

# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

## GLOBAL HISTORY AND GEOGRAPHY

Tuesday, August 17, 2010 — 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 <http://www.emsc.nysed.gov/osa/> 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 at least one more time before the final scores for the examination are recorded.

#### Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

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THE STATE EDUCATION DEPARTMENT  
Albany, New York 12234

VOLUME  
**2 OF 2**  
DBQ

### **Mechanics of Rating**

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

### **Rating the Essay Question**

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

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

(3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

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

- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions need only be scored by one rater.
- (3) The scores for each scaffold question may be recorded in the student's examination booklet.

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score. The conversion chart for this examination is located at <http://www.emsc.nysed.gov/osa/> and must be used for determining the final examination score.

**Global History and Geography**  
**Part A Specific Rubric**  
**Document-Based Question—August 2010**

**Document 1**

. . . Merchants were carriers of Islam rather than agents of Islamization. They opened routes and exposed isolated societies to external influences, but they were not themselves engaged in the propagation [spread] of Islam, which was the work of religious leaders. The leaders became integrated into African societies by playing religious, social, and political roles similar to those of traditional priests. Like traditional priests, Muslim men of religion were peacemakers, who pleaded for those who broke the king's laws. Mosques, like traditional shrines, were considered sanctuaries. Immunity of life and property was extended to men of religion only as long as they kept out of politics and posed no threat to the existing sociopolitical order. . . .

Source: John L. Esposito, ed., *The Oxford History of Islam*, Oxford University Press

**1 According to *The Oxford History of Islam*, what is *one* way Islam was spread to African societies?**

**Score of 1:**

- States a way Islam was spread to African societies according to *The Oxford History of Islam*  
*Examples:* through trade routes; through the work of religious leaders; merchants were carriers/opened trade routes; merchants exposing isolated societies to external influences; integration of Muslim religious leaders into African societies; Muslim religious leaders played social/political roles similar to those of traditional priests; by people trading

**Score of 0:**

- Incorrect response  
*Examples:* merchants were agents of Islamization; by religious leaders forcing their views on isolated societies; there was conflict between traditional priests and Muslim men of religion
- Vague response  
*Examples:* by being carriers; isolated societies were engaged; it was extended to men of religion; people
- No response

## Document 2

. . . Wherever they went, the Moslems brought with them their love of art, beauty, and learning. From about the eighth to the eleventh century, their culture was superior in many ways to that of western Christendom.

Some of the finest centers of Moslem life were established in Spain. In Cordova, the streets were solidly paved, while at the same time in Paris people waded ankle-deep in mud after a rain. Cordovan public lamps lighted roads for as far as ten miles; yet seven hundred years later there was still not a single public lamp in London!

Some Spanish Moslems had homes with marble balconies and courts with lovely waterfalls. Bedrooms were vaulted with stained glass and speckled with gold. And metal pipes carried water into marble baths.

Nearly every mosque had a public school in which the children of the poor were taught. Many Moslem libraries were excellent; the catalogue of one caliph's library filled forty volumes. In addition, the followers of Mohammed achieved much in science, particularly in chemistry, astronomy, mathematics, and medicine. . . .

Source: Daniel Roselle, *A World History: A Cultural Approach*, Ginn and Company (adapted)

### 2 According to Daniel Roselle, what are *two* ways Islam improved the lives of people in Spain?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way Islam improved the lives of people in Spain according to Daniel Roselle  
*Examples:* establishment of Muslim love of art/beauty/learning in Spain; paving of roads in Cordova so they were not muddy; lighting roads with public lamps; construction of some Spanish Moslems' homes with marble balconies *or* courts with lovely waterfalls *or* vaulted bedrooms with stained glass *or* marble baths with metal pipes carrying water; using mosques for public schools for the poor; giving access to excellent Muslim libraries that encouraged learning; achievements of followers of Mohammed in science/chemistry/astronomy/mathematics/medicine

**Note:** To receive maximum credit, two *different* ways Islam improved the lives of people in Spain must be stated. For example, *making achievements in science* and *making achievements in chemistry* or *in astronomy* are the same way expressed in different words since *chemistry* and *astronomy* are subsets of science. In this and similar cases, award only *one* credit for this question. However, if *making achievements in chemistry* and *making achievements in astronomy* are listed as separate examples, award *two* credits as they are understood to be two separate disciplines.

#### Score of 0:

- Incorrect response  
*Examples:* there was not a single public lamp in London; Moslem life was established in Spain; catalogues filled forty volumes
- Vague response  
*Examples:* their culture was the best; establishing the finest centers; they became followers of Mohammed
- No response

### Document 3

. . . Departing from the policy of Sunni Ali, Askia Mohammed sought to make all of the empire [of Songhai] one big Muslim community. Although he did not succeed in converting the entire Sudan [region bordering the southern Sahara] to Islam, he remodeled his empire along Islamic lines as far as possible. Legal and social reforms were introduced, Islamic judges were appointed in all the large districts of the empire, and justice was administered according to Muslim principles rather than traditional African laws. The court of Askia Mohammed was the highest court of the land, to which appeals from the lower courts could be brought. . . .

Source: Fred Burke, *Africa*, Houghton Mifflin (adapted)

### 3 According to Fred Burke, how did Askia Mohammed expand Islamic influences in the Songhai Empire?

#### Score of 1:

- States how Askia Mohammed expanded Islamic influences in the Songhai Empire according to Fred Burke  
*Examples:* remodeling much of the empire along Islamic lines; introducing legal/social reforms; appointing Islamic judges in the large districts; administering justice according to Muslim principles

#### Score of 0:

- Incorrect response  
*Examples:* making the empire follow the policy of Sunni Ali; converting the entire Sudan to Islam; followed traditional African laws
- Vague response  
*Examples:* departing from the policy; he did not succeed; he remodeled
- No response

## Document 4

. . . At the request of [Prince] Ixtlilxochitl, Cortes and his men ate the gifts of food that had been brought out from Tezcoco. Then they walked to the city with their new friends, and all the people came out to cheer and welcome them. The Indians knelt down and adored them as sons of the Sun, their gods, believing that the time had come of which their dear king Nezahualpilli had so often spoken. The Spaniards entered the city and were lodged in the royal palace. . . .

Cortes was very grateful for the attentions shown him by Ixtlilxochitl and his brothers; he [Cortes] wished to repay their kindness by teaching them the law of God, with the help of his interpreter Aguilar. The brothers and a number of the other lords gathered to hear him, and he told them that the emperor of the Christians had sent him here, so far away, in order that he might instruct them in the law of Christ. He explained the mystery of the Creation and the Fall, the mystery of the Trinity and the Incarnation and the mystery of the Passion and the Resurrection. Then he drew out a crucifix and held it up. The Christians all knelt, and Ixtlilxochitl and the other lords knelt with them.

Cortes also explained the mystery of Baptism. He concluded the lesson by telling them how the Emperor Charles grieved that they were not in God's grace, and how the emperor had sent him among them only to save their souls. He begged them to become willing vassals of the emperor, because that was the will of the pope, in whose name he spoke. . . .

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

### 4 According to this excerpt from *The Broken Spears*, how was Christianity spread in Mexico?

#### Score of 1:

- States how Christianity was introduced in Mexico according to this excerpt from *The Broken Spears*  
*Examples:* Cortés explaining Christian beliefs/practices; Cortés begging the Aztecs to become Christians because it was the will of the pope; by Cortés being sent to Mexico by Emperor Charles; Cortés used the Aztecs friendly welcome to tell them about Christianity; by the Aztecs listening to Cortés' message because they thought he was sent by their gods; Cortés teaching the Indians about the law of God; Cortés explaining the mystery of creation/the fall/the Trinity/incarnation/the passion/the resurrection/baptism

#### Score of 0:

- Incorrect response  
*Examples:* Spaniards were lodged in the royal palace; it was like the religion of the Aztecs; by the attention shown to Cortés
- Vague response  
*Examples:* they walked to the city; they gathered to hear; by Cortés explaining; Cortés became friends with the Aztecs
- No response

## Document 5

### Common Procedures used by Friars in Converting Areas in Spanish America

- Idols, temples, and other material evidences of paganism destroyed
- Temporary churches built
- Permanent churches and monasteries built
- Christian buildings often constructed on sites of destroyed native temples in order to symbolize and emphasize the substitution of one religion by the other
- Indians supplied construction labor without receiving payment
- In a converted community, services and fiestas were regularly held in the church building

Source: Based on information from Charles Gibson, *Spain in America*, Harper Torchbooks

### 5 According to this document, what were *two* changes the friars introduced in Spanish America?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* change the friars introduced in Spanish America  
*Examples:* destroying idols/temples; building permanent monasteries; constructing Christian buildings on sites of destroyed native temples; building temporary/permanent churches; holding services/fiestas in church buildings in a converted community; attempting to destroy paganism

**Note:** To receive maximum credit, two *different* changes the Friars introduced in Spanish America must be stated. For example, *building churches/monasteries* and *building permanent Christian churches/monasteries* are the same change expressed in different words. In this and similar cases, award only *one* credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* Christians constructing native temples; accepting all religious practices; Indians were paid for construction work
- Vague response  
*Examples:* there were common procedures; one religion was substituted; receiving payment
- No response

## Document 6

... The other major economic function of the Church was as a provider of education, health care and poor relief to the general population. A great part of its income and manpower was employed in these activities. Religious orders such as the Jesuits and the Dominicans would use profits from their haciendas to finance their schools, seminaries and colleges. A large number of orders, male and female, worked on this basis, running educational and training establishments which were fee-paying for the wealthy but free for the poor. Others operated hospitals, hospices for the mentally ill and the dying, poor houses, orphanages, shelters for homeless girls, and suchlike. The Church therefore played an important economic role as a circulator of capital, as a profit-making concern in some areas of the economy, and as a supplier of social services. . . .

Source: Edwin Williamson, *The Penguin History of Latin America*, Penguin Books

### 6 According to Edwin Williamson, what were *two* ways the Church provided services to the people of Latin America?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way the Church provided services to the people of Latin America according to Edwin Williamson

*Examples:* providing education *or* health care *or* poor relief to the general population/running educational/training establishments which were fee-paying for the wealthy but free for the poor; financing of schools/seminaries/colleges by religious orders; operation of hospitals *or* hospices *or* poor houses *or* orphanages *or* shelters for homeless girls; circulation of capital in some areas of the economy

**Note:** To receive maximum credit, two *different* ways the Church provided services to the people of Latin America must be stated. For example, *providing education to the general population* and *running educational and training establishments which were fee-paying for the wealthy but free for the poor* are the same way expressed in different words. In this and similar cases, award only *one* credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* made a profit; operating schools only for the wealthy
- Vague response  
*Examples:* the Church provided things; it was employed in activities; they were major economic functions; using religion
- No response



## Document 7

. . . The Buddha is reported to have exhorted [urged] his monks to “go and travel around for the welfare of the multitudes, for the happiness of the multitudes, out of sympathy for the world, for the benefit, welfare, and happiness of gods and humans. No two should go in the same direction.” Although this last admonition [caution] seems not to have been heeded [obeyed], it is true that Buddhist “missions” were not large and well-organized movements, and instead often took the form of itinerant monks (or groups of monks) traveling by land and sea in the company of traders and royal emissaries. According to traditional accounts, the first foreign mission was to the island of Sri Lanka, and was led by the son of Asoka. . . .

Source: Donald S. Lopez, Jr., “Buddhism in Practice,” *Asian Religions in Practice*, Princeton University Press, 1999

### 7 According to this excerpt from “Buddhism in Practice,” how did Buddhism spread from its place of origin in ancient India to other parts of Asia?

#### Score of 1:

- States how Buddhism was spread from its place of origin in ancient India to other parts of Asia according to this excerpt

*Examples:* monks traveling around; itinerant/groups of monks traveling with traders/royal emissaries by land/sea; by Buddha urging monks to go and travel around for the welfare/happiness of the multitudes/humans

#### Score of 0:

- Incorrect response  
*Examples:* by Buddha urging monks to work only for the happiness of people in India; they created large/well-organized movements; sending all monks to the same place
- Vague response  
*Examples:* by Buddha urging his monks; it was led by the son of Asoka; it was out of sympathy for the world
- No response

## Document 8

. . . With the rise of Buddhism, Korea's contacts with the outside world grew, and scholarship, arts, science and technology which were imported to Korea from China, India and regions beyond brought about the enrichment of Korean culture. As a result, one of the oldest astronomical charts in the world was produced, the oldest astronomical observatory called Ch'ömsöngdae was built, tumuli [burial mounds] architecture represented by the Ssangyöng tomb developed, and the system of doctor of medicine was established in Korea. During the Three Kingdoms period, Korea's cultural progress in the fields of astronomy, mathematics, medicine, architecture and metallurgy reached the level of other advanced civilization of the world. . . .

Source: Andrew C. Nahm, *A Panorama of 5000 Years: Korean History*, Hollym

### 8 According to Andrew C. Nahm, what is *one* aspect of Korean culture that was influenced by the spread of Buddhism?

#### Score of 1:

- Identifies an aspect of Korean culture that was influenced by the spread of Buddhism according to Andrew C. Nahm  
*Examples:* scholarship; arts; science; technology; development of astronomical observatory/tumuli architecture/system of doctor of medicine; improvements in astronomy/mathematics/medicine/architecture/metallurgy

#### Score of 0:

- Incorrect response  
*Examples:* enrichment of Chinese culture; brought ideas from Korea to China and India; cultural diffusion
- Vague response  
*Examples:* Three Kingdoms period; cultural progress; other advanced civilizations
- No response

## Document 9

. . . The high period of Chinese influence in Japan was also marked by the acceptance of Buddhism both as a dominant religion and as a powerful establishment. The adoption of a new universal religion must be considered a major turning point in the evolution of any people's cultural history, and the arrival of Buddhism to Japan, like the spread of Christianity to the British Isles, was such a turning point. Some historians, in fact, have written of the early history of Japan as being divided into two distinct parts: Japan before and after the introduction of Buddhism. The impact of Buddhism on Japan was certainly more profound and lasting than it was on China itself, and Japan still stands as one of the major strongholds of the Buddhist religion in the world today. . . .

Buddhism in Japan came to play three major roles. First as a religion it brought to Japan a new system of beliefs and pious attitudes. Secondly as a religious establishment which spread to Japan from the continent it was a major carrier of Chinese civilization to Japan. Thirdly, having established itself as a religious organization with social influence and economic power on Japanese soil, it became a major force in the nation's political affairs. . . .

Source: John Whitney Hall, *Japan: From Prehistory to Modern Times*, Delacorte Press

### 9 According to John Whitney Hall, what were *two* roles Buddhism played in Japan?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* role Buddhism played in Japan according to John Whitney Hall

*Examples:* Buddhism became a dominant religion/it brought a new system of beliefs and pious attitudes; Buddhism became a powerful religious establishment; it carried Chinese civilization to Japan; it became a major force in the nation's political affairs; established itself as a social influence *or* as an economic power

**Note:** To receive maximum credit, two *different* roles Buddhism played in Japan must be stated. For example, *it brought a new system of beliefs and pious attitudes* and *it became the new religion* are the same role expressed in different words. In this and similar cases, award only *one* credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* it spread Japanese culture to China; it was more profound and lasting on Japan than it was on China; it was a major part of the early history of Japan
- Vague response  
*Examples:* it was a universal religion; it became a major force; economic power
- No response

**Global History and Geography**  
**Content-Specific Rubric**  
**Document-Based Question**  
**August 2010**

**Historical Context:** Throughout history, the spread of belief systems has influenced social, economic, and political developments in many regions. These belief systems include *Islam*, *Christianity*, and *Buddhism*.

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

- Describe how the belief system spread to a specific region or regions
- Discuss how the belief system influenced a region or regions socially, economically, *and/or* politically

**Scoring Notes:**

1. This document-based question has a minimum of *four* components in the task (for *each* of *two* belief systems, describing how the belief system was spread to a specific region or regions, **and** discussing how the belief system influenced the society, the economy, and/or the politics of the region or regions into which it spread).
2. The classification of developments as social, economic, or political does not need to be specifically identified as long as they are implied in the discussion.
3. The same region may be used for both belief systems, e.g., Europe for both Islam and Christianity.
4. The means of spreading the belief systems may be the same for both belief systems (Christianity and Buddhism were both spread by missionaries), but supporting facts must relate to each specific belief system.
5. The response may discuss information either as a means of spreading the belief system or as an influence of the belief system, e.g., destruction of Native American religious sites could be a means of spreading Christianity as well as an influence on the society to which it spread.
6. The influence of the belief system may be immediate or long term.
7. Regions that are not included in the documents may be used as outside information in the discussion, e.g., the influence of Islam on India.
8. The response may discuss the influence of a belief system from differing perspectives as long as the positions taken are supported by accurate historical facts and examples.
9. If three belief systems are discussed, only the first two belief systems should be rated.

**Score of 5:**

- Thoroughly develops *all* aspects of the task evenly and in depth by describing how the belief system spread to a specific region or regions and discussing how the belief system influenced the society, the economy, *and/or* the politics of a region or regions into which it spread for each of two belief systems
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *Buddhism*: connects the travel of monks who spread Buddhist beliefs on the Silk Roads and the integration of Buddhism in China to the diffusion of Buddhism to Korea and Japan and its influence on art, architecture, writing, and political affairs; *Christianity*: connects the Christian monarchy of 15th- and 16th-century Spain and missionary zeal to Spain’s religious justification and legitimization of colonization in Latin America and the exploitation of the native population and resources
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Buddhism*: conversion of emperor Asoka; nirvana; influence of Zen on Japanese educated classes; influence of Buddhist monks on government of Japan; *Christianity*: Encounter; “God, Gold, and Glory”; Cortés; conquistadors; colonialism; haciendas and encomienda; Bartolomé de las Casas
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 4:**

- Develops *all* aspects of the task but may do so somewhat unevenly by discussing one belief system more thoroughly than the other *or* discussing one aspect of the task more thoroughly than the other for both belief systems
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *Buddhism*: discusses how monks spread Buddhism along trade routes, bringing new ideas about beliefs, mathematics, science, the development of new architectural styles, systems of writing, and political ideas to Japan and Korea; *Christianity*: discusses how a desire for “God, Gold, and Glory” influenced Spanish conquistadors and missionaries to colonize the Americas and how native religious beliefs and practices changed with the Encounter
- 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 three* aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

**Note:** If *all* components of the task for *one* belief system have been thoroughly developed, evenly and in depth, 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 two* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

**Score of 1:**

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

**Score of 0:**

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

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

## *Key Ideas from Documents 1–3*

### Islam

<b>How Belief System Spread</b>	<b>Influences on Society, Economy, and Politics</b>
<p><b>Doc 1</b>—Merchants became carriers of Islam Trade routes opened, exposing societies to external influences by merchants Religious leaders integrated into African societies by playing religious, social, and political roles similar to those of traditional priests</p> <p><b>Doc 3</b>—Songhai Empire remodeled by Askia Mohammed along Islamic lines</p>	<p><b>Doc 1</b>—Muslim religious men as peacemakers who pleaded for lawbreakers Mosques becoming sanctuaries</p> <p><b>Doc 2</b>—Spread of the love of art, beauty, learning by Muslims Establishment of some of finest centers of Muslim life in Spain (marble balconies, courts with waterfalls, bedrooms vaulted with stained glass and speckled with gold in some Spanish Muslim homes; paved streets and lighted roads in Cordova) Teaching children of the poor in public schools in mosques Muslim libraries as excellent areas of learning Achievements in science, particularly chemistry, astronomy, mathematics, and medicine by followers of Mohammed</p> <p><b>Doc 3</b>—Introduction of legal and social reforms Appointment of Islamic judges in all large districts of Songhai Administration of justice according to Muslim principles Court of Askia Mohammed as the highest court of the land to which appeals from lower courts could be brought</p>

### *Relevant Outside Information*

(This list is not all-inclusive.)

<b>How Belief System Spread</b>	<b>Influences on Society, Economy, and Politics</b>
<p>Koran studied as basis for further religious education Hajj led to flourishing of trade in Islamic societies Large areas of Asia and Northern Africa conquered by well-trained Muslim armies Under Muslim rule, people converted because of political and economic benefits New converts attracted because of Muslim culture</p>	<p>Language as a unifying force because all Muslims read Arabic Preservation and spread of Greek and Roman achievements (Plato, Aristotle) Adoption and spread of Indian numeric system (Arabic numerals) Spread of Islamic architecture (Alhambra Palace in Granada) Establishment of Timbuktu as cultural center of Mali Empire by Mansa Musa Inflation during and after Mansa Musa’s hajj Reintegration of Spain into Christian society and attempts to minimize Muslim influence with Reconquista Establishment of Delhi Sultanate by Muslims in India Existence of Muslim/Hindu conflicts Destruction of Hindu temples by Muslims Building of mosques on Hindu temple sites</p>

## *Key Ideas from Documents 4–6*

### Christianity

<b>How Belief System Spread</b>	<b>Influences on Society, Economy, and Politics</b>
<p><b>Doc 4</b>—Belief of Aztecs that Spaniards were sent by Aztec gods Spaniards used Aztec belief to introduce Christian practices</p> <p><b>Doc 5</b>—Native idols and temples destroyed Churches built and used as sites of services and fiestas Buildings placed where destroyed native temples had been to symbolize and emphasize substitution of one religion by the other</p>	<p><b>Doc 5</b>—Use of Indian labor for construction labor without making payment for services</p> <p><b>Doc 6</b>—Dedication of church income and manpower to provide education, health care, and relief for the poor Using profits of religious orders to finance schools, seminaries, and colleges Educational and training fees—paid by wealthy but free for the poor Establishment of hospitals, orphanages, shelters for homeless girls by some orders Important economic role of church as circulator of capital, profit maker, and supplier of social services</p>

### *Relevant Outside Information*

(This list is not all-inclusive.)

<b>How Belief System Spread</b>	<b>Influences on Society, Economy, and Politics</b>
<p>Natives converted by Franciscans Spanish policies enforced and influenced by Church officials Priests learned native languages and cultures in efforts to convert natives Many conversions forced by conquistadors (enslaved Africans) Spain reintegrated into Christian society with Reconquista, adding to missionary zeal One Counter-Reformation goal was to increase the number of Roman Catholics and replace lost membership</p>	<p>Opposition to the encomienda system (role of Bartolomé de Las Casas) Burning of ancient Mayan books by priests to prevent return to traditional beliefs Encouragement of literacy and spread of Spanish language by priests Early use of encomiendas to support churches, schools, and missions Adaptations of various forms of indigenous religious practices as result of opposition by native populations to conversion Changing power and status of Church with Spain’s attempts to expand authority over colonial Church (development of social class system) Development of liberation theology</p>



## *Key Ideas from Documents 7-9*

### **Buddhism**

<b>How Belief System Spread</b>	<b>Influences on Society, Economy, and Politics</b>
<p><b>Doc 7</b>—Monks urged to travel by Buddha for welfare and happiness of multitudes/gods/humans, sympathy for world</p> <p>Itinerant monks traveled by land and sea in company of traders and royal emissaries</p> <p>Missionaries traveled to Sri Lanka</p>	<p><b>Doc 8</b>—Enrichment of Korean culture with importing of scholarship, arts, science, and technology from China, India, and beyond</p> <p>Korean cultural progress in the fields of astronomy, mathematics, medicine, architecture, and metallurgy (one of oldest astronomical charts, oldest astronomical observatory, tumuli, system of doctor of medicine)</p> <p><b>Doc 9</b>—Japan still one of major strongholds of Buddhist religion</p> <p>New system of beliefs and pious attitudes brought to Japan by Buddhism</p> <p>Buddhism as a major carrier of Chinese civilization to Japan</p> <p>Buddhism as a major force in Japan’s national affairs with its social influence and economic power</p>

### *Relevant Outside Information*

(This list is not all-inclusive.)

<b>How Belief System Spread</b>	<b>Influences on Society, Economy, and Politics</b>
<p>Asoka encouraged spread of Buddhism in India after his conversion</p> <p>Buddhism introduced to China via trade along the Silk Roads</p> <p>Government patronage encouraged flourishing of Buddhism in China and Korea</p> <p>Buddhist monasteries and convents encouraged by ruling classes</p> <p>Buddhist temples and pagodas constructed throughout Japan</p>	<p>Inclusion of teaching, administration, and social work in service to nation in monasteries</p> <p>Coexistence with Confucianism and Daoism in China and with Shinto in Japan</p> <p>Appeal of simplicity and discipline of Zen Buddhism to warrior class in Japan</p> <p>Zen Buddhism as a major component of Bushido and feudalism in Japan</p> <p>Role of Buddhism in the development of cultural practices (tea ceremony, religious paintings)</p> <p>Opportunities for equality for women in monasteries</p> <p>Role of monks in current conflicts (Myanmar, Tibet)</p>

Throughout history, faith has served as a unifying factor among civilizations and spurred global contacts. Both Christianity and Islam were both established by individuals whose beliefs appealed to the masses and resulted in significant changes. Born in approximately 4 B.C., Jesus proclaimed he was the son of God; preaching a new faith. Christianity was especially enticing to the poor, who sought equality in the eyes of God and salvation after death. Christianity gained popularity after Rome's Edict of Milan and through the work of missionaries along trade routes. Islam, on the other hand, was created after Muhammad saw a vision of the angel Gabriel; with this, Muhammad became the prophet of Allah. Muhammad established a Muslim community, and through pilgrimage, trade contacts, and other cultural interactions, Islam grew in importance and is currently the largest growing faith. The adoption of those religions by other cultures resulted in political, economic, and cultural reforms that complied with religious concepts. Overall, the spread of Islam and Christianity resulted in drastic historical changes and modifications of cultures around the world.

The acceptance of Islam would not have been so widespread were it not for merchants who introduced the religion to new communities. Understanding the benefits of trade, civilizations in Africa sought increased access to the gold-salt trade with Muslim merchants. One effect of this trade was the spread of Islam to the leaders. For instance, Mansa Musa, ruler of the Mali Empire, made a pilgrimage to Mecca, spreading his wealth along the way (in the form of gold). Timbuktu became an important cultural center and a center of trade for Muslim merchants. Architecturally admirable and filled with educational centers, Timbuktu is a prime example of the positive implications of adopting Islam. A focus on learning

was a common feature of the Islamic world, whether in Timbuktu, Cordova, Cairo, or Mecca. It is sensible that Islam spread ~~in~~ in the form of merchant contacts, as Muhammed himself was a merchant. Nevertheless, these merchant contacts became important because they resulted in increased trade and reforms. For instance, in the Songhai Empire, legal and social reforms led to the appointment of Islamic judges and laws based on the Sharia, the legal and moral code of Islam. The Sharia used the Koran as a guide to identify the most serious crimes in society which were considered crimes against Allah. Politics and religion were fused together, as religious fundamentals had an impact on laws followed by the African people. Not all religious principles of Islam were followed, such as the veiling of women. Despite this, Islam gained a strong foothold in many parts of northern and western Africa. Though not as widespread in Europe, Islam was practiced in Spain after the successful conquest by the Muslim armies from northern Africa and Spain became a part of the Muslim Golden Age. While Europe was suffering in the Middle Ages, Muslims reached a high point in science, culture, and the arts. An example of this is Cordova, a cultural and educational center which preserved Greco-Roman culture. During the Renaissance, Europeans adopted many new ideas developed by Muslims. The study of algebra and the use of the astrolabe became important in European countries. Islam was a significant factor in the development of regions in Africa, the Middle East, and Europe.

Christianity, on the other hand, was widely practiced in Europe and later spread to areas such as the Americas. Europeans justified their domination of these regions as "saving" people who they felt were morally lost without Christianity. For the Spanish, conquistadors sought "God, Gold, and Glory." Cortes and his crew were viewed as

superior people by the Aztecs, even Gods. This was primarily due to their different skin and superior technology. As Church doctrine encourages the spread of Christianity, the polytheistic faith formerly revered by the Aztecs was condemned as immoral in part due to human sacrifice. As a result, missionaries spread the Christian faith, and consequently a new language and culture, <sup>also</sup> was introduced. It was the duty of the missionaries to serve the Church, show allegiance to their mother country, and convert indigenous peoples. Missionaries often accomplished this by making the Church the center of life. They promoted the teachings of Christianity by teaching the stories of the Bible in Spanish through interpreters and sometimes learning the native languages <sup>themselves</sup>. This helped to spread Spanish throughout Latin America where it is still the main language today. The Christian buildings did more than just help spread the faith, they also became centers of learning much like Islamic mosques built in cities in Africa and Spain. This often meant the construction of churches and European dominance in regards to organization of societies. However, this dominance often hurt indigenous people in Latin America. Despite a new access to education and healthcare, financed by the Church, indigenous culture was gradually lost in many parts of Latin America. This "Westernization" and conversion resulted in a loss of identity for many native tribes in Latin America. Many were viewed as inferior and incompetent. Natives were employed by peninsulares for labor of cash crops, which in the end benefitted the mother country. This became brutal to the point that missionaries were forced to intervene and call for better rights for natives. Las Casas is best known for his efforts in this area. Later in the new age of Imperialism, missionaries such as the Jesuits became one of the main forces in spreading Christianity to many parts of the world. They were

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Anchor Paper – Document-Based Essay—Level 5 – A

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driven by the idea of the "White Man's Burden," which in fact portrayed whites as superior to natives and it was therefore their job to "civilize" them.

Missionaries were instrumental in spreading Christianity not only to Latin America but also to parts of Africa and Asia.

Even though these religions are still widely practiced, their influence in society has changed over time. Even though many law codes are based on religious teachings, many political systems are no longer as closely associated with specific religions, and in an age of science, secularism seems to be prevailing. Nevertheless, the ~~importance~~ importance of Christianity and Islam cannot be denied, as they paved the way for cultural contacts. The changes were vast, and through the adoption of these belief systems, political, economic, and social reform was essentially inevitable.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for Islam and Christianity
- Is more analytical than descriptive (*Islam*: Mohammed established a Muslim community and through pilgrimage, trade contacts, and other cultural interactions Islam grew in importance; its acceptance would not have been so widespread if not for merchants who introduced the religion to new communities; a focus on learning was a common feature of the Islamic mosques whether in Timbuktu, Cordova, Cairo, or Mecca; *Christianity*: Europeans justified their domination of the Americas as “saving” people who they felt were morally lost without Christianity; missionaries spread the Christian faith and consequently a new language and culture were introduced; missionaries often accomplished conversion by making the Church the center of life)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Islam*: civilizations in Africa sought increased access to the gold-salt trade with Muslim merchants and Islam spread to the leaders; Timbuktu became an important cultural center and center of trade for Muslim merchants; after the successful conquest by Muslim armies from northern Africa, Spain became a part of the Muslim Golden Age; Cordova was an example of a cultural and educational center in the Muslim Golden Age which preserved Greco-Roman culture; *Christianity*: was especially enticing to the poor who sought equality in the eyes of God and salvation after death; gained popularity after Rome’s Edict of Milan; Spanish conquistadors sought “God, Gold, and Glory”; missionaries helped to spread Spanish throughout Latin America where it is still the main language; westernization and Christianity resulted in a loss of identity for many native tribes in Latin America; later in the New Age of Imperialism, missionaries such as the Jesuits became one of the main forces in spreading Christianity to many parts of the world)
- Richly supports the theme with many relevant facts, examples, and details (*Islam*: merchant contacts resulted in increased trade and reforms; in the Songhai Empire, legal and social reforms led to the appointment of Islamic judges and laws based on the Sharia; Islam gained a foothold in many parts of northern and western Africa; *Christianity*: gained popularity through the work of missionaries along trade routes; was widely practiced in Europe and later spread to such areas as the Americas; Cortés and his crew were viewed as superior people by the Aztecs, even gods)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how religion has served as a unifying factor among civilizations and spurred global contacts and a conclusion that states Islam and Christianity are still widely practiced although their influence in society has changed over time

**Conclusion:** Overall, the response fits the criteria for Level 5. The historical circumstances surrounding the development of Islam and Christianity effectively frame a comprehensive discussion that includes a wealth of details and outside information. Numerous points of comparison impart a strong analytical quality that expands on document interpretation.

At the heart of many world cultures lie social, cultural, and political practices that have undoubtedly come about from the rise of religion. Much of recent history in the Western Hemisphere has been heavily influenced by Christianity and the Catholic Church, while many in the Middle East and Africa <sup>have</sup> turned to Islam for social, economic, and legal guidance. Widespread religions will continue to shape history in the future as strongly as they have in the past.

The Islamic Empire was a formidable force itself, controlling vast tracts of land and bringing new culture to those who came into contact with it. Brought to Africa on the backs of traders and merchants who continuously sought new markets, religious leaders established social programs benefiting the local inhabitants, becoming fixtures of the societies that stood alongside the new religious institutions. (Doc 1) The Islamic ideas, institutions, and physical structures that became common throughout Africa mimicked those found in Middle Eastern Islamic cities. Later, European Crusaders sent to the Middle Eastern Holy Lands were often awed by the civility and splendor of Moslem cities. Culture that had spread as far as Spain when it was conquered by the Muslims surpassed Western European standards for centuries. The introduction of paved and lighted streets, homes with running water, and ornate mosques decorated inside with mosaics demonstrated the superiority of Islamic cultural achievements. The spread and imitation of Islamic culture from the Middle East to both Africa and Spain helped unite the widespread Islamic communities. (Doc 2) Similarly, ~~the~~ academic knowledge was spread

via the mosques which became centers of learning in the new Muslim communities. Education was emphasized in Muslim society, and literacy was promoted as a way to spread the teachings of Islam. Muslim scholars studied art, philosophy, science, and math, often drawing upon ideas from India and Greece and preserving their ideas. Crusaders brought the modified ideas back to Europe where they influenced the Renaissance. Legislative tools used by Islamic leaders in the Middle East were spread into African Kingdoms, blending with traditional tribal customs. This resulted in a system that allowed for local traditions but emphasized principles based on the Qur'an which guided the diverse areas within the Islamic world. This is still seen <sup>today</sup> on parts of the African continent. (Doc 3)

Islam, the fastest growing religion of Ibrahamic tradition today, was spread by different methods, but whether it be by Imams following travelling merchants, by kings who urged conversion to expand economic opportunities, or by conquests by disciplined armies, Islam changed the way people built their cities, studied their world, and governed themselves.

Christianity, a religion with similar influences and a reach just as broad began in the same small region of the world, but found favor in the lands of Europe, providing a unifying force and a common cultural heritage. The Church soon became a powerful force, at times even more powerful than kings and encouraging missionary activity in the newly discovered Americas to expand its power. Cortes, a Spanish explorer who conquered the Aztec introduced Christianity to them, explaining the catechism of the faith. (Doc 4) Friars and monks sent by the church established their religion



forcefully, destroying native temples, and placing their own churches on the same sites, to demonstrate their power. (Doc 5) Religious orders like the Jesuits and the Carmelites spread the doctrines of Christianity and also spread European culture. Eventually, they established schools, hospitals, and other social services to aid the new Christians. The Church became an institution in Latin America much as it was in early European history. Economically, wealthy residents paid for their schooling and medical health, while the poor received free benefits. Relationships were established between religious workers and the lower classes of Latin American society. (Doc 6) Work in Latin America continues to this day, and although not totally supported by the Church, the modern practice of liberation theology, attempts to close the wounds that hurt the lower classes since colonial times. One of the reasons the movement started was because of the poverty and poor treatment of the lower classes due to the legacy of imperialism that continued well into the 20th century. Christianity traveled across great distances, bringing many of the same services offered by Islam to different lands.

Many of the world religions today, that have been introduced to other cultures, and have flourished, share some degree of an aggressive nature. Ultimately uniting people across great distances, religious organizations have had the strength and power to alter the core beliefs of society, reshaping social values, reforming justice systems to fit those values, and even changing how economies are run.

## Anchor Level 5-B

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for Islam and Christianity
- Is more analytical than descriptive (*Islam*: the empire was a formidable force controlling vast tracts of land and bringing a new culture to those who came in contact; a culture that had spread as far as Spain surpassed western European standards for centuries; introduction of paved and lighted streets, homes with running water, and ornate mosques decorated inside with mosaics demonstrated the superiority of Islamic cultural achievements; legislative tools used by Islamic leaders in the Middle East were spread into African kingdoms blending with traditional tribal customs; *Christianity*: the Church became an institution in Latin America much as it was in early European history; friars and monks sent by the Church established the religion forcefully, destroying native temples and placing churches on the same sites to demonstrate their power; relationships were established between religious workers and the lower classes of Latin American society)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Islam*: spread and imitation of Islamic culture from the Middle East to Africa and Spain helped unite the widespread Islamic communities; education was emphasized in Muslim society and literacy was promoted as a way to spread the teachings of Islam; Muslim scholars studied art, philosophy, science, and math, often drawing on ideas from India and Greece and preserving their ideas; system allowed for local traditions but principles based on the Qur'an were emphasized; it was spread by Imams following traveling merchants, by kings who urged conversion to expand economic opportunities, or by conquests by disciplined armies; *Christianity*: found favor in the lands of Europe, providing a unifying force and a common cultural heritage; Church became a powerful force, at times even more powerful than kings; Church encouraged missionary activity in the newly discovered Americas to expand its power; religious orders such as the Jesuits and the Carmelites spread the doctrines of Christianity and also spread European culture; one of the reasons the modern practice of liberation theology started was because the poverty and poor treatment of the lower classes due to the legacy of imperialism that continued well into the 20th century)
- Richly supports the theme with many relevant facts, examples, and details (*Islam*: brought to Africa on the backs of traders and merchants who continuously sought new markets; religious leaders established social programs benefiting the local inhabitants and becoming fixtures of the society; academic knowledge was spread via the mosques which became centers of learning in the new Muslim communities; *Christianity*: Cortés, a Spanish explorer who conquered the Aztecs, introduced Christianity to them, explaining the catechism of the faith; wealthy residents paid for their schooling and medical health while the poor received free benefits)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss how religions had the power to alter the core beliefs of society

**Conclusion:** Overall, the response fits the criteria for Level 5. Document, historical, and contemporary information are woven together in a discussion that demonstrates a solid understanding of influences that have occurred as a result of the spread of religion. Extensive analysis and a command of details demonstrate a good knowledge of the spread of Islam and Christianity.

Religion has a profound effect on the morals, sciences and the cultures of the peoples in a region. But different religions bring with them changes and are often spread in similar ways. This is especially evident when one compares the spread of Buddhism and the spread of Islam. Islam and Buddhism were both spread by trade whether it be by merchants themselves or by religious people who traveled with the merchants. Both religions also brought major changes to an area's religious, economic and social institutions.

Islam is a religion whose followers believe in the divine glory of the mighty Allah and honor the teachings of their prophet Mohammed. One of the ways Islam spread to a culture was through trade, which is no surprise considering Mohammed was a merchant. As illustrated in document 1, the merchants served as a way of opening <sup>up</sup> society. They established trade routes and brought advancements to societies that were isolated before such as in sub-Saharan Africa. This made it very hard to resist Islam. Islam also spread because leaders conquered areas. Once they fought and defeated areas, they set up Islamic societies whose laws, schools, and science ~~was~~ were all based on Islam (Document 2). Pretty soon there were mosques being built all over the place and people converted to Islam because they were attracted to the rich culture. Islam as a religion affected a society because it was Islamic culture and law that shaped the societies that the Muslims took over.

These laws were developed from the Five Pillars of Islam and from other teachings of Mohammad and other leaders of the faith. They included laws that are related to marriage, family life and crime. As illustrated in document 2, Islam brought with it many improvements to Spanish society. The aesthetic elements in life were promoted as the streets were paved and the rich Muslims lived in grandeur. In cities such as Cordoba, universities and libraries were built to help promote Islamic teachings which further spread the religion.

Buddhism is a religion whose followers adopt the noble eight-fold path, and live their life by the teachings of the wise Buddha. Buddhism was spread from one society to another in the same way as Islam, as it was also spread by trade. Buddhism was spread by the migrations of monks in their search for knowledge (Document 1). These monks acted like missionaries spreading the ideas and beliefs of Buddhism directly to the people and converting people to the religion. Although Buddhists did not conquer large areas the way the Muslims did, Buddhism spread throughout most of Asia. In this way, Buddhism spread from its Indian roots and began to dominate Chinese thought. In China, Buddhism blended with Confucianism and Daoism creating a society that valued learning, nature and personal enlightenment.

Buddhist principles became so intertwined with Chinese society, that they were exported along with Chinese culture to Japan and Korea. This is documented in Documents 8 and 9. In Korea, Buddhism helped produce the oldest observatory and a system of medicine. In Japan, Buddhism made an even larger impact with the development of Zen Buddhism which was integrated into samurai ideas such as Bushido. Buddhism helped shape the sciences and the culture of these regions.

As you can see, Buddhism and Islam affected cultures in many of the same ways including the way they were spread. Both Islam and Buddhism got on through trade and affected society and culture in areas in different parts of the world.

## Anchor Level 4-A

### The response:

- Develops all aspects of the task for Islam and Buddhism
- Is both descriptive and analytical (*Islam*: its spread was no surprise considering Mohammad was a merchant; merchants served as a way of opening up a society; advancements brought by merchants made it very hard to resist Islam; mosques were built and people converted to Islam because they were attracted to the rich culture; aesthetic elements in life were promoted as the streets were paved and the rich Muslims lived in grandeur; the promotion of Islamic teachings further spread the religion; *Buddhism*: spread from one society to another in the same way as Islam by traders; although they did not conquer large areas the way the Muslims did, Buddhism spread throughout most of Asia; spread from its Indian roots and began to dominate Chinese thought; Buddhist principles became intertwined with Chinese society)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Islam*: followers believe in the divine glory of the mighty Allah and honor the teachings of the prophet Mohammad; merchants established trade routes and brought advancements to societies that were isolated before such as in sub-Saharan Africa; also spread because leaders conquered areas; once leaders fought and defeated areas, they set up Islamic societies whose laws, schools, and science were all based on Islam; laws that developed in societies that Muslims took over were developed from the Five Pillars of Islam and from other teachings of Mohammad and other leaders of the faith; laws included those related to marriage, family life, and crime; *Buddhism*: followers adopt the Eightfold Path and live their life by the teachings of the wise Buddha; monks acted like missionaries spreading the ideas and beliefs of Buddhism directly to the people and converting people to the religion; in China, it blended with Confucianism and Daoism, creating a society that valued learning, nature, and personal enlightenment; made an even larger impact with the development of Zen Buddhism which was integrated into samurai ideas such as Bushido)
- Supports the theme with relevant facts, examples, and details (*Islam*: Islamic culture and law shaped the societies that Muslims took over; brought many improvements to Spanish society; in cities such as Cordova, universities and libraries were built; *Buddhism*: spread by the migrations of monks in their search for knowledge; Buddhist principles were exported along with Chinese culture to Japan and Korea; in Korea, it helped produce the oldest observatory and a system of medicine)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state Islam and Buddhism affected cultures in some of the same ways including the role trade played in the spread of both religions

**Conclusion:** Overall, the response fits the criteria for Level 4. Document interpretation is used as a framework to apply outside information, although further development would have enhanced the discussion. The similarities in the spread of Islam and Buddhism are established as the theme and are effectively employed to address the influences of the religions in different regions.

Religion has played a pivotal role in shaping the world's history. Two of these religions are Islam and Christianity. Both of these religions spread around the globe and impacted the areas they reached in social, political, and economic ways.

Islam was founded by the prophet Muhammad, in the early seventh century. The core of the religion and its starting and focal point is the Middle East, and the Arabian peninsula, namely Mecca and Medina. Islam quickly became a prominent religion in these regions gaining many converts from the people already residing in the area. This faith, a monotheistic one was quite different to that of the polytheistic faith of many of the people residing in the region. Islam quickly spread utilizing trade routes such as the Silk Road, and the Trans-Saharan trade route. As stated in document 1, merchants were key to spreading Islam. The merchants exposed various societies to the religion. Additionally document 1 states that the leaders of these African societies began to adopt the new religion and tried to integrate it into the African society. One such example would be Mansa Musa the King of Mali who even went out to complete the Hajj, the religious pilgrimage to Mecca and spread Islam along the way. Mosques were also built to accommodate the increasing number of followers.

The Islam culture has been known to experience golden ages and times of expansion such as in the Abbasid Caliphate. As document 2 states, whenever Islam went, it brought its culture, art, and learning with them. Document 2 additionally states that in the city of

Cordova, Spain, Islamic life flourished with paved roads, and public lamps, innovation which ~~western~~ <sup>western</sup> culture would not see for hundreds of years. There is also a magnificent mosque in the city of Cordova, the capital for the Muslims in Spain. It became one of the largest structures in the Islamic world and was symbolic of Islamic power. Document 2 goes on to state that many Muslims had fine houses with marble balconies and running water. A social impact is that Islam provided the poor children with an education. Since the Koran was not supposed to be translated, Arabic was used to teach the students. Great amounts of <sup>learning</sup> were done in the fields of science and mathematics. The paved streets and marble balconies show that there was a relatively good economy in Islamic Spain due to trade allowing its citizens to benefit. Islamic trading networks were also profitable in northern and western Africa, especially Songhai. Document 3, states the social and legal reforms instituted under Askia Muhammad, a Muslim ruler of Songhai. Some of these reforms in Africa had to do with the court systems and courts were based upon Muslim principles. The use of Arabic in Spain and the adherence to Islamic legal codes in West Africa reflects the far-reaching influence of Islam.

Another major religion whose spread impacted the world, is that of Christianity. Christianity took a major turn in the world in the 4<sup>th</sup> century when it became the official religion of the Roman empire. Christianity was also able to spread by use of the roads system in the Roman Empire. Document 4 states how,



Christianity was able to spread throughout the New World by means of conquistadors such as Hernan Cortes. Cortes wished to repay the Aztec prince for his kindness by teaching him the law of God. Cortes taught Ixtlilxochitl and his people the basic foundations of Christianity. Christianity was embraced and spread throughout Mexico. Over time, Christianity became the dominant religion not only in Mexico but also spread throughout Spanish America.

Additionally Christianity impacted the societies of Spanish America. As stated in document 5, the church placed reforms on the newly acquired regions. Some of these include the building of churches and the destruction of idols of the religions previously practiced in this region. Land was given to the missionaries and they eventually became some of the wealthiest landowners. Additionally as stated in document 6, economic reforms were also later put into place. Examples of these include providing education, health care, and poor relief to the general population. Colleges and seminaries were set up which were free for the poor, but the rich had to pay for them. These examples show how the church not only funded these economic changes, but also became one of the most powerful institutions in Spanish America.

Islam and Christianity, since their spread to many places in the world, have truly changed the social, political, and economic aspects of the world today.

## Anchor Level 4-B

### The response:

- Develops all aspects of the task for Islam and Christianity but discusses Islam more thoroughly than Christianity
- Is both descriptive and analytical (*Islam*: merchants were the key to spreading Islam; mosques were built to accommodate the increasing number of followers; paved streets and marble balconies show that there was a relatively good economy in Islamic Spain due to trade; Islamic trading networks were profitable in Africa especially in Songhai; *Christianity*: Cortés wished to repay the Aztec prince for his kindness by teaching him the law of God; Christianity was embraced and spread throughout Mexico; the Church became one of the most powerful institutions in Spanish America)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Islam*: quickly became a prominent religion in the regions of the Middle East and the Arabian peninsula, gaining many converts from the people already residing in the area; quickly spread utilizing trade routes such as the Silk Roads and the trans-Saharan trade routes; Mansa Musa, the King of Mali, went out to complete the hajj and spread Islam along the way; Islamic culture has been known to experience golden ages and times of expansion, such as the Abassid Caliphate; the mosque in Cordova became one of the largest structures in the Islamic world and was symbolic of Islamic power; since the Koran was not supposed to be translated, Arabic was used to teach the students; the use of Arabic in Spain and the adherence to Islamic legal codes in West Africa reflects the far-reaching influence of Islam; *Christianity*: took a major turn in the world when it became the official religion of the Roman Empire; spread by the use of the road system in the Roman Empire; spread throughout the New World by means of conquistadors, such as Cortés; Christianity became the dominant religion not only in Mexico but throughout Spanish America; land was given to the missionaries and they eventually became some of the wealthiest landowners)
- Supports the theme with relevant facts, examples, and details (*Islam*: merchants exposed various societies to the religion; leaders of African societies began to adopt Islam and tried to integrate it into the society; wherever Islam went, it brought its culture, art, and learning; Islam provided the poor children with an education; courts in Africa were based upon Muslim principles; *Christianity*: Cortés taught Ixtlilxochitl and his people the basic foundations of Christianity; churches were built and idols of the religion previously practiced in the region were destroyed; it provided education, health care, and poor relief to the general population; colleges and seminaries were set up)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. Although documents are used in a methodical way, good outside information and conclusions enhance that information. The response displays analysis and insight, although more is evident in the discussion of Islam.

There are few developments in global history that have impacted cultures more, than the introduction and institution of religious beliefs. Religious beliefs have shaped many aspects of society for many civilizations as they began to rise in influence and power. The development of following of a religion has played major roles in the developing process of growing civilizations. Among these religions are Islam and Buddhism, two of the most ~~powerful~~ <sup>influential</sup> belief systems in our world. Through war, trade, and travel Islam and Buddhism spread; having immense impacts on the converted regions.

After the development of Islam, it spread until the reaches of the Muslim Empire stretched across three continents. One of the major components that allowed Islam to spread were the vast trade routes that existed throughout these continents. Muslim merchants help to spread the ideas of Islam by sharing their beliefs and by introducing new ideas. According to John Isposito of the Oxford University Press, merchants helped pave the way for religious leaders allowing these leaders to play active roles in society. (Doc 1). Merchants played an essential role in Muslim society by trading goods and ideas; but it was also the Muslim militaristic forces that brought many regions under muslim influence. One of the great leaders of Islam, Abu Bakr, lead Muslim forces to great conquests. Islamic armies swept across the Middle East, Persia, and into other parts of Asia. Abu Bakr's vast conquests allowed Islam to spread ~~even~~ even further and allowed Islam to be installed

unto new cultures. Trade and military conquests helped allow Islam to spread its influence in parts of Africa, Europe, and Asia.

The spread of Buddhism was also aided by trade but it was Buddhist monks who truly spread their religion. One of the great rulers of Ancient India was Asoka, a Buddhist convert who practiced religious tolerance for his people. He built Buddhist institutions in his Empire and promoted education. He had Buddhist teachings carved on rocks and pillars in many places throughout the empire. His promotion of Buddhism helped secure a foundation for <sup>the</sup> a religion while Buddhist monks aided the effort in spreading the religion. Monks travelled across Indian Ocean trade routes and the Silk Road to spread Buddhism to other parts of Asia. Asoka encouraged such missions which, according to Donald Lopez of Princeton University Press, were not highly organized. Lopez stated, "monks (or groups of monks) travelling by land and sea in the company of traders and royal emissaries." (Doc 7). Trade, missions, and political influence allowed Buddhism to spread its teachings to various parts of Asia.

When Islam and Buddhism arrived upon new cultures they had an impact on the way society was run. These religions had major impacts in the politics and society of influenced peoples society. Islam reached Spain in its influence and there, changes were seen. Libraries, mosques with schools,

extravagant housing with plumbing, and lamp posts were installed according to author of A World History: A Cultural Approach, Daniel Rosselle, (Doc 2). Such changes came among educational innovations in mathematics, science, and medicine. Islam helped the spread of Indian concepts of Arabic numerals, and their plastic surgery techniques. Similarly, Buddhism also helped to spread education. Buddhist monks would act as teachers in temples, spreading ideas covering many subjects. <sup>Buddhism</sup> ~~Buddism~~, like Islam, also helped the spread of other cultures. Among the most significant of these was the spread of Chinese culture to Japan. John Whitney Hall of the Delacorte Press believed that Buddhism opened a window of Chinese culture and society to Japan, (Doc 9). Buddhism also brought ideas of peace and harmony to different cultures. These ideas were expressed in painting, sculpture, and music. Buddhism and Islam both brought many educational and cultural values to peoples in lands where they spread their influence.

Religions have played major roles in forming new cultures and societies throughout the world. The impacts of major belief systems such as Islam and Buddhism can be seen today. Buddhism survives throughout Asia, especially in Tibet and Myanmar despite conflicts in these countries. Traces of Muslim culture can still be seen in southern Spain in places like Granada. Here, Muslim architecture

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

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is everywhere and Islamic influence can be clearly noticed. Religions do not only have immediate impacts when introduced to society, but they also effect future cultures and societies.

**Anchor Level 4-C****The response:**

- Develops all aspects of the task for Islam and Buddhism but discusses the spread of these belief systems more thoroughly than how they influenced regions
- Is both descriptive and analytical (*Islam*: after its development, it spread to the reaches of the Muslim Empire which stretched across three continents; merchants helped paved the way for religious leaders, allowing leaders to play active roles in societies; *Buddhism*: helped to spread other cultures; it opened a window of Chinese culture and society to Japan)
- Incorporates relevant information from documents 1, 2, 7, 8, and 9
- Incorporates relevant outside information (*Islam*: Islamic armies swept across the Middle East, Persia, and into other parts of Asia; Abu Bakr's vast conquests allowed Islam to spread even further and allowed Islam to be installed into new cultures; helped the spread of Indian concepts of Arabic numerals and plastic surgery techniques; traces of Muslim culture can still be seen in southern Spain in places such as Granada; *Buddhism*: one of the great rulers of ancient India was Asoka, a Buddhist convert who practiced religious tolerance; Asoka built Buddhist institutions in his empire and promoted education; Asoka had Buddhist teachings carved on rocks and pillars in many places throughout the empire; monks traveled across Indian trade routes and the Silk Road to spread Buddhism to other parts of Asia; monks would act as teachers in temples, spreading ideas covering many subjects; brought ideas to other cultures, which were expressed in painting, sculpture, and music)
- Supports the theme with relevant facts, examples, and details (*Islam*: one of the major components that allowed Islam to spread was the vast trade routes that existed; Muslim merchants helped to spread the ideas of Islam by sharing their beliefs and by introducing new ideas; in Spain, libraries, mosques with schools, extravagant housing with plumbing, and lamp posts were installed; Islam influenced educational innovations in mathematics, science, and medicine; *Buddhism*: the spread was aided by trade but it was Buddhist monks who truly spread their religion; it brought ideas of peace and harmony to different cultures)
- Demonstrates a logical and clear plan of organization; includes an introduction that states religious beliefs have shaped many aspects of society for many civilizations and a conclusion that mentions impacts of Islam and Buddhism that continue today

**Conclusion:** Overall, the response fits the criteria for Level 4. Simultaneous treatment of the influence of Islam and Buddhism leads to some analytical statements of comparison, but the lack of supporting details weakens the effort. The linking of the spread of the belief systems to the policies of individual leaders as well as references to the influences of both religions today are the strengths of this discussion.

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## Anchor Paper – Document-Based Essay—Level 3 – A

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In history, many different belief systems have been created. In order to become major religions, they had to spread to different areas of the world. Christianity and Islam are two major religions that this holds true for. Both religions were not only widely spread, but also influenced all of the areas it converted. The political, economic, and social aspects of society were greatly influenced by the spread of both religions world wide.

To begin, Islam spread to many areas of the world. As document 1 states, merchants opened trade routes and traded with many different areas of the world. As it has been demonstrated in history many times with the Mongols, Silk Road, Royal road, and trans-Saharan Africa trade routes, cultural diffusion takes place once the merchants opened up the lands to foreign ideas, religious leaders stepped in. They became involved in the societies they converted by taking roles similar to priests. This process was successful in many areas of the world, for example, Africa and Spain allowing Islam to spread across Europe, Asia, the Middle East and Africa.

After the spread of Islam, the belief system impacted societies. For example, their social impacts were monumental. According to Document 2, they brought their "love of art, beauty and learning" with them wherever they went. They spread their technologies. In Spain, roads were paved and lit up at night with street lamps, something that non-Muslim countries/areas did not have until hundreds of years later. Their architecture spread into Spain too. Muslims had marble balconies, water fountains, stained glass and speckled with gold. Document 2 also states the intellectual ~~was~~ contributions Islam made consisting of science, medicine, chemistry, astronomy and mathematics. The impact of Islam

on the lands it conquered/converted were huge in terms of social and intellectual developments.

Economically, the Muslims helped the poor. One of the Five Pillars of Islam is to help the poor. Document 2 discusses how mosques had public schools in it for children in poor families. They promoted education among almost all people and had large libraries complete with a variety of books and archives. They helped many people out with their mosque schools. Before the spread of Islam, the poor probably would not have been educated or treated as fairly as the rich, but the Muslims helped them out. Because more people were educated, the poor could also play an important role in the economy.

Islam's political impacts were large and numerous as well. As document 3 states, legal and social reforms were enacted. Muslim leaders changed the laws used in the courtroom from the traditional laws of the area, in this case Western Africa, to Muslim law. Islamic judges were also appointed to many cases. Muslim influence changed the political system of courts and the leaders of converted areas. These leaders were both political and religious and used Islamic ideas to establish their laws.

Christianity emerged throughout Europe as a result of missionaries. They were sent out to spread the word of God and prove the benefits of Christianity. During these times of conversion, the church was one of the most powerful institutions in Europe, due to the lack of a strong central government during the Middle Ages. Document 4 tells the story of Cortes, who traveled to the Americas and spread Christian beliefs. He spoke to leaders of the area where he was located and entriqueted them as he explained



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## Anchor Paper – Document-Based Essay—Level 3 – A

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Christian mysteries and baptism. Cortes along with other conquistadors spread the Christian religion. Friars such as Las Casas were important in Spanish America as well. In Document 5, it shows how the Church replaced the native religion with Christianity by building churches sometimes on the sites of temples they destroyed. This was another method of spreading Christianity.

Christianity had its political, social, and economic influences. Document 5 showed the use of Indian labor in Spanish America under the encomienda system resulting in a social class change impact. For many years they remained near the bottom of the social class system in Latin America. Document 6 shows how the Church helped out the countries and areas it converted with education and health care. The poor were given shelters and healthcare impacting the economic and social status. Hospitals were created by the church to care for patients of all social classes. Politically, Christianity dominated the government and the Church became important in the political system. Christianity changed areas of the world politically, economically and socially.

Therefore, Islam and Christianity were important religions that impacted history greatly. Islam was spread (mostly) via trade routes and Christianity was (mostly) spread through missionaries. Their impacts varied, ~~but~~ politically, economically and socially but both used their religion and religious leaders as part of the political systems. They helped the poor and changed economic status, and created social reforms. They also shared their knowledge and technology with the people they converted. Christianity and Islam were religions spread all over the world with huge political, economical and social impacts that did not exist before the spread of their ideas.

### Anchor Level 3-A

#### The response:

- Develops all aspects of the task with little depth by for Islam and Christianity
- Is more descriptive than analytical (*Islam*: once the merchants opened up the lands to foreign ideas, religious leaders stepped in; non-Muslim areas did not have Muslim technology until hundreds of years later; before the spread of Islam, the poor probably would not have been educated or treated as fairly as the rich; in western Africa, Muslims changed the laws used in the courtroom from the traditional laws of the area; *Christianity*: Christianity dominated the government and became important in the political system; the Church helped the areas it converted with education and health care)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates some relevant outside information (*Islam*: with the Mongols, Silk Road, Royal Road, and trans-Saharan African trade routes, cultural diffusion took place; one of the Five Pillars of Islam is to help the poor; because more people were educated, the poor could also play an important role in the economy; *Christianity*: emerged throughout Europe as a result of missionaries that were sent out to spread the word of God and prove the benefits of Christianity; the Church was one of the most powerful institutions in Europe due to the lack of a strong central government during the Middle Ages; friars such as Las Casas were important in Spanish America as well; Indian labor was used in Spanish America under the encomienda system resulting in a social class change; for many years the Native Americans remained near the bottom of the social class system in Latin America)
- Includes some relevant facts, examples, and details (*Islam*: Muslims brought their love of art, beauty, and learning with them wherever they went; in Spain, roads were paved and lit up at night with street lamps; marble balconies and stained glass were taken by Muslims to Spain; Muslims took science, medicine, chemistry, astronomy, and mathematics to the lands they conquered; Muslims had large libraries with books and archives; Islamic judges were appointed to many cases; *Christianity*: Cortés traveled to the Americas and spread Christian beliefs; Cortés explained Christian mysteries and baptism; the Church replaced native religion with Christianity by building churches, sometimes on the sites of temples they destroyed)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that summarizes the ideas used to address the task for both religions

**Conclusion:** Overall, the response fits the criteria for Level 3. Some good outside information is included but lack of explanation and connections detract from its effectiveness. Document information is successfully used to formulate conclusions that theorize what might have happened if the religion had not spread.

TWO BELIEF SYSTEMS THAT HAVE CHANGED THE COURSE OF HISTORY GREATLY ARE ISLAM AND CHRISTIANITY. ALTHOUGH BOTH CAN TRACE THEIR ROOTS BACK TO ABRAHAM, THEY HAVE FOLLOWED VERY DIFFERENT PATHS. CHRISTIANITY BEGAN IN JERUSALEM, SPREAD THROUGHOUT THE MIDDLE EAST AND WITHIN THE ROMAN EMPIRE. IT THEN BECAME THE DOMINANT RELIGION IN EUROPE DURING THE MIDDLE AGES FOLLOWING THE FALL OF ROME, AND EVENTUALLY BECAME THE MAJOR FAITH IN THE NEW WORLD (THE AMERICAS). ISLAM BEGAN IN MECCA, WHERE IT SPREAD THROUGH MERCHANTS AND THE ARAB CONQUESTS TO AFRICA, INDIA, SPAIN AND THROUGHOUT THE MIDDLE EAST.

FOUNDED BY JESUS OF NAZARETH IN THE ROMAN EMPIRE, CHRISTIANITY QUICKLY SPREAD THROUGH THE EMPIRE DUE TO THE ROAD SYSTEM AND CHRISTIANITY APPEALING TO THE MASSES. CHRISTIANITY THEN SPREAD THROUGH EUROPE BY THE CONQUESTS OF CHARLEMAGNE (WHO FORCED THOSE HE CONQUERED TO BECOME CHRISTIAN) AND THROUGH MISSIONARIES. IT WAS IN 1492 HOWEVER WHEN CHRISTIANITY BEGAN TO SPREAD TO THE AMERICAS. IN SEARCH OF GOLD, GOD, AND GLORY CONQUISTADORS AND EXPLORERS SAILED TO THE NEW WORLD, MANY MADE A POINT TO TEACH NATIVE TRIBES LIKE THE AZTECS AND INCAS THE ORIGINS AND RULES OF THEIR FAITH (DOC. 4).

LATER WHEN EUROPEANS had destroyed the mighty AZTEC AND INCAN EMPIRES, they continued to send MISSIONARIES to the AMERICAS to spread FAITH IN CHRIST. THESE MISSIONARIES destroyed NATIVE (WHO WERE POLYTHEISTIC) idols and temples, and over them built CHURCHES AND MONASTERIES, while FORCFULLY CONVERTING native populations. THE way they ACCOMPLISHED this was through FORCED LABOR (doc. 5). ONCE THE CHURCH WAS ESTABLISHED AS THE DOMINANT FAITH IN LATIN AMERICA, they did provide MANY NECESSARY functions. SOME of these functions WERE to CARE for the POOR AND to provide HEALTHCARE AND EDUCATION to NATIVES (doc. 6). LATIN AMERICA BECAME A CIVILIZATION BASED ON CHRISTIAN BELIEFS. IN FACT, CATHOLIC PRIESTS SUCH AS FATHER HIDALGO BECAME LEADERS IN THE INDEPENDENCE MOVEMENT. EVEN today most people in LATIN AMERICA ARE CHRISTIAN AND THEIR LAWS AND CULTURE ARE BASED ON its BELIEFS.

ANOTHER FAITH that SPREAD rapidly WAS ISLAM. FOUNDED by MUHAMMED IN MECCA, THE FAITH SPREAD by MERCHANTS to THE REST OF ARABIA. THE ARABS SOON defeated THE PERSIANS AND THE BYZANTINE EMPIRE. THIS, along with MUSLIM CONQUESTS IN

Egypt and most of India ensured Islam as the dominant religion in the region. The Muslims made charges into Europe as well, until they were stopped on the west by Charles "The Hammer" Martel and on the east at the Battle of Vienna. One European area that remained Muslim (until Ferdinand and Isabella's Reconquista) were parts of the Iberian Peninsula (Spain and Portugal). In Spain, the Moors set up great cultural cities like Cordova (doc. 3). The Muslim culture at this point in history was more advanced than that of Christendom, and Muslim cities were centers of learning, and the Moors made many improvements like street lamps to the Spanish cities. Islam also spread in Africa was by the conversion of rulers like Askia Mohammed (doc. 2). Askia tried to convert all of the Songhai Empire (which was West African covering the old empires of Ghana and Mali) to Islam. Even today Islam is the dominant religion in the area. For some it determines your diet, your dress, your clothing, the laws you follow, and even your personal life.

Religions spread through many ways, such

AS TRADE AND CONQUESTS. TWO (CHRISTIANITY AND ISLAM), WHICH ARE THE MOST POPULAR FAITHS IN THE WORLD SPREAD TO MANY NEW AREAS. ISLAM MOVED ~~TO~~ FROM ARABIA TO SPAIN, NORTH AFRICA, SPAIN, ANATOLIA AND SOME OF EASTERN EUROPE THROUGH THE ARAB CARAVANS AND CONQUESTS. CHRISTIANITY SPREAD THROUGHOUT THE ROMAN EMPIRE PEACEFULLY BUT WAS THEN FORCEFULLY SPREAD TO THE REST OF EUROPE (INCLUDING THEN MUSLIM SPAIN) AND EUROPEAN COLONIES IN THE AMERICAS.

## Anchor Level 3-B

### The response:

- Develops all aspects of the task with little depth for Christianity and Islam
- Is more descriptive than analytical (*Christianity*: missionaries destroyed polytheistic native temples and forcefully converted native populations; once the Church was established as the dominant faith in Latin America, it provided many necessary functions; *Islam*: Muslim culture at the time Spain was conquered was more advanced than that of Christendom; Askia Mohammed tried to convert all of the Songhai Empire to Islam)
- Incorporates some relevant information from documents 2, 3, 4, 5, and 6
- Incorporates some relevant outside information (*Christianity*: began in Jerusalem and then became the dominant religion in Europe during the Middle Ages following the fall of Rome; eventually became the dominant faith in the New World; quickly spread through the Roman Empire due to the road system and its appeal to the masses; spread through Europe with the conquests of Charlemagne who forced those he conquered to become Christian; in 1492, it began to spread to the Americas; in search of “Gold, God, and Glory,” conquistadors and explorers sailed to the New World; later when Europeans had destroyed the mighty Aztec and Incan empires, they continued to send missionaries to the Americas to spread their faith in Christ; *Islam*: began in Mecca and then spread by merchants and Arab conquests to Africa, India, Spain, and throughout the Middle East; Arabs defeated the Persians and the Byzantine Empire and this along with Muslim conquests in Egypt and most of India ensured Islam as the dominant religion in the region; Muslims made charges into Europe until they were stopped on the West by Charles Martel and on the East at the Battle of Vienna; Muslims remained in parts of the Iberian peninsula of Spain and Portugal until Ferdinand and Isabella’s Reconquista; even today, Islam is the dominant religion in West Africa; for some, Islam determines your diet, your dress, your clothing, the laws you follow, and even your personal life)
- Includes some relevant facts, examples, and details (*Christianity*: spread by missionaries; missionaries destroyed native idols and temples and over them built churches and monasteries; Christians cared for the poor and provided health care and education to the natives; *Islam*: the faith spread by merchants to the rest of Arabia; in Spain, the Moors set up great cultural cities such as Cordova; Moors made many improvements such as street lamps in Spanish cities; spread in Africa with the conversion of Askia Mohammed)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that identifies the areas where Islam and Christianity spread

**Conclusion:** Overall, the response fits the criteria for Level 3. Document information is interwoven with outside information in a discussion that emphasizes the spread of and the dominance of Islam and Christianity. Lackluster conclusions regarding the effects of the belief systems on regions mitigate the effectiveness of the response.

Throughout time beliefs have come and gone. There has been many religions that never seemed to make it in the history books. But the two religions Christianity and Islam seemed to have made a lasting impression on the world. From cultural changes to political religion or beliefs have been an intricate part of society. The way it was spread is just as important.

Christianity became very influential in the Middle Ages in most of Western Europe. The church had controlled most everything having to do with life. Including books, arts, education and architecture. When the years of the Age of exploration came up it was only a natural progression that the conquistadors would spread Christianity to the new people and impose it on them. In document 4 it says that Cortes told them the story of Christianity and that they were sent by the Pope to show the people what it was all about. Christianity may have been more successful because when the Europeans came to the new world they exposed the Natives to many diseases they never had experienced before so that whiped out alot of the population. Also there was a transition where they introduced Christianity to these people. In document 5 explains the work of Friars in introducing Christianity. Some of their methods were too knock down the old temples where the natives used to worship and put up churches to prove that they now had a new religion and if they wanted to worship they had to do so in a church. They also destroyed almost all remnants of their old gods and places of worship. They (Christian followers) wanted the Native



Americans to embrace this new religion and worship their god instead of the many gods they had been used to. We know that this was easy to do because the Europeans had many technological advantages over the Native Americans and their weapons were far superior. The church did not do all negative to the people of the new world, document 6 says that the church helped start programs for the homeless and hospitals for the sick and dying. Even today the churches create hospitals and schools that help keep people healthy and educate them in the ways of Christianity. The Catholic church continues to be a strong influence in Latin American countries today.

Islam is another religion that was passed on because of conquering and people imposing the religion on the native people of the area. Document 2 says that people adopted this religion because they wanted a better way of life. In Cordova Spain the streets were paved while ~~for~~ Paris people waddle ankle deep in mud after a rain storm. Muslim homes in Cordova were more modern than in the rest of Europe. They were highly decorated and had indoor plumbing. The Muslim people definitely had a way better standard of living than people in other cities during the same <sup>time</sup> period. During the Spanish Reconquista when they kicked out all non-Christians who did not convert a lot of them being Muslims ended up putting economic pressure on Spain because a lot of Muslims were of the merchant class and some even had expanded the banks that had contributed much to the Spanish

economy, Islam was also spread because of emperors and rulers wanting their empire to become an Islamic empire. Document 3 is a quintessential example of an emperor converting a empire into an Islamic nation. Asiki Mohammad sought to make the entire Songhai empire a muslim entitee. Although he failed to convert the entire empire, he introduced legal and social reforms that made his court the highest in the land and punishment was administered by Muslim rule not by traditional African law.

Religion has been passed along throughout times in many different ways. By books, stories, empires or even people but one thing is certain. The most powerful ones have the backing of a powerful empire or country especially in early history. If the country or empire was wealthy enough to expand and trade then they could spread their culture and religion to the people they were more advanced than.

### Anchor Level 3-C

#### **The response:**

- Develops all aspects of the task with little depth for Christianity and Islam
- Is more descriptive than analytical (*Christianity*: friars knocked down old temples where the natives used to worship and put up churches to prove that they now had a new religion; if they wanted to worship, they had to do so in a church; almost all remnants of the natives' gods and places of worship were destroyed; Christian followers wanted the Native Americans to embrace the new religion and worship their god instead of the many gods they had been used to; even today, churches set up hospitals and schools to help people become healthy and educated; *Islam*: people adopted this religion because they wanted a better way of life; Muslim people had a better standard of living than people in other cities during the same time period; spread because emperors and rulers wanted their empires to become Islamic empires)
- Incorporates some relevant information from documents 2, 3, 4, 5, and 6
- Incorporates some relevant outside information (*Christianity*: became very influential in the Middle Ages in most of Western Europe; the Church controlled most everything having to do with life during the Middle Ages, including books, arts, education, and architecture; when the years of the Age of Exploration came up, it was only a natural progression that the conquistadors would spread Christianity to the new people and impose it on them; Christianity may have been more successful because when the Europeans came to the New World they exposed the natives to many diseases they had never experienced before so much of the population was wiped out; it was easy to conquer and convert natives because the Europeans had many technological advantages over the Native Americans and their weapons were far superior; *Islam*: during the Spanish Reconquista, all non-Christians who did not convert were kicked out and many of them were Muslim; when Muslims were kicked out, economic pressure was put on Spain because many of the Muslims were of the merchant class and some even had expanded the banks)
- Includes some relevant facts, examples, and details (*Christianity*: Cortés told the people the story of Christianity and that they were sent by the pope; the Church started programs for the homeless and hospitals for the sick and dying; *Islam*: in Cordova, Spain the streets were paved, while in Paris, people waddled ankle deep in mud after rainstorms; Askia Mohammed sought to make the entire Songhai empire a Muslim entity; although Askia Mohammed failed to convert the entire empire, he introduced legal and social reforms that made his court the highest in the land and punishment was administered by Muslim rule and not by traditional African law)
- Demonstrates a satisfactory plan of organization; includes an introduction that states Christianity and Islam have made a lasting impression on the world and a conclusion that states if a country or empire was wealthy enough they could spread their culture and religion to less advanced people

**Conclusion:** Overall, the response fits the criteria for Level 3. A lack of explanation weakens the use of some good outside information. While the treatment of Christianity is more comprehensive, the development of Islam satisfactorily addresses the task.

Throughout the course of history, religious beliefs have influenced social, political, ~~and economic~~ and economic changes in the areas which they are spread to. There is no difference with the spread of Christianity, and Islam. Christianity was spread to the Americas by the Spanish Conquistadors, such as Cortes. While Islam was spread to Africa, ~~India~~, and Spain by religious leaders. Once Christianity and Islam spread to these regions, social, political, ~~and economic~~ and economic changes began to take place.

Islam was spread to parts of the world such as Africa, ~~India~~, and Spain by the religious leaders. (Doc 1). Christianity however, was spread by men, such as Hernando Cortes, sent by the king to convert the ~~the~~ people of Spanish America. (Doc 4) no matter how they were spread both effected the new areas socially. In Spain, the muslims brought along new technology. The roads were paved, and lighted, also they brought along mosque which were also public schools. Other areas in the world did not have these luxuries (Doc 2) The Christians took it in their hands and destroyed most temples, and statues of the Americas old religion and replaced ~~them~~ with churches, and parties and services were held regularly. This change the lifestyles of the Americans (Doc 5) Also the Christians

brought sickness, and new diseases to the people.

Which soon wiped out most of the population. (a.)

Politically, the two religions also changed the values of the people. The ~~soon~~ Muslim Askia Muhammed tried to convert the Songhai Empire to Islam, this didn't work, but he did manage many legal reform. Askia set up large courts, with Islamic judges and used Muslim principles, not African (Doc 3) Soon the people of the Songhai Empire were leading by Islamic principles. The Christians influenced the Prince Irti, Irtichit that converting to Christianity would be the way to go. Thus influencing the ~~soon~~ leaders to do so, the civilians would follow. (Doc 4)

Economically, the Christians did quite a lot in the Americas. The Christians ~~did~~ paid for schools, colleges, hospitals, orphanages, and more. (Doc 6) They even had the institutions free for the poor, and a fee for the wealthy. As said in Doc. 6 "The church therefore played an important economic role as a circulator of capital... and as a supplier of social services." Edwin Williamson. The Muslims gave Africa a lot of trade. In the Sub-Saharan trade, the Islamic people went on caravans and traded an abundance of

goods with the Africans. Thus flourishing their economy too. (D.Z)

The two religions Christianity and Islam, both were influential on the areas which they spread to. The Islamic religion affected Africa quite a lot, and so did Christianity in the new Spanish America. No matter how they were spread, many changes occurred. Once Christianity and Islam spread to these regions social, political, and economic changes began to take place.

Anchor Level 2-A

**The response:**

- Minimally develops all aspects of the task for Islam and Christianity
- Is primarily descriptive (*Islam*: in Spain, the Muslims brought along new technology; *Christianity*: Christians destroyed most temples and statues of the Americas' old religion and replaced them with churches; it changed the lifestyle of the Americans; Christians tried to influence the leaders to convert so the civilians would follow)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents little relevant outside information (*Islam*: in trading with sub-Saharan Africa, the caravans traded an abundance of goods resulting in a flourishing economy; *Christianity*: spread to the Americas by the Spanish conquistadors, such as Cortés; Christians brought sickness and new diseases to the people, which soon wiped out most of the population)
- Includes few relevant facts, examples, and details (*Islam*: spread to Africa and Spain by religious leaders; roads were paved and lighted; they brought mosques which were also public schools; Askia Mohammed tried to convert the Songhai Empire to Islam; Askia set up large courts with Islamic judges and used Muslim principles not African; *Christianity*: Cortés was sent by the King to convert the people of Spanish America; parties and services were regularly held in churches; Christians paid for schools, colleges, hospitals, and orphanages; institutions were free for the poor and the wealthy had to pay a fee)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that identify areas to which Islam and Christianity spread

**Conclusion:** Overall, the response fits the criteria for Level 2. The attempt to discuss Christianity and Islam concurrently is sometimes confusing. Although interpretation of document information is cursory, some simplistic conclusions and some good outside information strengthen the effort.

In the course of history, belief systems have spread far from their original region. In doing so, they have impacted economy, society, and politics. Christianity and Islam are two greatly influential and wide-spread belief systems.

There were many ways in which Islam was spread. Merchants played a large role in the spread of Islam to Africa (Doc 1). Trade on the Silk Road also led to the spread of Islam, but to Asia. Islam also greatly influenced the regions in which it spread politically, socially, and economically. In Spain, Muslims paved the streets, installed streetlights, and provided children a good education (Doc 2). Islam also impacted the Songhai empire. Askia Mohammed would base laws on Muslim principals, and would even appoint Muslim judges (Doc 3). This led to large Islamic influence in the Songhai legal system.

The spread of Christianity was also influential. Christianity was spread to

Mexico by the conquests of Cortes (Doc. 4). The Aztecs viewed Cortes as a god and would listen to him as he would preach Christianity (Doc. 4).

Christianity impacted society in Latin America. In Latin America, Friars would build monasteries, churches, and Christian buildings, and would replace native religious buildings with Christian buildings (Doc 5). Also in Latin America, the Church would provide educational and medical services (Doc 6).

There were many ways in which Christianity and Islam were spread. The regions that they spread to greatly impacted society, economy, and politics in that region. This led to these belief systems gaining worldwide influence.



## Anchor Level 2-B

### **The response:**

- Minimally develops all aspects of the task for Islam and Christianity
- Is primarily descriptive (*Islam*: merchants played a large role in the spread of Islam to Africa; there was a large Islamic influence in the Songhai legal system; *Christianity*: the Aztecs viewed Cortés as a god and would listen to him as he would preach Christianity)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents little relevant outside information (*Islam*: trade on the Silk Road also led to the spread of Islam, but to Asia)
- Includes few relevant facts, examples, and details (*Islam*: in Spain, Muslims paved the streets, installed streetlights, and provided children a good education; in the Songhai Empire, Askia Mohammed would base laws on Muslim principles and appoint Muslim judges; *Christianity*: spread to Mexico by the conquests of Cortés; friars would build monasteries, churches, and Christian buildings and would replace native religious buildings with Christian buildings; the Church would provide educational and medical services)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. Several influences of both Islam and Christianity are mentioned but are not adequately developed. The reference to the connection of trade in the spread of Islam to both Africa and Asia is good.

Islam and Christianity are two religions that were widely spread <sup>throughout</sup> ~~at~~ history. Islam was spread to many African Societies. <sup>(Doc 1 & 2)</sup> Christianity was spread to Latin and Spanish America. <sup>(Doc 3 & 5)</sup> The spread of these religions helped each place economically and ~~socially~~ <sup>politically</sup>.

Islam was a religion spread to African Societies. Many leaders spread ~~the~~ Islam by integrating in African Societies and played Religious, Social, and Political roles in the Society. <sup>(Doc 1)</sup> The spread of Islam helped Africa ~~economically~~ <sup>politically</sup> economically. Islam brought education for the poor and opened libraries. <sup>(Doc 2)</sup> It taught chemistry, medicine, mathematics, and astronomy. <sup>(Doc 3)</sup> The spread of Islam also helped ~~African~~ <sup>politically</sup> Societies in Africa ~~and~~. Islamic leaders ~~became~~ became the head of the Court Systems and started legal and social reforms. <sup>(Doc 3)</sup>

Christianity was another religion but it was spread to Latin America and Spanish America. Cortes and his men ~~spread~~ spread Christianity by speaking the words of God and also taught about Baptism and different Christian beliefs. <sup>(Doc 4)</sup> ~~Economically~~ <sup>(Doc 5)</sup> The economy was helped ~~abit~~ <sup>politically</sup> by the spread of Christianity. Churches were open as well as monasteries. <sup>(Doc 5)</sup> Politically The Churches had a lot of power ~~the~~ held the money and helped pay for schools. <sup>(Doc 6)</sup>

Islam and Christianity ~~were~~ are two religions that were ~~widely~~ widely spread ~~through~~ <sup>throughout</sup> history.

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

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The spread of these religions helped the ~~Latin~~ countries that  
~~live~~ they were spread to, life in latin america and  
Africa <sup>may</sup> ~~not~~ have ~~it~~ never become a stable place if it wasn't  
for these religions

**Anchor Level 2-C**

**The response:**

- Minimally develops all aspects of the task for Islam and Christianity
- Is primarily descriptive (*Islam*: many leaders spread Islam by integrating into African societies and playing religious, political, and social roles; *Christianity*: Cortés and his men spread Christianity by speaking the words of God; it helped the economy; the Church has held much power by holding the money and paying for schools); includes faulty application (*Islam*: attributes document 2 to Africa)
- Incorporates limited relevant information from documents 1, 3, 4, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Islam*: spread to African societies; Islamic leaders became the head of the court systems in Africa and started legal and social reforms; *Christianity*: spread to Spanish America; Cortés and his men taught about baptism and different Christian beliefs; churches and monasteries were opened)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state the regions to which Islam and Christianity spread

**Conclusion:** Overall, the response fits the criteria for Level 2. An attempt is made to designate the influences of the belief systems as social, economic, and political; however, lack of explanation detracts from the effort. The response includes information that very briefly addresses all aspects of the task.

In many ways, the spread of many different belief systems, has influenced the economical, social, and political development of different regions. Two perfect examples of this influence would be of the Islam and Christianity belief systems. Islam was spread throughout Spanish America and different African societies, whereas Christianity was spread throughout Mexico and also Spanish America.

Islam influenced the Spanish American as well as African societies in many different ways. The Islam belief system urged men to stay out of politics with a promise of immunity of life and property. Muslim men were peacemakers and the belief system was carried mainly by merchants. The ~~cutt~~ belief system brought advanced technology to the people of Spain such as the Cordovan public lamps that lighted the roads for miles. Not only did it improve the technology side of life for Spaniards but also gave an equal opportunity for education to the poor children in the mosque.

Christianity influenced Mexico as well as Spanish America also in many different ways. Christians tore down idols and temples and had Spaniards do labor work building up churches both permanent and temporary without pay. They held services and fiestas in church buildings on a normal basis. The church also provided education as

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Anchor Paper – Document–Based Essay—Level 1 – A

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well as health care. People were taught the laws of God and about the baptism.

Not only did belief systems influence societies of the past but even still the societies of today.

Although practiced maybe differently, Christianity as well as ~~the~~ Islam exist throughout the world.

Anchor Level 1-A

**The response:**

- Minimally addresses some aspects of the task for Islam and Christianity
- Is descriptive (*Islam*: influenced African societies in many different ways; advanced technology was brought to the people of Spain; not only did it improve the technology side of life for Spaniards but also gave an equal opportunity for education to the poor children)
- Includes minimum information from documents 2, 4, 5, and 6; misinterprets document 1 (*Islam*: urged men to stay out of politics with a promise of immunity of life and property)
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Islam*: Muslims were peacemakers and Islam was carried mainly by merchants; education was provided in mosques; Cordovan public lamps lit the road for miles; *Christianity*: Christians tore down idols and temples; services and fiestas were held in church buildings; the church provided education as well as health care; people were taught the laws of God and about baptism); includes inaccuracies (*Islam*: spread throughout Spanish America; *Christianity*: Christians had Spaniards do labor work building up churches both permanent and temporary without pay)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. Some information from documents 1 and 5 is misinterpreted and the spread of belief systems is only addressed by a general statement about Islam. A few pieces of document information are selected to address influences of each belief system in a specific area.

Islam, Christianity, and Buddhism all helped and influenced other regions in different ways. The spread of belief systems has influenced social, economic and political developments in many regions.

In Document 2 Islam improved the lives of people in Spain. Almost every mosque had a public school where the poor <sup>children</sup> were taught. Bedrooms were vaulted with stained glass and speckled with gold. Metal pipes carried water into marble baths. They brought their love of art, beauty and learning and helped Spain.

As you seen in Document 4 Christianity spread to Mexico. Cortes wanted to repay their kindness by teaching them the law of God. He spoke about Christ, the mystery of the Creation and Fall, he showed them the Crucifix. They all knelt and Cortes said he was sent to save their souls.

Finally in Document 9 Buddhism played many roles in Japan.

↳ Buddhism brought to Japan a new system of beliefs and pius attitudes. Having Buddhism establish itself as a religious organization with social influence and economic power on Japanese soil, it became a major force in the nations political affairs.

Islam, Christianity, and Buddhism ~~and~~ influenced other regions and without these religions other regions wouldnt have gotten development. These belief systems were the answer for Spain, Mexico and Japan.

Anchor Level 1-B

**The response:**

- Minimally addresses some aspects of the task for Islam and Christianity
- Is descriptive (*Islam*: Muslims brought their love of art, beauty, and learning and helped Spain; *Christianity*: Cortés said he was sent to save souls)
- Includes minimum information from documents 2 and 4
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Islam*: almost every mosque had a public school where the poor children were taught; bedrooms were vaulted with stained glass and speckled with gold; metal pipes carried water into marble baths; *Christianity*: spread to Mexico; Cortés taught the native population the law of God)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that mentions areas to which the belief systems spread

**Conclusion:** Overall, the response fits the criteria for Level 1. Three belief systems are mentioned; however, only the first two can be rated. Limited information from document 2 is used to state influences of the spread of Islam on Spain and information from document 4 is used to mention how Cortés spread Christianity to Mexico, demonstrating a minimal understanding of the task.

Throughout history belief systems have taken over political social and economic aspects of life. The spread of Buddhism and Christianity have changed history in a sometimes negative and other time positive ways. The differences between religions were some times tolerated but other times people were persecuted and punished for what they believed. The spread of Christianity and Buddhism has effected history in many ways.

Christianity was and still is a major religion. Some of its believers were so dedicated that they wanted to spread it to where ever, however they could. Christianity was often spread by force. Spanish conqueror, Hernán Cortez, was attempting to spread Christianity when he conquered Mexico. (Doc. 4) The native people had an ancient myth that one day one of their gods would come in human form and that he was a pale man that would arrive on a ship. When Cortez came from Spain with his men the native people believed he was this god. They offered gifts and gold and bowed to him. He and his fellow conquistadors soon however began forcing their religion, Christianity onto the people. When people resisted some were killed. This isn't the only time the spread of Christianity could be seen as brutal.

Many times the spread of Christianity meant the almost complete eradication of the existing religion. The attempt by Friars to convert areas of Spanish America is an example of this. (Document 5) Friars simply destroyed idols, temples and



religious art that didn't have to do with Christianity. They built churches and monasteries on top of demolished temples to symbolized the rise of their religion. They even forced Indians to convert and work on these construction projects and *encomiendas*. Christianity, however, was not the only religion people converted to. On the other side of the world, Buddhism also attracted converts. Buddhism seemed far less brutal than Christianity. It was not so much forced on to people as it was accepted by them. It was believed that the Buddha sent his monks out in an effort to open peoples eyes. (Document 7)

Buddhism is about meditation and karma and treating fellow people well. The Eight Fold Path set out a list of morals for its followers to live by. It was not nearly as cruel as the spread of Christianity was and in some cases the spread of Buddhism influenced areas that were effected in a peaceful way. With the expansion of trade, Buddhism spread from India into China and then east to Korea. As a result, Korea experienced an increase in success of the economy. Great works of art were created as well as beautiful <sup>Buddhist</sup> monasteries. Korea experienced a more cultured atmosphere. (Document 8) Korea became more advanced in medicine and sciences such as astronomy. It also became less isolated as its contacts with the outside world grew. In other parts of the world, such as in Tibet, Buddhists were and continue to be persecuted. However,

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Document-Based Essay—Practice Paper – A

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all together, Buddhism was successful in spreading across a great distance and bringing a diversity of cultural achievements with it.

The spread of different religions is an important part of history. It gave rise to a whole new way of life for many people. Though the spread of some religions was negative and forced, others were spread more calmly.

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Document-Based Essay—Practice Paper – B

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Religion plays a major part on a lot of our lives. Many people that follow there religion strongly dont know how our when it was brought to there country.

Christianity is one of the most spread religions across the world.

Christianity was spread in many was across the world, such as in document 4 Cortes and his men were awarded gifts by the indians prince and there people. Cortes felt very thankful for what they did for

him and his men. So he taught them the law of God. Christianity also helped people out a lot like the churches in Document 6 provided people with health care and education.

Buddhism is also one of the most practiced religions. In Document 7 Buddha urged his monks to travel by land or sea to spread the Buddhism religion. With the spread of Buddhism starting up the religion started making a huge impact on other countries, such as in Document 8 Buddhism influenced art, science and technology of Korea.

In every document it is told about how many religions such as Buddhism and Christianity is spread and what a major part of peoples lives it is in the world today.

There is many religions or belief systems in the world today. Two of the major belief systems are Islam and Christianity. Islam and Christianity have spread throughout the world during history.

Islam started in the middle east. Islam quickly spread to African societies through trade and eventually by Islamic religious leaders (Doc 1). In Spain many peoples lives improved because of the spread of Islam. Moslems brought solidly paved streets, the streets were lighted by lamps. Some Spanish moslems homes had marble balconies and nice outdoor courts with waterfalls. Indoor plumbing with metal pipes carried water into marble baths (Doc 2). Life was greatly improved in Spain by the spread of Islam.

Christianity is another major belief system of the world. Cortes brought to Mexico the belief system of Christianity. Christianity was spread in Mexico by Cortes repaying the native people by teaching them the law of God (Doc 4). Latin America also had Christianity spread to it. The Church was a provider of education, healthcare and poor relief to the general population (Doc 6). The spread of

Christianity was not always good though. In Spanish America the native religious objects and temples were destroyed and Christian churches were built on native holy land (Acos). Not everyone benefited from the spread of Christianity, although some did.

Religions and belief systems were spread throughout the world all through history. Some areas benefited while others were devastated.

In every culture, empire, or major event in history religion has played some sort of role either major or miniscule, especially in interaction between societies. In the age of discovery and exploration of the globe, the introduction of a new belief system into an already established culture would drastically shape the development of that culture, as those attempting to spread the religion took all means necessary to do so. Missionaries of religions such as Islam and Christianity believed that their religions were the right ones and did all they could to shape the social, political, and economic aspects of these new societies in their images, sometimes for the better and sometimes for the worse.

Missionaries took the opportunities they saw and traveled with traders to spread their religion. In Islam, trade was an integral aspect of the culture, as Mohammed, the founder of Islam had been a trader himself. Already flying as the Middlemen on the silk road trade routes between Europe and Asia, the Arab merchants sought out new terrain to profit from. They had been successful in establishing a presence in many parts of eastern and northern Africa and then used <sup>the</sup> camel to make contact with sub-Saharan Africa where they traded their goods for African gold and salt and not only profitted greatly <sup>but</sup> also spread their religion of Islam. The Muslims established Mosques and settlements that not only solidified their religious presence, but their trade routes as well, and introduced <sup>the</sup> African people to a new religion, goods, and diets. After these established settlements further opened up Islamic and African trade the Muslims further integrated themselves

into the culture by marrying African women. Islam was not just a religion in Africa but became a way of life. The Christian explorers in the Americas had similar motivations. In search of Gold and other raw materials to compete with the rest of Europe and to spread their religion, the Spaniards traveled to the Americas after the voyages of Columbus. After taking advantage of the natives beliefs that they were Gods, the explorer Cortes and his successors used their superior technology to establish superiority over the people and exploit them as their leaders viewed Native Latin Americans as barbaric, due to the fact that they did not worship Christ, and thus believed they were right to take advantage of and forcibly convert, the Native Latin Americans. They forced them to work in mines or farms on *encomiendas* with little reciprocation. Though this exploitation established a legacy that left Native Latin Americans in the lower social and economic classes, it did establish a connection to the Europeans, which led to an exchange of goods and technology and Christianity became a major influence in the lives of Latin Americans.

After these two religions established their economic ties, they began to affect and change the lives of the people as well. Muslim advancements carried by the Islamic traders brought about better living standards in regions as far away as Spain, with the introduction of paved roads and oil lamps in the cities, as well as mosques and similar architectural monuments that displayed the beauty of Islamic architecture. These mosques introduced Muslim knowledge, as each had a public school

to teach the poor and gain more converts. This was in stark contrast to much of the rest of Medieval Europe where education was not a priority and cities had little to offer. The Christians similarly educated people in Latin America and gave health care, or financial and relief aid to the poor, though at the cost of destroying the natives' temples and idols and replacing them with their own to substitute one religion for the other. Despite these efforts, the Spanish were not totally successful in eliminating the native beliefs. Even today in some Catholic churches in Mexico one can find Aztec symbols.

In addition, both religions gained a religious presence in the regions they reached. In Africa, African kings sought to expand their power and wealth by encouraging contact with Muslim traders and converting ~~them~~ <sup>to Islam</sup>. In time Islamic ideas and principles influenced rules and laws in African societies. Later rulers did the same, and did all they could to keep and expand contact with the Muslims, visiting many African communities in the process. For example, Mali's King Mansa Musa made a <sup>pilgrimage</sup> ~~pilgrimage~~ to Mecca to prove his Islamic faith and display the prosperity of his Muslim kingdom. He told the Meccans <sup>of</sup> the splendors of Mali. After he returned to Mali, Timbuktu became known as a center of learning and many scholars traveled there to learn. The Christians established their political presence with their economic domination and through trade. <sup>They</sup> ~~by~~ <sup>forced</sup> making the natives in Latin America laborers who had to convert to Christianity. In the interests of expanding the number of converts to Christianity, the Pope gave power to the Spanish government over Church affairs in the



New World. The colonial officials abused this power and often mistreated the native population in the interest of making money for themselves and the mother country. Just as Islam helped to unite parts of Africa under one empire's control, Christianity was used as a tool by the Spanish to control the population of Latin America.

Without any of these religions having been established in these regions, they would not have developed as they had. The domination and presence of these religions left impacts that can still be seen today in parts of Africa and Latin America.

The belief systems of Islam and Buddhism were two of the main religions in the world. Both of these religions influenced the world in a social, economic, and political way. Throughout history these religions have traveled to many regions and began to change the cultures and beliefs of many different people. Islam and Buddhism have changed the world and in what people may believe in.

The religion of Islam has influenced the world in the past and today. Islam first began to spread to African societies from its birthplace in Mecca. Merchants, who were the carriers of Islam, traveled and made new routes. While the merchants were traveling they were practicing their beliefs. By doing that they began to spread the ideas and the beliefs of Islam. (Doc. 1). Merchants did not only travel to Africa, but to many different places such as Asia and Europe. Therefore, Islamic beliefs began to spread throughout the world.

Islam influenced many regions in a social, economic, and political way. The people of Spain were able to improve their lives because of Islam. The children were able to get educated because almost every mosque had a public school that poor kids could attend. The people of Spain also had great Moslem libraries. Because of that people were able to be educated and learn Arabic, the language of the Koran. They also had streets that were paved and they had public lamps that would

light the road for miles (Doc 2). While the people of Spain were advancing their civilization, other civilizations were still walking in mud, without schools, or public lamps (Doc 2). In Africa, Ashia Mohammed spread the ideas of Islam through his actions. First of all, he made legal and social reforms. He also appointed Islamic judges in large districts of his empire. Finally, he made justice be administered according to the muslim beliefs, instead of following the African laws. <sup>(Doc 5)</sup> Partly as a result of this, Islam is the major religion in western Africa today.

Another religion that has influenced the world in a social, economical, and political way is Buddhism. Buddhism spread because the monks traveled to other areas of the world bringing Buddha's message on how to obtain enlightenment. By building monasteries in many parts of Asia, they spread their beliefs and their ideas of Buddhism (Doc 7). Buddhists also spread their beliefs by painting the stories and legends of Buddhism on the walls of caves and temples, such as the ones at Ajanta.

Buddhism has influenced many people in many different ways by changing the lives of people in many regions. The Koreans are one of the many people that benefited from Buddhism. As Korea began contact with other nations Buddhism spread into the area. The ideas of scholarship,

art, technology, and science' were diffused to Korea from China. As a result of Buddhist influence, Koreans began to change their cultures. They began to build a lot of things in praise of Buddha. For example, they built the Seangyeong tomb. They also developed a system of doctor of medicine. The culture of Korea progressed in astronomy, mathematics, medicine, and in architecture (Doc 8). Buddhism also influenced Japan in many ways. For example, they brought a new system of beliefs. Buddhism was also a big carrier of the Chinese civilization to the Japanese civilization. Finally, it had a big influence on Japan's soil. It became a force in the political affairs of Japan. (Doc 9) when Japanese leaders adopted Buddhism.

The belief systems of Islam and Buddhism influenced the world in a social, economical, and political way. These religions traveled through many regions leaving their beliefs there. Cultural diffusion began to take place because of the spreading of these religions. These religions have changed the world in many ways.

## Practice Paper A—Score Level 3

### The response:

- Develops all aspects of the task with little depth for Christianity and Buddhism
- Is more descriptive than analytical (*Christianity*: was and still is a major religion; some of its believers were so dedicated that they wanted to spread it however they could; many times the spread of Christianity meant the almost complete eradication of the existing religion as in the attempt of friars to convert areas of Spanish America; *Buddhism*: seemed far less brutal than Christianity; was not forced on people as much as it was accepted by them; it was believed that Buddha sent his monks out in an effort to open people’s eyes; the spread of Buddhism influenced areas in a peaceful way; with Buddhism, Korea experienced an increase in the economy; as a result of Buddhism, Korea had a more cultured atmosphere; Korea became less isolated as its contacts with the outside world grew; successful in spreading across a great distance and bringing a diversity of cultural achievements)
- Incorporates some relevant information from documents 4, 5, 6, 7, and 8
- Incorporates some relevant outside information (*Christianity*: native people had an ancient myth that one day one of their gods would come in human form and that he was a pale man who would arrive on a ship and they believed Cortés was this god; Cortés and his fellow conquistadors soon began forcing Christianity on the people and when people resisted some were killed; Indians were forced to convert and work on construction projects and encomiendas; *Buddhism*: the Eightfold Path set out a list of morals for its followers to live by; great works of art were created as well as beautiful Buddhist monasteries; in other parts of the world, such as in Tibet, Buddhists were and continue to be persecuted)
- Includes some relevant facts, examples, and details (*Christianity*: often spread by force; the Spanish conqueror Cortés was attempting to spread Christianity when he conquered Mexico; churches and monasteries were built on top of demolished temples to symbolize the rise of Christianity; *Buddhism*: with the expansion of trade, it spread from India into China and then east to Korea; Korea became more advanced in medicine and sciences such as astronomy)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state religions have changed history in a sometimes negative and other times positive ways

**Conclusion:** Overall, the response fits the criteria for Level 3. While much of the discussion relies on interpretation of document information, the inclusion of some analytical statements and outside information strengthens the effort. The theme that religions are sometimes tolerated and at other times persecuted is adequately addressed in the discussion.

## Practice Paper B—Score Level 1

### The response:

- Minimally addresses all aspects of the task for Christianity and Buddhism
- Is descriptive (*Christianity*: spread in many ways across the world; *Buddhism*: the spread made a huge impact on other countries)
- Includes minimum information from documents 4, 6, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Christianity*: Cortés taught the native population the law of God; churches provided people with health care and education; *Buddhism*: Buddha urged his monks to travel by land or sea to spread the religion; influenced art, science, and technology of Korea)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state religion plays a major part in peoples' lives

**Conclusion:** Overall, the response fits the criteria for Level 1. Pieces of relevant information are selected from the documents with little explanation or supporting details.

## Practice Paper C—Score Level 2

### The response:

- Minimally develops all aspects of the task for Islam and Christianity
- Is primarily descriptive (*Islam*: quickly spread to African societies through trade and eventually by Islamic religious leaders; in Spain, many people's lives improved because of the spread of Islam; *Christianity*: spread when Cortés repaid the native peoples by teaching them the law of God; not everyone benefited from the spread of Christianity)
- Incorporates limited relevant information from documents 1, 2, 4, 5, and 6
- Presents little relevant outside information (*Islam*: started in the Middle East)
- Includes few relevant facts, examples, and details (*Islam*: Muslims brought solidly paved streets to Spain, which were lighted by lamps; some Spanish Muslims had homes with marble balconies and outdoor courts with waterfalls; indoor plumbing with metal pipes carried water into marble baths; *Christianity*: Cortés brought it to Mexico; the Church was a provider of education, healthcare, and poor relief to the general population; in Spanish America, the native religious objects and temples were destroyed and Christian churches were built on native holy land)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states religion has benefited some areas and devastated others

**Conclusion:** Overall, the response fits the criteria for Level 2. Limited support of document information, especially in the discussion of Islam, weakens the response. Although only a few details are included, both positive and negative influences of Christianity are mentioned.

## Practice Paper D—Score Level 5

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for Islam and Christianity
- Is more analytical than descriptive (*Islam*: Muslims established mosques and settlements that not only solidified their religious presence but their trade routes; it was not just a religion in Africa but a way of life; African kings sought to expand their power and wealth by encouraging contact with Muslim traders and converting to Islam; *Christianity*: after taking advantage of native beliefs that they were gods, the explorers used their superior technology to establish superiority over the people and exploit them; explorers viewed Native Americans as barbaric because they did not worship Christ and thus believed that they were right to take advantage of and forcibly convert them)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Islam*: Arab merchants traveled to Africa where they traded their goods for African gold and salt and not only profited greatly but also spread Islam; Timbuktu became known as a center of learning and many scholars traveled there to learn; *Christianity*: in search of gold and other raw materials to compete with the rest of Europe and to spread their religion, Spaniards traveled to the Americas after the voyages of Columbus; although exploitation of Native Latin Americans established a legacy that left them in the lower social and economic classes, it did establish a connection to the Europeans; the Spanish were not totally successful in eliminating the native beliefs since today in some Catholic churches in Mexico one can find Aztec symbols; in the interest of expanding the number of converts to Christianity, the pope gave power to the Spanish government over Church affairs in the New World)
- Richly supports the theme with many relevant facts, examples, and details (*Islam*: missionaries traveled with traders to spread their religion; Muslims introduced the African people to a new religion, goods, and diet; mosques introduced Muslim knowledge as each had a public school to teach the poor and gain more converts; Islamic ideas and principles influenced rules and laws in African societies; *Christianity*: missionaries educated people in Latin America and gave health care and financial relief to the poor though at the cost of destroying the native temples and idols and replacing them with their own; Christians established their political presence with their economic domination and through trade)
- Demonstrates a logical and clear plan of organization; includes an introduction that notes the influence of a new belief system on an already established culture and a brief conclusion on the impact of these religions in Africa and Latin America

**Conclusion:** Overall, the response fits the criteria for Level 5. Analytical statements and outside information are woven into the narrative to expand on document interpretation. The simultaneous treatment of Islam and Christianity leads to interesting comparisons between the two religions.

## Practice Paper E—Score Level 3

### The response:

- Develops all aspects of the task with little depth for Islam and Buddhism
- Is more descriptive than analytical (*Islam*: while merchants were traveling, they were practicing their beliefs; people of Spain were able to improve their lives because of Islam; children were able to get educated because almost every mosque had a public school that kids could attend; *Buddhism*: ideas of scholarship, art, technology, and science were diffused to Korea from China; as a result of Buddhist influence, Koreans began to change their culture; inspired a Japanese interest in Chinese culture; became a force in the political affairs of Japan when Japanese leaders adopted Buddhism)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates limited relevant outside information (*Islam*: first began to spread to African societies from its birthplace in Mecca; people were able to be educated and learn Arabic, the language of the Koran; partly as a result of Mohammed’s actions, Islam is the major religion in western Africa today; *Buddhism*: Buddhists spread their beliefs by painting the stories and legends of Buddhism on the walls of caves and temples, such as the ones at Ajanta)
- Includes some relevant facts, examples, and details (*Islam*: merchants who were the carriers of Islam traveled and made new routes; merchants not only traveled to Africa but to many different places such as Asia and Europe; Spain had streets that were paved and they had public lamps that would light the roads for miles; in Africa, Askia Mohammed made legal and social reforms; Askia Mohammed made justice administered according to the Muslim beliefs instead of following the African laws; *Buddhism*: spread because the monks traveled to other areas of the world bringing Buddha’s message on how to obtain enlightenment; Koreans are one of the many people who benefited from Buddhism; Koreans began to build things in praise of Buddha such as the Ssangyŏng tomb; Koreans also developed a system of doctor of medicine; culture of Korea progressed in astronomy, mathematics, medicine, and architecture; it was a carrier of the Chinese civilization to the Japanese civilization)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that states cultural diffusion began to take place because of the spread of these religions

**Conclusion:** Overall, the response fits the criteria for Level 3. A methodical discussion of document information is augmented with a few pieces of outside information. The inclusion of a few thoughtful statements adds to a mainly descriptive narrative.



# Global History and Geography Specifications August 2010

## Part I Multiple Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Nationalism	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Belief Systems; Culture and Intellectual Life; Human Geography; Movement of People and Goods	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 2010 Regents Examination in Global History and Geography* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.**

### **Submitting Teacher Evaluations of the Test to the Department**

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

1. Go to <http://www.emsc.nysed.gov/osa/teacher/evaluation.html>.
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.