hail of arrows at the enemy. The archers would then fall to the rear to allow well-armed units to charge and overrun the enemy.

As Kublai Khan turned his sights on the heavily fortified Chinese empire, he drew on another of Genghis' strategies: siege warfare using catapults. The Mongols applied these techniques with greater force and in greater numbers than ever before in history. This approach would prove useful in overpowering the great Chinese cities in the years ahead....

Source: Duane Damon, "From Genghis to Kublai," *Calliope*, A Cobblestone Publication

2 According to Duane Damon, what were *two* methods of conquest used by the Mongols?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* method of conquest used by the Mongols according to Duane Damon
Examples: use of a well-organized/well-trained army/cavalry/squadrons/bowmen/archers/trained troops; warriors were taught to move as a unit; engaging in warfare/attacking the enemy/first attacking with a front line of archers; use of well-armed units to charge/overrun the enemy; siege warfare/siege warfare using catapults/use of catapults

Note: To receive maximum credit, two *different* methods of conquest used by the Mongols must be stated. For example, *use of archers* and *first attacking with a front line of archers* are the same method expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: well-trained navy; the Chinese empire was heavily fortified; 10 men made up a squadron
- Vague response
Examples: they organized; they turned their sights; they overran; a hail of arrows
- No response

Document 3

A common misconception is that the semiliterate Mongols came out of the steppes of Mongolia, quickly conquered far more advanced civilizations, and left the government in each area in the hands of the conquered. While Chinese bureaucrats still did their jobs and the local Persian rulers stayed in power as long as they did not cause the Mongols any trouble, the situation was much more complex....

The Mongols used qualified people wherever they were needed. It was not unusual to have Arabs serving in Russia or Persians in China. Still, the Mongols preferred not to tinker too much with systems that worked well. When Yelu Qucai (1189–1243), the great minister and governor of northern China, demonstrated how much wealth the region could produce for Ögödei Khan, the Mongols kept his system in place....

In smaller provincial territories, many local rulers maintained their position, serving as the local *daruqachi* or *shahna* [governor]. As long as they paid tribute, provided troops when called upon, came before the khan to pledge their loyalty, and kept good order in their territories, they remained in their positions. For the Mongols, it made good sense, as the local rulers knew the customs of their people....

Source: Timothy May, "Taking Control," *Calliope*, A Cobblestone Publication

3 According to Timothy May, what was *one* action taken by the Mongols to control the territory they conquered?

Score of 1:

- States an action the Mongols took to control the territory they conquered according to Timothy May
Examples: the Mongols used qualified people wherever they were needed/Mongols placed Arabs in Russia/Persians in China because they were qualified; working bureaucracies were kept in place; many local rulers maintained their position as long as they paid tribute/provided troops/pledged loyalty/kept good order; Chinese bureaucrats still did their jobs as long as they did not cause the Mongols any trouble; local Persian rulers stayed in power if they cooperated

Score of 0:

- Incorrect response
Examples: Mongols got rid of government bureaucracies everywhere; they conquered far more advanced civilizations; they took all the wealth of a territory
- Vague response
Examples: jobs were kept; they remained; they kept systems; good order
- No response

Document 4

This is an excerpt from Christopher Columbus's log entry for Saturday, October 13, 1492.

...I have been very attentive and have tried very hard to find out if there is any gold here [San Salvador]. I have seen a few natives who wear a little piece of gold hanging from a hole made in the nose. By signs, if I interpret them correctly, I have learned that by going to the south, or rounding the island to the south, I can find a king who possesses a lot of gold and has great containers of it. I have tried to find some natives who will take me to this great king, but none seems inclined to make the journey.

Tomorrow afternoon I intend to go to the SW. The natives have indicated to me that not only is there land to the south and SW, but also to the NW. I shall go to the SW and look for gold and precious stones. Furthermore, if I understand correctly, it is from the NW that strangers come to fight and capture the people here....

Source: translated by Robert H. Fuson, *The Log of Christopher Columbus*, International Marine Publishing Company

4 Based on this excerpt from Christopher Columbus's log, what is he searching for in San Salvador and the surrounding region?

Score of 1:

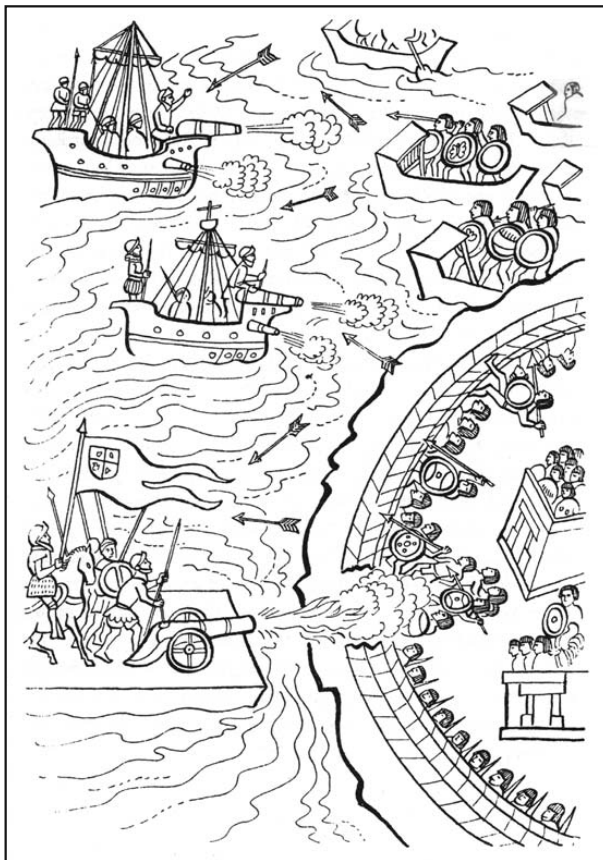
- States what Christopher Columbus is searching for in San Salvador and the surrounding region according to this document
Examples: a King who possesses a lot of gold; gold/precious stones; natives who will help him find a king that has gold; natives who will help find gold

Score of 0:

- Incorrect response
Examples: the King of Spain; islands to the South; strangers to fight
- Vague response
Examples: a lot of stones; containers; natives; looking for people; land
- No response

Document 5

Spanish Crumble the Wall at Xolloco [near the southern causeway of Tenochtitlán]



Source: Miguel Leon-Portilla, ed., *The Broken Spears: The Aztec Account of the Conquest of Mexico*, Beacon Press (adapted)

5 Based on the information provided in this illustration, what are *two* examples of technology the Spanish used to conquer the Aztecs?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* example of technology used by the Spanish to conquer the Aztecs based on the information provided in this illustration
Examples: cannons; armed warships/guns mounted on ships/boats; armored men on horses/warhorses; spears; gunpowder; shields

Note: To receive maximum credit, two *different* examples of conquest used by the Spanish must be stated. For instance, *armed warships* and *guns mounted on ships* are the same example expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: bows and arrows; bombs; machine guns
- Vague response
Examples: many men; things the Aztecs had never seen
- No response

Document 6

...Spanish administrators established two main centers of authority in the Americas—Mexico (which they called New Spain) and Peru (known as New Castile)—each governed by a viceroy who was responsible to the king in Spain. In Mexico they built a new capital, Mexico City, on top of Tenochtitlán. In Peru they originally hoped to rule from the Inca capital of Cuzco, but they considered the high altitude unpleasant and also found the Andean city too inaccessible for their purposes. In 1535 they founded [the city of] Lima and transferred the government to the coast where it was accessible to Spanish shipping....

Source: Bentley and Ziegler, *Traditions & Encounters: A Global Perspective on the Past*, 3rd edition, McGraw-Hill (adapted)

6 According to Bentley and Ziegler, what was *one* way the Spanish changed the Americas?

Score of 1:

- States a way the Spanish changed the Americas according to Bentley and Ziegler
Examples: they established two main centers of authority in the Americas; they established Mexico/New Spain and Peru/New Castile as main centers of authority; the Americas were governed by viceroys who were responsible to the King of Spain; they built a new capital, Mexico City; they founded the city of Lima; they transferred government from Cuzco to the coast of Peru; they built new cities

Score of 0:

- Incorrect response
Examples: they rebuilt Cuzco; the Andean city was too inaccessible for their needs; they appointed administrators from the Americas
- Vague response
Examples: it became accessible; they built; they transferred
- No response

Document 7

...Their [Ottoman] aim was not merely political and military. For centuries Constantinople was the largest metropolis in the known world, the impregnable [unconquerable] core of a great [Byzantine] empire, served by a deep-water port that gave access to the sea. Known as New Rome and the Queen City, it had been built to impress, its magnificent public monuments, decorated with statuary set in an elegant classical urban landscape. Its apparent invincibility and famous reputation made it a great prize. The city was also reputed to be hugely wealthy. While the [Ottoman] Turks had no interest in its famous collection of Christian relics, the fact that many were made of solid gold and silver, decorated with huge gems and ancient cameos, was of importance. Their existence added weight to the rumour that Constantinople contained vast stores of gold, a claim which cannot have been true by 1453. By the early fifteenth century the city had lost all its provinces to Turkish occupation and was totally isolated. The surviving Greek territories of Trebizond and the Morea were similarly surrounded and made no effort to assist the ancient capital....

Source: Judith Herrin, "The Fall of Constantinople," *History Today*, June 2003

7 According to Judith Herrin, what was *one* reason the Ottoman were interested in conquering the Byzantine capital of Constantinople?

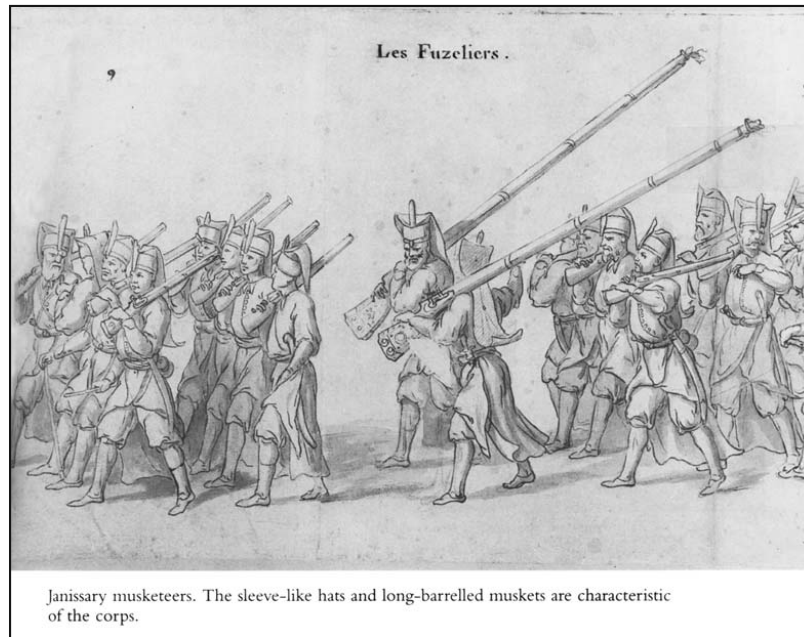
Score of 1:

- States a reason the Ottoman were interested in conquering the Byzantine capital of Constantinople according to Judith Herrin
Examples: it served as a deep-water port that provided access to the sea/for its strategic location; the city was reputed to be hugely wealthy; to obtain objects made of solid gold/silver; the Turks wanted Constantinople's gold/huge gems/wealth; it was the impregnable core of a great empire; because of its reputation as invincible; it was an impressive city; it had been the largest metropolis in the known world; for political/military reasons

Score of 0:

- Incorrect response
Examples: it was known as New Rome/Queen City; Christian relics; had an urban landscape
- Vague response
Examples: it was ancient; it was decorated; it survived; it was isolated; it had collections
- No response

Document 8a



Source: Bernard Lewis, *The Middle East: A Brief History of the Last 2,000 Years*, Touchstone

Document 8b



8 Based on this illustration and time line, state *one* way the Ottoman attempted to expand their empire.

Score of 1:

- States a way the Ottoman attempted to expand their empire based on this illustration and time line
Examples: defeating the Safavid empire in Persia; signing the Treaty of Zsitva confirming Ottoman control over Romania/Hungary/Transylvania; using military forces such as Janissary musketeers; defeating Poland to gain control of parts of Ukraine; laying siege to Vienna; waged war; fought battles; used military force; used diplomacy; use of long-barrelled muskets; by using Les Fuzeliers; they challenged Venice/Vatican/Hapsburg Empire

Score of 0:

- Incorrect response
Examples: defeating Venice/the Vatican/the Hapsburg Empire; used long sleeve-like hats; by combining with the Hapsburgs
- Vague response
Examples: by having a corps; by gaining control; signing things; confirming
- No response

Document 9

...The impact of [Ottoman] Turkish rule upon all sectors of Balkan society was profound. Most of its aristocracy were killed though a minority was absorbed into the ruling class when, in keeping with Ottoman practice, the sultan took over their lands. In contrast, the peasantry, who worked the land, paid most of the taxes and were liable for military service, were treated much better than before. They were protected by the new landlords and had their feudal services abolished. Apart from the frontier regions, most of the Balkans were spared that cultural and religious destruction usually associated with armies of occupation. Christians, though encouraged to convert to Islam, were allowed religious toleration and mixed marriages, and the comparative freedom and contentment enjoyed by its people is one of the most important explanations why the Balkans remained under Ottoman rule for over 400 years....

Source: Geoffrey Woodward, "The Ottomans in Europe," *History Review*, March 2001

9 According to Geoffrey Woodward, what were *two* effects Ottoman rule had on Balkan society?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect Ottoman rule had on Balkan society according to Geoffrey Woodward
Examples: most of the aristocracy was killed; a minority of the aristocracy absorbed into the ruling class; sultan took over the land of the aristocracy; treating peasants much better than before/peasants had their feudal services abolished/peasants were protected by the new landlords; Christians were encouraged to convert to Islam; Christians were allowed religious toleration/religious freedom; mixed marriages were allowed; Christian people enjoyed comparative freedom and contentment

Note: To receive maximum credit, two *different* effects Ottoman rule had on Balkan society must be stated. For example, *Christians were allowed religious toleration* and *religious freedom* are the same effect expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: the culture was destroyed; Balkan society was killed; increase in feudal services; forced conversion of Christians to Islam
- Vague response
Examples: they were protected; peasants were treated; Christians were encouraged
- No response

Global History and Geography
Content-Specific Rubric
Document-Based Question
August 2011

Historical Context: For a variety of reasons, groups have set out to conquer other regions or people using various methods of force. These groups include the *Mongols*, the *Spanish*, and the *Ottoman*. Their conquests have had an impact on both the conqueror and the conquered.

Task: Choose *two* groups engaged in conquest mentioned in the historical context and for *each*

- Explain a reason for the conquest
- Explain how the conquest was achieved
- Discuss an impact of the conquest

Scoring Notes:

1. This document-based question has a minimum of *six* components (explaining *at least one* reason *each* of *two* groups set out to conquer other regions of people, explaining how *each* conquest was achieved, and discussing an impact of *each* conquest).
2. The response should discuss a reason for the conquest and an impact of the conquest. However, the response may include more than one reason for the conquest and more than one impact of the conquest.
3. The reason for the conquests may be the same, but the facts and details will vary, e.g., the Ottoman and Spanish Empires both sought wealth, but their methods were different.
4. How the conquest was achieved may be the same for both conquests, but the facts and details will vary, e.g., the Mongols and Ottoman both used well-trained, organized armies.
5. The impact may be the same for both conquests, but the facts and details will vary, e.g., rule of the territories by subordinates—the viceroy in the Spanish Empire and the vizier in the Ottoman Empire.
6. The impact of the conquest may be immediate or long term.
7. The impact of the conquest may be discussed from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.
8. Only two conquests may be chosen from the historical context. If three conquests are discussed, only the first two conquests discussed may be rated.
9. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 8a and 8b may be considered as separate documents *if* the response uses specific, separate facts from each document.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by explaining a reason for **each** of **two** groups engaged in conquest, explaining how **each** conquest was achieved, and discussing an impact of **each** conquest
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Mongols*: connects the lack of grass for their herds, attempts made to restrict their access to manufactured goods, the well-organized Mongol raids in northern China, and the siege of Chinese cities to the establishment of Pax Mongolia and the revival of trade and commerce; *Ottoman*: connects the strategic value, reputation, and wealth of Constantinople and the Ottoman's military capability that resulted in conquests in Romania, Hungary, and Transylvania to the societal changes brought by the expansion of the Ottoman Empire that helped it maintain control
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to groups engaged in conquest (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Mongols*: pastoral-nomadic; squadrons; quran; dynasty; Genghis Khan; Kublai Khan; bureaucrats; tribute; Silk Roads; spread of Black Death; *Ottoman*: Eastern Orthodox Christianity; Persia; Suleiman; Janissary; Battle of Chaldiran; Balkan society; Ukraine; religious toleration; intermarriage
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for one group engaged in conquest more thoroughly than for the second group *or* discussing one aspect of the task less thoroughly for both groups engaged in conquest
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Mongols*: discusses how environmental changes and threats to trade led the Mongols to conquer other lands using their skills and technology and how the Mongol establishment of Pax Mongolia led to a revitalization of the Silk Road trade; *Ottoman*: discusses how the Ottoman desire for wealth and improved access to the sea led to the use of infantry and muskets to conquer the Balkans and how the lives of those conquered changed in the occupied lands
- 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** group 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 the cognitive domain. This usage of create is similar to Bloom's use of the term *synthesis*. Creating implies an insightful reorganization of information into a new pattern or whole. While a Level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.

Mongols

Key Ideas from Documents 1–3

Reason for Conquest	How Conquest Achieved	Impact of Conquest
<p>Document 1—Change in temperature/environment, resulting in less grass for herds</p> <p>Efforts by the dynastic rulers of north and northwest China to reduce trade with the Mongols</p>	<p>Document 1—Raids, attacks, and invasions</p> <p>Document 2—By using the organization of Mongol armies (moving as units and responding quickly)</p> <p>By unleashing a hail of arrows at the enemy</p> <p>Use of well-armed units that charged and overran the enemy</p> <p>Through siege warfare using catapults</p> <p>Use of new techniques with greater force and greater numbers than ever before in history</p> <p>Overpowering great Chinese cities</p>	<p>Document 3—Ability of local rulers to maintain their positions if they paid tribute, provided troops, pledged loyalty to the khan, kept order</p> <p>Relocation of qualified people to serve in government (Arabs in Russia, Persians in China)</p> <p>Preference of Mongols not to tinker too much with systems that worked well</p>

Relevant Outside Information

(This list is not all-inclusive.)

Reason for Conquest	How Conquest Achieved	Impact of Conquest
<p>Belief in divine mission to bring all people under one rule</p> <p>Attempts of Genghis Khan’s relatives to expand their own claims</p>	<p>Use of terror and intimidation</p> <p>Use of stirrup and bow</p> <p>Reputation of Mongols as fearsome conquerors</p> <p>Application of thorough reconnaissance</p>	<p>Division of Empire into khanates</p> <p>Rule of Yuan dynasty from 1279 to 1368</p> <p>Development of “Pax Mongolia” (revitalization of Silk Roads)</p> <p>Role and impact of Marco Polo</p> <p>Cultural diffusion and adoption of various religions (Christianity, Buddhism, Islam)</p> <p>Preservation of distinction between Mongols and Chinese</p> <p>Lessening of importance of Confucianism (civil service exams not used)</p> <p>Intermarriage with Chinese not acceptable</p> <p>Reduction of peasant taxes and use of forced labor by Kublai Khan</p> <p>Military defeats of Mongols (Japan)</p> <p>Overthrow of Mongols by Ming after a period of banditry, piracy, and famine</p> <p>Isolation of Russia from European Renaissance and Reformation</p> <p>Development of Russian culture and movement of capital from Kiev to Moscow</p>

Spanish

Key Ideas from Documents 4–6

Reason for Conquest	How Conquest Achieved	Impact of Conquest
Document 4 —To secure gold, precious stones	Document 5 —Invasion by sea Use of cannons, mounted soldiers, armored soldiers Bombardments from ships and other vessels	Document 5 —Destruction of Aztec fortifications Relative lack of advanced military technology by Aztecs Document 6 —Establishment of two main centers in Americas, each governed by a viceroy responsible to King of Spain Building Mexico City as capital of New Spain on top of Tenochtitlan Moving capital of New Castile from Cuzco to Lima

Relevant Outside Information

(This list is not all-inclusive.)

Reason for Conquest	How Conquest Achieved	Impact of Conquest
Missionary zeal (desire to convert indigenous population to Roman Catholicism) Desire for silver and spices Search for glory (Gold, Glory, God) Desire for personal fortune and reputation Desire for trade Expansion of mercantile system Rivalry of European states	Uniting enemies of Aztecs in Mexico and of Incas in Peru Initial accommodation by native peoples (Cortés seen as return of an Aztec god) Role of disease in weakening Aztecs before their defeat Demoralization of native peoples (Montezuma in Mexico; Atahualpa in Peru) Continued exploration by conquistadors to gain colonies for Spanish monarchy (Cortés, Pizarro)	Columbian Exchange of imports to Americas (wheat, cattle, pigs, sheep, chickens, horses, mules) Columbian Exchange of imports to Europe (potatoes, chocolate, corn) Imposition of the encomienda system Establishment of haciendas (Spanish-owned plantations for commercial agriculture and livestock production, employing both free and indentured laborers) Death of millions of native peoples from diseases (smallpox) Use of enslaved Africans on sugar plantations (Caribbean Islands, Brazil) Establishment of Triangular Trade Eventual destruction of Aztec and Inca civilizations in 16th century Establishment of new social system based on place of birth and ethnic origin

Ottoman

Key Ideas from Documents 7–9

Reason for Conquest	How Conquest Achieved	Impact of Conquest
<p>Doc 7—Desire to capture impressive city (Byzantine capital of Constantinople, reputation as largest metropolis in known world)</p> <p>Desire to capture a great prize (deep-water port, access to sea, reputed to be source of great quantities of gold, silver, gems)</p>	<p>Doc 7—Failure of Greek territories of Trebizond and the Morea to assist the ancient capital</p> <p>Doc 8—Use of long-barreled muskets by Janissaries</p> <p>Defeat of Safavid Empire by Ottoman in Persia at Battle of Chaldiran in 1514</p> <p>Waging war with Poland</p> <p>Using siege warfare</p> <p>Using diplomacy to gain control over Romania, Hungary, and Transylvania through Treaty of Zsitva Torok</p>	<p>Doc 8—Control of Romania, Hungary, and Ukraine by the Ottoman</p> <p>Doc 9—Death of most of aristocracy, absorption of minority into ruling class</p> <p>Seizure of lands of aristocracy by sultan</p> <p>Abolishment of feudal services of peasants</p> <p>Protection of peasants by new landlords</p> <p>Lack of cultural and religious destruction of most of Balkans, usually associated with armies of occupation</p> <p>Encouragement for Christians to convert to Islam, but allowing of religious toleration and mixed marriages</p> <p>Enjoyment of comparative freedom and contentment by Balkan people</p>

Relevant Outside Information

(This list is not all-inclusive.)

Reason for Conquest	How Conquest Achieved	Impact of Conquest
<p>Spread of Muslim faith</p> <p>Increased trade opportunities</p>	<p>Details about Janissaries</p> <p>Fear of “gunpowder empire”</p> <p>Use of navy to extend power in Mediterranean</p>	<p>Impetus given to Spain and Portugal to reduce Muslim power in Mediterranean and surrounding areas</p> <p>Sultan more distant from subjects with increase in size of bureaucracy headed by a grand vizier</p> <p>Learning, stability, and tolerance encouraged by Golden Age of Suleiman</p> <p>Tribute paid to sultan by Christian princes and influence retained over Christians in the empire</p> <p>Purchase or achievement of religious toleration by paying a special tax</p> <p>Hagia Sophia converted to a mosque; Constantinople renamed Istanbul and remained a center of trade</p> <p>Construction of religious schools, and hospitals</p> <p>Laws derived from the Qu’ran</p> <p>Application of Muslim law generally to Muslims only</p> <p>Empire weakened by warfare and weak emperors</p> <p>Growth of corruption and oppressive policies of local officials</p> <p>Continuation of tension and conflict in the Balkans</p> <p>Failure of political and religious leaders to respond to revolutionary changes in the West</p> <p>Increasing tensions between ethnic groups (seeds for later nationalist movements)</p>

The need to conquer is a need that every empire has faced. From ancient Rome to imperial Britain, groups of people have left their marks on another country's history. The Mongols and Ottomans, in particular, have impacted history, from the way in which they conquered, to their effects on what they claimed. Their story, and history have captivated historians on what it means to conquer.

At the time just before Chenghis Khan was about to set out and bring his name into history books, the land of Mongolia had come to face two problems. The nomadic people who lived in small tribal groups were dependent on animals such as horses and sheep. They found less and less grass for their animals because the growing season was shortened due to decreases in the average annual temperature. Mongol herdsmen came in closer contact with each other because of this scarcity of good grazing land. Eventually the strongest of the Mongols rose to power – Chenghis Khan. He united the Mongols under his rule by conquering other tribes and was then able to challenge neighboring peoples surrounding them. Along with this ecological danger was the more pressing threat of China reducing the amount of trade (doc. 1). China, perhaps seeing the rising power of the fear-inspiring Mongols or maybe following the traditional Confucian ideas against trade, limited their interactions and trade of such things as grain, crafts, and manufactured

articles. Genghis Khan saw this as a reason to unite the Mongolian people, expand their territory, and attack the Chinese. Eventually, they conquered much of Asia. However, the Ottoman Turks had a more selfish intention. The Byzantine Empire had made itself a beautiful and wealthy society, and Constantinople, its capital was especially valued. Holding architecture like the Hagia Sophia and gorgeous artwork, the city was a treasure trove. It held treasures not just from the Byzantine Empire but also from the ancient Roman Empire. But more importantly it gave the Ottomans another deep-water port and additional access to the Mediterranean Sea (doc. 7), due to its location on the Bosphorus Strait, opening more opportunity to the Ottomans. The Byzantine Empire was also a target for the Ottomans because it had been weakened by the Crusades during which it was attacked and looted.

Both the Mongols and the Ottomans used military skill to gain land. The Mongols kept an organized and disciplined army with cavalry in squadrons (doc. 2). Their ability to travel long distances and to attack with fierceness made them almost unstoppable. The Turks used their enormous army, equipped with muskets and other technology, to battle through Persian and Russian armies (doc. 8). Like the Mongols, the Ottomans were horsemen and were highly trained. Both

displayed impressive and effective military techniques, using advanced tactics compared to their enemies. This made it possible for them to conquer large areas of land.

Though most history about Genghis and Kublai Khan was written by their enemies, the Mongol Empire was one that included tolerance and acceptance. The Mongols left effective systems of government in their conquered areas unchanged. They allowed different cultures and religions to exist as long as they were loyal to the Mongols. Under Kublai Khan, China was changed. Confucianism lost some of its importance along with the civil service system. Chinese people lost their government positions to foreigners and Mongols. Under Suleyman, the ~~Mongols~~ Ottomans also demonstrated a tolerance of other cultures and religions by allowing Christians and Jews to live in separate communities under their own rules. The Ottomans improved the lives of the peasantry of the Balkan society (Doc. 9), and abolished feudal laws of past Rulers. Both conquerors kept their empires diverse and had no real problem with different practices and religions. However for Ottomans, this would become a problem when the empire began to fall apart and the Balkan region became known as a powder keg.

As for the many empires in history, the Ottoman Turks and the Mongols had great impact in their days of conquering.

Their methods and reasons were out of necessity and greed, but their rule included tolerance and demonstrated effectiveness.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Mongols and the Ottoman
- Is more analytical than descriptive (*Mongols*: along with ecological danger, there was the more pressing threat of China reducing the amount of trade; saw this as a reason to unite Mongolian people, expand their territory, and attack the Chinese; they kept an organized and disciplined army with cavalry in squadrons; their ability to travel long distances and to attack with fierceness made them almost unstoppable; the Mongol Empire was one that included tolerance and acceptance; *Ottoman*: Byzantine Empire was a beautiful and wealthy society and Constantinople was especially valued; they used their enormous army, equipped with muskets and other technology, to battle through Persian armies; they improved the lives of the peasantry of the Balkan society and abolished feudal laws of past rulers)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*Mongols*: China, perhaps seeing the rising power of the fear-inspiring Mongols or maybe following the traditional Confucian ideas against trade, limited its interactions and trade; Confucianism lost some of its importance along with the civil service system; Chinese people lost their government positions to foreigners and Mongols; *Ottoman*: architecture such as the Hagia Sophia and gorgeous artwork made Constantinople a treasure trove; the Byzantine Empire was also a target because it had been weakened by the Crusades during which they were attacked and looted; under Süleyman, the Ottoman demonstrated a tolerance of other cultures and religions, allowing Christians and Jews to live in separate communities under their own rules; their diverse empire became a problem when it began to fall apart and the Balkan region became known as a “powder keg”)
- Richly supports the theme with many relevant facts, examples, and details (*Mongols*: decreases in the average annual temperature; scarcity of good grazing land; Genghis Khan; *Ottoman*: Constantinople; another deep water port; additional access to the Mediterranean Sea; Bosphorus Strait); includes a minor inaccuracy (*Mongols*: Turks battle through Russian armies)
- Demonstrates a logical and clear plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that states the methods and reasons of the Mongols and Ottoman were out of necessity and greed, but their rule included tolerance and demonstrated effectiveness

Conclusion: Overall, the response fits the criteria for Level 5. Statements of comparison characterize a thoughtful evaluation of the Mongol and Ottoman conquests. Document interpretation and the use of good relevant outside historical information are integrated into an effective discussion of both conquests.

Throughout history, some groups of people have become conquerors. The reasons why these people did so are varied. Both the Spanish and the Mongols have a conquering reputation. The results of their conquests affected both themselves and the peoples whom they fought against.

The Spanish people began to explore the far reaches of the ocean in the late fifteenth century in an effort to catch up with countries such as Portugal. King Ferdinand and Queen Isabella financed the voyage of Christopher Columbus, which resulted in new lands being discovered. Columbus heard many tales of great riches and gold from the natives he found living there. (Document 4). When he returned to Spain and told of his adventure, many other explorers followed his path to the Americas. They searched for things such as a fabled Fountain of Youth (Ponce de León) and cities made of pure gold (El Dorado). The Spanish conquistadors began to wage war with the natives, such as the Incas and Aztecs. They stole thousands of gold items, jewelry, and artifacts. Not only did the Spanish want the gold, the wealth of their new found colony, but they also wanted the glory and fame of new discoveries. Since Spain was predominantly Catholic, priests and missionaries came to the New World to convert the natives to Catholicism. The Spanish motives for conquering the natives can be explained as gold, glory, and god.

The impact these conquests had on the Spanish and the natives was huge. The Spanish had superior technology for warfare, including guns, canons, and horses (Document 5) and were able to quickly defeat the natives. The Spanish also introduced diseases that greatly weakened the native populations, millions of the conquered peoples became very ill and died of European diseases such as small pox which they had no immunity to. This helped make it easier for relatively small numbers of Spanish to conquer empires that numbered in the millions. The Spanish also developed the ~~the~~ encomienda system, where the Spanish were given land and control over natives needed to farm the land. From this system, a social class structure developed in Latin America. *Peninsulares* who were born in Europe held the most power and exerted their power over the entire population much like the original Spanish explorers and conquistadors did to the natives.

Through the years, the Mongols have developed a reputation of blood thirsty warriors. Two of their leaders, Genghis Khan and his grandson Kublai, are still viewed as two of the greatest leaders of all time. The Mongols were a nomadic, pastoral people who traded for things like grain, manufactured goods and crafts they did not produce, with the Northern Chinese. Eventually, the ruling dynasties decided to do less trade with them, and without it, the Mongols could not survive.

They resorted to raiding and attacking to get what they needed, at about the same time, due to an ecological threat, the Mongols were forced to relocate for their animals, which was the source of their living (Document 1). Climatic changes caused less grass to grow, causing these pastoral Mongols and their animals to invade areas with better conditions. Genghis started as a poor Mongolian child and was destined for success. With his capable military genius, he created the cavalry, which was used to easily confuse and overpower the enemy (Document 2). The strategy of placing a city under siege, then using catapults against them later worked wonders for Kublai Khan. With this technique, he was able to capture China's great cities and set up the Mongol Dynasty, called the Yuan Dynasty, which ruled from China for many years. Places such as Russia, Persia, and Arabic countries fell to the Mongols.

Mongol strategy and skill were legendary. They used saddles and stirrups on their horses to ride ^{and} to shoot with greater accuracy. They used their catapults not only as siege weapons, but also as a way to weaken their enemies by throwing diseased bodies over city walls. Many people think that the Black Death spread to Europe with the help of the Mongols and the expansion of their empire.

The Mongols were very smart in how they impacted their conquered territories. As shown in Document 3, they allowed local rulers who were loyal to the Khan to stay in place, because they knew their systems worked and the rulers already knew

the customs of the people. They also allowed qualified leaders from one part of their conquered territories to serve in another, therefore, the conquered people's lives did not change as dramatically. This system worked well for the Mongols, who had a huge, rich empire. This eventually led to the creation of one of the ~~most~~ most widespread and successful empires of all times. Ideas, products, and goods traveled with relative safety on the Silk Roads and other trade routes from China and Russia to the Middle East and back.

Both the Spanish and the Mongols benefited from their conquered territories. The conquered people's were also affected, although not always in a good way. The Spanish and the Mongol~~s~~ empires both eventually declined, but their legends still live on today.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Spanish and the Mongols
- Is more analytical than descriptive (*Spanish*: Columbus heard many tales of great riches and gold from the natives; not only did they want the gold, but they also wanted the glory and fame of new discoveries; European diseases made it easier for relatively small numbers of Spanish to conquer empires that numbered in the millions; *Mongols*: developed a reputation of being bloodthirsty warriors; without Chinese trade they could not survive; less grass caused them to invade areas with better conditions; Genghis Khan used his military genius to confuse and overpower the enemy; they allowed local rulers who were loyal to the Khan to stay in place because they knew their systems worked; the lives of conquered peoples did not change as dramatically under the Mongols)
- Incorporates relevant information from documents 1, 2, 3, 4, and 5
- Incorporates substantial relevant outside information (*Spanish*: they began to explore in the late 15th century in an effort to catch up with countries such as Portugal; King Ferdinand and Queen Isabella financed the voyages of Columbus, which resulted in new lands being discovered; when Columbus returned to Spain and told of his adventure, many other explorers followed his path; conquistadors began to wage war with the Incas and Aztecs; they stole thousands of gold items, jewelry, and artifacts; since Spain was predominantly Catholic, priests and missionaries came to the New World to convert the natives; their motives for conquering the natives can be explained as Gold, Glory, and God; they introduced diseases such as smallpox that greatly weakened native populations and millions died; from the encomienda system, a social class system developed in Latin America; *Mongols*: used their catapults not only as siege weapons but also to throw diseased bodies over city walls; many think the Black Death spread to Europe with the expansion of their empire; ideas, products, and goods traveled with relative safety on the Silk Roads and other trade routes)
- Richly supports the theme with many relevant facts, examples, and details (*Spanish*: superior technology; guns; cannons; horses; peninsulares; conquistadors; *Mongols*: Kublai Khan; nomadic, pastoral people; climatic changes; saddles; stirrups)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that states the Spanish and Mongol empires both eventually declined but their legends still live on today

Conclusion: Overall, the response fits the criteria for Level 5. Document interpretation is expanded with numerous points of relevant historical outside information, especially in relation to the Spanish conquests. Analytic statements effectively frame a comprehensive discussion that demonstrates a good understanding of the Spanish and Mongol conquests.

Throughout history the conquering of lands has played ~~a large role in the development of the world.~~ a large role in the development of the world. Groups have set out to conquer various lands, people, and cities for a multitude of reasons, using and developing different techniques and forces along the way. These conquests have had a lasting impact on both the conquered and the conqueror. Among the various forces of the world, two that have been noted for their conquering abilities are the Mongols and the Spanish.

From 1180-1220 Mongolia experienced a drop in temperature. This meant that the growing season would be cut short and it would become difficult for the Mongols' animals to survive. Without animals a nomadic herding society such as the Mongols could not survive either. This in combination with a reduction of trade from the North and Northwest of China which the Mongols needed to obtain goods would cause the Mongols to "initiate raids, attacks, and finally invasions against these two dynasties (doe1). ~~The~~ The Mongols first attacked the Chinese and then other areas. These attacks and raids would be effective because of the organization that was "key to the success of the great Mongol armies." The Mongols winning tactics involved 10 squadrons of 100 men and horses, this made up the quran which was headed by a front line of archers. After

the archers released a hail of arrows the garrisons would charge forward and overrun the enemy. This proved very effective much like the German's tactic of Blitzkrieg or "lightning war" during World War II. The Mongols attacked quickly and with such great force that some of their enemies would give up before any fighting took place for fear of the damage that the Mongols would cause. In combination with the army Kublai Khan would use catapults, one of Genghis Khan's siege warfare tactics (doc 2). This also proved very effective and was similar to what medieval European knights did to conquer well-defended castles. The Mongols use of technology would prove useful overpowering cities all over Asia in the years ahead. They would receive tribute from conquered areas and more trade because they had control of the trade routes. In order to run the lands they conquered the Mongols used qualified people. They did not necessarily care if the leaders were Mongols or from other ethnicities. They just cared about whether they could rule effectively and were loyal to the Mongols (Doc 3). They did not however tinker with systems that worked well. If a government could demonstrate that they could produce wealth from their region, the Mongols would keep the system in place. The Mongols then would find it easier to retain control over their conquered lands because of the respect and good will that they displayed to some of the people they conquered.

Unlike the Mongols, the Spanish, led by Christopher Columbus and later explorers did not conquer in order to gain the materials necessary for survival. In a log entry Columbus wrote "I have been very attentive and have tried very hard to find out if there is any gold here [San Salvador]" (Doc 4). Because he had seen a few natives wearing gold (Doc 4) Columbus most likely interpreted this as a sign that the area would be rich with gold. Gold became especially important in Spain's mercantilist economy. With more gold, Spain would have more power and the king would appear more powerful. Accounts like Columbus' most likely led to stories about places such as El Dorado or "the city of gold" and led many explorers to attempt to find this lost city because they were searching for the great wealth that El Dorado might hold. "The Broken Spears," a picture shown in Document 5, depicts how the Spanish would conquer the Aztec cities in search of gold. The picture shows the Spanish's ability to overpower the Aztecs because of more advanced technology. The Spanish were able to attack the Aztec island city of Tenochtitlan by using ships far more advanced than anything the Aztecs had ever seen. These ships in combination with cannons gave the Spanish a large advantage. After the Aztecs were conquered the Spanish also established two governmental centers in order to rule the region, including Mexico City which was built on top of Tenochtitlan. The Spanish purposely destroyed native cities and culture and introduced

their own culture, spreading it and their Catholic religion to the natives in an attempt to control the people. Spanish rule over South and Central America led to the endangerment of the native peoples.

By conquering countries and regions, both the conquerors and the conquered are usually effected in ways that will last for centuries. Conquerors can lead to the advancement of culture, cultural defusion, and to stronger groups of people. Conquering can also lead to the extinction of people and cultures. Although all conquering happens for different reasons whether it be of greed or necessity, all conquering has a lasting effect on history as well as the future.

Anchor Level 4-A

The response:

- Develops all aspects of the task for the Mongols and the Spanish
- Is both descriptive and analytical (*Mongols*: a shorter growing season made it more difficult for their animals and their nomadic herding society to survive; a combination of a shorter growing season and a reduction in trade caused them to initiate raids, attacks, and finally invasions against the Chinese; if a government could demonstrate that they could produce wealth from their region, the Mongols would keep the system in place; they found it easier to retain control over conquered lands because of the respect and good will that they displayed to some of the people they conquered; *Spanish*: Christopher Columbus and later explorers did not conquer to gain the materials necessary for survival; Columbus most likely interpreted natives wearing gold as a sign that the area would be rich with gold; they were able to attack the Aztec island city of Tenochtitlan by using ships; the Spanish ships in combination with cannons gave them a large advantage)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Mongols*: the tactics of the Mongol armies proved to be very effective much like the German tactic of blitzkrieg or “lightning war” during World War II; the Mongols attacked quickly and with such great force that some of their enemies would give up before any fighting took place for fear of the damage they would cause; the catapult proved very effective and was similar to what medieval knights did to conquer well-defended castles; *Spanish*: gold became especially important in Spain’s mercantilist economy; with more gold, Spain would have more power and the king would appear more powerful; accounts such as Columbus’ most likely led to stories about places such as El Dorado or “the city of gold”; many explorers attempted to find the lost city of El Dorado; they purposely destroyed native cities and culture and introduced their own culture, spreading it and their Catholic religion to the natives in an attempt to control the native people)
- Supports the theme with relevant facts, examples, and details (*Mongols*: drop in temperature; trade from north and northwest China; 10 squadrons of 100 men and horses; quran; archers; hail of arrows; Kublai Khan; Genghis Khan’s siege warfare tactics; *Spanish*: Mexico City built on top of Tenochtitlan)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that states general impacts of conquests

Conclusion: Overall, the response fits the criteria for Level 4. Although a heavy reliance on document information weakens this response, it is offset by strong comparisons that span historical periods. This along with good outside information integrated into the treatment of both the Mongol and Spanish conquests results in an effective discussion.

Throughout history, many nations and groups have conquered other nations and territories. The reasons for this aggression vary widely, from economic reasons, to political reasons, to social reasons. In addition, groups engaged in conquest usually have skilled and unique ways that they achieve their conquests, and they also create lasting impacts on the people they conquer. Two famous groups that have made conquests in history are the Spanish and the Mongols.

The Spanish invaded and conquered the Americas during the Age of Exploration (O.I.). A major reason that the Spanish made this conquest was to find gold (dec A). Granted to leave Spain by Queen Isabella (O.I.), Christopher Columbus led the journey to the Americas. In a journal Columbus wrote in 1492, he says, "I have... tried very hard to find out if there is any gold here... by going to the south... I can find a king who possesses a lot of gold and has great containers of it..." (dec A). Clearly a major reason for conquest is to gain riches and wealth. Once in the Americas and not finding as much gold as they wanted, the Spanish started to use the Americas and its fertile land to grow wanted products such as sugar and tobacco to bring back to Europe. These products and huge amounts of silver from the Andes mines greatly enriched Spain (O.I.).

The Spanish achieved their conquest of the Americas by using brutal force. The Spanish had many advanced weapons,

like guns, compared to the peoples (such as the Aztecs) that they conquered (0.i). In addition to guns, the Spanish used cavalry and cannons, while the peoples in the Americas used mostly arrows. (doc.5) This advanced technology that the Spanish possessed made it relatively easy for them to achieve their conquest. The devastating effect of European diseases like small pox on the Aztecs and other peoples also helped the Spanish with their conquest.

Though the Spanish conquest of the Americas didn't take very long to achieve, the Spanish impact on the Americas will last forever. The Spanish largely changed the governments and territories of the Americas. The Spanish officials established two main centers of authority in the Americas, Mexico and Peru (doc.6). They also built a new capital of Mexico, Mexico City, and founded the city of Lima in Peru, transferring the government from the mountains to the coast (doc.6). Obviously, the Spanish have created a lasting political impact in the Americas. They had an even greater cultural impact. The Spanish spread the Catholic religion and the Spanish language, making these the dominant language and religion of the native peoples (0.ii).

Another group that has engaged in conquest in history is the Mongols. The Mongols were so skilled at capturing other territories and ethnic groups, they have had one of the largest

land empires in history (doc. 1). It went from Russia in the west to Korea in the East and conquering everyone in between. The Mongols were effective conquerors failing only a few times, such as when they attacked Japan (doc. 1). One reason that the Mongols conquered various regions had to do with trade. The Mongols depended on trade with the north and north west China to obtain goods that they needed to survive, but China attempted to reduce the amount of trade they had with the Mongols (doc. 1). Because of this, the Mongols had to attack and conquer the Jin dynasty and the Xia dynasty to obtain the goods that they needed (doc. 1). Overall, the Mongols invaded China for economic reasons, and, moreover, because they wouldn't be able to survive if they didn't.

The Mongols achieved their conquest because they had a very skilled military. The cavalry of the Mongol armies consisted of 10 squadrons and 1,000 men (doc. 2). The warriors were very disciplined because of daily drills they participated in, and they also used bowmen on the frontlines (doc. 2). Besides the Mongols' army, their fighting technique also allowed them to achieve their conquest. They fight with the strategy of siege warfare using catapults against the Chinese, and this was very effective (doc. 2).

The Mongols have also impacted the areas that they conquered. Instead of changing the governments and the

culture
of the areas they invaded like the Spanish did, they kept them mostly the same (o.i.). The Mongols had foreign qualified people rule if they were needed, but if a system worked well in an area they conquered, they tried not to change it (doc 3). In small territories, local rulers could often keep ruling as long as they did what was required of them, such as paying tribute to the Mongols (doc 3). Clearly, the Mongols impacted the places that they conquered - they maintained control over the conquered territories, often using cruelty and force to take over the governments of these territories like many other groups would have. They did allow peoples to maintain their culture such as Russia, although they were instrumental in moving the seat of power to Moscow. (o.i.)

Both the Spanish and the Mongols have set out to conquer other nations in history. The Spanish conquered the Americas, while the Mongols conquered parts of China (in addition to many more territories). Though both groups had different motives for conquest and achieved it through different means, they both created lasting impacts in the places they conquered.

Anchor Level 4-B

The response:

- Develops all aspects of the task for the Spanish and the Mongols
- Is both descriptive and analytical (*Spanish*: major reason for conquest was to gain riches and wealth; their advanced technology made it relatively easy for them to conquer; they transferred the government from the mountains to the coast; they created a lasting political impact on the Americas and had an even greater cultural impact; *Mongols*: they were skilled at capturing other territories and ethnic groups; they depended on trade with north and northwest China to obtain goods they needed to survive; Mongols invaded China for economic reasons; if the system of rule worked well in an area they conquered, they tried not to change it; they maintained control over the conquered territories, often using cruelty and force to take over governments)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Spanish*: invaded and conquered the Americas during the Age of Exploration; Queen Isabella allowed Columbus to lead a journey to the Americas; they started to use fertile land to grow wanted products such as sugar and tobacco to bring back to Europe; huge amounts of silver from the Andes mines enriched Spain; they spread the Catholic religion and Spanish language, making these the dominant religion and language of the native peoples; *Mongols*: they had one of the largest empires in history from Russia in the west to Korea in the east; they were effective conquerors failing only a few times, such as when they attacked Japan; they allowed some peoples to maintain their culture such as Russia; they were instrumental in moving the seat of power to Moscow)
- Supports the theme with relevant facts, examples, and details (*Spanish*: gold; used brutal force; Aztecs; cavalry; cannons; two main centers of authority in the Americas, Mexico and Peru; new capital of Mexico City; Lima, Peru; *Mongols*: Jin and Xia dynasty; 10 squadrons; 1,000 men; daily drills; bowmen; siege warfare; catapults; tribute)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 4. References to outside historical facts complement document information for both conquests. A few elements of comparison are included; however, the failure to develop these comparisons somewhat weakens their impact.

Groups of people have conquered other regions for a number of reasons. They have achieved their conquest using various methods. Two groups that have conquered other areas are the Mongols and the Spanish. The Mongols have left lasting effects on China and the Spanish have left lasting effects on the Americas.

The Mongols conquered China for many reasons. One reason was that the temperature in Mongolia was slowly decreasing and the Mongols could no longer grow enough grass to feed their animals. Since the Mongols were nomadic herders this meant that they had to move in search of areas that could support their animals. The Mongols had always been feared by the Chinese. The Great Wall had been built to keep them out of China but was not always successful in doing so. With the Mongol power increasing and the movement of Mongols closer to China, the Chinese thought they needed to reduce trade with the Mongols. ~~Therefore~~ Genghis Khan, leader of the Mongols, also wanted to unite the Mongols to make them more powerful. By taking over China, the Mongols had a common goal and were ^{more} united. They also gained access to important trading routes, such as the Silk Roads and control over China's resources.

The Mongols used many different methods to achieve their conquest. One of these methods was having an organized

army (2). The army did daily drills to keep themselves organized and to prepare for battle (2). ~~The Mongols had a large number of~~ Another method was catapults (2). The Mongols had a large number of catapults and used them to devastate cities and other armies, (2) in Russia and the Middle East (2). The Mongols were also very skilled horsemen and could shoot an arrow while riding a horse. The horsemen were very precise and this made it easy for them to conquer other ~~the~~ lands.

The Mongols left a large impact on the people they conquered. After the Mongols took over they would typically leave the government that was already in place (3). The Mongols also put well qualified people in government positions (3). The Mongols also expanded their rule throughout Asia. People under the Mongol empire also experienced the Pax Mongolia. This was a period of Mongol peace and prosperity. People who used to be ~~the~~ enemies traded and shared ideas and products along the Silk Roads during this time. Traders were kept safe and didn't have to worry about attacks by bandits. The Mongols were also very tolerant of the people they conquered and granted them religious freedom. This means that people were allowed to practice their own religion.

The Spanish were another group that conquered another land. The Spanish invaded the Americas for many reasons. One of the

primary explorers for Spain was Christopher Columbus, he explored the Caribbean in search of gold and precious stones (4). Columbus was also looking for spices and other riches because he thought he was in Asia. He was followed by Spanish conquistadors such as Cortes and Pizarro who were in the Americas for God, Gold and Glory.

The Spanish used different methods to invade the Americas. The Spanish had technology that was far more superior to that of the native Americans. The Spanish had larger and more powerful ships than the native Americans (5). They used these ships to attack. They also had cannons (5). These were much more powerful than the Native Americans spears. Even though the Native Americans outnumbered the Spanish, Cortes was able to conquer the Aztecs especially after they accepted him into their empire thinking he was a god.

The Spanish had a huge impact on the Americas. When the Spanish came to the Americas they brought new diseases such as smallpox. The Native American's had never been exposed to European diseases and many died. Another effect was that Spanish built ~~new~~ new capitals and cities (6). Also cultural diffusion was another effect when Spanish and Native American culture ~~had~~ blended together. Another impact was the Columbian Exchange. This was the exchange of goods between Spain and the Americas.

Groups of people have been conquering other regions

for many years. Two of these groups were the Mongols and the Spanish. They have both left lasting impacts on the people they conquered.

Anchor Level 4-C

The response:

- Develops all aspects of the task for the Mongols and the Spanish
- Is both descriptive and analytical (*Mongols*: since they were nomadic herders, they moved in search of areas that could support their animals; with increasing Mongol power and their movement closer to China, the Chinese thought they needed to reduce trade with the Mongols; Genghis Khan wanted to unite the Mongols to make them more powerful; catapults were used to devastate cities and other armies in Russia and the Middle East; they put well-qualified people in government positions; *Spanish*: had technology that was far superior to that of the Native Americans; even though the Native Americans outnumbered the Spanish, Cortés was able to conquer the Aztecs; Spanish and Native American cultures blended together as part of cultural diffusion)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Mongols*: had always been feared by the Chinese; the Great Wall had been built to keep them out of China; taking over China gave them access to the Silk Roads and control over China’s resources; they were very skilled horsemen and could shoot an arrow while riding a horse; people under the Mongol empire experienced the Pax Mongolia, which was a period of Mongol peace and prosperity; people who used to be enemies traded and shared ideas and products along the Silk Roads; traders were kept safe and did not have to worry about attacks by bandits; they were very tolerant of the people they conquered and granted them religious freedom; *Spanish*: Columbus was searching for spices and other riches because he thought he was in Asia; Columbus was followed by Spanish conquistadors such as Cortés and Pizarro, who were in the Americas for God, Gold, and Glory; the Aztecs accepted Cortés into their empire thinking he was a god; Native Americans had never been exposed to European diseases such as smallpox and many died; in the Columbian Exchange, goods were exchanged between Spain and the Americas)
- Supports the theme with relevant facts, examples, and details (*Mongols*: slowly decreasing temperature in Mongolia; daily drills to keep organized and prepared for battle; expanded their rule throughout Asia; *Spanish*: Christopher Columbus; Caribbean; search for gold and precious stones; cannons; Native American spears; new capitals and cities)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 4. Document and outside information are employed to frame a descriptive narrative. Additional supporting facts and details would have added depth, especially in the discussion of impacts of both conquests. The methodical treatment of each aspect of the task for both groups is straightforward.

Throughout history, conquests have been done in order to gain something for the conqueror. The conquests often used force to conquer. Two groups that have made conquests in the past have been the Spanish and the Mongols. Both of these groups succeeded in their conquests. Also, both conquests brought change to both the conquered and the conqueror.

Around the 1400's, European nations started to travel the globe. These European nations competed against each other. Their primary goal was to find an all water route to Asia. One European nation to do this was Spain. The Spanish came to the Americas. One explorer who travelled for Spain was Christopher Columbus in 1492. Columbus actually thought he had sailed to Asia which is why sometimes Native Americans are called Indians. Columbus was in search for gold and precious stones in the Americas (Document 4). This would have brought great success and power for the country of Spain.

The Spanish had a major advantage when taking over the Americas against the natives. The Spanish had better technology for warfare. With the availability to gun powder, the Spanish were able to use fire-power such as cannons against the natives. They also were able to have an advantage by having better naval ships which allowed them to eliminate the enemy (Document 5). But one of the greatest advantages the Spanish had was that they had some immunity to European diseases. The Spanish carried diseases, such as smallpox, that killed or made sick a large percentage of the natives. Many of the natives were just too sick to fight the Spanish.

After the conquest by the Spanish was done and new territory was obtained, many changes came about in the society. A change made in the

Americas) was the establishment of two main centers of authority. In both of the power centers, Spanish viceroys were put in charge to govern the people, but yet they were responsible to the monarch of Spain and obeyed his orders. (Document 6). The Spanish monarch then allowed Spanish people to go to Spanish America and take over the land that used to belong to the natives. The Spanish set up plantations and forced the natives to work on these lands in what was called the encomienda system.

Another group throughout history who made conquests to obtain new territory were the Mongols. A reason for the Mongols need to obtain new lands was due to a climate change in Mongolia. This meant that the growing season for grass was cut short therefore causing danger for the animals who were the basis for pastoral-nomadic life of the Mongols. (Document 1). Another reason for their conquests was due to the fact that the Chinese were threatening to reduce or halt trade with the Mongols. This tempted the Mongols to attack and raid villages. The idea of the Chinese backfired. They threatened to stop trade with the Mongols because they were scared that the Mongols would invade but when they reduced ^{the} trade the Mongols had little choice but to take the Chinese over in order to gain what they needed to survive.

The Mongols often used very well thought out strategic plans with their military. A method used by ^{the} Mongols in their conquest was the Cavalry who were very disciplined because they had daily drills so that they could be taught organization in battle. With the use of bowmen in front and well armed units charging the enemy, the strategic move devised by Genghis Khan was very beneficial to ^{the} Mongols. (Document 2). The Mongols were easily

able to take over large areas of Asia in which they set up Khanates which were areas they controlled.

One impact by the Mongol conquests was the Mongols often left local leaders in charge of the conquered, which was the case in Moscow. The Mongols ruled indirectly and the Russians paid tribute to the Khan. Eventually, the Mongols became weak and the Russians rebelled because they wanted self rule. The Mongols in other areas placed leaders where they wanted them to be like in China. If they saw that the society was well maintained before they arrived, ~~they~~ then when they conquered it they would leave the ruler in his position (document 3).

In conclusion, throughout history many conquests by groups have been successful. Whether it be the Mongols or the Spanish. Many groups often were successful due to strategy, technology, and the need for new territory. Many beneficial factors came out of conquests done by these groups and that is what helped them thrive.

Anchor Level 3-A

The response:

- Develops all aspects of the task in little depth for the Spanish and the Mongols
- Is more descriptive than analytical (*Spanish*: gold and precious stones would have brought great success and power for the country of Spain; they had better technology for warfare than the natives; they were able to have an advantage by having better naval ships that allowed them to eliminate the enemy; *Mongols*: needed to obtain new land due to climatic changes in Mongolia; the growing season for grass was cut short, therefore causing danger for the animals who were the basis for the pastoral, nomadic life of the Mongols; they often used very well-thought-out strategic plans with their military; the cavalry were very disciplined because they had daily drills so that they could be taught organization for battle; if the society was well maintained, they would leave the ruler in his position when they conquered the area)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Spanish*: European nations competed against each other as they started to travel the globe and find an all water route to Asia; Columbus actually thought he had sailed to Asia, which is why sometimes Native Americans are called Indians; one of the greatest advantages that the Spanish had was some immunity to European diseases; they carried diseases such as smallpox that killed or made sick a large percentage of the natives; Spanish viceroys were put in charge to govern the people, but they were also responsible to the monarch of Spain; the Spanish monarch allowed Spanish people to go to Spanish America and take over the land that belonged to the natives; they set up plantations and forced the natives to work on these lands in what was called the encomienda system; *Mongols*: Chinese actions tempted the Mongols to attack and raid villages in their conquests causing the Chinese plan to backfire; they were easily able to defeat large areas of Asia in which they set up khanates, which were areas they controlled; in Moscow, the Mongols ruled indirectly and the Russians paid tribute to the Khan; the Mongols became weak and the Russians rebelled because they wanted self rule)
- Includes relevant facts, examples, and details (*Spanish*: in search of gold and precious stones in the Americas; availability of gunpowder; used fire power such as cannons; two main centers of authority; *Mongols*: Chinese threatened to reduce or halt trade; use of bowmen; well-armed units; Genghis Khan)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although the discussion of the Mongols is at times repetitive and the attempts at comparison lack development, knowledge of history is evident.

Throughout the world's history many groups have attempted and even succeeded in conquering a region or people by different means of force. For example, the Spanish conquistadors that took over both central and South America. The Mongols are another example of a group that took over both North and Northwest China. Both the ~~conquered~~ conquered and the conquerer have been impacted through these conquests.

During the 1400's, European countries such as Spain, Portugal, and more were sending out explorers to find the quickest path to Asia. However, they didn't realize that they had a land mass in their way and they reached the "New World" or Americas. Most men came in hopes of the "three G's" or God, Glory, and Gold. For some it was found and forever changed their lives. The natives however ~~have~~ ^{were} all effected. While thousands died from European disease, there were many who died just from trying to protect their land. ~~Some~~ ^{Such} people were the Aztecs, who lacked the type of weapons these invaders had (doc. 5). ~~These~~ These two things made easy for the Spanish to defeat the different native

peoples. After the natives were ~~conq~~ conquered and the conquistadors were moved in, the Americas were split up in two colonial ~~areas~~ areas, New Spain and New Castile, whose capital was set on the coast in order for easier trade with the "Mother Country," where the men of conquest came from (Doc. 6). Natives now had suffered from many losses, and then were used like slaves under the encomienda system, and were forced to ~~convert~~ convert from their faith to Catholicism.

Before the Europeans ~~found~~ ^{found} the "New World," there was another conquest in Asia. Here the Mongols from Mongolia began to expand their empire. There are reasons founded so far by historians as to why the Mongols moved. One belief was that after Mongolia experienced a change ^(drop) in the mean annual temperatures that the growing season for grass shortened, which put the animals of the Mongols in danger. Since the Mongols lived a pastoral-nomadic life and the animals made this possible it might have convinced them to move out of Mongolia. Another thought was

that since the Mongols lived largely off the land they needed to trade for things they couldn't make themselves. The ~~self~~ reduction or threat of complete stop of trade from ~~the~~ ~~South~~ both the Xia dynasty, which ruled Northwest China, and the Jin Dynasty, which ruled North China, might have caused the Mongols to start attacks, raids, and invasions into both dynasties' lands (Doc. 1). They accomplished their conquests with lots of training, the Mongols' bowmen were first in line, in order to unleash a hail of arrows at their enemy. Then, bowmen would fall back and allow armed fighters to the front to attack and defeat the Mongol enemy. This and the use of catapults by a great force and great amount of them allowed the Mongols to overpower China (Doc. 2). Unlike the Spanish, however, the Mongols didn't completely take over. Instead, if a system was working well before the invasion the Mongols left it and only asked for tribute, troops and pledge their loyalty. Peasants were also treated much better after the Mongols invaded (Doc. 3).

Even though there weren't Mongols ruling every single area, the Great ~~Khan~~ Khan or one of the other 3 Khans was always making sure people were loyal and that there weren't revolts.

Both the Spanish and Mongols are excellent examples of why countries or groups of people may take over a region. They also provide several effects their methods of force might have on not only the conquered region but themselves, the conquerors, as well.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for the Spanish and the Mongols
- Is more descriptive than analytical (*Spanish*: the Aztecs lacked the type of weapons the invaders had; the Americas were split up into two colonial areas; *Mongols*: a shorter growing season put the animals of the Mongols in danger; because they lived largely off the land, they needed to trade things that they could not make themselves; the reduction or the threat to stop trade completely from both the Xia dynasty and Jin dynasty might have caused the Mongols to start attacks, raids, and invasions; if a system was working well before the invasion, the Mongols left it and only asked for tribute, troops, and a pledge of their loyalty); misapplies information from document 9 to the Mongols (peasants were treated much better when the Mongols invaded)
- Incorporates some relevant information from documents 1, 2, 3, 5, and 6
- Incorporates relevant outside information (*Spanish*: the conquistadors took over both Central and South America; Spain, Portugal, and more sent out conquistadors to find the quickest path to Asia; they did not realize that they had a land mass in their way and they reached the New World or the Americas; most came in hopes of the “three G’s” or God, Glory and Gold; while thousands of natives died of European diseases, many died from just trying to protect their land; the capital was set on the coast for easier trade with the mother country; natives were used like slaves under the encomienda system and forced to convert to Catholicism; *Mongols*: even though they did not rule every single area, the Great Khan or one of the other three khans was always in control making sure people were loyal and there were no revolts)
- Includes some relevant facts, examples, and details (*Spanish*: New Spain and New Castile; *Mongols*: north and northwest China; drop in the mean annual temperature; bowmen; hail of arrows; catapults); includes an inaccuracy (*Spanish*: thousands died from European diseases)
- Demonstrates a satisfactory plan of organization; includes an introduction that mentions areas taken over by the Spanish and the Mongols and a conclusion that is a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although all aspects of the task are addressed, additional supporting historical facts and details would have strengthened the response especially in relation to the impacts of the conquests where information is mentioned but not explained.

Throughout history, many groups have set out and conquered weaker lands. Two of these groups would be the Mongols and the Spanish. The impacts of these conquests have had a lasting impact on history, whether the impact is seen on the conquerer or the conquered.

The first example is the Mongols. One reason Mongolia set out to conquer other nations is because of a drop in annual temperature during the years 1180-1220. This drop in temperature reduced the growing season of grass which the animals needed to live off of. This caused the animals to die of starvation, which created a loss of food for the Mongols, especially because they were nomadic. The Mongols herded their animals and made many products from these animals. What they couldn't produce from the animals they had to trade for leading to the second reason for Mongolia's conquests, which was that their neighboring Asia country of China attempted to decrease trade between them. The Mongols depended on this trade to obtain grain and manufactured goods to survive. When the trade was declining, they felt threatened and attacked the Jin and Xia dynasties. Later, they attacked and took over the Song dynasty. The Mongols were able to achieve their conquest of other lands through their military prowess and technology. The Mongols used organization of their armies and daily training drills to make their armies the most effective they could be. Siege warfare using catapults was also used in battles. This was used when Kublai Khan was trying to conquer strongly fortified China. They also

used their skills as horse men which they had gained when living on the vast Mongolian plain. The impact of Mongol conquests was great. To control territories, the local rulers were kept in place as long as they paid tribute, pledged their loyalty, and supplied troops when needed. This was a good idea because customs were maintained and people got along better.

The second example would be the Spanish. The main reason the Spanish sent out their conquistadors like Cortez, Pizarro, and Coronado was in search of gold and riches from the native population. Such greed for gold promoted the search for the lost city of gold, El Dorado. The Spanish were able to achieve their conquests using a variety of methods. The first is they were using guns and cannons while the Natives used spears and arrows. Another benefit for the Spanish was that the Native treated them as Gods. The Aztecs welcomed Cortez into the capital Tenochtitlan as a god whose return had been expected. Also, the Spanish introduced illnesses that killed a huge amount of the Native population. An impact of the Spanish conquests would be the building of a new capital in Mexico over Tenochtitlan called Mexico City. Also, cultural diffusion was a huge impact through the exchange of food and animals.

In conclusion, the conquests of these groups have made differences in the world we now live in.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for the Mongols and the Spanish
- Is more descriptive than analytical (*Mongols*: animals died of starvation, which created a loss of food for the Mongols, especially because they were nomadic; when trade was declining, they attacked the Jin and Xia dynasties; they were able to achieve their conquest of other lands through their military prowess and technology; customs were maintained; *Spanish*: used guns and cannons while the natives used spears, bows, and arrows; built a new capital in Mexico over Tenochtitlan called Mexico City)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates some relevant outside information (*Mongols*: made many products from these animals; attacked and took over the Song dynasty; used their skills as horsemen which they had gained when living on the vast Mongolian plain; *Spanish*: sent out their conquistadors, such as Cortés, Pizarro, and Coronado; greed for gold promoted the search for the lost city of gold, El Dorado; the Aztecs welcomed Cortés into the capital Tenochtitlan as a god whose return had been expected; introduced illnesses that killed a huge number of the native population; cultural diffusion was a huge impact through the exchange of foods and animals)
- Includes relevant facts, examples, and details (*Mongols*: drop in annual temperature; reduced the growing season of grass; China attempts to decrease trade; depended on grain and manufactured goods to survive; daily training drills; siege warfare; catapults; Kublai Khan; local rulers paid tribute, pledged their loyalty, and supplied troops; *Spanish*: search of gold and riches from the native population)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. While documents are relied on to frame the Mongol discussion, outside historical information is the basis of the discussion of Spanish conquests. A full discussion of impacts for both conquests would have strengthened the response.

For a variety of reasons, groups (nations) have set out to conquer other regions or people using various methods of force. These groups, the Mongols and the Spanish, share similarities include are their use of innovative military weapons, while they differ, in respect, for their purpose of expansionism.

Document 1 explains the need for expansion. The Mongols faced a poor climate, ~~and~~ which led to ~~an~~ decrease of certain goods. In addition, the north and north-west powers of China weren't helping, rather making it more difficult for the Mongols. In order to get ~~the~~ these supplies, the Mongols invaded China the mighty and powerful China through the use of military tactics.

The Mongols ~~were~~ used, ^{as seen in Doc. 2,} ~~anyway~~ ~~common~~ to unleash hordes of arrows to be followed by cavalry and footmen. The Mongols also used Catapults which helped weaken the gates of the defending cities.

The Spanish used similar tactics when

invading the Aztecs. The illustration in Document 5 depicts the use of war ships approaching the Aztec coastline and the firing of cannons to break the wall.

A major difference between the Mongols and the Spanish was their use of authority in their captured lands. The Mongols allowed the conquered to keep their positions in government, which was good for both, the Mongols and the conquered because it kept stability. (Doc. 3)

However, the Spanish placed viceroys (Doc. 6) in the two capitals they set up in the Americas. These viceroys were puppets of the ruling state and owed money, taxes, etc.

Heading back to the purpose for expansion, the Spanish went to seek extra resources, like gold. But too they went for the purpose of greed, as seen in document 4. The Mongols, however, expanded for the need of necessary supplies.

From the documents given and a general knowledge of history, it is seen that the purpose for ~~expansion~~ expansionism

differs between the Mongols and the Spanish. Although, they both do use similar means of attack and strategy. ~~As~~ In addition, it is seen the form of expansion between the two nations. The Mongols expanded merely beyond the border, while the Spanish set sail to expand.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for the Mongols and the Spanish
- Is primarily descriptive (*Mongols*: they faced a poor climate, which led to a decrease of certain goods; rather than helping, the north and northwest powers of China were making it more difficult for the Mongols; they allowed the conquered to keep their positions in government, which was good for both the Mongols and the conquered because it kept stability; *Spanish*: used tactics similar to the Mongols when invading the Aztecs; a major difference from the Mongols was their use of authority in captured lands; they went to the Americas for the purpose of greed; Spanish set sail to expand)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents very little relevant outside information (*Mongols*: catapults helped weaken the gates of defending cities)
- Includes few relevant facts, examples, and details (*Mongols*: bowmen; hails of arrows; cavalry; footmen; *Spanish*: warships; Aztec coastline; cannons; viceroys; two capitals); includes an inaccuracy (*Mongols*: expanded merely beyond their borders)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that states some similarities and some differences between the Mongol and Spanish conquests

Conclusion: Overall, the response fits the criteria for Level 2. A comparison between the conquests of the Mongols and the Spanish forms the framework of this response; however, the lack of specific historical details and facts weakens the effort. The summative statements indicate a general understanding of the task.

Throughout history many different empires have conquered many different places in the world. The world has been changed to be formed as we see it today. Two empires that have been a big part of changing history this way are the Spanish and the Ottoman empires.

First the Spanish empire conquered a lot of areas in South and Central America. They wanted to conquer this area because of its gold. It had a lot of gold and gems that the Spanish could take and use for money. In San Salvador where Christopher Columbus landed he found out that there was plenty of gold that he could take. Columbus then says the next day after he learns that, he will go to where he was told that the gold was at. (Doc 4). Once the Spanish learned more about the amount of gold that there was in South America they wanted to take more of it over and take the gold. They had many new pieces of technology they used to take

over in South America. They had ships that were bigger, faster, and better built than the ships that the natives had. They also had things like cannons and the natives only had bow and arrows and spears to fight back against the Spanish. (Doc 5). The Spanish taking control of South America has effected it in many ways. Still to this day the majority of the people there speak Spanish. They also created places that are now countries today like Mexico and Peru. They changed the capitals in some of these places like Peru and Mexico. They built Mexico City over where the old capital used to be and moved the capital in Peru from the mountains down to the coast in Lima (Doc 6).

The Ottoman Empire was also a great empire that conquered many different areas. One of the main places that they did take control of was Constantinople which was the biggest city in the Byzantine Empire. It was full

of gold and precious gems and such that the Ottomans wanted. (Doc 7). Constantinople was a very hard place to conquer. It was a peninsula and had a great wall at the land end that prevented people from attacking. The Ottomans however had a very strong military. They used guns and advanced technology to take over Constantinople. (Doc 8). The effects that the Ottoman empire had on the Balkans was very great also. The peasants in this area started to be treated much better. The aristocracy in this area was also killed after the Ottomans took over. (Doc 9).

When Empires conquer places they do it for many reasons and many different ways that they do it also. The why and how they do this greatly effects the way the world is today.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for the Spanish and the Ottoman
- Is primarily descriptive (*Spanish*: they wanted to conquer the Americas because there was a lot of gold and gems that they could take and use for money; once they learned more about the gold that there was in South America, they wanted to take over more of it; the natives only had bows and arrows and spears to fight back against them; they built Mexico City over the old capital and moved the capital in Peru from the mountains down to the coast in Lima; *Ottoman*: took control of Constantinople; under their rule, the peasants in the Balkans started to be treated much better)
- Incorporates limited relevant information from documents 4, 5, 6, 7, and 9; misapplies information from document 8
- Presents little relevant outside information (*Spanish*: conquered a lot of areas in South and Central America; the majority of the people in South America speak Spanish; *Ottoman*: Constantinople was on a peninsula and had a great wall on the land end to prevent people from attacking)
- Includes relevant facts, examples, and details (*Spanish*: Columbus; San Salvador; cannons; Mexico; Peru; *Ottoman*: very strong military; guns; advanced technology) includes an inaccuracy (*Spanish*: Columbus found there was plenty of gold to take in San Salvador)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state the Spanish and Ottoman conquests influence the way we see the world today

Conclusion: Overall, the response fits the criteria for Level 2. The inclusion of descriptive statements and simplistic relevant statements strengthen the discussion of the Spanish conquest of the Americas. Although the treatment of the Ottoman conquest is heavily dependent on document information and limited in scope, the ideas are presented in logical fashion.

There were many groups who were determined to conquer and take over other people. Whether it was their land or people. It affected both the conqueror and the conquered. Two groups were the Mongols and the Spanish.

The Mongols wanted to conquer other land because they were facing many hardships where they were located at. According to Document 1, two reasons why the Mongols began conquering new lands were that there was a drop in the annual temperature which meant farming had to stop, so the animals were unable to eat food or grass. The Mongols depended on trade for goods such as grain, craft, and manufactured articles. They were unable to trade, and that wasn't good because they desperately needed it. Aside from wanting to conquer the territories, the Mongols had methods they practiced to help them conquer other lands. Based on Document 2, they did daily drills to teach the warriors to move as units and respond quickly. In combat, bowmen formed a front line to

unleash a hail of arrows at the enemy. The archers would then fall to the rear to allow well-armed units to charge and overrun the enemy. The Mongols always believed that organization was the key to the success of conquering. Whenever they faced harder times, and were unable to control the territory they conquered, they would use qualified people whenever they were needed. As Referred to Document 3.

The Spanish also played a role in conquering. Christopher Columbus who was attracted and was on the search for gold and precious stones in San Salvador. He thought by going south, or round the island to the south, he can find a king who possesses a lot of gold and has great containers of it. Based on Document 4, Spanish also changed the Americas. In 1535 they found the city of Lima and transferred the government to the coast where it was accessible to Spanish shipping. According to Document 6.

Based on Document 5, the Spanish used cannons to conquer the Aztecs and gun powder and steam boats.

There were many regions althroughout history that wanted to conquer and take over land, gold, or people. They all were in need and willing to get what they wanted.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for the Mongols and the Spanish
- Is primarily descriptive (*Mongols*: wanted to conquer other land because they were facing many hardships in their location; they were unable to trade and that was not good because they desperately needed it; they believed organization was the key to the success of conquest; *Spanish*: Columbus was on the search for gold and precious stones in San Salvador; they changed the Americas; in 1535, they found the city of Lima and transferred the government to the coast where it was accessible to Spanish shipping)
- Incorporates limited relevant information from documents 1, 2, 4, 5, and 6; misinterprets document 3
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Mongols*: drop in the annual temperature; depended on trade; daily drills; bowmen; hail of arrows; well-armed units; *Spanish*: cannons; gunpowder); includes inaccuracies (*Mongols*: farming had to stop, so the animals were unable to eat food or grass; *Spanish*: Columbus was attacked; used steamboats to conquer the Aztecs)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that attempts to summarize the essay

Conclusion: Overall, the response fits the criteria for Level 2. General summative statements about the Mongol conquest are included, but the lack of supporting historical details and examples detracts from their effectiveness. For the Spanish, all aspects of the task are briefly addressed using document information.

The Mongols were nomadic people who were running out of food and needed resources. They were not finding resources anywhere and no one was helping them. They decided to go on a conquest. The Mongols set out raiding and taking over cities and towns. They eventually raided 2 dynasties.

The Mongols were able to take over so many ~~over~~ cities and towns because of their military strategies. Their army was extremely organized and powerful. When they fought other armies they would have less archers shoot multiple arrows each, then attack with their well armed units. They allowed the conquered to keep their governments and leaders as long as they remained loyal.

The Spanish set out to find gold and precious stones. On their conquest for this they founded new land (The Americas). Christopher Columbus was the founder. They colonized the Americas and set up governments with Spanish

leaders. Without the Spanish the Americas wouldn't have been founded for many more years.

In conclusion The Spanish and Mongols each set out on conquests and succeeded. The Mongols conquered a ton of land and cities and gained much wealth. The Spanish founded new continents and started governments on them.

Anchor Level 1-A

The response:

- Minimally develops most aspects of the task for the Mongols and the Spanish
- Is descriptive (*Mongols*: were running out of food and needed resources; they were able to take over so many cities and towns because of their military strategies; their army was extremely organized and powerful; allowed the conquered to keep their governments and leaders as long as they remained loyal; *Spanish*: they set up governments with Spanish leaders); lacks understanding and application (*Mongols*: eventually raided two dynasties; when they fought other armies, they would have 1,000 archers shoot multiple arrows each, then attack with their well-armed units; *Spanish*: without the Spanish, America would not have been found for many years)
- Includes minimal information from documents 1, 2, 3, 4, and 6
- Presents very little relevant outside information (*Spanish*: colonized the Americas)
- Includes few relevant facts, examples, and details (*Mongols*: nomadic people; *Spanish*: gold and precious stones; found new land, the Americas)
- Demonstrates a general plan of organization; lacks an introduction and includes a conclusion that mentions the success of Mongol and Spanish conquests

Conclusion: Overall, the response fits the criteria for Level 1. Although the way in which the Spanish conquered the Americas is not mentioned, brief statements address the other parts of the task. Some attempts to summarize document information reveal a limited understanding of the Mongol and Spanish conquests.

For many different reasons, groups have set out to conquer other regions or people using various methods of force. These groups include the Mongols, the Spanish, and the Ottomans. Their conquests have had effects on the both conqueror and the conquered.

The Mongols set out to find a different region to settle in. This is because they were running short on grass (1). This led to animals dying off, and the Mongols depended on their animals for many different reasons. The Mongols had also depended on trade a large deal. When their neighbors cut short, the Mongols knew they had to go.

The Ottomans were very interested in gold and riches. For this, they had a desire to attack the Byzantine capital of Constantinople (7). They sought to expand their empire vastly, which required invasion. They defeated Russia, Poland, Romania, Hungary, and Ukraine to do this (8).

The Spanish administrators established two main centers of authority in the Americas (6). They governed by a viceroy who was

responsible for the King of Spain, the Spanish also invaded the Aztecs and used advanced technology to do so (5).

All 3 of these groups clearly set out to conquer other lands for many different reasons using different methods. This shows us how different each country in the world is. It shows us of all the different ways people live, act, and think.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task for the Mongols and the Ottoman
- Is descriptive (*Mongols*: depended on their animals for many different reasons; *Ottoman*: had a desire to attack the Byzantine capital of Constantinople for gold and riches; sought to expand their empire vastly, which required invasion)
- Includes minimal information from documents 1, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Mongols*: running short on grass; animals were dying off; depended on trade; *Ottoman*: interested in gold and riches; defeated Poland, Romania, Hungary, and Ukraine); includes an inaccuracy (*Ottoman*: defeated Russia)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. Three conquests are mentioned; however, only the first two can be rated. Document information is summarized to address reasons for Mongol and Ottoman conquests, explanation of how the conquest was achieved is only minimally addressed for the Ottoman, and no information is provided for the impact of either conquest. The response shows a very limited understanding of the task.

On several occasions, groups have decided to undertake the conquest of other groups or regions. Two of those groups are the Spanish during the Age of Exploration and Mongols in the 12th and 13th centuries. These events have greatly impacted both sides.

On the Spanish side, gold was very important at the time since it was what Spain made their coins out of, along with silver. A good portion of the gold went to the King, and the country was using gold and silver coins for money. Spain has almost none of those natural resources so they saw the Americas as a "goldmine." It is mentioned in document 4 that Christopher Columbus went to San Salvador in search of gold, but had been unable to find much at that time. Spain then had to find other ways to get rich from this area. They turned the Americas into a colonial region controlling its peoples, government, and economy. The Spanish profited from this region at the expense of the natives.

The Spanish used force to subjugate the natives if they refused to cooperate. It's illustrated in document 5 how the Spanish used clearly superior gunpowder ammunition and naval power against

the natives' boats and bow and arrows. Also, as it is mentioned in document 6, the Spanish set up centers of authority in Mexico and Peru to gather the gold and other products in each region and shipped it back to Spain making Spain more powerful.

As a result of this conquest, a new disease, smallpox was introduced to the natives of the Americas. This disease, harmless to the Europeans proved devastating for the natives since their bodies were not accustomed to it. The disease wiped out many native tribes from existence. The Spanish were then able to move in and made their culture dominant.

The other group engaged in this type of activity was of course the Mongols. They resided in their own land for a while but as it is seen in document 1 they experienced a drop in their average yearly temperature. This event impeded the growth of the grass, which in turn affected the animals which eat the grass. The Mongols were dependent on this, just as they were on the trade they did with their neighboring countries which the neighbors threatened to cut off as it was mentioned in document 1. All of this resulted in the Mongols setting out to obtain the goods they needed to survive.

In order to do this, they organized themselves very well. In document 2, it is described in detail how the raids were organized. They used a calvary consisting of 10 squadrons formed by 1,000 men. The men were trained daily in order to be able to move as one. They also employed seige warfare using catapults as it is seen on document 2 as well.

All of these methods provided dividends for the Mongols. They were able to conquer many lands. They were able to rule over Russia and China for example, and gather their sources as they moved about each region, because they did not have a centralized government: they let the nations rule themselves and just raked in the goods. They did this by expanding trade routes and requiring the conquered people to pay taxes and give tribute to the great Khan.

Conquests occur when nations go after weaker nations for money and goods or for military reasons. A lot of times these incursions result very badly as there is often resentment of the conquered people towards the conqueror.

For many reasons, groups have set out to conquer different regions or people using many methods of force. These groups include the Mongols, the Spanish, and also the Ottomans. Their conquests have had a big impact on both the conqueror and the conquered.

Over the years, the Mongols have fought for many things. One example of what they have done this with is the Ottoman Empire. One reason for the conquest is political and military. The Mongols would use their military to take over territories they wanted. (Doc. 7.)

The Ottoman Empire and the Mongols fought. The Ottoman Empire was being controlled by the Mongols, and the Ottoman Empire didn't like it. They were being told who they could trade with and who they could marry. So the Ottoman Empire defeated the Mongols. (Doc. 8.)

One impact of the conquest was the Mongols were split up. Their territory was lost, and the Ottomans took it over. They changed the rules the Mongols made up. Also, they got to choose which religion they wanted to follow. They went back to trading with who they wanted also. (Doc. 3.)

THERE ARE A VARIETY OF REASONS AS TO WHY, THROUGHOUT HISTORY, GROUPS HAVE SET OUT TO CONQUER OTHER REGIONS OF THE WORLD. USING DIFFERENT METHODS OF FORCE, BOTH THE SPANISH AND MONGOLS ACCOMPLISHED THIS. THESE CONQUESTS HAD A GREAT EFFECT ON BOTH THE CONQUERER AND THE CONQUERED.

IN HISTORY, THE MONGOLS HAVE BEEN CONSIDERED A VERY POWERFUL FORCE. THERE ARE MANY REASONS AS TO WHY THE MONGOLS INVADDED DIFFERENT PARTS OF THE WORLD. THE MONGOL INVASION OF CHINA WAS PROVOKED BY A REDUCTION IN CHINESE TRADE. AS STATED IN DOCUMENT 1, THE MONGOLS DEPENDED GREATLY ON GOODS FROM CHINA. A HALTING IN TRADE WOULD HAVE BEEN CATASTROPHIC. ALSO, FROM 1180-1220, MONGOLIA HAD EXPERIENCED A DROP IN THE MEAN ANNUAL TEMPERATURE. THE GROWING SEASON FOR GRASS WAS CUT SHORT AND THIS THREATENED THE MONGOL'S ANIMALS. BECAUSED THEY LIVED A PASTORAL-NOMADIC LIFE, THEY DIDN'T PRODUCE MANY GOODS. CHANGES IN CLIMATE AND TRADE WITH THEIR NEIGHBORS PROMPTED THEM TO MOVE. A PASTORAL-NOMADIC LIFE IS DETERMINED BY THE PASTURES SUCCESS. IF THERE IS PLENTIFUL GRASS, THEN THEY STAY, HOWEVER IF IT IS NOT,

THEY MOVE TO A NEW AREA AND SET UP NEW PASTURES.

THE MONGOL'S CONQUEST WAS ACHIEVED IN MANY WAYS. ACCORDING TO DOCUMENT 2, THE KEY TO MONGOL SUCCESS WAS ORGANIZATION. IN COMBAT, BOWMEN FORMED THE FRONT LINE TO UNLEASH A HAIL OF ARROWS AT THE ENEMY. THEN, THE WELL ARMED ARMY WOULD CHARGE AND OVERRUN THE ENEMY. ALSO, THEY USED A GENGHIS STRATEGIES WHICH WAS SEIGE WARFARE USING CATAPULTS. THIS APPROACH WOULD BE USEFUL IN OVERPOWERING THE CHINESE.

THE MONGOL CONQUEST HAD A GREAT IMPACT ON BOTH THE CONQUERER AND CONQUERED. AS STATED IN DOCUMENT 3, MONGOLS ALLOWED LOCAL LEADERS TO STAY IN POWER. THIS WAS BECAUSE THEY KNEW THE CUSTOMS OF THEIR PEOPLE. AS LONG AS THEY PLEDGED LOYALTY, GAVE TROOPS, AND PAID TRIBUTE, THEY WERE ALLOWED TO STAY. AFTER CONQUERING OTHER REGIONS, THE MONGOLS BECAME VERY WEALTHY. THEY RECEIVED MOST OF THE RAW MATERIALS THAT THEY NEEDED AND BENEFITED FROM THE WEALTH OF CHINA, LED BY KUBLAI KHAN. THEY WERE ALSO ABLE TO REOPEN TRADE ROUTES THROUGHOUT THEIR VAST EMPIRE. THE SILK ROADS ALSO CARRIED IDEAS TO

PEOPLE, ALONG WITH PRODUCTS.

THE SPANISH ARE ANOTHER GROUP THAT SET OUT TO CONQUER OTHER REGIONS OF THE WORLD. AS STATED IN DOCUMENT 4, THE SPANISH WERE IN SEARCH OF GOLD. THE SPANISH MOTTO "GOLD, GLORY, GOD" WAS VERY IMPORTANT DURING THEIR CONQUESTS. THEY SEARCHED FOR GOLD AND OTHER GOODS FOR WEALTH. GLORY, AS THOUGHT BY THE SPANISH, WAS ACHIEVED BY CONQUERING AND CONTROLLING AS MANY OTHER NATIONS AS POSSIBLE. THIS MADE THE SPANISH WEALTHY AND POWERFUL COMPARED TO OTHER EUROPEAN COUNTRIES. WHEN THE SPANISH CONQUERED OTHER NATIONS, THEY TRIED TO CONVERT THE CONQUERED TO THEIR RELIGION, CATHOLICISM. THIS IS WHERE THE WORD GOD IN THE MOTTO COMES FROM.

THE SPANISH ACHIEVED THEIR CONQUESTS IN MANY WAYS. AS SHOWN IN DOCUMENT 5, THE SPANISH WERE ABLE TO EASILY DEFEAT THE AZTEC FOR MANY REASONS. THE SPANISH HAD BETTER TECHNOLOGY AND HORSES. ANOTHER THING THAT THE SPANISH BROUGHT WITH THEM WERE DISEASES. DISEASES SUCH AS SMALL POX WIPED OUT MUCH OF THE NATIVES POPULATION. THIS WAS BECAUSE THE NATIVES DID NOT HAVE AN IMMUNITY TO THE DISEASE. BOTH OF

REASONS EXPLAIN WHY THE SPANISH WERE ABLE TO CONQUER NATIVES IN THE AMERICAS.

THE SPANISH CONQUESTS HAD A MAJOR IMPACT ON BOTH THE CONQUERER AND THE CONQUERED. AS STATED IN DOCUMENT 6, WHEN THE SPANISH CONQUERED THE AMERICAS THEY CREATED NEW CAPITALS, WHICH THEY OFTEN BUILT RIGHT ON TOP OF THE OLD NATIVE CAPITALS LIKE TENOCHTITLAN. FOR THE CONQUERED THE IMPACT WAS MOSTLY NEGATIVE. MANY NATIVES DIED OF DISEASE. ALSO, SPANISH LANDLORDS WERE GIVEN LAND AND WERE ALLOWED TO USE THE NATIVES WHO LIVED THERE AS VIRTUAL SLAVES. THIS WAS CALLED THE ENCOMENDA SYSTEM. SPAIN ALSO BENEFITED FROM THE WEALTH OF NATIONS THAT THEY CONQUERED. THEY OBTAINED A LOT OF GOLD AND PRECIOUS STONES.

All in all, different groups have conquered other regions for many reasons. Both the Mongols and the Spanish benefited greatly from this. Although they used different methods, they were very successful. The conquests had a great impact on both the conquerer and the conquered.

Throughout history there have been countries that went out and conquered other groups, regions, or people using different methods of force. These groups all took over other regions for various reasons, but the most common ones would be to expand their land, search for goods, or spread their religious beliefs. Two groups in particular are the Mongols and the Spanish. Their conquests have had major impacts on all the regions they conquered.

The Mongols began conquering new land during 1180 to 1220 because Mongolia experienced a drop in temperature which meant the growing season of grass was cut short. This was a major problem because this endangered the Mongol's animals and caused the Mongols to move out of Mongolia. Since those animals were gone, the Mongols went back to their nomadic life-style as seen in document 1.

They were also unable to get any goods that the Mongols desperately needed and therefore that when they started invading other countries for their goods. In order for the Mongols to achieve these takeovers, they organized themselves

to create a great Mongol armies. As seen in document 2, the Cavalry which was first devised and lead by Genghis Khan was consisted of ten squadrons. In each of these ten squadrons there were 1,000 men. They trained their warriors to move in units and respond quickly ~~to~~ in combat. Another method of Genghis Khan was: Siege Warfare using catapults which was used by Kublai Khan when he turned his sights on to the Chinese empire. The Mongols later on used smaller provincial territories to serve as local governors which was a big impact on all the regions the Mongols invaded and conquered. They kept this system in place.

The Spanish were also another group which conquered other groups or regions for their personal gain. In document 4, an excerpt from Christopher Columbus' log entry, it is shown that he was in search for gold and other precious stones when he landed in South America. He invaded the Aztecs to do so.

The methods Columbus used to take over the Aztecs was that he would knock down their barrier or wall using Catapults.

And used ships in order to get on their land.

The Spanish then established two main centers of authority in the Americas in order to control these lands. Each was governed by a viceroy who was responsible ~~and~~ to the king in Spain. This was a major impact which is shown in document 6.

For centuries, great empires have risen and fallen. These empires have been established for many reasons. Sometimes it starts from a simple unification of tribes. Other times it stems from imperialistic reasons. It can be said that empires have a profound impact on their conquered lands. Two such empires are the Mongol Empire and the Spanish Empire. In both cases, the influence and rule of these empires has shaped our world today.

The Mongols came from an area to the northwest of China, where grasslands called steppes dominated the land. They were nomadic tribes, constantly moving from steppe to steppe to keep their animals fed. Eventually, though, there was a problem. As "The Mongols in World History" said, "... Mongolia experienced a drop in the mean annual temperature, which meant the growing season for grass was cut short." (Document 1) Because of this, the Mongols needed to move to areas that had grass ~~resources~~ that their animals so desperately needed. Partly because of fear of Mongol invasion that dated back to before the building and combining of older sections of the Great Wall, the Chinese greatly reduced the amount of trade with the Mongols. The Mongols could not get their needed resources which gave them an ever greater reason to want to conquer other lands. Under Genghis Khan the united Mongol tribes conquered large areas of land. From Mongolia, they rode into parts of China. It is here that they implemented their well organized cavalry and catapults to conquer areas of China. (Document 2) From there, Genghis Khan and his descendants, including Kublai Khan were able to

eventually conquer many other lands, including Russia and Persia. Their empire was one of the largest this world has ever seen, almost stretching from the Western Pacific to the Baltic Sea. Once they conquered these lands, they actually kept the local rulers in place, seeing as their political systems worked and they knew the local customs. In return for this, the Mongols demanded complete loyalty and large tribute from their conquered communities. If an area did not give these, the Mongols treated them cruelly, sometimes destroying or even burning down entire cities. (Document 3) As a result, the Mongols were effectively able to hold ~~them~~ their empire together. They then experienced a golden age known as the Pax Mongolia. During this time, trade along the Silk Roads flourished, resulting in the spread of ideas of Eastern culture as well as an increase in trade. It was also in this period that paper money was developed and Marco Polo made his famous journey. Marco Polo claimed to have worked in the Mongol court and when he went back to Europe and told his stories, Europe became even more fascinated with China. Many say that this helped lead to the desire of Europeans to reach the "Far East" during the Age of Exploration. Without these lasting contributions to culture, the world as we know it might be very different.

Another empire that had a lasting impact on its conquered people was the Spanish. Their domination of the New World started when, in 1492, Columbus sailed across the Atlantic Ocean looking for a western water route to Asia. When he got there, he saw natives

with golden nose rings. (Document 4) The Spanish had long had a fascination with gold. In fact, the reasons why the Spanish wanted to conquer the New World is known as the "Three A's": gold, glory, and God. It is obvious that they definitely wanted gold, but they also wanted the glory of conquering other lands and they wanted to spread Catholicism as well. They easily conquered the native civilizations, too. One major reason was technology, such as gun powder. (Document 5) After the civilizations were conquered, the Spanish built new cities, from which they were able to trade and set out on explorations for gold. (Document 6) Once the Spanish removed the gold and silver from their colonial areas, the Spanish settlers focused on growing cash crops on their plantations under the *encomienda* system. Tobacco and sugar cane were crops grown on these plantations. The Spanish made huge profits for themselves and Spain. Missions were also set up all over the landscape. Even after Mexico and South America were free of Spain, the Spanish culture imposed by the conquistadors and settlers stayed. The interactions between Europeans and the natives as well as between Europeans and enslaved Africans led to new social groups and the mixed races we see today. Also, the people still speak Spanish even to this day. Even the capitals that the Spanish set up are still the capitals of the modern day Mexico and Peru. The Spanish influence on Mexican and South American culture is one that can still be seen to this day.

Document-Based Essay—Practice Paper – E

In conclusion, the Mongolian and Spanish empires had a huge impact on the conquered cultures. Both led to innovations and cultures that are still around in today's world. Without these empires, the world would surely be very different.

* * * * *

Practice Paper A—Score Level 3**The response:**

- Develops all aspects of the task with little depth for the Spanish and the Mongols
- Is more descriptive than analytical (*Spanish*: turned the Americas into a colonial region, controlling its peoples, government, and economy; used force to subjugate the natives if they refused to cooperate; gathered gold and other products in each region and shipped them back to Spain, making Spain more powerful; *Mongols*: experienced a drop in their yearly average temperature, which impeded the growth of the grass which in turn affected the animals that ate the grass; depended on trade with their neighboring countries which the neighbors threatened to cut off)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates some relevant outside information (*Spanish*: gold was very important during the Age of Exploration since they made their coins out of it along with silver; a good portion of the gold went to the King and the country was using gold and silver coins for money; Spain had almost no gold and silver so they saw the Americas as a gold mine; the Spanish profited at the expense of the natives; a new disease smallpox was introduced to natives; smallpox proved devastating to the natives since their bodies were not accustomed to it; smallpox wiped out many native tribes; they made their culture dominant in the area; *Mongols*: did not have centralized government; expanded trade routes and required conquered peoples to pay taxes and tributes to the Great Khan)
- Includes some relevant facts, examples, and details (*Spanish*: Columbus; San Salvador; gunpowder; naval power; natives' boats; bows and arrows; Mexico; Peru; *Mongols*: organized raids; 10 squadrons; 1,000 men; trained daily; employed siege warfare; catapults; ruled over Russia and China); includes an inaccuracy (*Spanish*: smallpox was harmless to Europeans)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that is somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. While the treatment of the Spanish conquests is more comprehensive, the development of the Mongol conquests satisfactorily addresses the task. Relevant outside information demonstrates a general understanding of the consequences of conquests.

Practice Paper B—Score Level 0

The response:

Fails to develop the task

Conclusion: Overall, the response fits the criteria for Level 0. The attempt to combine the conquests of the Mongols and the Ottoman leads to misinterpretation of document information and inaccurate statements. While there is recognition that the Mongols and Ottoman engaged in conquest, no understanding of the task is demonstrated.

Practice Paper C—Score Level 3

The response:

- Develops all aspects of the task with little depth for the Mongols and the Spanish
- Is more descriptive than analytical (*Mongols*: their invasion of China was provoked by a reduction in Chinese trade; they depended greatly on goods from China and a halt in trade would have been catastrophic; because they lived a pastoral nomadic life, they did not produce many goods; changes in climate and trade with their neighbors prompted them to move; local leaders stayed in power as long as they pledged loyalty, gave troops, and paid tribute; they received most of the raw materials they needed and benefited from the wealth of China; *Spanish*: they were in search of gold and other goods for wealth; they obtained a lot of gold and precious stones)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Mongols*: they were able to reopen trade routes throughout their vast empire; the Silk Roads made them very wealthy; along with products, the Silk Roads also carried ideas to people; *Spanish*: the motto “Gold, Glory, God” was very important during their conquests; they thought glory could be achieved by conquering and controlling as many other nations as possible; their conquests made them wealthy and powerful compared to other European countries; they tried to convert the conquered to their religion, Catholicism; they brought diseases such as smallpox, which wiped out much of the native population; natives did not have immunity to smallpox; Spanish lords were given land and were allowed to use the natives who lived there as virtual slaves in the encomienda system)
- Includes some relevant facts, examples, and details (*Mongols*: Mongolia; drop in mean annual temperature; short growing season for grass; bowmen; hail of arrows; well-armed army; Genghis; siege warfare; catapults; *Spanish*: better technology; horses; new capitals; Tenochtitlan)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. While outside information about the Mongols is limited to a few statements about the impact of their conquests, document interpretation is used as a stepping stone in the discussion of the Spanish conquests. Additional supporting facts and details would have strengthened the examples concerning both conquests.

Practice Paper D—Score Level 2

The response:

- Minimally develops all aspects of the task for the Mongols and the Spanish
- Is primarily descriptive (*Mongols*: a shorter growing season endangered their animals and caused them to move out of Mongolia; they started invading other countries for their goods; they organized themselves to create great Mongol armies; the cavalry was first devised and led by Genghis Khan and consisted of ten squadrons; *Spanish*: Columbus was in search of gold and other precious stones; they established two main centers of authority in the Americas to control their lands); includes faulty application (*Mongols*: they were unable to get any goods that they desperately needed; they used smaller provincial territories to serve as local governors; *Spanish*: misinterprets document 5)
- Incorporates limited relevant information from documents 1, 2, 3, 4, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Mongols*: siege warfare; catapults; Kublai Khan; *Spanish*: viceroy was responsible to the king in Spain); includes inaccuracies (*Mongols*: since their animals were gone, they went back to their nomadic life style; in each squadron there were 1,000 men; *Spanish*: Columbus landed in South America; Columbus invaded the Aztecs; Columbus used catapults to knock down the barrier wall of the Aztecs; Columbus used ships to get on their land)
- Demonstrates a general plan of organization; includes an introduction that mentions reasons for conquests and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Document interpretation and some summative conclusions, especially in regard to the Mongols, demonstrate a limited understanding of the theme. Development of the separate parts of the task is diminished by confusing explanations of document information and a lack of specific details.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task for the Mongols and the Spanish
- Is both descriptive and analytical (*Mongols*: grasslands called steppes dominated their land; they were nomadic tribes constantly moving from steppe to steppe to keep their animals fed; they could not get their needed resources, which gave them an even greater reason to want to conquer other lands; they actually kept local rulers in place, seeing as their political systems worked and they knew the local customs; trade along the Silk Roads flourished resulting in the spread of ideas of Eastern culture as well as an increase in trade; *Spanish*: Columbus saw natives with golden nose rings; Spanish have long had a fascination with gold; technology such as gunpowder helped them easily conquer the native civilizations; capitals the Spanish set up are still the capitals of Mexico and Peru; Spanish influence on Mexican and South American culture is still seen today)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Mongols*: partly because of fear of invasion that dated back to before the Great Wall, the Chinese reduced the amount of trade with the Mongols; their empire was one of the largest this world has ever seen, almost stretching from the western Pacific to the Baltic Sea; if an area did not give complete loyalty and tribute, the Mongols treated it cruelly, sometimes destroying or even burning down entire cities; golden age known as the Pax Mongolia; paper money was developed; Marco Polo’s travels helped lead to the desire of Europeans to reach the “Far East” during the Age of Exploration; *Spanish*: their domination of the New World started when Columbus sailed across the Atlantic Ocean in 1492 looking for a western water route to Asia; the Spanish wanted to conquer the New World because of the “Three Gs”—Gold, Glory, and God; they focused on growing cash crops on plantations under the encomienda system; tobacco and sugar cane were crops grown on the plantations; they made huge profits for themselves and Spain; missions were set up all over the landscape; even after Mexico and South America were free of Spain, the Spanish culture imposed by the conquistadors and settlers stayed; people still speak Spanish)
- Supports the theme with relevant facts, examples, and details (*Mongols*: area northwest of China; drop in the mean annual temperature; growing season for grass cut short; Genghis Khan; cavalry and catapults; *Spanish*: built new cities for trade; explorations for gold; new social groups; mixed races)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that emphasize the impact of the Mongol and Spanish empires on the world today

Conclusion: Overall, the response fits the criteria for Level 4. The depth in the discussion of the Mongol and Spanish conquests demonstrates a good understanding of the theme. The historical outside information and document interpretation support the task.

Global History and Geography Specifications August 2011

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Change: Global Issues	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Change; Conflict; Human and Physical Geography; Power; Environment and Society; Needs and Wants; Science and Technology	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 August 2011 Regents Examination in Global History and Geography* will be posted on the Department's web site at: <http://www.p12.nysed.gov/apda/> 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.