

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

TRANSITION EXAM in GLOBAL HISTORY AND GEOGRAPHY — GRADE 10

Tuesday, June 5, 2018 — 9:15 a.m. to 12:15 p.m., only

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

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

Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

Mechanics of Rating

The procedures on page 2 are to be used in rating papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Transition Examination in Global History and Geography — Grade 10*.

Copyright 2018

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

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

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score. The conversion chart for this examination is located at <http://www.p12.nysed.gov/assessment/> and must be used for determining the final examination score.

Transition Exam in Global History and Geography — Grade 10
Part A Specific Rubric
Document-Based Question
June 2018

Document 1

Two things happened in the eighteenth century that made it difficult for England to balance its trade with the East. First, the British became a nation of tea drinkers and the demand for Chinese tea rose astronomically [enormously]. It is estimated that the average London worker spent five percent of his or her total household budget on tea. Second, northern Chinese merchants began to ship Chinese cotton from the interior to the south to compete with the Indian cotton that Britain had used to help pay for its tea consumption habits. To prevent a trade imbalance, the British tried to sell more of their own products to China, but there was not much demand for heavy woolen fabrics in a country accustomed to either cotton padding or silk.

The only solution was to increase the amount of Indian goods to pay for these Chinese luxuries, and increasingly in the seventeenth and eighteenth centuries the item provided to China was Bengal opium. With greater opium supplies had naturally come an increase in demand and usage throughout the country, in spite of repeated prohibitions by the Chinese government and officials. The British did all they could to increase the trade: They bribed officials, helped the Chinese work out elaborate smuggling schemes to get the opium into China's interior, and distributed free samples of the drug to innocent victims. . . .

Source: "The Opium War and Foreign Encroachment," Asia for Educators, Columbia University

1 According to this excerpt from "The Opium War and Foreign Encroachment," what was *one* reason England sold opium to China?

Score of 1:

- States a reason England sold opium to China according to this excerpt from "The Opium War and Foreign Encroachment"

Examples: to balance trade/to prevent a trade imbalance; needed to increase trade; to help pay for tea/to help pay for its tea consumption habits; Chinese were selling cotton from the interior to the south reducing the amount of Indian cotton the British could sell; Chinese were not buying British products/British heavy woolen fabrics; to pay for Chinese luxuries; the Chinese were willing to buy Indian products such as opium; in hopes of making money; British demand for Chinese tea rose astronomically; because the British became heavy tea drinkers; English needed/wanted tea; England needed to increase the amount of Indian goods sold to China to get tea; increased Chinese demand and usage of opium because of British marketing

Score of 0:

- Incorrect response

Examples: Chinese cotton was shipped north; there were repeated prohibitions by the Chinese government and officials; they were accustomed to cotton padding/silk; it came from the Chinese interior; they bribed officials; helped the Chinese work out elaborate smuggling schemes; distributed free samples

- Vague response

Examples: rose astronomically; it was difficult; woolen fabrics; tea drinkers; not buying; prevent

- No response

Document 2

Lin Tse-Hsü was appointed imperial commissioner by the Chinese emperor to address the issue of opium trade and consumption.

This is an instruction to foreigners of all nations:

Foreigners who trade in Canton have realized large profits. They can sell all the goods they have brought to China and purchase on short order any merchandise they wish to buy. Because of this fact, the number of ships that come to China to trade has increased from 50 or 60 in the old days to more than 150 in recent years. His Majesty the Emperor allows all of you to trade in China without discrimination, and his generosity has provided you with the opportunity to realize the profit you desire. If the trade is stopped, where will your profit come from? Moreover, tea and rhubarb are essential to foreigners' livelihood, and we have never begrudged [disapproved] the fact that year after year you have shipped these valuable products to your own countries. The favor we have bestowed upon you is very great indeed.

Feeling grateful for the favor you have received, you should at least observe our law and refrain from enriching yourselves by deliberately inflicting harm upon your benefactors. Why do you choose to ship to China opium which you yourselves do not consume in order not only to swindle people out of their money but also to endanger their very lives? You have used this evil thing to poison the Chinese people for dozens of years, and the amount of profit you have realized from this immoral trade must be very large indeed. This devilish conduct on your part not only stirs the indignation of mankind but is intolerable to Heaven as well. . . .

Source: Lin Tse-Hsü, "A Message to Foreign Traders," March 18, 1839, *China in Transition: 1517–1911*, Van Nostrand Reinhold Company

2 In this letter, what is *one* message against the opium trade in China that Lin Tse-Hsü is sending to foreign traders?

Score of 1:

- States a message against the opium trade in China that Lin Tse-Hsü is sending to foreign traders
Examples: you are poisoning us/our people; you should follow our laws and stop selling opium; we do not want your opium; you should not sell opium/you should not inflict harm; you are selling this evil and deliberately inflicting harm; this evil thing has been poisoning the Chinese for dozens of years; you are endangering lives; by selling opium, you are swindling people out of money; opium trade is immoral; selling opium is devilish conduct; selling opium is an indignation to mankind; selling opium is intolerable to Heaven; you have enriched yourselves at our expense; it is unfair for you to sell opium if you do not use it; you make large profits by inflicting harm with opium; it is bad/it is harmful; refrain from selling opium/refrain from inflicting harm; if you do not stop selling opium you risk losing the tea/rhubarb trade; stop taking advantage of China; we treat you fairly yet you treat us unfairly by selling opium

Score of 0:

- Incorrect response
Examples: we have provided you with opportunities to make a profit; we have been generous to you/to foreign traders/to foreign trading nations; we have bestowed favors upon you; you can buy tea/rhubarb; tea and rhubarb are essential to foreign livelihood; the number of foreign ships has increased; foreigners who trade in Canton have realized large profits
- Vague response
Examples: you should be grateful; observe; for dozens of years; harm; endanger; lives; money; deliberately; large profits; without discrimination; we have never begrudged you
- No response

Document 3a

. . .In the spring of 1840 twenty British warships and troop transports appeared off Canton to blockade the port. The Opium War began.

Although the war dragged on for nearly three years, English guns and troops eventually proved too much for the Chinese. Seizing Canton, Shanghai, and other ports, the English sent gunboats up the Yangtze River nearly to Nanking [Nanjing]. Toward the end of 1842, concluding that further fighting was useless, the Emperor Tao-kuang agreed to peace talks. . . .

Source: James I. Clark, *China*, McDougal, Littell & Company, 1982

3a According to James I. Clark, what was *one* effect of the Opium War on China?

Score of 1:

- States an effect of the Opium War on China according to James I. Clark
Examples: China lost the war/the British won; war went on for three years/war dragged on; Canton was blockaded; Canton/Shanghai was seized/ports were seized; English gunboats were sent up the Yangtze; the Chinese emperor/Emperor Tao-kuang agreed to peace talks; English guns and troops eventually proved too much for the Chinese; they lost

Score of 0:

- Incorrect response
Examples: England was blockaded; Nanking sent gunboats up the Yangtze River; the Chinese emperor ended peace talks; it began in the spring; transports appeared; fighting was useless; the British lost/the Chinese won
- Vague response
Examples: English guns; it happened in 1840; it began; it proved too much
- No response

Document 3b

Excerpts from the Treaty of Nanjing

. . . *Article 2.* Determined the opening of five Chinese cities — Canton, Fuzhou, Xiamen, Ningbo, and Shanghai — to residence by British subjects and their families “for the purpose of carrying on their mercantile pursuits, without molestation [interference] or restraint.” It also permitted the establishment of consulates in each of those cities.

Article 3. “The Island of Hong Kong to be possessed in perpetuity [forever]” by Victoria and her successors, and ruled as they “shall see fit.”

Article 4. Payment of \$6 million by the Qing “as the value of the opium which was delivered up in Canton.” . . .

Source: Jonathan D. Spence, *The Search for Modern China*, W. W. Norton & Company, 1991

3b What was *one* economic impact of the Treaty of Nanjing on China?

Score of 1:

- States an economic impact of the Treaty of Nanjing on China

Examples: five Chinese cities/Canton/Fuzhou/Xiamen/Ningbo/Shanghai were opened to the British for the purpose of carrying on mercantile pursuits/Chinese cities were opened to trade; the Qing had to pay six million dollars for opium delivered to Canton/payment of millions of dollars to Britain; Victoria/Britain gained control of Hong Kong in perpetuity; loss of Hong Kong; China lost territory

Score of 0:

- Incorrect response

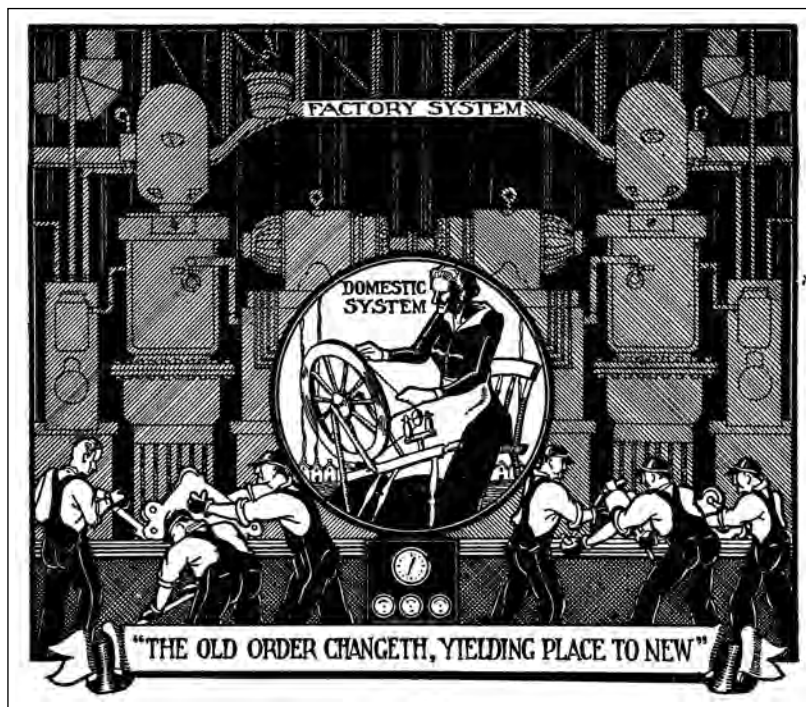
Examples: China got a lot of money; restraint on British trade; all Chinese cities were taken over; opium was delivered to Britain; China gained Hong Kong; the Chinese had to house British people

- Vague response

Examples: for the purpose of carrying on mercantile pursuits; on account of expenses incurred; cities and towns in China; 6 million; ruled as they saw fit; consulates; possessed in perpetuity; Victoria and her successors would rule

- No response

Document 4



Source: Philip Dorf, *Visualized Modern History*, Oxford Book Company, 1947

4 Based on the information in this drawing, state *one* way the shift from the domestic system to the factory system changed the way people worked.

Score of 1:

- States a way the shift from the domestic system to the factory system changed the way people worked based on the information in this drawing
Examples: changed from working in a home/shop to working in a factory; changed from women spinning yarn at home to large machines operated by men; changed from making goods by hand to making goods using big machines; changed from one worker on a task to many workers; shifted from humans powering machines to machines powered by other energy sources; shift to working on an assembly line; shifted to using large machines in a large building; workers could create more products faster in the factory system; shift to the factory system increased the rate of production

Score of 0:

- Incorrect response
Examples: used only a spinning wheel; from many workers to few workers; switch from many women working to few men working; changed to factory system; they worked harder; domestic system to factory system
- Vague response
Examples: Old Order; spinning wheel; big machines; old to new; men instead of women
- No response

Document 5a

View from Blackfriars Bridge



The Blackfriars Bridge is in Manchester, England, over the Irwell River.

Source: *The Graphic*, October 14, 1876

Document 5b

The State of the Thames [River].

To the Editor of *The Times*.

Sir,—I traversed this day by steamboat the space between London and Hungerford bridges between half-past 1 and 2 o'clock; it was low water, and I think the tide must have been near the turn. The appearance and the smell of the water forced themselves at once on my attention. The whole of the river was an opaque pale brown fluid. In order to test the degree of opacity [cloudiness], I tore up some white cards into pieces, moistened them so as to make them sink easily below the surface, and then dropped some of these pieces into the water at every pier the boat came to; before they had sunk an inch below the surface they were indistinguishable, though the sun shone brightly at the time; and when the pieces fell edgeways the lower part was hidden from sight before the upper part was under water. This happened at St. Paul's-wharf, Blackfriars-bridge, Temple-wharf, Southwark-bridge, and Hungerford; and I have no doubt would have occurred further up and down the river. Near the bridges the feculence [impurities] rolled up in clouds so dense that they were visible at the surface, even in water of this kind. . . .

I am, Sir, your obedient servant,

Royal Institution. July 7.
M. FARADAY.

Source: Michael Faraday, Letter to the Editor, *The Times*, July 9, 1855

5 Based on these documents, what is *one* environmental effect industrialization had on English cities?

Score of 1:

- States an environmental effect industrialization had on English cities based on these documents
Examples: air pollution; water pollution; pollution; turned Thames River/river to an opaque pale brown fluid; water smelled/Thames smelled; could not see in Thames River at one-inch depth; water impurities; feculence; made impurities in the river roll up in clouds so dense they were visible at the surface; changed the appearance of the water/Thames River; waste was being dumped in the river; cities smelled bad; smoke-filled cities; city buildings were built close together along the river

Score of 0:

- Incorrect response
Examples: rivers provided clean drinking water; steamboats were on the Thames River; low water because of the tide; it took a half hour to sail from London bridge to Hungerford bridge; traversed by steamboat
- Vague response
Examples: air; water; the degree was tested; tide must have been near the turn; a view seen from the Blackfriars Bridge; many bridges; indistinguishable; dense clouds
- No response

Document 6

Cotton Industry

. . . India is a birth-place of cotton manufacture. It probably flourished here before the dawn of authentic history. Indian cotton trade was extensive from the earliest times to the end of the eighteenth century. In the beginning of the nineteenth century, British industry started flourishing while Indian industry declined. Generally attributed causes for the decline of the Indian cotton industry are—the invention of the powerloom and other mechanical appliances, monopoly of trade created by the East India Company in their own favour, the imposition of a heavy tariff on Indian cotton and cotton goods in England, exemption of duty on British staples imported in India, and the raising of duties on Indian goods from time to time. . . .

By 1840, the East India Company ceased to be directly interested in Indian trade. In its new role as an administrator, it presented a petition to British Parliament for the removal of invidious [unfair] duties which discouraged and repressed Indian industries. [The East India] Company's capitalists and Indian capitalists were encouraged to establish industries in India.

The nature and extent of this new industrial awakening in India is well illustrated by the history of cotton mills. By 1850, the European factory system became sufficiently developed and coordinated [enough] to be transplanted to the east. The first cotton mill was started in Bombay in 1854 and by the end of the nineteenth century, their number was increased to 193 of which 82 were in the Bombay area alone. After 1877 several cotton mills were started in a number of other places namely, Nagpur, Ahmedabad, Sholapur, Kanpur, Calcutta and Madras. Jamsetji Tata and Morarji Gokuldas were the first Indian manufacturers who started mills in Nagpur and Sholapur respectively. . . .

Source: Usha Rani Bansal and B. B. Bansal, "Industries in India During 18th and 19th Century," *Indian Journal of History of Science*, April 1984 (adapted)

6a According to Bansal and Bansal, what was *one* impact British industrialization had on India before 1840?

Score of 1:

- States an impact British industrialization had on India *before* 1840 according to Bansal and Bansal
Examples: invention of power loom/invention of mechanical appliances hurt Indian cotton industry; it hurt the Indian cotton industry; trade monopoly of the East India Company hurt India; Indian industry declined; a heavy tariff was imposed on Indian cotton and cotton goods; Indian industries were discouraged/repressed by unfair duties; the raising of British duties on Indian goods hurt Indians; cotton trade in India was hurt by actions of the British East India Company

Score of 0:

- Incorrect response
Examples: India is the birthplace of cotton manufacturing; Britain was not interested in trading with India; the power loom was invented in India; removal of British Parliament; cotton mills were started in Nagpur; transplanted European factory system; cotton industry continued to flourish in India
- Vague response
Examples: trade monopoly; British East India Company; cotton trade was extensive; industries; invention of power loom; other mechanical appliances
- No response

6b According to Bansal and Bansal, what was *one* impact British industrialization had on India after 1840?

Score of 1:

- States an impact British industrialization had on India *after* 1840 according to Bansal and Bansal
Examples: East India Company proposed removal of unfair duties that discouraged Indian industries; Indian capitalists/East India Company's capitalists were encouraged to establish industries in India; development of Indian industries; European factory system transplanted to the East/to India; led to rise of Indian manufacturers like Jamsetji Tata/Morarji Gokuldas; number of cotton mills in India increased; cotton mills started in Bombay/in Nagpur/in Ahmedabad/in Sholapur/in Kanpur/in Calcutta/in Madras; new industrial awakening in India; development of 82 cotton mills in Bombay; the first cotton mill was started in Bombay in 1854; factories/mills were built; there was new industrial growth

Score of 0:

- Incorrect response
Examples: capitalists were discouraged; Indian cotton manufacture began in England; the power loom was invented in India; European factory system became sufficiently developed; East India Company ceased to exist by 1840
- Vague response
Examples: it was well illustrated; Bombay in 1854; by the end of the 19th century; capitalists
- No response

Document 7

. . .The war [World War II] produced a redistribution of power more sweeping than in any previous period of history. Among the leading nations in the multipolar prewar international system, Japan, Italy, and Germany were defeated and occupied. Exhausted and nearly bankrupt, once-dominant Britain was reduced to a second-rank power. Defeated at the outset [beginning] of the war and liberated by its allies, France suffered even greater loss of status and power. The Eurocentric world largely through a process of self-destruction came to an inglorious [shameful] end. A new bipolar system replaced the old. Only the United States and the Soviet Union emerged from the war capable of wielding significant influence beyond their borders. . . .

Source: George C. Herring, *From Colony to Superpower: U.S. Foreign Relations Since 1776*, Oxford University Press, 2008

7 According to George C. Herring, what is *one* way power was redistributed after World War II?

Score of 1:

- States a way power was redistributed after World War II according to George C. Herring
Examples: leading prewar nations Japan/Italy/Germany were defeated/occupied; once-dominant Britain was reduced to a second-rank power; France suffered loss of status/power; Eurocentric world came to an inglorious end; new bipolar system replaced the old system; multipolar prewar international system was replaced with a bipolar system; United States and Soviet Union emerged from the war capable of wielding significant influence beyond their borders/United States and Soviet Union became superpowers; the United States and Soviet Union gained power while Great Britain/France/Japan/Italy/Germany lost power; through the process of European self-destruction

Score of 0:

- Incorrect response
Examples: Eurocentric world gained power; France abandoned its allies; allies were liberated; Soviet Union lost power
- Vague response
Examples: multipolar prewar international system; exhausted and nearly bankrupt; inglorious end; power was more sweeping; Russia/Soviet Union; sweeping change; defeated at the outset; bipolar system
- No response

Document 8a



Source: Leslie Ilingworth, *Daily Mail*, June 16, 1947 (adapted)

Document 8b

...Between the signing of the Yalta treaty, with its promise of free elections in Eastern Europe, and Winston Churchill's "Iron Curtain" speech, which foretold the rise of totalitarianism, a year elapsed. During that year, a great many changes took place. The Red Army brought Moscow-trained secret policemen into every occupied country, put local communists in control of national radio stations, and began dismantling youth groups and other civic organizations. They arrested, murdered, and deported people whom they believed to be anti-Soviet, and they brutally enforced a policy of ethnic cleansing. . . .

Source: Anne Applebaum, *Iron Curtain: The Crushing of Eastern Europe 1944–1956*, Anchor Books, 2013

8 Based on these documents, state *one* action the Soviet Union took in Eastern Europe after World War II.

Score of 1:

- States an action the Soviet Union took in Eastern Europe after World War II based on these documents

Examples: established a Soviet political/economic/strategic bloc; added countries to the Soviet bloc; put strong Soviet political pressure/influence on other countries; reached out for more influence/spread its influence to other countries; Red Army brought Moscow-trained secret policemen into every occupied country; put local communists in control of national radio stations; dismantled youth groups and other civic organizations; arrested/murdered/deported people whom they believed to be anti-Soviet; enforced a policy of ethnic cleansing; occupied Eastern Europe; trying to spread communism; influenced/controlled Eastern Germany/Romania/Bulgaria/part of Austria/Poland

Score of 0:

- Incorrect response
Examples: took over France; ended totalitarianism; held free elections; ended Iron Curtain
- Vague response
Examples: Hammer and Sickle; Red Army; enforced; local control; Yalta Treaty
- No response

Document 9a

In the early 1960s, Cuba and the Soviet Union became allies.

Cuba under Castro, 1962



Source: *World History on File, Second Edition, The 20th Century, Facts on File (adapted)*

9a Based on the information in this map, state *one* way the Cold War affected Cuba as a result of becoming a Soviet ally.

Score of 1:

- States a way the Cold War affected Cuba as a result of becoming a Soviet ally based on the information in this map

Examples: helped lead to Cuban missile crisis; Cuba became the center of a conflict between the United States and the Soviet Union; Cuba got involved in the Cold War; Soviet missile launch sites were built in Cuba; the United States imposed a quarantine/blockade around Cuba; most of Cuba was inside a United States-imposed quarantine; United States aircraft carriers/naval forces in the Atlantic Ocean and Caribbean Sea surrounded Cuba; heightened tensions between Cuba and the United States; United States air bases in/around Cuba used during missile crisis; United States air bases in Florida, Puerto Rico, and the eastern end of Cuba helped surround Cuba; it made Cuba a bigger enemy of the United States

Score of 0:

- Incorrect response
Examples: quarantine placed on the United States; United States attacked Cuba; Castro became the leader in 1962
- Vague response
Examples: United States aircraft carriers; surrounded; Soviet missiles; air bases; launch sites
- No response

Document 9b

Excerpt from Nikita Khrushchev's letter to President Kennedy

His Excellency
Mr. John F. Kennedy
President of the United States of America
Washington

You, Mr. President, are not declaring a quarantine, but rather issuing an ultimatum, and you are threatening that if we do not obey your orders, you will then use force. Think about what you are saying! And you want to persuade me to agree to this! What does it mean to agree to these demands? It would mean for us to conduct our relations with other countries not by reason, but by yielding to tyranny. You are not appealing to reason; you want to intimidate us. . . .

Respectfully,
/s/ N. Khrushchev

Moscow
24 October 1962

Source: Library of Congress

9b What is *one* concern Nikita Khrushchev expressed in his reaction to President Kennedy's communication with the Soviet Union?

Score of 1:

- States a concern Nikita Khrushchev expressed in his reaction to President Kennedy's communication with the Soviet Union
Examples: the United States is threatening to use force; the United States is trying to intimidate the Soviet Union; threat of confrontation by the United States; he believes the United States is issuing an ultimatum; the United States wants the Soviet Union to yield to tyranny; being forced to yield to tyranny; the Soviets' future relations with other countries would be negatively affected; President Kennedy is not appealing to reason; the President is trying to persuade him/Soviet Union to agree to United States demands; he is concerned about what it means to agree to Kennedy's demands

Score of 0:

- Incorrect response
Examples: not declaring a quarantine; not agreeing to these demands; obeying orders; appealing to reason
- Vague response
Examples: ultimatum; threatening; conduct; declaring; what you are saying; yielding to reason; agree to demands
- No response

Transition Exam in Global History and Geography — Grade 10
Content Specific Rubric
Document-Based Question
June 2018

Historical Context:

Turning points are events that have changed the course of history and had an impact on multiple societies and regions. Some examples of turning points include the *Opium War*, the *Industrial Revolution*, and the *Cold War*.

Task: Select *two* turning points mentioned in the historical context and for *each*

- Describe the historical circumstances surrounding this turning point
- Discuss the impact of this turning point on societies and/or regions

Scoring Notes:

1. This document-based question has a minimum of *four* components (for *each* of *two* turning points, discussing the historical circumstances surrounding *each* turning point and the impact of *each* turning point on societies and/or regions).
2. The impact of the turning point may be immediate or long term.
3. The response may discuss the impact of the turning point from different perspectives as long as the position taken is supported by accurate facts and examples.
4. Any combination of societies and/or regions may be used to discuss the impact of a turning point.
5. A society or region does not need to be specifically identified as long as it is implied in the discussion, e.g., Castro's concerns about the Bay of Pigs incident implies Cuba.
6. Only two turning points should be chosen from the historical context. If three turning points are discussed, only the first two turning points may be rated.
7. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 3a, 3b, 5a, 5b, 8a, 8b, 9a, and 9b may be considered as separate documents *if* the response uses specific information from *each* document.

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

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

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **each** of **two** turning points by discussing the historical circumstances surrounding **each** turning point and the impact of **each** turning point on societies and/or regions
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Industrial Revolution*: connects the social, economic, and political circumstances that led to the transition from the domestic system to the factory system to the immediate impact the factory system had on living and working conditions in Britain and on the expansion of the British textile industry on India's cotton manufacturing; *Cold War*: connects the end of World War II and the emergence of the United States and the Soviet Union as superpowers with different ideological visions to the competition that arose between them, tensions over the spread of communism and attempts to contain it, and their involvement in proxy wars
- 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., *Industrial Revolution*: role of enclosure movement; role of Agricultural Revolution; role of steam engine; use of laissez-faire; air and water pollution; long hours, low wages, and bad working conditions; role of East India Company; decline of Indian industry; spread of cotton industry throughout India; *Cold War*: terms of Truman Doctrine; terms of Marshall Plan; formation of NATO; reason for Warsaw Pact; domino theory; division of Germany; role of Castro; role of Khrushchev; response of Kennedy; building of Berlin Wall; Cuba missile crisis; Soviet/Cuban relationship
- 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 turning point more thoroughly than the other turning point
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Industrial Revolution*: discusses the different circumstances that led to the transition from the domestic system to the factory system and how it changed living and working conditions in Britain and how the expansion of the textile industry had an impact on colonial India; *Cold War*: discusses how the end of World War II led to a shift in global power from Europe to the United States and the Soviet Union and how the spread of communism led to competition between these superpowers and their intervention in Asia and Latin America)
- 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** aspects of the task have been thoroughly developed evenly and in depth for **one** turning point 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.

Opium War

Key Ideas from Documents 1–3

Historical Circumstances	Impact of Opium War on China and European Countries
<p>Doc 1—Increased demand for tea in England Ability of British to sell Indian cotton in China offset by northern Chinese merchants shipping cotton to southern China England unable to prevent trade imbalance Chinese not buying British wool/British products British need to increase amount of Indian goods/ Bengal opium sold to buy Chinese luxuries Repeated prohibitions by Chinese government and officials to stop sale of opium British efforts to increase trade (Chinese officials bribed to get opium to interior; elaborate smuggling schemes of British to help Chinese get opium to interior; free samples of opium distributed to innocent victims)</p> <p>Doc 2—Appointment of imperial commissioner by Chinese emperor to address issue of opium trade and consumption (Lin Tse-Hsü) Opium trade bringing large profits to foreigners Chinese swindled out of money and endangered by sale of opium Foreigners shipping valuable products out of China (Chinese tea, rhubarb) Foreigners failure to observe Chinese laws</p> <p>Doc 3—Blockading of Chinese port of Canton in 1840</p>	<p>Doc 3—Blockading of Chinese port/Canton in 1840 Continuation of war for nearly three years English seizing Chinese cities (Canton, Shanghai) Sending English gunboats up the Yangtze nearly to Nanking Peace talks between English and Emperor Tao-kuang War lost by China Signing of Treaty of Nanjing Opening of five Chinese cities for mercantile pursuits (Canton, Fuzhou, Xiamen, Ningbo, Shanghai) Establishment of foreign consulates in five cities Possession of Hong Kong in perpetuity by Queen Victoria and her successors Payment of six million dollars to Britain by Qing for value of opium delivered to Canton</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Impact of Opium War on China and European Countries
<p>Chinese rules for trade seen as restrictive by Europeans Depletion of Chinese treasury due to silver payments to British Inflation in China Loss of Chinese production Loss of workers due to addiction Denial of British appeals for increased trade by Qing (Manchu) emperor Loss of trade monopoly in China by British East India Company in 1833 because of corruption Technological superiority of British weapons/gunboats</p>	<p>Beginning of series of unequal treaties for China Weakness of Qing government Increased foreign involvement and further weakening of Qing government because of Taiping Rebellion (1850–1864) Establishment of spheres of influence by Europeans (French, Russian, German) and Japanese in Chinese port cities Challenges to Chinese sovereignty by extraterritoriality policies of Europeans Sino-Japanese War (1894) Open Door Policy of United States to keep its trade with China Increase in power of warlords Empress Dowager Ci Xi’s refusal to reform and modernize (late 19th to early 20th centuries) Attempt of Boxer Rebellion (1900) to remove foreign influence from China Abdication of last Qing emperor Revolution of 1911 (Sun Yat-sen/Sun Yixian) Increases in public health issues and social issues due to opium</p>

Industrial Revolution

Key Ideas from Documents 4–6

Historical Circumstances	Impact of Industrial Revolution on England and India
<p>Doc 4—Shift from domestic system (working at home, single worker, work done by hand) to factory system (large machines, many workers, working at factory site, much work done by machine)</p> <p>Doc 5—Increased urbanization (factories, smokestacks)</p> <p>Doc 6—India birthplace of cotton manufacturing Indian cotton trade extensive from early times to end of 18th century</p>	<p>Doc 5—Clouds of smoke from English smokestacks (air pollution), water drained from buildings into river (water pollution), brick buildings clustered together (crowding) Pollution of Thames River (opaque pale brown fluid, foul smell) Feculence/impurities rolling up in dense clouds visible at surface</p> <p>Doc 6—Decline of Indian cotton industry as British industry flourished (invention of power loom and other mechanical appliances) East India Company’s monopoly of trade British staples exempted from duty when imported by India Raising duties on Indian goods from time to time End of direct interest in Indian trade in 1840 by East India Company Establishment of industries in India by East India Company’s capitalists and Indian capitalists By end of 19th century, establishment of cotton mills in India (193 cotton mills started; 82 in Bombay area; first cotton mill in Bombay in 1854) Jamsetji Tata and Morarji Gokuldas first Indian manufacturers who started cotton mills Development of cotton mills after 1877 (Nagpur, Ahmedabad, Sholapur, Kanpur, Calcutta, Madras)</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Impact of Industrial Revolution on England and India
<p>Details about domestic system Details about Commercial Revolution, Agricultural Revolution, and enclosure movement Increase in population creating demand for textiles Tradition of using women and children as laborers in domestic system Discovery of large deposits of iron and coal in Britain and use as industrial resource Migration from rural to urban areas Rise of capitalism</p>	<p>Factory system (long hours, low pay, dangerous/unhealthy working conditions, child labor) Influence of inventions (spinning jenny, cotton gin) Switch from water power to coal (steam engine) Influence of developments in transportation (steam engine, steamship, domestic canals, railroads, Suez Canal) Rise of middle class in Britain Calls to modify labor abuses and laissez-faire (Luddites, Sadler Committee, labor unions, Marx and Engels) Development of Britain’s large empire and worldwide markets Famines in India resulting from growing cash crops for British markets Details about British imperialism in India</p>

Cold War

Key Ideas from Documents 7–9

Historical Circumstances	Impact of Cold War on Europe and Cuba
<p>Doc 7—Sweeping redistribution of power because of World War II Defeat and occupation of Japan, Italy, Germany Reduction of once-dominant Britain to second-rank power (nearly bankrupt) France’s loss of status and power (defeated at beginning of war, liberated by its allies) Largely inglorious end to Eurocentric world through process of self-destruction Replacement of multipolar prewar international system by new bipolar system Only United States and Soviet Union capable of wielding significant influence beyond their borders after World War II</p> <p>Doc 8—Promise of free elections in Eastern Europe by Yalta treaty</p>	<p>Doc 8—Extension of Soviet control into Eastern Europe by Stalin Countries of Western Europe under strong Soviet pressure Establishment of Soviet political, economic, and strategic bloc in central and eastern Europe (Finland, Poland, Rumania, Bulgaria, East Germany) Communist-influenced governments (Yugoslavia, Hungary, Albania, Czechoslovakia) Rise of totalitarianism foretold in “Iron Curtain” speech Activities of Red Army (brought Moscow-trained secret police into every occupied country, local communists put in control of national radio stations, dismantling of youth groups and other civic organizations) Enforcement of policy of ethnic cleansing of people believed to be anti-Soviet by secret police (arrested, murdered, deported)</p> <p>Doc 9—Cuba and Soviet Union allies in early 1960s Installation of missile launch sites in Cuba by Soviet Union Soviet missiles able to reach United States United States military quarantine on Cuba (aircraft carriers placed around Cuba) Khrushchev’s concern about United States issuing ultimatum and threats Fear by Soviets that United States would use force if United States orders not obeyed Soviets’ concern about change in relations with other countries if United States orders obeyed</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Impact of Cold War on World Regions
<p>Details about Yalta Conference and Potsdam Conference Ideological conflict between capitalism and communism Severe losses by Soviet Union during World War II Soviet army remaining in regions after World War II (Eastern Europe, Manchuria, North Korea, northern Iran) Division of Germany by Allies Division of Korea and Vietnam into communist and noncommunist states Vietnamese independence movement from France Details about Batista regime Details about Cuban Revolution</p>	<p>Details related to Marshall Plan, Berlin airlift, NATO, Warsaw Pact, Hungarian Revolution, Berlin Wall, invasion of Czechoslovakia Soviet need to incapacitate Germany militarily Development of nuclear arsenals by United States and Soviet Union United States policy of containment (Korean War) Domino theory (Vietnam War, Ho Chi Minh) Nationalization of Suez Canal (1956) Nonalignment policies of African and Asian countries Concerns over nuclear proliferation/nuclear nonproliferation treaties Rift between United States and Cuba over Bay of Pigs Details about Cuban missile crisis Attempts to negotiate arms limitations and improve United States-Soviet relations (SALT, START) Role of détente Liberalization in Eastern Europe Proxy wars (Africa, Asia, Latin America)</p>

A turning point is an event which has greatly influenced history through its large impact on various nations and regions. Throughout history there have been many major turning points which have changed how people think and act as a nation. Two of these turning points are the Industrial Revolution and the Cold War. Both turning points have resulted in major economic and political changes which have shaped the history of a variety of regions around the world.

The Industrial Revolution began in Western Europe, namely Britain, when economic activity changed from primarily agricultural to industrial. The agricultural revolution was caused by the Enclosure Acts along with the development of new machines such as the seed drill and the mechanical reaper. These machines allowed countries such as Britain to harvest food and natural resources found in the land at a faster rate. Fewer people were needed to work on farms which led to an increase in urban populations. Those moving to the cities served as laborers in the new industries being built. As factories were built, infrastructure such as roads and railways were built. As a result, urbanization increased as more people moved into the cities in search of work. The way people worked changed. Manufacturing switched from a domestic system where people worked inside their homes at their own pace to a factory system where they and many other workers made goods at a faster pace with the use of machinery (Document 4). The Industrial Revolution led to the development of a class system that allowed for some social mobility, however it also highlighted the gap between the rich and the poor. Entrepreneurs and a new middle class developed and were able to gain wealth and a higher status. With these good effects also came some bad effects. Unplanned and quick

urbanization led to the development of slum areas and tenements in which the worst living conditions existed. Raw sewage dumped into water sources caused illnesses such as cholera. Factories caused air and water pollution through the smoke and toxins they released (Documents 5a & 5b). This shortened the lifespan of the industrial worker which was also influenced by the poor and dangerous working conditions in factories. The Industrial Revolution shaped the future of many European nations' economies and lifestyles.

World War II changed the political balance in the world and helped cause another turning point, the Cold War. The Axis powers were defeated by the Allied powers during World War II. The once powerful imperial powers of Britain, France, and Germany suffered economic and political losses and were relegated to second rate status (Document 7). Britain and France needed to rebuild and Germany was divided by the Allies into four military occupation zones. This eventually led to the division of Germany into a western sector held by the U.S., Great Britain, and France and an eastern sector held by the Soviets, a contributing factor to the Cold War. The Cold War was a battle of ideologies between the two superpowers, the U.S. and its allies and USSR and its allies. The U.S. and western Europe supported capitalism and non-Communist governments while the USSR and its Eastern European satellite states supported a Communist government and economy. The U.S. and S.U. disagreed not only on their ideologies but also on how and where they could assert their influence which caused tension between the two nations to rise. The tension increased furthermore when the U.S. and Western Europe formed NATO leading the Soviet Union to form the Warsaw Pact with

its controlled satellite states as members. Both alliances were formed so that if any nation was threatened by an opposing nation their allies would back them up. The Soviet Union extended their influence beyond Eastern Europe into Africa, Asia, and Latin America while the U.S. and its Western allies tried to influence nations in these same areas to increase its allies. The United States tried to fight the growth of communism by carrying out a policy of containment. The Marshall Plan provided European nations with U.S. economic aid to help repair damages caused by WWII, to try to prevent Communism from threatening and spreading into more nations. The U.S. and S.U. also entered an arms race and later a space race where they spent large amounts of money on military and space technology as a way to fight for supremacy in the Cold War. Both of these races really show the true nature of the Cold War. While ideologically different, both the U.S. and the S.U. in some way saw that all-out war between them was dangerous and could lead to the destruction of the world. The Cold War got the closest to full war in the early 1960s in Cuba during the Cuban Missile Crisis. With Cuba communist and approximately 100 miles from the U.S. mainland, the U.S. felt threatened when the S.U. established nuclear missile bases in Cuba. This caused the U.S. to quarantine Cuba using air bases and aircraft carriers (Document 9). In hopes of preventing World War III, the S.U. eventually listened to the U.S. and removed the missiles, but for a few days the immediate threat of nuclear war existed. The Cold War also influenced conflicts such as the Korean War, the Vietnam War, and the Soviet invasion of Afghanistan. By the late 1980's and early 1990's the Soviet Union was in disarray and the Berlin Wall which had divided East and

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

West Berlin had been taken down. The Cold War ended with the collapse of the Soviet Union in 1991. The Cold War although not a "real war" influenced the ideologies and histories of many Communist and non-Communist nations around the world.

Clearly the Industrial Revolution and Cold War were two major turning points in world history. Both had large influences on the ideologies and economies of many nations around the globe. These turning points are responsible for helping shape the world today and without them history would be drastically different.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Industrial Revolution and the Cold War
- Is more analytical than descriptive (*Industrial Revolution*: fewer people were needed to work on the farms which led to an increase in the urban population; manufacturing switched from a domestic system where people worked inside their homes to a factory system where they made goods at a faster pace with use of machinery; lifespan of industrial worker was shortened by pollution as well as poor and dangerous working conditions in factories; *Cold War*: once powerful, imperial powers of Britain, France, and Germany suffered economic and political losses and were relegated to second rate status after World War II; while ideologically different, both the United States and Soviet Union saw that all-out war between them could lead to the destruction of the world; United States felt threatened when Soviet Union established nuclear missile bases in Cuba)
- Incorporates relevant information from documents 4, 5, 7, 8, and 9
- Incorporates substantial relevant outside information (*Industrial Revolution*: Agricultural Revolution caused by Enclosure Acts; entrepreneurs and new middle class able to gain wealth and higher status; unplanned and quick urbanization led to development of slum areas; raw sewage dumped into water sources caused illnesses such as cholera; *Cold War*: both NATO and Warsaw Pact based on premise if any nation threatened by opposing nation, allies would back them up; Marshall Plan provided European nations with aid; United States and Soviet Union entered into arms race and later a space race to fight for supremacy; by late 1980s and early 1990s, Soviet Union in disarray and Berlin Wall had been taken down; ended with collapse of Soviet Union)
- Richly supports the theme with many relevant facts, examples, and details (*Industrial Revolution*: began in western Europe, namely Britain; infrastructure built; factories caused air pollution; dangerous working conditions; *Cold War*: World War II changed political balance in world; United States and Western Europe supported capitalism and noncommunist governments while USSR and its Eastern European satellite states supported communist governments and economy; containment; United States quarantined Cuba)
- 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 5. Details from the documents are effectively integrated with analytic statements and outside information, demonstrating a strong knowledge of the Industrial Revolution and the Cold War as turning points.

The term “Turning Points” refers to an event or a series of events that cause major changes to society and the world. These changes can be social, political, cultural, or economic. Another criteria for turning points is they may impact multiple societies and regions on a global scale. Two of the most important and impactful turning points throughout history are the Industrial Revolution and the Cold War.

In the 1600s and 1700s the introduction of new inventions such as the seed drill and new farming methods changed life on farms. More land could be farmed and as a result food production increased. The population boomed. These changes in farming forced many to leave their farms and move to cities. In the mid 1700s and in the 1800s, new inventions such as the spinning jenny and steam engine ushered in a new age of industrialization in Britain and later much of the world. Prior to the Industrial Revolution production was slow and time consuming. Manufacturing was shifting from the domestic system (at home with small scale machinery) to the factory system (large factories with hundreds of workers and large scale machinery). This change is illustrated in Document 4, which depicts workers in a factory surrounded by machinery. During the Industrial Revolution, tools that were powered by humans and animals were replaced by newly invented machines powered by water, then coal, and later oil. In the cities, farmers who were now factory laborers faced a new way of life. They moved from farm houses where they often lived with their extended families to small cramped tenements and lived among strangers. In addition, people’s roles significantly changed. Women and even children worked in factories for low wages away from the home, where their jobs had been up until this turning point. Their

wages were needed to support the family.

Aside from these social changes, the Industrial Revolution also brought about significant political and environmental changes. In order to keep a steady supply of raw materials such as cotton for factories, European powers (notably Britain) exploited their colonial possessions. In India, the British forced native manufacturing out of business so that its colony would become dependent on British manufactured goods. They also created a cash crop plantation system that allowed them to process what was grown in British factories and to ship British finished goods to the colonies. The Industrial Revolution and its technologies eventually spread to those colonies, but only after some time. Before this spread, according to Document 6, the Indian cotton industry which had flourished was limited and discouraged in favor of British goods. This hurt the Indian economy as cotton textiles were one of India's largest exports. According to Document 6, however, after 1840, duties placed on Indian industry (including tariffs) were limited as Indian industrialization using British manufacturing techniques was encouraged. The British factory system was implemented and successfully spread. Cotton mills were built and eventually Indian manufacturers such as Tata and Gokuldas started mills themselves. This allowed for a growth in the Indian cotton industry and for some economic growth. There were many environmental effects of the Industrial Revolution. Document 5a depicts the smoke and air pollution associated with the burning of coal in factories seen in Britain. Document 5b describes the polluted Thames River as a brown fluid with an unpleasant smell. As cities grew, sanitation systems could not keep up. Public sewer systems and waste disposal were

overworked and diseases such as cholera, caused people to die. The Industrial Revolution was an age of environmental abuse.

Another important turning point is the Cold War. In the period immediately following World War II, Europe was left in a state of destruction. The former world powers of Britain, France, and Germany were devastated both physically and economically. They desperately needed time and money to rebuild. Britain, France, and Germany were all facing a new reality. According to Document 7, this destruction allowed for the emergence of two new world powers, the capitalist and democratic United States and the totalitarian and Communist Soviet Union. Some historians claim that the Cold War started with the power struggle and led to the competition that existed near the end of World War II at conferences like Yalta. This shift of global hegemony is what helps make the Cold War a significant turning point.

The Cold War was mainly a political standoff between the US and the USSR. Both powers wanted to spread their ideologies to other regions in order to exercise their political control and have influence in these places. The US issued the Marshall Plan to financially aid European countries devastated by the war. The plan was set up to rebuild war torn areas but was contingent on the countries adopting economic reforms and rejecting communist control. The US and other western bloc members also created NATO, a political and military alliance. NATO was meant to protect countries from the Soviet threat. NATO countries supported the US. In response to NATO, the Soviets and its satellites in the eastern bloc formed the opposing Warsaw Pact. These nations were theoretically free and had their own leaders but

many of them were simply puppet governments of the Soviet Union. Soviet influence is expressed in Document 8a, which shows the USSR leader Joseph Stalin trying to spread Communism across Europe and exert his power and authority throughout the eastern bloc. Document 8b describes specific examples of Soviet influence behind the Iron Curtain, such as arresting, murdering, and deporting those believed to be anti-Soviet. While the Cold War was tense and at times almost led to worldwide annihilation, many of the advancements of technology resulted in long term positive effects. The two super powers also competed in the fields of science (Space Race) which led to exploration and better understanding of science and outerspace. The two countries competed in almost every field.

Despite the fact that there were no direct wars between the US and USSR, there were proxy wars and confrontations. In the Korean War and Vietnam War, the Soviets backed the Communist North factions while the US backed the southern factions. While the Korean war was a stalemate, the US suffered a devastating loss in Vietnam. The Soviets also intervened in Cuba and Afghanistan. After Fidel Castro's takeover in Cuba, he pledged alignment with the USSR, who sent in nuclear missiles. As a response, the US blockaded access to Cuba and imposed a quarantine, as seen in Document 9a. This was seen by the Soviets as a threat to force the USSR to obey US orders, as expressed by Soviet Premier Khrushchev in Document 9b. Eventually, US president Kennedy diffused the situation, preventing all-out nuclear warfare. The non-aligned movement also was established to give developing nations an alternative to alligning with either the US or Soviet bloc.

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

As one can see, both the Industrial Revolution and the Cold War are major turning points in world history. The Industrial Revolution had social, political, economic and environmental impacts while the Cold War had mostly political impacts. Both these events resulted in many changes that are evident even today.

Anchor Level 5-B**The response:**

- Thoroughly develops all aspects of the task evenly and in depth for the Industrial Revolution and the Cold War
- Is more analytical than descriptive (*Industrial Revolution*: manufacturing was shifting from working at home with small-scale machinery to working in large factories with large-scale machinery; in cities, farmers who were now factory laborers faced a new way of life; as cities grew, sanitation systems could not keep up; British forced native manufacturing out of business so colonies would become dependent on British manufactured goods; was an age of environmental abuse; *Cold War*: mainly a political stand-off between United States and USSR; Eastern bloc nations were theoretically free but many of them were simply puppet governments of the Soviet Union; at times, almost led to worldwide annihilation but many advancements of technology resulted in long-term positive effects; after Castro's takeover in Cuba he pledged alliance with USSR who sent in nuclear missiles)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Industrial Revolution*: farming inventions such as seed drill changed life on farms; tools powered by hand and sometimes animals were replaced by machines powered by water, then coal, and later oil; wages of women and children needed to support their family; cholera; *Cold War*: Marshall Plan set up to rebuild war-torn areas; NATO meant to protect countries from Soviet threat; in response to NATO, Soviets and its satellites formed Warsaw Pact; in Korean and Vietnam wars, Soviets backed communist north factions while United States backed southern capitalist factions)
- Richly supports the theme with many relevant facts, examples, and details (*Industrial Revolution*: shifted from domestic to factory system; cramped tenements; cotton mills built in India; *Cold War*: former world powers of Britain, France, and Germany devastated after World War II; emergence of two new world powers; United States blockaded access to Cuba; no direct wars between United States and USSR; proxy wars and confrontations)
- 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 5. Outside information and analytic statements are integrated with descriptions of document information to effectively accomplish the task. A strong knowledge of the Industrial Revolution and the Cold War as turning points is demonstrated.

History can be considered a series of turning points, two relevant ones being the Opium War and the Industrial revolution. Both of these events describe a major change which affected multiple areas of the world. The Opium War in China was caused by the Chinese rebelling against the British who were illegally importing opium. This event is considered a turning point because the war resulted in a loss by the Chinese which allowed for spheres of foreign influence to develop, unrestricted trade by the British, and an increasing deterioration in Chinese Society. The other turning point, the Industrial Revolution, was a time when countries began to use more efficient ways of production by introducing advanced technology. This was considered a turning point since it changed production systems and led to an increase in environmental pollution.

The Opium War began in the 19th century in China and lasted for 3 years between China and Great Britain, with Great Britain as the victors. This was caused by the British illegally trading Opium in China in order to create a favorable balance of trade. The British wanted to find products that the Chinese population would purchase so that they could make a profit. That product was opium. Despite the Chinese laws that prohibited the sale of opium, Britain sold opium manufactured in India for a lot of money to the Chinese. This caused major problems for the Chinese as they were paying large amounts of money to the British. China's balance of trade became unfavorable as they were not selling as much to the British. Chinese society was harmed. Its people were addicted to opium. The government felt they needed to stop the opium trade. The Chinese seized British shipments of illegal opium which started a war with Great Britain. The Chinese lost

due to the advanced military of the British. The loss is considered a turning point as China's economy now came under the heavy influence of foreign powers, through a form of imperialism known as spheres of influence. The Chinese signed a series of unequal treaties which divided the country into spheres of influence given to Britain, France, Russia, and later Japan. In these spheres of influence foreigners could basically do what they wanted under a policy known as extraterritoriality. Another result was that "The Island of Hong Kong was to be possessed in perpetuity" by Victoria and her successors, and ruled as "they saw fit" (Spence). In other words, a major city of China, Hong Kong was now under the control of the British. This meant that the Chinese in Hong Kong would now become economically dependent on the imperialists, when they were not originally. The British remained in control of Hong Kong until the late 1990s. The Opium War weakened the country of China. Its army proved to be incredibly weak and the central government could not stand up against the British or other foreign countries. Rebellions inside China such as the Taiping Rebellion and the Boxer Rebellion showed the government's weakness. These effects led to the fall of the dynasty controlling China. All together; the Opium War can be considered a turning point due to the changes in the Chinese and British economies, the influence of foreign states in China and the degradation of Chinese society from Opium.

Another significant turning point was the Industrial Revolution which occurred in the 18th and 19th centuries, when countries began to increase production with the use of technological advancements. Entrepreneurs came up with new ways of producing goods that were

cheaper and faster than ever before. Inventions such as the power loom, the steam engine, and the spinning jenny contributed to the development of the factory system. People began to work in factories with automated systems, a change from domestic system depicted in document 4. Under the domestic system production was slow and fewer items were produced because they were made by hand. While people worked long hours they typically worked at home with family members. With the new factories, working conditions changed and many workers worked long hours for low pay in unhealthy conditions. These conditions sometimes caused major health problems including lung disease. Because of these unfair conditions workers began to demand rights within factories. This began the idea of workers unionizing. Unions are still prevalent today. Unions pushed for things such as better working conditions, minimum wage laws, shorter working hours. Another change that happened was environmental degradation. This was caused by extreme amounts of waste produced by these new industrial factories. This is shown in document 5 in the image which depicts a river in England, being polluted with waste from factories. In addition because many factories used coal power the air became black. The dirty air made some people sick. Living conditions worsened with waste in water causing diseases. The Industrial Revolution can be considered a turning point due to the changes in production methods, working conditions, and increases in environmental pollution.

Both the Opium War and the Industrial Revolution can be considered turning points. The Opium War changed the Chinese society and economy. The Industrial Revolution changed working

Anchor Paper – Document-Based Essay—Level 4 – A

conditions and production methods leading to a consumer based society, as well as degrading the environment. In the end, both the Opium War and Industrial Revolution were turning points which led to changes in different regions and societies.

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

- Develops all aspects of the task for the Opium War and the Industrial Revolution
- Is both descriptive and analytical (*Opium War*: British illegally trading opium to create favorable balance of trade; British wanted to find products the Chinese population would purchase so they could make a profit; treaty meant Chinese in Hong Kong would become economically dependent on imperialists; *Industrial Revolution*: under domestic system, production was slow and fewer items produced because they were made by hand; extreme amounts of waste produced by factories resulting in environmental degradation; living conditions worsened with waste in water, causing diseases)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Opium War*: Chinese seized British shipments of illegal opium starting a war; China signed series of unequal treaties which divided country into spheres of influence; Chinese army proved to be incredibly weak and central government could not stand up against British or many other foreign countries; rebellions inside China showed government's weakness; *Industrial Revolution*: inventions such as steam engine and spinning jenny contributed to development of factory system; in factories many worked long hours for low pay in unhealthy conditions; unions pushed for things such as better working conditions, minimum wage laws, and shorter working hours)
- Supports the theme with relevant facts, examples, and details (*Opium War*: Chinese lost war; extraterritoriality; Taiping and Boxer rebellions; *Industrial Revolution*: people began to work in factories; factories used coal; air became black)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss why the Opium War and Industrial Revolution are considered turning points

Conclusion: Overall, the response fits the criteria for Level 4. The response is structured around information from the documents and well-placed analytic statements. Ideas are introduced for the Opium War and the Industrial Revolution that could have been strengthened with further development.

History as we know it had major turning points. Turning points are significant events that have altered the course of history and had an impact on multiple societies and regions. A few such examples of Turning Point consist of the Opium War, Industrial Revolution, and the Cold War.

A major turning point is the Industrial Revolution. The place where this historic revolution first transpired was in Great Britain. The reasons for this is Great Britain had a stable government, an abundance of coal, and natural harbors. An Agricultural Revolution, prior to the Industrial Revolution led to the mass migration of people from rural towns to cities. This gave Great Britain a willing workforce. All these factors made Britain the perfect place to start the Industrial Revolution. There was a shift in how goods were made. Under the domestic system individual people produced goods in small shops or at home using simple machines like spinning wheels however, under the new factory system people worked in factories using big and complex machines to manufacture goods (Doc 4). In the factories, people had repetitive work to keep the product moving through the machines. Numerous people were severely injured when using these machines because these machines did not have safety features. People also had to work long hours with little pay. The conditions inside the factories were horrendous. Sometimes people were beaten to force them to work faster or better. Women and children working in factories were forced to work for lower pay than the men. The environmental conditions were not good either. People got sick from air and water pollution. The Thames River was so dirty that it was brown and opaque (Doc 5). Sewage and factory waste were dumped in the river. The quality of

people's life suffered from these conditions. The Industrial Revolution eventually spread to other places as well. Sales of India's cotton became depressed since Britain placed heavy tariffs on Indian cotton and cotton goods in England (Doc 6). In other words, while industrialization allowed Britain to progress much further than some other countries it also created difficulties for some regions. Britain was able to profit from its trade in India while many Indians lost their jobs because their cotton cloth could not compete with British cloth.

Another major turning point was the Cold War, which occurred after WWII. Winston Churchill, the English Prime minister, called what he saw as the division of West Europe and East Europe as the descending of an "Iron Curtain." He described this curtain as part of a Cold War between the U.S. and the Soviet Union and worried about it. After WWII western countries such as Britain and France lost power and status, while the Soviet Union and the U.S. gained significant power and influence (Doc 7). Germany's economy crumbled. Britain and France suffered major destruction as well as economic losses from the exhausting war and not only had to rebuild their own countries, but also to deal with their colonies. Since the U.S. suffered less destruction in the war, that helped it become a major global power after WWII. On the other hand, while the Soviet Union was in the war much longer than the U.S. and suffered serious losses, it still came out victorious and with pride. After the war, however, the Soviet Union immediately broke with its allies and looked to protect itself and increase its own strength. It did this by creating a buffer zone made up of Poland, Hungary, East Germany, Rumania, and

Bulgaria. These countries were behind Churchill's "Iron curtain." Stalin forced his policies on these areas which he claimed he needed to protect the Soviet Union. The U.S. saw this as an aggressive move and formed NATO to protect itself and its allies in western Europe. The Soviet Union answered back by forming the Warsaw Pact. In this pact, the Soviet Union forced Eastern European countries to become part of their political and economic bloc under communism (Doc 8). While the Soviet Union tried to spread communism, the U.S. and NATO tried to contain it. This led the two global powers to take sides in many wars around the world. For example, in the Korean War the Soviet Union supported North Korea, while the U.S., and eventually the United Nations reinforced South Korea. The Cold War shaped world politics for over 40 years.

In conclusion, history is filled with profound turning points which can only be determined after they have occurred. These turning points have shaped our world. We should not underestimate the quintessential capacity of history to help us examine major changes.

Anchor Level 4-B

The response:

- Develops all aspects of the task for the Industrial Revolution and the Cold War
- Is both descriptive and analytical (*Industrial Revolution*: Agricultural Revolution led to migration of people from rural towns to cities; under domestic system individual people produced goods in small shops or at home using simple machines, however, under factory system people worked in factories together using big and complex machines; while industrialization allowed Great Britain to progress much further than some other countries, it created difficulties for some regions; *Cold War*: since United States suffered less destruction, that helped it become a major global power after World War II; while Soviet Union was in World War II much longer than United States, it still came out victorious and with pride; after World War II, Soviet Union immediately broke with Allies and looked to protect itself and increase its own strength)
- Incorporates relevant information from documents 4, 5, 6, 7, and 8
- Incorporates relevant outside information (*Industrial Revolution*: Great Britain had abundance of coal and natural harbors; people severely injured using machines because they did not have safety features; women and children working in factories forced to work for lower pay than men; *Cold War*: Great Britain and France not only had to rebuild but had to deal with their colonies; United States saw Soviet actions as aggressive and formed North Atlantic Treaty Organization; Soviet Union answered the formation of North Atlantic Treaty Organization by forming Warsaw Pact)
- Supports the theme with relevant facts, examples, and details (*Industrial Revolution*: air and water pollution; Thames River water brown and opaque; *Cold War*: after World War II, Western countries such as Great Britain and France lost power and status; Germany's economy crumbled; Iron Curtain)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states turning points can only be determined after they have occurred

Conclusion: Overall, the response fits the criteria for Level 4. Document information combined with some well-placed analytic statements and the incorporation of relevant outside information support the discussion of both turning points. However, additional supporting facts and details would have benefited the development of the task.

The world and its history are affected by the major events that occur. When some events occur there is more change than others. If the impact is very large you would call the event a turning point. Two turning points that had a large impact on society are the Industrial Revolution and the Cold War.

One turning point was the Cold War. The war was primarily between the Soviet Union and the United States, but many other countries were dragged into it. The roots of the Cold War can be traced back to WWII. The U.S, Britain, France, and the Soviet Union had joined forces to defeat Hitler's evil. Right after WWII, these Allied nations who won the war split Germany, and also ended up splitting Berlin. Differences between these Allies after the war led to increased tensions and the Cold War. In the late 1940s the Soviet Union blockaded West Berlin so that goods could not travel through communist controlled East Germany to get to non-communist West Berlin. This led to the Berlin Airlift, one of the first crises of the Cold War. The situation was only resolved after the U.S airlifted supplies to West Berlin and the Soviets gave up on their blockade. Another event during this turning point was when the Soviets supported the building of the Berlin Wall, around West Berlin so people in East Berlin (controlled by East Germany) wouldn't try to escape to the other side. The people in the West were doing economically better than the people in the East, so Khrushchev strongly encouraged the East German government to close the borders so the people in East Germany and East Berlin couldn't escape to West Berlin. The wall was built in the early 1960s and physically divided the city. The wall fell in 1989 and this is considered by many historians to be the

symbolic end of the Cold War. Two other countries affected by the Cold War were Korea and Vietnam. Pretty much the same things happened to both places. They were both split into North and South — Korea right after WWII and Vietnam at the time of independence. The Soviets backed the North and US backed the south in each case. The Soviets and the US fought each other in Korea and Vietnam in proxy wars. The difference between them though is that Korea after the Korean War stayed split, the North was communist and the South was non-communist. In Vietnam, after the war, Vietnam became united and was a communist country. In both conflicts millions of people had died. Another country affected by the Cold War was Cuba. In Cuba, the Soviet Union started building missile sites to protect its new communist ally against any US aggression. However, when the US found out about the building of these sites they felt threatened. The US decided to set up a naval quarantine to block additional missiles from entering Cuba (Document 9a). The quarantine offended Khrushchev. He felt like he was getting bullied into surrendering because of it (Doc 9b). In the end Khrushchev did turn his ships around and agreed to pull the missiles from Cuba. This made the US feel safer. For over 40 years the world had to deal with this Cold War rivalry.

The Industrial Revolution was another important turning point. The use of machinery on farms and new methods of farming transformed rural life. An interdependence between farms and industry developed. The Industrial Revolution is basically the result of technological advancements. These included new machines that allowed for items to be produced faster. Production using these new machines changed how items were made. Instead of producing a few

items at home under the domestic system, factories produced goods in larger quantities (Doc 4). Entrepreneurs and new business owners invested in factories to get rich. Under laissez-faire economics, entrepreneurs and business owners were able to set wages and prices to increase profits. With new machines there were lots of new jobs. These jobs weren't that good because there weren't many protective laws to go along with them. These jobs were highly dangerous and were often taken on by mere children. Some people were outraged because children were losing limbs and getting hurt or sick while working. These hurt or sick children would just be fired and replaced. Protests by workers and testimonies given to the government forced this to change. Another downfall of the Industrial Revolution was lots of pollution. For instance in England, the view from the Blackfriars Bridge in Manchester is smog rising from the factory buildings (Doc 5a). This shows evidence of air pollution. The Thames River was heavily polluted. This is shown when a piece of paper becomes barely visible when put in it (Doc 5b). Since there were a lot of people moving to cities pollution and other problems got even worse. There was a lot of poverty. Diseases were spread especially because the water and air quality were so disgusting. Rich entrepreneurs and business owners escaped the cities for country estates to get from the smog filled cities. The poor couldn't do that. The Industrial Revolution came with a price, that being child labor, pollution, and a huge difference between the rich and the poor. The effects of these turning points are still applicable today. Korea is still split into North and South, the North being communist. We still use technology that was developed during the Industrial Revolution. These two events will likely continue to effect the world.

Anchor Level 4-C

The response:

- Develops all aspects of the task for the Cold War more thoroughly than for the Industrial Revolution
- Is both descriptive and analytical (*Cold War*: after World War II, differences between Allies after the war led to increased tensions; Soviet Union started building missile sites in Cuba to protect new communist ally against United States aggression; Khrushchev offended by quarantine because he felt bullied into surrendering; for over 40 years world had to deal with this rivalry; *Industrial Revolution*: protests and testimonies to the government forced this to change; diseases spread because water and air quality disgusting; new technology and new jobs came at a price, that being child labor and pollution)
- Incorporates relevant information from documents 4, 5, 8, and 9
- Incorporates relevant outside information (*Cold War*: Soviet Union blockaded West Berlin so goods could not travel through communist-controlled East Germany; in Berlin, supplies airlifted to West Berlin and the Soviets gave up their blockade; Soviets supported the building of Berlin Wall so people in East Berlin would not try to escape; fall of Berlin Wall considered by many to be symbolic end of Cold War; after Vietnam War, Vietnam united as a communist country; Khrushchev turned his ships around and agreed to pull missile sites from Cuba; *Industrial Revolution*: under laissez-faire economics, entrepreneurs and new business owners able to set wages and prices to increase profits; new jobs not that good because few laws to protect workers; people outraged because children losing limbs and getting hurt or sick while working)
- Supports the theme with relevant facts, examples, and details (*Cold War*: primarily between Soviet Union and United States; *Industrial Revolution*: new machines allowed faster production; factories produced large quantities of goods; poverty; differences between rich and poor)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states how the Industrial Revolution and Cold War still impact society today

Conclusion: Overall, the response fits the criteria for Level 4. Well-placed analytic statements and relevant details about the Cold War as a turning point demonstrate a good understanding of the task. Further development in the discussion of the Industrial Revolution would have enhanced the response.

Throughout the world's history, turning points have often occurred almost every decade. Some turning points are more memorable and caused more of an impact than others. Two examples of major turning points would be the Industrial Revolution and the Cold War because they had an impact on many societies and regions.

During the Industrial Revolution, many people's way of life completely shifted and positive and negatives resulted from this big change in history. New inventions are a big cause of this Revolution (4). The Assembly line was invented which increased mass production of items that would usually take much longer to make. In the past people would produce items using the domestic system (4). This was slow because labor wasn't diversified because there wasn't a factory system. In the Industrial Revolution more jobs were available as factory workers were needed to maintain the machinery and more products were being produced. As a result new products were now being available to more people. Prices of these products were also much lower compared to the more expensive handmade products from the domestic system.

Downsides also resulted from all of these positives. Increased urbanization was a big result, factories were built in cities near rivers to be run by water power but also to have access to trade routes. This meant more people moved to cities in search for jobs. This caused large over populations in many cities which led to over crowded living spaces and unsanitary conditions causing diseases to spread easier. Overworked sewage systems could not handle the over population. Also the industrial Revolution cause much damage to the environment (5a). Little knowledge on how industrialization could impact our

environment led to pollution in the air and rivers, etc. Child labor was used during industrialization. The demand for jobs in factories led to children and women being put to work for little pay in dangerous conditions. Dangerous machines often caused injuries even sometimes death.

Another turning point in our world's history would be the Cold War. The Cold War period began right after WWII. Britain, France, and Germany had lost a lot of money and power and could not compete as they once did. The Soviet Union and the US were the strongest countries after World War II which caused tensions between communist Soviet Union and the capitalist US (9b). Cuba became an ally to the Soviet Union after the Cuban Communist Revolution which helped lead to what was known as the Cuban Missile crisis in 1962. (9a) The Soviet Union wanted to protect its ally Cuba against the US which is one of Cuba's closest neighbors. The Soviet Union also wanted to establish nuclear missile bases in Cuba to protect against any US aggression. The US placed a quarantine around Cuba to stop the Soviet Union from putting nuclear missiles in Cuba. This almost led to Nuclear War. This fear of a Nuclear War caused a frenzy amongst citizens of the US. No fighting directly between the USSR and US ever occurred but the Cuban Missile Crisis was a close one. For the most part there was only fighting through proxy wars. For example the Korean and Vietnam Wars resulted during/from the Cold War.

Both of these turning points created change, some good and some bad. People's views may differ about these events. Both were important and led to major effects.

Anchor Level 3-A

The response:

- Develops all aspects of the task for the Industrial Revolution and the Cold War with little depth
- Is more descriptive than analytical (*Industrial Revolution*: production with domestic system slow because labor not diversified since there was no factory system; factories built near rivers for water power and also to have access to trade routes; pollution in air and rivers caused much damage to environment; *Cold War*: Britain, France, and Germany lost a lot of money and power and could not compete as they once did; Soviet Union wanted to establish nuclear missile bases in Cuba to protect against any United States aggression; United States quarantine to stop Soviet Union from putting nuclear missiles in Cuba)
- Incorporates some relevant information from documents 4, 5, 7, and 9
- Incorporates relevant outside information (*Industrial Revolution*: more jobs available as factory workers needed to maintain machinery; meant new products available to more people; led to increased urbanization; overpopulation in many cities led to overcrowded living spaces and unsanitary conditions causing diseases to spread easier; *Cold War*: Cuban Communist Revolution helped lead to Cuban missile crisis in 1962; fear of nuclear war caused frenzy among citizens of United States; no direct fighting between USSR and United States but Cuban missile crisis was a close one)
- Includes some relevant facts, examples, and details (*Industrial Revolution*: sewer systems; child labor; machines cause injury; *Cold War*: began right after World War II; Soviet Union and United States strongest countries after World War II; Cuba ally of Soviet Union)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Relevant outside information frames a discussion that is supported by some thoughtful statements and document information. Further explanation of generalizations would have benefited the discussion, especially for the Cold War.

Throughout history, there are a vast multitude of turning points. One of these turning points that had major affects was the Opium wars fought between the British and China. Another was the Cold war that changed the world. Both of these turning points changed the course of history and impacted the surrounding societies and Regions.

The Opium War was a war fought between the British and China over the trade of an illegal and addictive drug known as Opium. The trade of this drug was brought on by an imbalance in trade between England and China. In England, tea became an increasingly popular and sought after beverage, to the point where the average London worker spent 5% of their income on tea. Since it was so popular, trade with China increased. But the Chinese didn't need or want many of the goods that were produced by England. The Chinese interior cotton trade rivaled England's cotton trade from India. Thus the imbalance in trade became even greater. The British attempted to increase the trade of other products between themselves and China, but failed because China already had silk and cotton textiles and no interest in England's heavy woolen ones. So, to combat the trade imbalance, they began trading Opium with China. Due to Opium's addictive traits, trade increased and the imbalance ended as England got its tea and China got opium. The British were able to make large profits from selling the drug. Even though trade increased that doesn't mean everything became better. The British abused the Chinese addiction to the drug. Despite the fact that the Chinese government made Opium illegal to use or trade, England paid off officials and smuggled in Opium. Soon, the Opium war broke out. The Chinese had had enough

and seized Britain's opium ships and the British responded by sending in warships to blockade Canton. The war lasted for three years with the British reigning victorious. Five Chinese port cities were opened to British traders and the trade continued unrestricted. The Opium war was a turning point that positively impacted the British but ruined the Chinese with addiction. Not only that but China's defeat in the Opium War opened China up for other nations to get port cities. This weakened the Chinese dynastic system. Rebellions and wars within China weakened the system more. All this was to settle an imbalance in trade.

Another turning point that changed history was the Cold War. The Cold War was a war that was fought primarily between the United States and the U.S.S.R. During and right after World War two, Britain and France focused on rebuilding, recovering, and trying to maintain their colonial empires. Germany had lost the war and was occupied and divided by the Allied powers. Only the U.S. and USSR emerged from World War II as having the most global power. The U.S. and the U.S.S.R. tried to capitalize on their new world status and each tried to strengthen its position. The U.S.S.R. began to take control over Eastern European governments by putting communist secret police in all of the U.S.S.R. occupied countries, disbanding non-communist civic organizations and youth groups, and putting communists in charge of radio shows, using them to spread their influence. Because most of the occupied Eastern European countries were weakened states, the U.S.S.R. was able to overpower them, beating and killing innocents. The U.S. tried to counter the USSR by practicing a policy of containment. The U.S. tried to stop the spread of

Anchor Paper – Document-Based Essay—Level 3 – B

communism. While this was happening the U.S. and the USSR were competing in both an arms race and a space race in hopes of creating superior technology and weapons to defeat their opponents. USSR's sphere of influence was very large, it even had Cuba under its influence. Though, due in part to its vast spending on the arms race, the USSR slowly headed towards economic collapse until it finally did and the cold war ended. The cold war was a turning point because the world at the end of World War II was already in shambles and came out with a new power structure and newer, more superior technology.

The cold war and the Opium wars were only two turning points of all those scattered throughout history. They forever changed history and had an impact on societies.

Anchor Level 3-B

The response:

- Develops all aspects of the task for the Opium War and the Cold War with little depth
- Is more descriptive than analytical (*Opium War*: trade of opium brought on by imbalance in trade between Britain and China; Chinese did not need or want many of the goods produced by England; despite fact that Chinese government made opium illegal to use or trade, England paid off officials and smuggled in opium; *Cold War*: during and right after World War II, Britain and France focused on rebuilding, recovering, and trying to maintain colonial empires; Germany lost World War II and was occupied and divided by Allied powers; USSR began taking control over Eastern European governments by putting communist secret police in the occupied Eastern European countries, disbanding noncommunist civic organizations and youth groups, and putting communists in charge of radio shows to spread its influence)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Opium War*: China's defeat opened China up for other nations; China's loss weakened Chinese dynastic system; *Cold War*: United States practiced policy of containment; United States and USSR competing in both an arms race and a space race; due in part to vast spending on arms race, USSR slowly headed toward economic collapse until it finally did; Cold War ended)
- Includes some relevant facts, examples, and details (*Opium War*: average London worker spent five percent of income on tea; British make large profits from selling opium; British warships blockade Canton; British victorious; *Cold War*: fought primarily between USSR and United States who emerged with the most global power; USSR had Cuba under its influence)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Heavy reliance on document information frames a discussion that is supported by some well-placed relevant outside information. The inclusion of additional analysis accompanied by supporting facts and details would have strengthened the response.

Turning points drastically change the course of history and have impacted many societies and regions. Both the Industrial Revolution and the Cold War were very important turning points in global history. The Industrial Revolution and the Cold War had great impacts on many societies and regions.

The Industrial Revolution happened during the 1800's in England. Before the Industrial Revolution there was the domestic system where workers worked at home and used hand powered machines like the spinning wheel to make products. It took a long time to produce each item and products were expensive. During the Industrial Revolution, new machines such as the power loom were created in order to produce goods quicker and easier. This in turn, caused the prices of these goods to become cheaper and more affordable. Unfortunately a major result was the pollution of many waterways and the air in England (Doc 5). Coal burning and improper waste removal caused the air and water in many English cities to become unhealthy. While the Industrial Revolution did mostly impact England for the better because it increased production speed and lowered prices, pollution was extremely negative for the people in England. The pollution was mainly due to the lack of regulation on businesses by the government. The government in England had a laissez-faire approach to the economy during the early 1800's, which meant that they did not regulate businesses. This let businesses do almost whatever they wanted and since the cheapest way to remove waste materials from factories was to dump it into rivers and release it into the air, they polluted the environment. The water became so polluted that it was extremely brown and cloudy. The Industrial Revolution also greatly impacted India.

Since England is on an island and in the north, it couldn't grow enough of the raw materials required to make manufactured goods. As a result they took over many regions around the world. One of these regions was India, which was taken over for its cotton. One of the few positive effects on India was that it built many cotton mills, which resulted in the increase in cotton production in India (Doc 6). The Industrial Revolution significantly impacted history.

The Cold War was mainly between the United States and the Soviet Union. The war was over the spread of governmental beliefs of democracy and capitalism in the US and communism in the Soviet Union. The Soviet Union began taking over Eastern European governments after they had promised to hold elections in Eastern Europe during the war and establishing communist governments within these occupied countries after WWII (Doc 8). These countries became what are known as satellite countries, which were countries under the influence of the Soviet Union. The Soviet Union's reach also stretched out to Cuba and would eventually lead to the Cuban Missile Crisis (Doc 9). After Fidel Castro became the leader of Cuba he made the government communist and became close allies with the Soviet Union. Since the US did not like communism they became extremely worried about Cuba and it only escalated when the Soviet Union began building nuclear missile sites in Cuba. The US was immediately afraid of what Cuba might do so they established a quarantine around Cuba, preventing Soviet ships from entering. Earlier the US placed an embargo on Cuba preventing the US from trading with Cuba, in hopes that they would economically fail without the US as a trading partner. The Cold War greatly impacted many

regions around the world.

Turning points are significant changes to history. Among the greatest turning points in recent history, the Industrial Revolution and Cold War were extremely significant. Both the Industrial Revolution and Cold War impacted societies and regions worldwide.

Anchor Level 3-C

The response:

- Develops some aspects of the task for the Industrial Revolution and the Cold War with some depth
- Is more descriptive than analytical (*Industrial Revolution*: there was a domestic system where workers worked at home and used hand-powered machines to make products; new machines such as power loom created to produce goods quicker and easier; cheapest way to remove waste materials from factories was to dump it into rivers and release it into the air; *Cold War*: Soviet Union promised to hold elections in Eastern Europe during World War II; after Castro became leader of Cuba, he made government communist and became close ally with Soviet Union; United States became extremely worried about Cuba which escalated when Soviet Union began building nuclear missile sites in Cuba)
- Incorporates some relevant information from documents 4, 5, 6,7, 8, and 9
- Incorporates relevant outside information (*Industrial Revolution*: long time to produce each item and products expensive; coal burning and improper waste removal caused air and water in many English cities to become unhealthy; government in England had laissez-faire approach to economy during early 1800s; England on an island and in the North it could not grow enough raw materials required to make manufactured goods; *Cold War*: Eastern European countries became satellites under influence of Soviet Union; United States placed an embargo on Cuba)
- Includes some relevant facts, examples, and details (*Industrial Revolution*: happened during 1800s in England; cotton production increased in India; *Cold War*: mainly between United States and Soviet Union)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. A document-driven discussion is interspersed with some relevant outside information, demonstrating an understanding of the task. The inclusion of historical circumstances related to the Cold War and additional facts and details for both turning points would have strengthened the response.

Turning points are generally events that have had a great impact on a large, usually international scale. The industrial revolution, with its labor specialization and environmental impact, and the Cold War, with its reassignment of global superpowers and redistribution of territory represent two of the many turning points that changed the world.

The industrial revolution began in Britain around the late 1800s. Britain was the prime location for industrialization because of its abundant resources and entrepreneurs. It was a time of great change in the production of goods. As shown in Document 4, labor became specialized. Prior to the revolution, products were usually produced one-at-a-time, by hand, by a single person in their home. The rise of machine-assisted production caused work to shift to factories, where several of a product could be made at once. The revolution also impacted the environment. M. Faraday once wrote while travelling by river in Britain, "The whole of the river was an opaque pale brown fluid." This pollution of the water was most likely caused by the dumping of industrial waste. The industrial revolution revolutionized the way products were made, and its methods soon spread throughout Europe and the U.S.

The cold war was a non-confrontational conflict between nations aligned with the U.S and those aligned with the Soviet Union, which began after WWII. It entailed the redistribution of global power. WWII ravaged the economies of Eastern Europe, leaving a power vacuum which both the U.S and USSR tried to fill (Document 7). As part of their strategy to gain power, the USSR spread its influence in Western Europe. Countries adjacent to the USSR spread its influence

in Western Europe. Countries adjacent to the USSR were invaded and Soviet institutions were established (Document 8b). The USSR used the Warsaw Pact to forcibly ally with the countries near it. This advance caused what Winston Churchill described as an “Iron Curtain,” a figurative barrier between the ideologically opposing Soviet bloc and the rest of Europe. The tension caused by the Cold War has shaped modern European and global policy.

The Industrial Revolution and Cold War are two turning points that have effected modern society. The Industrial Revolution saw the rise of assembly lines and awareness of pollution, and the Cold War saw the reassignment of long-held positions of power. These were undoubtedly important time periods.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for the Industrial Revolution and the Cold War
- Is primarily descriptive (*Industrial Revolution*: products were usually produced one at a time, by hand, and by a single person in their home; rise of machine-assisted production caused work to shift to factories where more than one product could be made at once; pollution of water most likely caused by dumping of industrial wastes; *Cold War*: conflict between nations aligned with United States and those aligned with Soviet Union began after World War II; the tension caused shaped modern European and global policy); includes faulty and weak application (*Cold War*: countries adjacent to USSR spread its influence into Western Europe)
- Incorporates limited relevant information from documents 4, 5, 7, and 8
- Presents relevant outside information (*Industrial Revolution*: Britain became prime location because of abundant resources and entrepreneurs; methods soon spread throughout Europe and United States; *Cold War*: World War II ravaged economies of Eastern Europe; Iron Curtain a figurative barrier between ideologically opposing Soviet bloc and rest of Europe)
- Includes few relevant facts, examples, and details (*Industrial Revolution*: began in Britain; had environmental impact; *Cold War*: global power redistributed; power vacuum; Warsaw Pact); includes an inaccuracy (*Industrial Revolution*: began in Britain around late 1800s; time of specialized labor)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state reasons the Industrial Revolution and the Cold War are turning points

Conclusion: Overall, the response fits the criteria for Level 2. Document information is effectively strung together, demonstrating a basic understanding of the task. The strength of the response is in the discussion of the Industrial Revolution. The historical circumstances surrounding both turning points are mentioned but lack development. Although relevant outside information is included, information from some of the documents regarding the Cold War is somewhat muddled.

Throughout history there have been many turning points that have affected many societies and regions. As well as changed the course of history. There have been two turning points that have forever affected regions, the industrial revolution and the cold war.

The industrial revolution first started in Britain. Where its many ports and seemingly endless coal supply allowed industry to flourish. One after another factories sprang up all over England, pumping out clothes, textiles and so much more. In order to keep their factories running the British looked to India. India had plentiful natural resources, and a large population to provide a market for Britain's goods. According to document 6 by 1840 Britain had moved from controlling India's trade, to controlling India. Back home the factories had brought the unwanted problem of pollution. In document 5 it shows the sky's black with smog and pollution.

The Cold War also affected multiple societies and regions. In document 8 it shows how the Soviet Union had taken over control of most of Eastern Europe, and had a knife at the throat of previous super powers Britain and France. As the Cold War came close to home for the Americans they placed a quarantine on Cuba and the areas surrounding it as shown in document 9A. The Americans placed an embargo act on Cuba. One that America is only recently starting to loosen. This act has left many Cubans driving Chevys from the '50's with boat engines.

There have been many turning points in history. But none have had a longer impact on multiple societies and regions than the industrial revolution & the cold war.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for the Industrial Revolution and the Cold War
- Is primarily descriptive (*Industrial Revolution*: factories pumped out clothes, textiles, and so much more; to keep its factories running, Britain looked to India; in Britain, factories brought the unwanted problem of pollution; *Cold War*: Soviet Union had taken over most of Eastern Europe; Americans placed quarantine on Cuba and areas surrounding it)
- Incorporates limited relevant information from documents 5, 6, 8, and 9
- Presents relevant outside information (*Industrial Revolution*: started in Britain because it had many ports and a seemingly endless coal supply; India had plentiful natural resources and a large population to provide a market for Britain's goods; *Cold War*: Americans placed an embargo on Cuba that it is only recently starting to loosen; embargo left many Cubans driving Chevys from the 1950s with boat engines)
- Includes few relevant facts, examples, and details (*Industrial Revolution*: first started in Britain; British skies black with smog; *Cold War*: previous superpowers Britain and France)
- Demonstrates a general plan of organization; contains digressions; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Although almost no historical circumstances are included for the Cold War, outside information for both turning points and relevant information strung together from the documents demonstrate a limited understanding of the task. Lack of details and development weaken the response.

Turning points are events that caused an impact on many societies and regions. These events have shaped global history for centuries to come. Such turning points for example, would be the Opium War between China and Great Britain and the Industrial Revolution.

One turning point of history would be the Opium War in China. Britain were very fond of Chinese luxuries as they became a “nation of tea drinkers” that called for high demands of Chinese tea and other fine things (Document 1). But, there was a low demand for British luxuries in China and the only way to open up China to trade with them (Great Britain), they “increased the amount of Indian goods to China” and they smuggled and bribed officials and Chinese workers with fine “Bengal Opium” (Document 1). This was considered to be a turning point because the British did everything that they could so they could get their hands on Chinese goods. They “seized Canton, Shanghai, and other ports...” in order to forcefully open up China. (Document 3a). With the Chinese surrounded and helpless, the emperor gave in for “peace talks” with the British, filing for the Treaty of Nanking, which took away many rights that the Chinese used to have. To name a few policies, China had to open up their five Chinese cities-ports to British families to “carry out their mercantile pursuits, without molestation or restraint” (Document 3b) and that they had to make a “payment of \$6 million dollars by the Qing as the value of the opium which was delivered up in Canton” (Document 3b). This made China inferior to the British for many years to come.

Another turning point of global history is the Industrial Revolution in Britain and India. The Industrial Revolution brought major advancements to the production of goods as factories, machines

and mass production was on the rise. An advantage of the Industrial Revolution was that compared the old domestic system, many products could be made at once, followed by many people worked the machines for efficiency (Document 4). However a disadvantage was that the environment suffered due to the industrialization. In Britain, the rivers in Britain (Thames River), “the whole of the river” was covered with an “opaque pale brown fluid” (Document 5b). The people of the Industrial Revolution were happy as business and mass production blossomed, but the environment had to suffer. This revolution cracked open a gate to newer production of goods that you see today.

Turning points are events that changed many regions and societies over many years up to today. Like the Opium War and the Industrial Revolution, we wouldn't as a whole, have what we have currently if not for the turning points of history such as these two.

Anchor Level 2-C

The response:

- Minimally addresses all aspects of the task for the Opium War and the Industrial Revolution
- Is primarily descriptive (*Opium War*: Britain became nation of “tea drinkers” which called for high demand of Chinese tea; only way to open up China to trade with Great Britain was to increase amount of Indian goods traded to China; British smuggled and bribed officials and Chinese workers with “Bengal Opium”; *Industrial Revolution*: brought major advancements to production of goods as factories, machines, and mass production on the rise; compared to domestic system many goods could be made at once); includes faulty and weak application (*Opium War*: Chinese emperor gave in to peace talks because China was surrounded)
- Incorporates limited relevant information from documents 1, 3, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Opium War*: British seized ports; Treaty of Nanjing; payment of six million dollars made by Qing; *Industrial Revolution*: many people worked machines; Thames River covered with opaque pale brown fluid)
- 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. Information drawn directly from the documents is strung together demonstrating a limited understanding of the task. Further development of ideas presented would have strengthened the effort.

Turning points are events that have changed the course of history and had an impact on multiple societies and regions. Some examples of turning points include the Cold War and Industrial Revolution.

In the Cold War, communism was a problem and a huge fear. The Soviet Union was a large communist country. America was competing with them for years. Other countries like Vietnam, China, Poland, East Germany, and a few other European countries fell in communism as well, and also Cuba. According to document 9b, Kennedy was worried about missiles launching into America. He wanted to end it. In document 9a, Cuba was also launching missiles, but they failed. Cuba runs communist today.

During the Industrial Revolution, England was working with factories. Many families had no money so their children had to work too. It didn't matter what condition they were in. Many children got sick and died. According to Document 5a, the factories caused pollution, causing more people to fall ill. According to Doc 6, cotton was mostly produced in the factories. And it had to produce it.

In conclusion, turning points in history can affect the world forever. For example, the Cold War and the Industrial Revolution.

Anchor Level 1-A

The response:

- Minimally addresses some aspects of the task
- Is descriptive (*Cold War*: America competing with Soviet Union for years; Kennedy worried about missiles launching into America and wanted to end threat; *Industrial Revolution*: pollution caused people to fall ill)
- Includes minimal information from documents 5, 6, 8, and 9
- Presents little relevant outside information (*Cold War*: Vietnam and China fell to communism; Cuba communist today; *Industrial Revolution*: many children got sick and died)
- Includes few relevant facts, examples, and details (*Cold War*: Poland, East Germany, and a few other European countries fell to communism; *Industrial Revolution*: children had to work); includes inaccuracies (*Cold War*: Cuba launching missiles but failed; *Industrial Revolution*: cotton mostly produced in factories)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Bits of information from the documents and a few pieces of outside information are used to demonstrate a minimal understanding of the task. Historical circumstances surrounding the Industrial Revolution and the Cold War are not included. Inaccuracies and vague statements as well as a lack of development and supporting details detract from the effort.

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

Turning points are events that have changed the course of history and had an impact on multiple societies and regions. Some examples of turning points are the Industrial Revolution and the Opium War.

In the beginning of the Industrial Revolution people started working in factories. Which is the turning point before the industrial rev people used to work in houses. Now they got factories to work in. Now they can make more things faster and cheaper. The only problem was the smoke coming from the factories.

In the Opium War the British were selling opium to China. The Chinese people were really addicted to opium. The turning point of it was when the Chinese fought back but they were no match for British troops. The war ended really quick because of it.

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

- Minimally addresses some aspects of the task
- Is descriptive (*Industrial Revolution*: before people used to work in houses; in factories people can make things faster and cheaper; *Opium War*: Chinese fought back but no match for British troops, so war ended quickly)
- Includes minimal information from documents 1, 3, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Industrial Revolution*: smoke comes from factories; *Opium War*: British sold opium to China)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Relevant information from the documents is touched on demonstrating a minimal understanding of the task. Lack of historical circumstances for the Opium War and lack of details for the impact of these turning points further weaken the effort.

There have been many turning points throughout history. Turning points are times of extreme change, when a government or economy switches from one form to a different one. Two examples of turning points that occurred are the Industrial Revolution and the Cold War. These changes have had severe impacts on societies and different regions.

The Industrial Revolution was a major change in economic ways. It was a shift from domestic and hand-made work to mass producing by machinery. In the Domestic System, people would work in homes and make one specific product at a time by hand (Doc 4). Even though it was efficient for the time in order to make mass production they needed machines. Before industrialization, people used spinning wheels, but after there was machines invented, such as the power loom and steam powered machinery. The Industrial Revolution allowed a mass production of items by having each person do only one part of making an item that might originally have been made entirely by a single person (Doc 4). The first region to undergo industrialization was Great Britain. This turning point affected them immensely for better and worse. Although there was mass production and factory owners made a lot of profit, for the workers it was very difficult. They went from working their own hours at home or in the fields to laboring for 10+ hours a day in factories with non-family members. Men, women, and even children worked in these dangerous factories for little pay. Aside from this, the steam powered machinery produced a lot of pollution because the factories burned coal (Doc 5). The factories also dumped untreated waste into the rivers. The air and water was full of pollution and caused harmful diseases (Doc. 5). There was also

overpopulation and the workers lived in small crowded places in the city to work in the factories. The industrialization was a major turning point and had a harsh impact on the working society, but overall there was the invention of steam-powered machinery which created mass production.

Another turning point was the Cold War. This war wasn't a war as much as a hostility between two political groups. After World War II, the United States and the Soviet Union came out as the super powers of the world (Doc 7). The two countries competed against each other in order to maintain or grow their power in different areas of the world. The Soviet Union was Communist and wanted to spread communism everywhere (Doc 8a), while the United States was democratic and capitalist and their goal was containment, to prevent the spread of communism. The Cold War impacted, not only the United States and the Soviet Union, but also other regions. For example, Cuba was neither democratic nor communists but was ruled by a US backed dictator. When the US backed dictator was overthrown Castro came to power. He established a communist government. The Soviets used this to their advantage. Cuba becoming Communists eventually led to the Bay of Pigs invasion and the Cuban Missile Crisis. Cuba was used as a place to build missile launch sites (Doc 9a). The Cold War has had a major effect on Cuba bringing them close to war and causing them economic difficulties. The Cold War impacted a lot of the world politically and economically.

The Industrial Revolution and the Cold War were both major turning points. They were changes that impacted societies and regions. Industrialization was an economic change from making

Document-Based Essay—Practice Paper – A

small amounts of products by hand to mass production by factories with machinery. This impacted many regions under industrialization, specifically Great Britain. The working class was affected harshly because of overpopulation and long hours. The Cold War was a hostility between the political ideologies of Communism and democracy. It had the most impact on the United States and the Soviet Union, but also on other regions that were influenced by the Cold War. Both these turning points were major changes in history and had great impacts on different societies and regions.

Document-Based Essay—Practice Paper – B

Throughout history, turning points have created such change that the course of history is changed. Many examples include the Opium war, the industrial revolution, and the cold war. These events alone have changed how we have viewed the world.

One of these events is the industrial revolution in England. Before the revolution occurred, everyone used spinning wheels and home made goods, but now with factories after the revolution has occurred, workers process goods into manufactured goods (doc 4). However, a lot of pollution was created due to the increased use of factories and the pollution ruined the view from others (doc 5a & 5b). This change had an lasting effect on how goods were produced.

Another event was the Cold War. During the Cold War, many countries were under control or felt pressured by the Soviet Union (doc 8a). However, one of these countries was Cuba and when the Soviets transported missiles down to Cuba, the U.S. had set up a quarantine (doc 9a). This led to a crisis world wide and if the crisis wasn't defused successfully like how it was, the world might have been submerged into WWII or worse, a nuclear war.

Overall, turning points are make or break in history. They can change the course of history or fail to change the course of history. These events, like the cold war and the Industrial revolution are monumental in history.

Throughout global history, there have been many turning points that have drastically changed history's course of events. These turning points have also affected the nations they occur in and around to a very large degree. Two such turning points include the Industrial Revolution and the Cold War. Overall, the Industrial Revolution and the Cold War are two major turning points in global history that have brought about much change to the nations and regions they occurred in.

The Industrial Revolution was a major global turning point, that not only affected where it began, England itself, but also the colonies of England. By the mid-1800s, the English economy was making a massive shift from the old domestic system of producing goods, to the newer industrial factory system. England had many of the necessities needed to industrialize. It had good natural harbors, fast moving navigable rivers (that allowed factories to use water power), good amounts of coal, and an entrepreneurial class some of whom invented the new needed machines to start the revolution. New inventions and technology paved the way for goods to be produced more quickly and efficiently. Thus, the mid-1700s and the 1800s saw a great movement of citizens into the cities of England, where many factories were constructed. In these factories, goods and items were produced in mass production with a large army of factory workers putting in long, grueling days to get their jobs done. Thus England's economy, as well as their import/export priorities, changed with industrialization and large output from the factory system. The industrial revolution had many effects on England and its colony in India. For one, the Revolution brought about a wave of extreme pollution in England. Due to toxic fumes and waste from the numerous

factories, the air and water became extremely polluted in the cities. Rivers turned opaque brown, and clouds of fumes hung over the bridges (Document 5a) and entire cities. This pollution affected the health of many people in England. They breathed the toxic air both at home and at work in the factories. Some people developed lung diseases. The people also consumed water supplies that were contaminated causing other health problems. Another effect was the unsafe conditions in factories. The main goal for most factory owners was to make a profit. There were few safety precautions on the machines and workers had to work long hours in unsafe conditions. Another effect of the Industrial Revolution in England was the change in India's economy. A major British goal was to get raw materials and markets for England's factories. In India, the British built an extensive railroad system that allowed them to get the raw materials to harbor so that they could be shipped to their factories. British finished goods were sent to markets throughout India. Eventually the factory system that had started in Britain spread to India. Because India had a rich tradition of producing textiles, the British and later Indian capitalists set up cotton factories in India. India's cotton textiles were not sold in the same markets as the British cotton textiles (Document 6). Thus, India's economy shifted as a result of the British Industrial Revolution. Some Indians got rich from these factories while most workers, just like in England received little pay, often less than English workers were paid. Overall, the British Industrial Revolution was a major global turning point which not only affected England itself, but also its colony in India. Another major global turning point that affected the nations it

took place in was the Cold War. The end of WWII saw a great shift in power in the world. Germany lost the war and was occupied and divided. Britain and France were in the process of losing much of what made them major powers. They needed to rebuild and they could no longer afford their colonial empire. The Eurocentric world lost power, while the US and the Soviet Union gained power and were able to influence places beyond their borders (Document 7). Both countries were pouring money into technology, and industrial and military development. With their opposite governments and views of the world, Capitalist US and Communist Soviet Union entered into a bold struggle for superiority known as the Cold War. The Cold War saw many changes in the world, such as proxy wars and nuclear crises. Wars, in places such as Korea and Vietnam where the US backed one side and the USSR the other, led to millions dying. Industries produced more deadly weapons in both the US and the USSR. Nuclear weapons, although never used, have made the world even more unsafe. Additionally, the Cold War had many effects on both the US and USSR alike. For one, the Cold War saw a massive land grab by the Soviet Union to spread communism. Looking to expand their communist borders, the USSR violated the Yalta agreement and kept its armies in eastern European nations that they won back from German control. The Soviets installed "friendly" governments under their control and called them Communist satellite nations (Document 8a). They attempted to increase control in Greece and Turkey leading the US to issue the Truman Doctrine and start its policy of containment. Another effect of the Cold War was the conversion of Cuba to communism and into a USSR ally. After

Document-Based Essay—Practice Paper – C

the Cuban Revolution, Cuba became an ally of the USSR. Multiple missile sites were built there by the USSR to demonstrate the power of Communism as well as to protect Cuba (Document 9a). In response to this, the US quarantined Cuba to prevent military struggles and possible nuclear war (Document 9a). For a short time the world was extremely close to nuclear war. The US sent an ultimatum to the USSR that said if the USSR broke the quarantine and sent additional nuclear missiles to Cuba there would be great consequences. The Cuban Missile Crisis was the closest the US and the USSR came to a real war. All of these are effects of the Cold War, a major global turning point.

Overall, turning points are very major events in global history. They bring about multiple effects on the regions they occur in as well as in other regions that interact with them. The Industrial Revolution to the Cold War are two turning points, there are many other examples of global turning points.

Turning points are events that have changed the course of history and have large impacts on societies and regions. These turning points have changed the way people lived. They have also changed the course of history multiple times and for good and bad. Two examples of major turning points are the Industrial Revolution and the Cold War.

The Industrial Revolution has had a huge impact on our world. In good and bad ways. The Industrial Revolution started when there was an increase in supply and demand. So they went from making things using the domestic system to having the factory system (Doc 4). The factory system then led to an increase in production which was good for trade. Even though good came out of the Industrial Revolution, it was different for the people working in the factories. The impact on the people wasn't that good. They had poor working conditions working from early in the morning to late at night. Also there was not a good impact on the environment as pollution increased "The whole of the river was an opaque pale brown fluid" (Doc 5b). That was the historical circumstances and the impact the Industrial Revolution had.

The Cold War also had a large impact on our world. After WWII the United States and the Soviets became the large powers. The Soviets wanted everyone to be communist and if they believed you were anti-Soviet they would murder, arrest you or deport you (doc 8b). The tension continued between the United States and the Soviets. Then during the Cold War the Soviets went into Cuba and placed nuclear missiles there that could reach the United States (Doc 9a). This had a large impact on the people. People began to live in fear of bombings during the Cuban missile crisis. Also war broke out in other countries

Document-Based Essay—Practice Paper – D

like Korea that are now split into North and South Korea. People were executed if they weren't communist and countries were divided. That was the historical circumstances and the impact the Cold War had.

That is how the Industrial Revolution and the cold war changed the course of history. Also how these major events impacted the people in different ways. This is how the Industrial Revolution and the Cold War affected our world and shaped it to what it is today.

Document-Based Essay—Practice Paper – E

The Cold War was one of the turning points in history. In document 9a because of the cold war oceans were frozen so country's can't use ships. Without ships people can't get supplies like food or cloths from other country's. In document 8 the Soviet Union pushes Russia back. In document the U.S. and the Soviet Union managed to get out of the Cold War. In document 9b Nikita wanted to stop the presedents demands.

The Opium war was another turning point in history. Because of the Opium war China got to powerfull. In document 1, England sold opium to China for opium supples. In document 2 people got supples from China and were completey foolish.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task for the Industrial Revolution and the Cold War with little depth
- Is more descriptive than analytical (*Industrial Revolution*: even though domestic system efficient for the time, in order to mass produce they needed machines; each person does only one part of making an item that might originally have been made entirely by a single person; although mass production made factory owners a lot of profit, for workers it was very difficult; *Cold War*: not as much war as hostility between two political groups; United States and Soviet Union competed to maintain or grow their power in different areas of world; Soviet Union was communist and wanted to spread communism everywhere)
- Incorporates some relevant information from documents 4, 5, 7, 8, and 9
- Incorporates relevant outside information (*Industrial Revolution*: workers went from working their own hours at home to laboring for ten plus hours a day in factories with non-family members; men, women, and even children worked in dangerous factories for little pay; factories burned coal; workers lived in small crowded places in the city; *Cold War*: United States goal was containment; Cuba neither democratic nor communist but ruled by a United States-backed dictator; Cuba becoming communist led to Bay of Pigs invasion)
- Includes some relevant facts, examples, and details (*Industrial Revolution*: before it, spinning wheels used; power loom and steam-powered machinery invented; air and water pollution; *Cold War*: after World War II, United States and Soviet Union superpowers of world; Castro, leader of Cuba)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that summarizes impacts of the Industrial Revolution and the Cold War

Conclusion: Overall, the response fits the criteria for Level 3. Document information frames the discussion along with some outside information demonstrating an understanding of the task; however, the historical circumstances for the Cold War are mentioned but are not developed. Repetition, limited integration of outside information, and simplistic statements weaken the response.

Practice Paper B—Score Level 1

The response:

- Minimally addresses most aspects of the task for the Industrial Revolution and the Cold War
- Is descriptive (*Industrial Revolution*: before homemade goods used; workers process goods into manufactured goods in factories; much pollution created due to increased use of factories; *Cold War*: United States quarantine of Cuba); lacks understanding and application (*Industrial Revolution*: before revolution everyone used spinning wheels)
- Includes minimal information from documents 4, 5, 8, and 9
- Presents little relevant outside information (*Cold War*: if Cuban crisis not defused, world might have been submerged into World War III or worse, a nuclear war)
- Includes few relevant facts, examples, and details (*Industrial Revolution*: happened in England; *Cold War*: Soviets transported missiles to Cuba)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states turning points can change or fail to change the course of history

Conclusion: Overall, the response fits the criteria for Level 1. The historical circumstances surrounding the Industrial Revolution are muddled and none are mentioned for the Cold War. Although most of the information is general and presented in brief statements, a limited understanding of the task is demonstrated.

Practice Paper C—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Industrial Revolution and the Cold War
- Is more analytical than descriptive (*Industrial Revolution*: England had many of the necessities needed to industrialize; England's economy as well as import and export priorities changed with industrialization; due to toxic fumes and waste from numerous factories, air and water became extremely polluted in cities; main goal of factory owners was to make a profit; British and later Indian capitalists set up cotton factories in India; *Cold War*: Britain and France in process of losing what made them major powers; both United States and Soviet Union pouring money into technology and industrial and military development; many changes in world such as proxy wars and nuclear crises; Cuba quarantined by United States to prevent possible nuclear war; ultimatum sent to USSR by United States)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Industrial Revolution*: England had good natural harbors, fast moving navigable rivers, good amounts of coal, and an entrepreneurial class; some people developed lung diseases; workers had to work long hours in extremely bad and unsafe conditions; British built an extensive railroad system; *Cold War*: wars in places such as Korea and Vietnam, where United States backed one side and USSR the other, led to millions dying; Soviets attempted to increase control in Greece and Turkey leading United States to issue Truman Doctrine; Soviets wanted to protect Cuba)
- Richly supports the theme with many relevant facts, examples, and details (*Industrial Revolution*: shift from domestic system to factory system; India had rich tradition of producing textiles; factory system that started in Britain spread to India; *Cold War*: Eurocentric world lost power while United States and Soviet Union gained power; Cuba became ally of USSR; multiple missile sites built by Soviets in Cuba)
- 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 5. Analytic statements are integrated with relevant document information and good historical details demonstrating a strong understanding of the task.

Practice Paper D—Score Level 2

The response:

- Minimally addresses all aspects of the task for the Industrial Revolution and the Cold War
- Is primarily descriptive (*Industrial Revolution*: went from using domestic system to having factory system; factory system led to increase in production which was good for trade; water in rivers turned an opaque pale brown; *Cold War*: after World War II, United States and Soviet Union became large powers; Soviets wanted everyone to be communist)
- Incorporates limited relevant information from documents 4, 5, 8, and 9
- Presents little relevant outside information (*Industrial Revolution*: people working in factories worked from early morning to late at night; *Cold War*: people began to live in fear of bombings during Cuban missile crisis; war broke out in Korea and now split into North and South Korea)
- Includes few relevant facts, examples, and details (*Industrial Revolution*: pollution; *Cold War*: Soviets placed nuclear missiles in Cuba)
- Demonstrates a general plan of organization; includes an introduction that states turning points have changed the way people lived and changed the course of history multiple times for good and bad, and a conclusion that is a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Relevant document information is strung together demonstrating a basic understanding of the task. Overgeneralizations and vague statements along with a lack of development of the historical circumstances for both turning points weaken the response.

Practice Paper E—Score Level 0

The response:

Fails to develop the task

Conclusion: Overall, the response fits the criteria for Level 0. The narrative rambles, contains irrelevant information, and demonstrates no understanding of the two turning points.

Transition Exam in Global History and Geography—Grade 10 Specifications June 2018

Part I Multiple-Choice Questions by Standard

Standard	Question Numbers
1—United States and New York History	N/A
2—World History	3, 4, 6, 7, 9, 10, 18, 19, 20, 22, 27, 30
3—Geography	2, 5, 8, 11, 14, 15, 17, 23, 24
4—Economics	1, 13, 16, 21, 28
5—Civics, Citizenship, and Government	12, 25, 26, 29

Parts II and III by Theme and Standard

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

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

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

The *Chart for Determining the Final Examination Score for the June 2018 Transition Exam in Global History and Geography—Grade 10* will be posted on the Department’s web site at: <http://www.p12.nysed.gov/assessment/> no later than June 22, 2018. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students’ final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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