

# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME  
**1** OF **2**  
MC & THEMATIC

## GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 12, 2015 — 12:30 to 3:30 p.m., only

### SCORING KEY FOR PART I AND RATING GUIDE FOR PART II (THEMATIC ESSAY)

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.

#### Scoring the Part I Multiple-Choice Questions

Follow the procedures set up by the Regional Information Center, the Large City Scanning Center, and/or the school district for scoring the multiple-choice questions. **If the student's responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Any other marks on the answer sheet will interfere with the accuracy of scanning.**

#### Multiple Choice for Part I

Allow 1 credit for each correct response.

Part I			
1 ..... 3 .....	13 ..... 4 .....	26 ..... 1 .....	39 ..... 3 .....
2 ..... 3 .....	14 ..... 3 .....	27 ..... 2 .....	40 ..... 4 .....
3 ..... 2 .....	15 ..... 1 .....	28 ..... 1 .....	41 ..... 3 .....
4 ..... 4 .....	16 ..... 3 .....	29 ..... 4 .....	42 ..... 1 .....
5 ..... 4 .....	17 ..... 1 .....	30 ..... 1 .....	43 ..... 3 .....
6 ..... 1 .....	18 ..... 2 .....	31 ..... 2 .....	44 ..... 1 .....
7 ..... 2 .....	19 ..... 1 .....	32 ..... 3 .....	45 ..... 2 .....
8 ..... 1 .....	20 ..... 3 .....	33 ..... 3 .....	46 ..... 2 .....
9 ..... 3 .....	21 ..... 2 .....	34 ..... 2 .....	47 ..... 4 .....
10 ..... 1 .....	22 ..... 1 .....	35 ..... 2 .....	48 ..... 1 .....
11 ..... 4 .....	23 ..... 4 .....	36 ..... 4 .....	49 ..... 3 .....
12 ..... 1 .....	24 ..... 4 .....	37 ..... 3 .....	50 ..... 2 .....
	25 ..... 3 .....	38 ..... 4 .....	

## Contents of the Rating Guide

For **Part I** (Multiple-Choice Questions):

- Scoring Key

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

### Rating the Essay Question

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

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

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

**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.**

**Global History and Geography**  
**Content-Specific Rubric**  
**August 2015**

**Theme: Movement of People and Goods**

Goods and ideas have moved from one place to another for a variety of reasons. The changes that resulted from the movement of these goods and ideas to new places significantly influenced groups of people, societies, and regions.

**Task:** Select *two* goods and/or ideas that moved from one place to another and for *each*

- Explain how this good or idea moved from one place to another
- Discuss how the movement of this good or idea significantly influenced a group of people, a society, and/or a region

You may use any goods or ideas from your study of global history and geography. Some suggestions you might wish to consider include the *goods* silk, salt, sugar, gold, wheat, oil, horses, and gunpowder, and the *ideas* of Buddhism, Christianity, Islam, and the authority of government comes from the people.

**You are *not* limited to these suggestions.**  
**Do *not* make the United States the focus of your answer.**

***Scoring Notes:***

1. This thematic essay has a minimum of *four* components (for each of *two* goods and/or ideas, discussing how the good or idea moved from one place to another **and** how the movement of the good or idea significantly influenced *at least one* group of people, society and/or region).
2. The way goods and/or ideas moved from one place to another may be the same for both goods and/or ideas, e.g., Christianity and Islam were carried from one place to another by missionaries to convert followers. However, the explanation should differ in facts, examples, and details.
3. The influence of the movement of goods and/or ideas may be the same for both goods and/or ideas, e.g., both horses and gunpowder influenced the conduct of warfare. However, the discussion of each influence should differ in facts, examples, and details.
4. The group of people, society, or region influenced may be the same for both goods and/or ideas, e.g., salt and gold both influenced West Africa; Buddhism and opium both influenced China.
5. The influence of the movement of goods and/or ideas may be immediate or long term.
6. Only two goods and/or ideas should be chosen. If three goods and/or ideas are discussed, only the first two goods and/or ideas discussed may be scored. However, a second good or idea may be included in the discussion of the influence of the good or idea, e.g., the influence of the printing press on the use of paper.
7. Influences may be discussed from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.

**Score of 5:**

- Thoroughly develops the task evenly and in depth by discussing how *each* of *two* goods and/or ideas moved from one place to another and how the movement of *each* good or idea significantly influenced a group of people, a society, and/or a region.
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *gunpowder*: connects the diffusion of gunpowder through Mongol conquests and trade along the Silk Roads to the introduction of gunpowder weaponry in Europe, its role in the decline of feudalism, and the rise of European states and empires; *Islam*: connects the spread of Islam through trade, missionary efforts, and the growth of empire to the conversion of people in West African kingdoms to Islam and the growth of Timbuktu as a center of learning and religion
- Richly supports the theme with relevant facts, examples, and details, e.g., *gunpowder*: Song Dynasty; fireworks; weapons of siege; cannons; destruction of medieval castles; armed ships; Age of Exploration; Spain; Portugal; *Islam*: Muhammad; Qur'an; Hajj; Abbasid Caliphate; mosques; camel caravans; Mansa Musa; Mali; Songhai
- 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 the task but may do so somewhat unevenly by discussing one good or idea more thoroughly than the second good or idea *or* by discussing one aspect of the task less thoroughly than the others
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *gunpowder*: discusses how the Mongol conquest allowed gunpowder to move from China to the West and led to changes in European warfare with ensuing political consequences; *Islam*: discusses the spread of Islam through trade and conquest from Arabia to West Africa and how it changed the religious beliefs and practices of the societies of West Africa.
- 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)
- 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 the task is thoroughly developed evenly and in depth for *one* good or idea and if 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
- 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
- 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 theme, task, or suggestions as 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.

**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.**

Goods and ideas have circulated throughout various societies throughout human history. These exchanges of goods and ideas have altered and influenced the lives of many people. Two examples of such goods and ideas are gunpowder and Christianity. Gunpowder significantly impacted western Europe and Christianity influenced the Roman Empire.

Gunpowder was originally invented in China. The Mongols, nomads from the Asian steppes, came into contact with gunpowder through their raids on Chinese villages in the 13th century. The acquisition of gunpowder aided the Mongols in their quest to create an empire, because it gave them an advantage over the people they conquered, who were armed with inferior weapons. Once the Mongol empire was united, many trade routes (specifically the silk road) were stabilized, which allowed the knowledge of gunpowder to spread to other kingdoms and empires. Knowledge of gunpowder created the gunpowder empires of the Ottomans the Mughals, and the Safavids. Their rise to power was a result of the use of modern weaponry, cannons and muskets, based on gunpowder. The impact of gunpowder in western Europe hurried the end of knights in armor. As a siege weapon, it helped end the power of nobles who took shelter in their own fortresses and brought national monarchs to power. Europeans also used gunpowder to colonize places like the Americas and Africa. Conquest helped to spread gunpowder technology. In the 19th and 20th centuries, the knowledge of gunpowder combined with new technologies paved the way for the invention of modern weapons and more deadly ways of delivery. These technologies were used in World War one and World War two, devastating Europe.

Christianity started in the Middle East, then part of the Roman Empire. It was inspired by Jesus of Nazareth who derived his principles from the Jewish Torah (which became part of the Christian Old Testament). Christianity spread throughout the empire via the missionary efforts of Jesus apostles, particularly Paul. Christianity was very appealing to the poor, because Jesus preached that the meek and destitute would have a place in heaven. The belief that salvation was available to all inspired converts from all social classes. Ironically, the roads that made the Roman empire famous also spread the idea of Christianity that had been rejected by Roman authorities. Although Christians were initially persecuted by Roman authorities, the emperor Constantine eventually became a follower. Constantine stopped the persecution of Christians by issuing the Edicts of Milan. Soon after, Christianity became the official religion of the Roman Empire. When the western Roman Empire fell, the Pope, head of the Roman Catholic Church, took on the leadership role in western Europe. Eventually this led to the Great Schism which was the splitting of Christianity into the Eastern Orthodox Church and the Roman Catholic Church. Each region was influenced by its form of Christianity. However, in the west, the unity of the Roman Catholic Church was weakened in the 1500's by the Protestant Reformation. In the east, Orthodox Christianity continued but was challenged by the Ottoman Empire.

Ideas and goods have always been exchanged and circulated, which has influenced the lives of many. Gunpowder spread through the conquests and trade of the gunpowder empires, and Christianity spread through missionary effort and government sponsorship. Today, Christianity is one of the most widely practiced religions.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing how gunpowder moved from China, how Christianity moved within the Roman Empire, and the influence of both on people, societies, and regions throughout the world
- Is more analytical than descriptive (*gunpowder*: gave Mongols advantage over people they conquered; once the Mongol empire united, many trade routes were stabilized which allowed knowledge of gunpowder to spread to other kingdoms and empires; knowledge of gunpowder created the gunpowder empires of the Ottomans, the Mughals, and the Safavids; impact in western Europe hurried the end of knights in armor and power of nobles who took shelter in their fortresses; Europeans also used it to colonize Americas and Africa; combined with new technologies paved the way for modern weapons and more deadly ways of delivery; new technologies used in World War I and World War II, devastating Europe; *Christianity*: spread throughout empire via missionary efforts of Jesus' apostles; appealing to poor because Jesus preached that the meek and destitute would have a place in heaven; belief that salvation was available to all inspired converts from all social classes; roads that made Roman Empire famous also spread idea of Christianity that had been rejected by Roman authorities; Constantine stopped persecution by issuing Edict of Milan; when western Roman Empire fell, the Pope, head of Roman Catholic Church, took on leadership role in western Europe; unity of Roman Catholic Church weakened in 1500s by Protestant Reformation; Orthodox Christianity continued but was challenged by Ottoman Empire)
- Richly supports the theme with relevant facts, examples, and details (*gunpowder*: invented in China; raids in 13th century; Silk Road; siege weapon; national monarchs; *Christianity*: started in Middle East, then part of Roman Empire; became official religion of Roman Empire; Great Schism split Christianity into Eastern Orthodox and Roman Catholic Church)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that is slightly beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. The response demonstrates insight in describing the spread of gunpowder as a technology with global ramifications. The response traces the development of Christianity from a persecuted and illegal sect to a widely held belief system in the world today. The task is well developed, and a good knowledge of subject matter is demonstrated.

The spread of new ideas and culture has shaped human society and history for many centuries. As different cultures engaged in trade, exploration, and even war, these cultures spread their influence and contributed to different peoples in a process called cultural diffusion. Two prominent examples of the spread of new ideas from one place to another are the ideas of Renaissance humanism and natural rights from the Enlightenment. Both of these ideas brought about great change in the world.

The Renaissance is often considered an age of awakening in Europe after many centuries of the limitations of the Dark Ages. After the Crusades, increased prosperity in the Italian city states such as Florence created a class of rich merchant patrons who supported the arts. A revival of interest in the achievements of ancient Greece and Rome influenced the education of artists and merchants. Out of this came Renaissance humanism—an appreciation of human potential, individualism, achievement, and a new world view. The Renaissance first began in the city-states of Italy. The Medici family of Florence sponsored artists and architects, who incorporated the realism of their world with the wisdom of ancient Roman and Greek literature, redefining art. For example, many artists made extremely life-like pieces. They focused on the individual and promoted the ideas of humanism. Examples include the paintings of Rafael and Michaelangelo's statue Pieta. Self-portraits also became important. The Medicis invited others to marvel at the accomplishments of Renaissance artists by investing in civic and religious buildings. Renaissance humanism spread between the city-states in Italy and to other parts of Europe by trade. The Hanseatic League helped spread humanism beyond Italy. Humanism sometimes became a vehicle of

social criticism. Scholars like Erasmus employed humanism in their efforts to question the actions of the Church and to bring about reform. This use of humanist questioning helped lead to the Protestant Reformation that divided Europe and changed the way people worshiped. Artists of northern Europe like Rembrandt developed their own style and applied humanist traits such as realism and individualism in portraying secular scenes. These featured the values of the burghers—merchants and civic leaders—emphasizing the success of that group. As a result of the spread of Renaissance humanism, Europe was led into a new age of cultural advancement.

The Enlightenment was another age of reform in Europe. New ideas of limited government were developed by John Locke who said government should not violate the natural rights of life, liberty and property. He argued that if the government violated the rights of the people it could be overthrown by the people. His ideas spread to the Americas through trade and colonization. Locke's idea of consent of the governed—people formed government of their own free will to protect their natural rights—and Montesquieu's idea of separation of powers in government appealed to American colonists who were dissatisfied with British rule. The success of the America Revolution strengthened the appeal of consent of the governed and natural rights in France. Men like LaFayette, Franklin, and Adams carried these ideas between the Americas and Europe. The French middle class bought into Locke's ideas as a way of gaining the recognition and influence they believed they deserved. This helped lead to the French Revolution. The early Revolution was a case study in the implementation of Enlightenment ideas. The Declaration of the Rights

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**Anchor Paper – Thematic Essay—Level 5 – B**

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of Man and the Citizen drew heavily on natural rights and consent of the people. They were also an important part of the first French constitution. Though they were sometimes betrayed by the Revolution, these ideas lived on and spread to countries of Europe and Latin America where they undermined the existence of absolutism.

Enlightenment ideas spread around the world, inspiring revolutions in many countries and gaining more rights for the people.

Both humanism and natural rights were extremely influential on European culture. These revolutionary ideas spread throughout Europe and influenced many societies

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## Anchor Level 5-B

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing how Renaissance humanism and John Locke's idea of natural rights moved and the influence of these ideas on Europe and the Americas
- Is more analytical than descriptive (*Renaissance humanism*: awakening after centuries of the limitations of the Dark Ages; revival of interest in the achievements of ancient Greece and Rome influenced the education of artists and merchants; an appreciation of human potential, individualism, achievement, and a new world view; incorporated the realism of their world; Medici invited others to marvel at accomplishments of Renaissance artists by investing in civic and religious buildings; as humanism spread beyond Italy, it sometimes became vehicle of social criticism; scholars like Erasmus employed humanism in efforts to question the Church; artists applied traits such as realism and individualism in portraying secular scenes; featured values of burghers, emphasizing success of that group; *Locke's idea of natural rights*: government should not violate natural rights of life, liberty, property; argued people might overthrow government that violated natural rights; ideas spread to the Americas through trade and colonization; people form government of their own free will to protect their natural rights; idea appealed to American colonists who were dissatisfied with British rule; French middle class bought into ideas as way of gaining recognition and influence; Declaration of the Rights of Man drew heavily on natural rights and consent of the people; ideas were an important part of first French constitution; inspired revolutions in many countries and gaining more rights for the people)
- Richly supports the theme with relevant facts, examples, and details (*Renaissance humanism*: Italian city-states; Florence; paintings of Raphael; *Pieta*; self-portraits; Protestant Reformation; Rembrandt; *Locke's idea of natural rights*: Enlightenment; limited government; consent of the governed; Montesquieu's idea of separation of powers in government; American Revolution; French Revolution; Lafayette, Franklin, and Adams; spread to countries of Europe and Latin America; undermined absolutism)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** The response fits the criteria for Level 5. The response employs extensive knowledge of history, strong theme development, and analysis in demonstrating the power of ideas to bring about change. The importance of Renaissance humanism and Locke's theory of natural rights in shaping the culture of Europe is emphasized.

The movements of goods and ideas are a major reason for change in society. This trading can leap societies forward and drastically change the way they function. The movement of goods such as paper from China to Europe and ideas such as Christianity within the Roman Empire greatly changed the societies to which they were introduced.

The movement of paper into Europe from China greatly changed European society. Over a course of many hundreds of years, paper moved from Han China where it was invented along the Silk Road through the process of cultural diffusion. Paper was helpful for keeping track of data and prices for trade on the Silk Road. It spread to India and the Middle East where evidence shows that Arabs used it in banking. As Muslim culture developed in Spain, paper made possible the preservation of knowledge accumulated during the Islamic Golden Age. These records made possible the huge libraries of the time. Basically the use of paper spread because it was practical and superior to existing writing materials. When paper reached Europe, the rate and volume of communication increased dramatically as two technologies, paper and the printing press, came together. When combined with the movable-type printing press, paper became a major contributor to the Protestant Reformation. This was in part due to Martin Luther's Ninety-Five Theses which was printed on paper. His ideas were much easier to spread with paper as they could be handed out to people, and competing points of view could be expressed and posted on doors and walls. The Protestant Reformation changed Europe from a Roman Catholic dominated society into a divided religious area. The Protestant Reformation is a prime example of how the movement of a good such as paper, when combined with the moveable-type printing

press, had the power to completely change society as it is known.

The movement of Christianity from the Middle East throughout the Roman Empire greatly changed Roman government and society. Christianity began with Jesus Christ around 25 C.E. His ideas of faith and hope spread to Rome along the empire's system of roads. Christ's disciples preached and gained converts. Those who chose to follow Christ's teachings were persecuted. Christianity's ideas of love, suffering, a merciful God, and the reward of eternal life in heaven were attractive to converts, and made them willing to die for their faith. In Rome, however, the killing of Christians was made into a grand entertainment in the Colosseum, but even this impressed people with the courage Christians displayed. Yet things changed when the Edict of Milan was signed by Constantine, ending the persecution of Christians within the empire and soon it became the official faith of the Roman empire. This greatly changed Roman government as before Christianity in the time of polytheism the emperor was seen as a god himself. Christianity changed this as monotheism taught there is one all-powerful God. This caused the emperor to lose power. With the fall of the Roman empire, the Roman Catholic Church survived and went on to provide unity during centuries of instability. The movement of Christianity into Rome changed society by ending the persecution of Christians and changed government by changing the emperors status as a god.

The movement of goods such as paper from China to Europe and ideas such as Christianity within the Roman Empire greatly changed the societies to which they were introduced.

## Anchor Level 4-A

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing how paper moved from one place to another and the impact of this movement on a region more thoroughly than for Christianity
- Is both descriptive and analytical (*paper*: moved from Han China, where it was invented, along the Silk Road; helpful for keeping track of data and prices for trade on the Silk Road; evidence shows that Arabs used paper in banking; made possible preservation of knowledge accumulated during Islamic Golden Age; made possible huge libraries; use of paper spread because it was practical and superior to existing writing materials; when it reached Europe, the rate and volume of communication increased dramatically as two technologies came together; a major contributor to the Protestant Reformation; competing points of view could be expressed; Reformation changed Europe from Roman Catholic dominated society into a divided religious area; had power to change society as it is known; *Christianity*: movement from Middle East throughout Roman Empire; ideas of love, suffering, a merciful God, and the reward of eternal life in heaven were attractive to converts and made them willing to die for their faith; killing of Christians was made into a grand entertainment, but even this impressed people with the courage Christians displayed; when Edict of Milan signed, the persecution of Christians ended; emperor lost power and lost status as a god)
- Supports the theme with relevant facts, examples, and details (*paper*: cultural diffusion; spread to India and Middle East; movable-type printing press; *Christianity*: Jesus Christ; ideas of faith and hope; Rome; Colosseum; Constantine; polytheism; monotheism)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The response demonstrates a good use of facts and details throughout to support the thesis of change. More analytic statements are provided in the discussion of paper than in the discussion of Christianity.

The spread of goods and ideas is an essential factor in connecting the world and people in it. Sometimes the spread of goods/ideas can have positive impacts. At other times the impacts are negative. This is true with the spread of sugar and Christianity in Latin America. While some enjoyed power and prosperity, others lost their lives, rights, and aspects of their culture.

For years sugar had been in demand in Europe but limited in supply due to climate. With the importation of sugar cane to Latin America by Spain, a new business opportunity arrived. The climate was perfect for growing sugar cane. By the end of the sixteenth century, the lure of profits had caused the spread of sugar cane to colonies in the Caribbean and South America.

With the increased need for labor, came exploitation of the peoples of West Africa. Millions were victims of tribal warfare that resulted from the slave trade. Europeans bought enslaved Africans from tribal leaders. The journey from Africa to the Americas brought a whole new sequence of abuses. For example, Africans were chained in small spaces and died of disease. Plantation life was brutal with a very short life expectancy. Hard labor under tropical conditions and abuse by plantation owners could result in death. Even though this booming industry brought increased wealth to Europe it meant brutal treatment for enslaved Africans. The spread of a good should not lead to brutal treatment of people. This is the downside of the spread of sugar.

Similar to the spread of sugar, the spread of Christianity was detrimental to Native American cultures. Ferdinand and Isabella felt the “burden” and need to spread their religion to “enlighten” other

peoples. They made this part of their mission for Columbus in the New World. Wherever Spanish colonies were established the Church engaged in missionary work. Often priests worked the most closely with Native Americans through things like education. As a result, Catholicism became the leading religion throughout Latin America.

While doing this though, they ruined Native American religious ideas. In the process, temples and symbols of native belief systems were destroyed. Animistic practices were discouraged. At the same time, some priests like Las Casas who were close to the people advocated reforms that would lead to better treatment of Native Americans. He wanted to abolish the use of the encomienda system. Native Americans looked for ways to incorporate their beliefs and symbols with those of the Church. Even though converting to Christianity may have been positive for some people, a majority of conversions were forced or pressured and meant a loss of culture to native villages.

In the world's history, spreading and imposing one good or idea on another place has not always been positive. In the quest to produce sugar, whole cultures were disrupted. In the quest to spread Christianity, religious beliefs were lost or changed.

## Anchor Level 4-B

### **The response:**

- Develops all aspects of the task by discussing the movement and influence of sugar and of Christianity
- Is both descriptive and analytical (*sugar*: had been in demand in Europe but limited in supply due to climate; with importation to America, a new business opportunity arrived; lure of profits caused spread; with increased need for labor came exploitation of peoples of West Africa; millions were victims of tribal warfare resulting from slave trade; journey from Africa to Americas brought whole new sequence of abuses; Africans were chained in small spaces and died of disease; *Christianity*: Ferdinand and Isabella felt burden to enlighten other peoples; wherever Spanish colonies were established, the Church engaged in missionary work; temples and symbols of native belief systems destroyed; some priests advocated reforms, better treatment of Native Americans; Catholicism became leading religion throughout Latin America; Native Americans looked for ways to incorporate their beliefs and symbols with those of the Church; conversions were forced or pressured and meant a loss of culture to native villages)
- Supports the theme with relevant facts, examples, and details (*sugar*: Spain; 16th century; Caribbean; South America; slave trade; plantation life brutal with short life expectancy; tropical conditions; *Christianity*: Native American cultures; Columbus; New World; animistic practices discouraged; las Casas; encomienda system)
- Demonstrates a logical and clear 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 4. Although the degree of analysis is slightly greater in the treatment of Christianity, discussion of both topics demonstrates a good understanding of the task. A solid working knowledge of the simultaneous influence of sugar and Christianity in Latin America is shown in the discussion.

Throughout history during trade and economic interactions, goods and ideas spread from region to region. The spread of various crops have had a substantial impact on the lives, economy, and government of regions. China once a powerful and respected nation was forced to accept the importation of opium by the Europeans. The sugar crop was mass produced in the Caribbean and South America, causing a forced migration of African people. Both of these crops had an unmeasurable impact on various societies.

Europeans experienced a period of economic prosperity and political power during the era known as the age of imperialism. During this time period European nations such as Britain dominated Asian and African Empires. The sale of opium in China by Britain is a main example of the power held by Europeans over the world. Britain had established control in India which they called, the crown jewel of the British Empire. Britain promoted the production of opium in India which was then to be sold in China. British sale of opium to China was highly profitable because after using opium, many Chinese became addicted and thus unable to stop the use of opium. British merchants would sell opium grown in India to China, for silver that would go to British merchants.

The sale of opium to the Chinese contributed to the decline of the Qing Dynasty. The Chinese, who once controlled a well-respected and powerful empire with the ability to choose when and where foreigners traded was seen as an obstacle to fair trade in the eyes of the British. After the effects of over use of the opium product were obvious, the Chinese attempted to stop the sale of opium throughout the empire. They chose to ban the drug by seizing and burning shipments. Britain

responded with military force and the Opium War started. Britain used their advanced technology to eventually dominate the Chinese. China lost the war and signed one of the “unequal treaties.” Britain gained control of Hong Kong and the right to trade in more Chinese ports. All this change in China can be traced back to opium. Opium cause social decay in China due to the long term effects of the drugs, economic difficulty due to the money that was spent on opium, and political turmoil because China was unable to defend its borders or control its people.

After Columbus sailed to the Americas, sugar cane was soon introduced to the tropical climates of the Americas. It was in great demand in Europe and this meant great profit if it was mass produced. The Europeans were in an age of exploration and claimed vast lands for their economic benefit. The Spanish encomienda system provided the forced labor used to mass produce sugar cane in the caribbean and south America. Sugar cane led to economic prosperity for European powers such as Spain but it resulted in hardship, abuse, and death for those that produced the crop.

The introduction of the sugar crop to Latin America affected two major groups; the various West African kingdoms and the Native American population. Once the Europeans arrived, the Native Americans were enslaved and forced to work on plantations where they faced disease, mal-treatment, and starvation. After the decimation of the Native American population, European’s looked for a new source of slave labor and they turned to Africa. Over centuries, millions of Africans were enslaved to work in sugar plantations in the Americas. This caused the decay of African kingdoms due to the wars between

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Anchor Paper – Thematic Essay—Level 4 – C

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tribes seeking slaves, an increase of violent culture because of the introduction of firearms in exchange for slaves, the forced migration of millions of people.

The importation of opium to China and the introduction of sugar cane to Latin America meant wealth for Europeans and misery for native populations.

**Anchor Level 4-C**

**The response:**

- Develops all aspects of the task but does so somewhat unevenly by discussing influence of sugar cane and opium more thoroughly than movement of these goods
- Is both descriptive and analytical (*opium*: sale in China by Britain is a main example of power held by Europeans over the world; Britain promoted production of opium in India, which was then sold in China; opium sold for silver that would go to British merchants; contributed to decline of Qing Dynasty; British used advanced technology to dominate the Chinese; British gained control of Hong Kong and right to trade in more Chinese ports; *sugar cane*: introduced to tropical climates of the Americas; great demand in Europe meant great profit if mass produced; resulted in hardship, abuse, and death for those that produced crop; introduction of crop affected two major groups, various West African kingdoms and Native American population; after decimation of Native American population, Europeans enslaved millions of Africans)
- Supports the theme with relevant facts, examples, and details (*opium*: age of imperialism; India called Crown Jewel of British Empire; Opium War; “unequal treaties”; caused social decay, economic difficulty, and political turmoil; *sugar cane*: Columbus; Age of Exploration; encomienda system; Caribbean; South America; Latin America)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. The presentation of most ideas is supported with accurate facts and details that are logically connected, demonstrating a good understanding of the task. Further analysis would have strengthened the response.

Islam and Buddhism were able to spread throughout the world because of cultural interaction between different groups of people. Buddhism was founded in India and later spread throughout Asia. Islam was founded in the Arabian Peninsula and spread to Africa. Buddhism and Islam were able to be spread because of interactions of war and trade and changed people's lifestyles.

Buddhism was founded by the Buddha, Siddhartha Gautama, in India. Buddhism had an emphasis on missionaries and monastic life. Missionaries preached Buddhism and converted people to Buddhism. India was heavily involved in Silk road trade in Asia. Buddhist missionaries traveled to China and were successful in converting nonbelievers. Many converts later became Buddhist monks, showing that they truly believed in Buddhism. Some thought Buddhism threatened the long withstanding belief system of Confucianism. During the Tang dynasty Buddhism and its followers were persecuted and used as a scapegoat for the decline of the Tang dynasty. However Buddhist beliefs still remained influential to society because many of its teachings are combined with Confucianism and Daoism in Neo-Confucianism. Neo-confucianism was adopted by the Song dynasty as the state belief system, which most Chinese followed. Buddhism also spread to Japan where it blended with Shinto. China, Japan, and Tibet all were influenced by the idea of Buddhism due to trade on the Silk Road.

Islam was founded in the Arabian Peninsula in 622 CE. The religious zeal and fervor of Muslims gave rise to powerful kingdoms. These theocratic kingdoms based on Islam were a result of the spread of Islam through war and conquest. The Umayyad and Abbasid

Caliphate, the Delhi Sultanate, the Ottoman Empire and the Mughal empire were based on Islamic beliefs spread in part by war. Islam moved from the Middle East to India and across north Africa to Spain. Trans-Saharan trade spread Islam to sub-Saharan Africa. Powerful Islamic trading kingdoms emerged such as Mali in west Africa. Islamic beliefs replaced animism or spirit worship. Islam demands its followers to pray five times a day towards Mecca, to fast during the Holy Month of Ramadan and to make a Hajj to Mecca. Mansa Musa, a Mali ruler, made a Hajj to Mecca that caused an increase in trade and interest in sub-Saharan Africa. Some Africans adopted policies of covering and veiling women. Children memorised and recited parts of the Qur'an demonstrating Africans' heartfelt belief in Islam. Africa was seen as a part of the Dar Al-Islam or places that adopted Islam.

Islam and Buddhism spread through the world due to war and trade. Through these interactions, cultural diffusion occurred and peoples adopted different lifestyles. Buddhists believed in non-violence and reincarnation which caused believers to seek good Karma and reincarnation. Islam demanded followers practice the "pillars" including prayer five times a day towards Mecca and at least one pilgrimage to Mecca if able. Buddhism and Islam spread throughout the world due to trade and war, and influenced societies that converted.

### Anchor Level 3-A

#### **The response:**

- Develops all aspects of the task with little depth for Buddhism and Islam
- Is more descriptive than analytical (*Buddhism*: had an emphasis on missionary and monastic life; India heavily involved in Silk Road trade; some thought Buddhism threatened belief system of Confucianism; followers were persecuted and used as scapegoat for the decline of Tang dynasty; many Buddhist teachings combined with Confucianism in Neo-Confucianism; Neo-Confucianism adopted by Song dynasty; spread to Japan where it blended with Shinto; believed in nonviolence and reincarnation which caused believers to seek good karma; *Islam*: religious zeal and fervor of Muslims gave rise to powerful kingdoms; theocratic kingdoms based on Islam were result of spread; spread in part by war from Middle East to India and across North Africa to Spain; trans-Saharan trade spread Islam to sub-Saharan Africa; Islamic beliefs replaced animism; Islam demanded followers to pray five times a day toward Mecca, fast during holy month of Ramadan, make Hajj to Mecca; children memorized and recited parts of the Qur'an)
- Includes some relevant facts, examples, and details (*Buddhism*: founded by the Buddha, Siddhartha Gautama in India; traveled to China; successful in recruiting nonbelievers; monks; *Islam*: founded in the Arabian Peninsula in 622 CE; Umayyad; Abbasid Caliphate; Delhi Sultanate; Ottoman Empire; Mughal Empire; Mali; Mansa Musa; Hajj; Mecca; Dar Al-Islam)
- Demonstrates a satisfactory plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that repeats information already provided

**Conclusion:** Overall, the response fits the criteria for Level 3. The response demonstrates an understanding of the task in the clear, succinct discussion that the movement and impact of Buddhism had on China and Japan. The discussion of Islam lacks cohesion and integration. Greater use of analysis throughout would have strengthened the effort.

Trade spread ideas and physical goods from one continent to others since the beginning of civilization. Cultural diffusion changed the belief systems, traditions, or political organization in regions accessing new information or goods. Buddhism was brought to Japan from China with the spread of trade. Printing developed first in China, was spread to Western Europe and influenced the Reformation.

When the Chinese visited Japan, they brought both goods and ideas with them to trade. The Japanese began to learn about Buddhism through this trade. While the Japanese government did not become Buddhist, many of the Japanese people adopted Buddhism, mixing Japanese Shinto practices with the structure, ceremony and ritual of Buddhism. Japanese artisans began to craft Buddhist art and build Buddhist temples. Many people in Japan also found a way to practice both Shintoism and Buddhism by combining elements of the two into their daily lives. The impact of Buddhism in Japan is visible in the giant statues of Buddha throughout the islands and the small figures of the Buddha in homes.

Printing was an innovative good that was also developed in China. Large blocks of wood were carved, inked and the printed. Europeans discovered the block printing after the Crusades, when trade with the Islamic empires and the East increased. European traders brought Chinese playing cards and Islamic textiles printed from designs carved in wooden blocks to sell at markets. While block printing was done in Europe, it was time-consuming and expensive. Gutenberg developed a method of moveable type printing, using metal blocks representing the Latin alphabet. Western Europeans began to print religious and political works. The Gutenberg Bible was the first bible to

be translated into German and distributed in German states. The publication of literature was done more easily with the moveable type printing press and over a shorter period of time. Documents could be printed more efficiently than with block printing. The press also lowered the prices of publications and increased access to new ideas. This led many authors to begin using a more informal style of language in their writing, known as the vernacular. The printing press made available such works as Giovanni Boccaccio's Decameron and Geoffrey Chaucer's Canterbury Tales.

The Reformation was sparked by the use of the printing press in Western Europe. It was controversial that the public now had access to the Bible without the interpretation of priests. Catholics argued that only priests could interpret the Bible for others, and that they were responsible for administering important sacraments. Pamphlets printed with the help of the press showed that there was corruption in the Catholic Church. Debates over Christian practices led to the creation of new sects of Christianity. The printing of Martin Luther's 95 Theses introduced Protestantism; Calvinism later gained popularity in a similar way. The Reformation may not have occurred without the printing press.

The flow of goods and ideas continued by land and water for centuries. New religion and sects were formed, spread to new areas such as Japan, and altered. Culture was changed by the transfer of technology like printing. These goods and philosophies effected revolutions, movements and debates and continue to do so.

### Anchor Level 3-B

#### The response:

- Develops all aspects of the task by discussing Buddhism in little depth and printing in some depth
- Is more descriptive than analytical (*Buddhism*: brought to Japan from China with the spread of trade; Chinese brought both goods and ideas to trade; many Japanese people adopted Buddhism, mixing Japanese Shinto practices with structure, ceremony, and ritual of Buddhism; impact of Buddhism in Japan visible in statues of Buddha throughout the islands and small figures of the Buddha in homes; *printing*: innovative good developed in China; Europeans discovered block printing after the Crusades when trade increased; western Europe began using the press to print religious and political works; publication of literature done more easily and over a shorter time; increased access to new ideas; Reformation sparked by use of printing press; controversial now that public had access to Bible without interpretation of priests; pamphlets showed there was corruption in Catholic Church; printing of Martin Luther's Ninety-five Theses introduced Protestantism)
- Includes some relevant facts, examples, and details (*Buddhism*: Buddhist art; Buddhist temples; *printing*: Islamic empires and East; Latin alphabet; Gutenberg Bible; vernacular; Giovanni Boccaccio's *Decameron*; Geoffrey Chaucer's *Canterbury Tales*; Catholics; Calvinism)
- 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. The movement of printing from one empire to another and its influence is the strength of the response where knowledge of a variety of historical circumstances is demonstrated. The brief mention of the movement of Buddhism and its influence weakens the response.

Over the course of history, goods & ideas have drastically changed entire societies by moving from one place to another. Some of these ideas have completely changed the way we live, & have affected us to this day. Some examples of this movement of ideas are the spread of Martin Luther's 95 Thesis & the spread of the notion that authority of government comes from the people.

During the Period of time around the Renaissance, people began to question the traditional authority of the church. They started to study science in a new way, stressing observation and experimentation. At the same time, people were critical of some practices of the Church, like the sale of indulgences. Many common people and princes were ready for new ideas. This was a perfect opportunity for Martin Luther to spread his ideas. He wrote his 95 Thesis that questioned religious authority. Around this time, Johannes Gutenberg had improved the printing press. This machine allowed for mass production of written texts & writings, causing an increase in access to Luther's ideas. His ideas spread very quickly & soon, the Protestant Reformation was underway. Because of the spread of ideas, changes were made who's effects can still be seen today. Europe has many different Christian religions.

Another idea that was spread around the world was the concept that authority of government comes from the people. During the Age of Enlightenment, ideas that may have seemed revolutionary at the time were developed. John Locke believed that men should be guaranteed the right to life, liberty, & property, & that men have the God given right to be free. These ideas that challenged divine right and privilege were spread by people moving through Europe & eventually the world

Leading to many revolutions. Locke's ideas were carried to the British American colonies where they inspired a revolution. The middle class in France read Locke's ideas and used the American example as they tried to implement Locke's ideas in their revolt against the absolute rule of Louis XVI and the privileged nobles. Their motto became "Liberty, Equality, and Fraternity". Through the Declaration of the Rights of Man and their first constitution, revolutionaries applied the ideas of life, liberty, and property. These ideas that men deserve to have a non-oppressing government & should have a say in government has widely become a popular form of rule in many countries, proving just how effective the spread of ideas can be.

In many cases the spread of ideas & goods have molded & shaped the modern world. From small beginnings of effecting communities to eventually effecting entire societies, these ideas have drastically changed the course of history. The idea of thinking for one's self as proclaimed by Martin Luther & that power in government comes from the people have changed the entire outcome of history as we know. Who knows what the world would be like had these ideas never come into play, & how much would the world be changed from what we know it to be.

### Anchor Level 3-C

#### **The response:**

- Develops most aspects of the task in some depth by discussing movement of Luther's Ninety-five Theses and the movement and influence of the idea that authority of government comes from the people
- Is descriptive and analytical (*Ninety-five Theses*: people began to question traditional authority of the Church; many common people and princes ready for new ideas; Gutenberg's printing press increased access to Luther's ideas; Europe has many different Christian religions; *authority of government comes from the people*: John Locke believed that men should be guaranteed right to life, liberty, and property; men have God-given right to be free; ideas challenged divine right and privilege; Locke's ideas carried to British American colonies and inspired revolution; middle class in France used American example as they tried to implement Locke's ideas in revolt; revolutionaries applied ideas of life, liberty, and property)
- Includes some relevant facts, examples, and details (*Ninety-five Theses*: Renaissance; science; observation and experimentation; sale of indulgences; Protestant Reformation; *authority of government comes from the people*: Age of Enlightenment; absolute rule of Louis XVI; "Liberty, Equality, and Fraternity"; Declaration of the Rights of Man; non-oppressing government)
- 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. Some analysis is present in the treatment of the influence of the idea that the authority of the government comes from the people. Most aspects of the task are discussed in some detail; however, the response lacks development of the influence of Luther's Ninety-five Theses.

Since the beginning of time, there has always been a transfer of goods, ideas, and even people from one place to another. The transfer of goods, ideas, etc., has always been made possible by the contact and trade of people. Buddhism is philosophy that spread from south Asia to east Asia and had a profound impact on the region. Opium was a drug that was transferred from Great Britain to China which had a significant impact on the region as well.

Buddhism, originally founded in south Asia, by Siddharta Guatama, was a philosophy that was based on morality and aimed to set guidelines for people by using the eight fold path and the four noble truths. Buddhism was spread along the silk roads which at the time spread from east Asia to western Europe. Buddhism was quickly adapted by the people of east Asia because it was a philosophy rather than a religion, which made it more accepting by the Chinese.

Buddhism was able to coexist with Confucianism and Daoism, unlike Christianity which was rejected by the Chinese. In the end, Buddhism was accepted by the region of east Asia because its guidelines were pleasing and were able to coexist with traditional beliefs present in the region.

Opium, was a drug that was traded between the British and Chinese, and had a severe negative impact on China. Opium was highly addictive and British sailors imported it into Chinese harbors aiming to addict the Chinese people to this drug in aims to trade continuously with China's closed economy. Once the Chinese people were addicted, the British traded in larger amounts. The Chinese government did not approve of this which caused for the opium wars. The opium wars were quickly won by the British and ended in

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**Anchor Paper – Thematic Essay—Level 2 – A**

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unequal treaties giving Britain more trade rights and territories such as Hong Kong.

All in all, the transfer of goods and ideas can have a profound impact on another region. Buddhism was spread from south Asia to east Asia. Opium was imported into China in means to penetrate the Chinese economy with British trade. In conclusion, the transfer of goods and ideas can change and even shape a certain region for years to come.

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**Anchor Level 2-A****The response:**

- Minimally develops all aspects of the task
- Is primarily descriptive (*Buddhism*: philosophy based on morality and aimed to set guidelines for people; spread along Silk Roads; able to coexist with Confucianism and Daoism; accepted by region of east Asia because guidelines were pleasing; *opium*: severe negative impact on China, British sailors imported it into Chinese harbors; Chinese government did not approve of this; unequal treaties giving Britain more trade rights and territories)
- Includes few relevant facts, examples, and details (*Buddhism*: Siddhartha Gautama; Eightfold Path; Four Noble Truths; *opium*: Opium Wars; unequal treaties; trade rights; Hong Kong); includes an inaccuracy (*opium*: transferred from Great Britain to China)
- Demonstrates a general 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 2. The response includes details that show a basic understanding of both topics. The strength of the response is in the discussion of opium. The movement and influence of Buddhism lack development.

Goods and ideas have moved from one place to another. The exchanges and interactions that resulted from this movement greatly influenced groups of people, societies, and regions. The good of silk has moved from China to Western Europe. While the good of sugar moved from the Americas to Western Europe.

The good of silk is a luxury good made by the silk worm. This good was moved from China to Western Europe by the Silk Road. This good affected many peoples and different cultures. Silk stimulated so much trade there was a trade route named after it. Silk was the product that made the people of China rich. It was a very desirable for Western Europe. The people of Western Europe were affected in that the society wanted to cut out the middle man of trade on the Silk Road they tried to sail around the world to get to China. They would end up the Americas. They also tried to sail around Africa to get to China to receive the silk. Silk was a major good that affected societies of people.

The good of sugar comes from the sugar cane which is grown in tropical area like the Caribbean in the Americas. It traveled from the Caribbean to Western Europe through the triangle trade. Slaves came from Africa, manufactured goods came from Europe and plantation crops came from the Americas. The harvesting of the sugar cane affected the peoples who had to harvest it. To harvest sugar cane. Slaves were brought in. The slaves could work longer and faster than the natives and the settlers. The slaves were brought in from Africa displacing them from their families. The slaves were also worked to death because they were easily replaced, so the working conditions were horrid. They were not feed and were beaten on a daily basis. The crop of sugar cane was a cash crop. So it sold fast and made money. Sugar

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**Anchor Paper – Thematic Essay—Level 2 – B**

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was a major good that affected many types of people.  
Goods and ideas have moved from one place to another. These exchanges have influenced groups of peoples, societies, and regions. Silk and sugar are great examples of two goods that influenced groups of peoples, societies, and regions equally.

**Anchor Level 2-B****The response:**

- Develops some aspects of the task in some depth
- Is primarily descriptive (*silk*: moved from China to western Europe by the Silk Road; silk made the people of China rich; *sugar*: to harvest sugar cane, slaves were brought in; slaves worked to death; sugar cane was a cash crop that made money)
- Includes few relevant facts, examples, and details (*silk*: luxury good; middle man; Americas; *sugar*: Caribbean; Americas; triangle trade; plantation crops)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The response focuses on the impact of the movement of silk and sugar, which are developed in some depth. The discussion would be strengthened with more details for the movement of these goods.

Cultural diffusion, or the spreading of ideas and goods between civilizations, influenced not only the industries of a civilization, but its people as well. As these new technologies and ideals moved from place to place, they left huge impacts.

Christianity, one of the world's most widespread and ancient of religions, wasn't always as widespread as it is today. This religion started in Rome, but as Rome fell, it dispersed throughout much of Western Europe as the Roman people fled the area that was Rome. After some time, the great king, Charlemagne, began spreading Christianity to the people he conquered, and he did so with no tolerance, meaning they would either become Christian, or die. This religion didn't spread mainly because of Roman cowards, or a brutal barbarian, it spread because it promised its followers something new to them, a life after death. This promise, life after death, eventually convinces the people to act a little more radically and eventually go into wars over religion, like the Crusades. Although Christianity had a large impact on many societies and cultures, there's a good that debatably had even more influence.

Gunpowder, the mixing of minerals to produce an explosive residue, impacted the world leaving it in craters, almost literally! A Chinese invention, it surfaced in Western Europe in the beginning of the Renaissance. As many nations rushed to defend their borders, they started exploring the many applications of gunpowder, whether it be for firearms, ballistics, or just for fun with fireworks. The Europeans started trying to make gunpowder after seeing the Chinese use it and it just exploded from there. The impact on the societies of the nations using gunpowder was volatile, wars became more bloody and the death

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**Anchor Paper – Thematic Essay—Level 2 – C**

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tolls were higher than they had been in over a millenia before that time, it was not a pretty existence.

Alas, without these technologies and religions, we may have been centuries behind where we are today. The benefits of these goods and ideals definitely outweigh any potential cost they may create.

**Anchor Level 2-C**

**The response:**

- Minimally develops all aspects of the task
- Is primarily descriptive (*Christianity*: Charlemagne spread Christianity to the people he conquered; spread because it promised its followers something new to them, a life after death; *gunpowder*: wars became more bloody and death tolls were higher);
- Includes few relevant facts, examples, and details (*Christianity*: Charlemagne; *gunpowder*: firearms; ballistics); includes inaccuracies (*Christianity*: dispersed as Roman people fled the area that was Rome; *gunpowder*: surfaced in western Europe in the beginning of the Renaissance)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The response minimally develops all aspects of the task. Generalities and exaggeration dominate. The response would have been strengthened with more accurate facts and further development.

Throughout history, ideas and goods have spread across the world through various modes of communication and transportation. This spread of goods and ideas had an affect on the people they spread to. Two examples of this are the movement of Buddhism from India to China and the movement of Gold from the Americas to Spain. Both of these movements impacted the people they spread to.

Buddhism spread from India to China through trade routes connecting India and China. This had an influence on the people of China and lead them to change their religious views. Although they were skeptical at first, they soon accepted Buddhism. Leaders who embraced Buddhism changed the views of the people and influenced them to also believe in Buddhism. Leaders built temples of worship and gave a lot of respect to Buddhist religious leaders in order to change the views of the people. Today, Buddhism is one of the main religions in China.

Gold moved from the Americas to Spain through Christopher Columbus's journey to find spices in India where he came across the Americas. The discovery of Gold in the Americas and it's movement to Spain affected both the indigenous people of the Americas and Spain. The Native Americas were deprived of their own land and gold under the rule of the Spanish. Spain, however, became powerful and wealthy from the movement of Gold.

In conclusion, the movement of goods and/or ideas affects the people of these areas that are involved. Buddhism and Gold are two examples of these movements and they affected both China and Spain. In conclusion, these movements connect very distant parts of the world and impacts the people greatly.

## Anchor Level 1-A

### **The response:**

- Minimally develops some aspects of the task
- Is descriptive (*Buddhism*: spread from India to China through trade routes connecting India and China; leaders who embraced Buddhism changed the views of the people and influenced them to also believe in Buddhism; *gold*: Native Americans deprived of their own land and gold under the rule of the Spanish; Spain became powerful and wealthy)
- Includes few relevant facts, examples, or details (*Buddhism*: leaders built temples of worship; today, one of main religions in China; *gold*: Christopher Columbus; spices; India)
- Demonstrates a plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. While the discussion of the impact of Buddhism might be in some depth, the discussion of the impact of the movement of gold is minimal and how gold moved is vague.

Goods and Ideas have been moved and traded throughout all of history. These exchanges made have a great impact on the regions. These changes could have been both good or bad. All these changes affected people, government, and the entire region.

One idea spread to a region is Christianity. When Spain traveled to South America, one of their goals was to spread Christianity to the natives. Unfortunately, not all natives were willing to change religion. Many natives were forced into Christianity. This resulted in the persecution of other religions, and a decrease in diversity of culture.

One good traded was gold. Spains quest was also to discover gold in the New World and take it to Spain. When they did find gold, they made slaves work in the mines to retrieve it. Slave work became popular, and many people lost their lives. Also, when native tribes were unwilling to give up their gold, they were killed for it. Conquistaders also waged war for gold for no reason but sport. Many natives were willing to give gold, but were killed anyways.

Many exchanges in goods or ideas greatly impacted regions. Some regions entirely changed in culture and beliefs. Entire cultures were even destroyed due to exchange in ideas or materials. These things greatly impacted the societies and regions within the area.

## Anchor Level 1-B

### **The response:**

- Minimally develops some aspects of the task
- Is descriptive (*Christianity*: when Spain traveled to South America, one of their goals was to spread Christianity; many natives forced into Christianity; *gold*: Spain's quest was to discover gold in the New World and take it to Spain; made slaves work in mines to retrieve gold; when native tribes were unwilling to give up their gold, they were killed for it)
- Includes few relevant facts, examples, or details (*Christianity*: persecution of other religions; decrease in diversity of culture; *gold*: conquistadors)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The discussion of the impacts is the strength of the response. The response does little to explain how Christianity or gold moved from one place to another.

Throughout the course of world history, societies have been influenced by the movement of goods and ideas. Two of these were Buddhism and opium. Both of these had major influences on the region of China.

In ancient China, the dominant “religion” had been Confucianism for a very long time. However, Siddhartha Guatama, in India, became the first Buddha by enlightenment and Buddhism was born. Because India and China were connected by trade on the Silk Road, their cultures often diffused into each other. Since Buddhism did not become popular in India like Hinduism did, Buddhism monks began moving into China. Buddhism became very popular with many of the people in China, but many who believed in Confucianism felt very threatened by the increasing power of the monks. Many Buddhist temples became a major cultural influence in the new architecture and art forms being used in them. The translation of Buddhist sacred writings from India into Chinese is an example of its acceptance there. Today Buddhism still stands in China even though they are a communist nation. Ideas like Buddhism among others, were moved from place to place, influencing many aspects of societies as they moved.

Also in China, a major good that influenced the society was opium. In the 18th and 19th centuries, the British were making a foothold for themselves in the Chinese economy. In doing so, merchants began importing illegal opium that was grown in India and selling it to the Chinese. The drug trade expanded like wildfire. Many opium dens (drug houses) opened along the coast. The Chinese government did not like that because their people were under the influence of opium.

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**Thematic Essay—Practice Paper – A**

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The British presence increased and this sparked the opium wars. British cannons on steamships bombarded cities, killing many Chinese. This forced the Chinese government to sign a humiliating treaty forcing them to allow the British to continue their imports and decreasing Chinese control in their own country. More foreign governments took advantage of the British success and took over parts of China further decreasing its control.

Goods and ideas from one part of the world influence other countries and regions in other parts of the world. Many changes are the result of the movement of those goods and ideas.

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**Thematic Essay—Practice Paper – B**

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Throughout history, ideas and goods have spread from one place to another influencing the way we live our lives today. Just two of these ideas that have had a lasting impact is the spread of religion and enlightenment.

Ever since the Spanish colonized the Americas, religion has played a huge role in the region, the Spanish brought missionaries to the Americas converting indigenous peoples to Christianity. This globalized Christianity and spread its message, which was one of the goals of the Spanish. However some people were forced to be converted, which was a human rights violation. The Spanish played a key role in influencing Christianity in the region today.

The demand for more democratic rights and change was known as the enlightenment movement. Revolution in France and philosophers such as Locke preached for more political freedoms and basic human rights. These rights included the right to a trial and property. The Revolutions in Europe and demand for rights influenced revolutions in the Americas. The thirteen colonies rebelled against the British and won more rights and freedom. Revolutions in South America and Mexico were based on enlightened principles which resulted in Spain losing nearly all its colonies.

Overall the spread of ideas have greatly influenced our lives today. Religion and Ideas that had started in Europe ended up around the world. Starting a new globalized age in our history

The trade of goods and products from nation to nation is considered the driving force of progress and influence in societies. Ideas can also be “traded”, and are usually brought along with the goods. New religions, philosophies, and concepts come with trade and can have a bigger effect on culture and people than the goods themselves. Islam and opium are two examples of items that have had a great influence wherever they spread. Islam was being brought across the sub-Saharan trade routes from Mecca to West Africa. Opium was being traded by Britain to China, and sometimes against China’s will.

Beginning with Muhammad, Islam was spread by conquest. When Islam spread across the Middle East, the entire area became united both religiously and politically. This wasn’t the case before; it was mostly small tribes and villages practicing animism. Muslims started to go out to surrounding areas following the routes of the gold-salt trade. This also spread their religion. So, when merchants went from the Middle East to Africa they brought Islam there, and they brought gold back.

One result of both the gold-salt trade and the spread of Islam was the rise of the Empire of Mali. Within Mali, many practiced the pillars of Islam. They prayed five times a day to their one God, Allah. They built mosques for worship. These examples show how Islam spread to and influenced West Africa.

During the 19th century British merchants wanted to trade with China but unfortunately had no goods the Chinese wanted until they turned to selling opium from India. Opium is a drug that has very similar effects to today’s heroine. It is often smoked in a pipe, and leaves the user feeling relaxed, or numb. When Britain developed the

opium trade with China, it became one of the biggest markets for British merchants. British merchants would sell opium to the Chinese people. The opium was raised in India and carried on British ships to Chinese ports. As a result, many people became addicted and dependent on the opium, and would spend most of their day in opium dens. This obviously had a great effect on the people in China, and labor decreased because people would not be able to work under the influence of opium.

The Chinese government attempted to control the trade in opium, which led to trouble with the British because they were making a lot of money. The Opium Wars broke out as a direct result from China trying to stop Britain from trading opium. Thousands of Chinese died in this war as victims of superior British weapons. More Chinese ports were opened to foreign trade. China turned over the island of Hong Kong. Foreigners dominated China for many years.

Sometimes, the things that come to a nation along with the trade of goods and products can have a greater affect than the products themselves. Islam traveled the trade routes to West Africa. Opium from India was sold by British merchants in China. Both meant major changes to the people there.

Throughout history many goods and ideas have been spread many ways. These goods and ideas have also had a major impact on many different societies. One idea that has spread is the idea of communism created by Karl Marx, this idea has spread to many countries such as Russia and parts of Germany. Also the use of opium grown in the Indian colonies spread to other nations such as China.

Throughout history, many ideas have been spread through trade, war, and reading of books. The idea of communism was created by Karl Marx. Communism is a type of government where everyone is equal and the government controls everything. Lenin and the Bolsheviks in Russia adopted Marx's ideas. Communism appealed to people in Russia who were looking for a new form of government that would replace the Czar and get them out of WWI. Russia became a communist country during WWI. The Soviets fought in WWII. At the end of the war, Eastern European countries were occupied by the Soviet Union and forced to become communist. After WWII, many people around the world feared communism would take over if their governments failed. Many European countries needed help after WWII to rebuild. The US created the Marshall Plan in which the US gave millions of dollars to Western Europe to rebuild to prevent the spread of communism. Communism not only affected the countries in Eastern Europe it also caused fear of the spread of communism in the US. This fear of communism spreading caused the US to get into an arms race with USSR as well as cause the USA to take drastic measures. One of these was the Berlin Air Lift which sent materials to Berlin when the Soviets blockaded it so they would remain a democracy. The communist USSR and the democratic USA competed during the Cold War which followed WWII.

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## Thematic Essay—Practice Paper – D

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Also throughout history many goods have been spread through trade & immigration. One good that has been spread is opium. Opium was grown in India and was spread to China through trade. Opium was illegal in Britain but was traded by the British for silver in China. Opium was grown in British India because it required warm weather. Opium was what many Chinese wanted. Opium had a major negative influence on China. It caused many men to stop working and leave their families to get high. Many Chinese quickly became addicted and many couldn't work anymore. People became poor spending their money on opium. Also opium led to the opium war to stop British merchants from bringing opium into China. But China ended up losing and opium was still sold in China. Britain took over some Chinese ports and caused China to lose power.

Throughout history many ideas and goods have been spread through war, conquest, and trade. Ideas such as communism and goods like opium had many influences on other nations such as the US and China.

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The spread of goods and ideas along trade routes and expeditions of conquest facilitates changes to the beliefs, government, and economy of nations. Sugar and Buddhism are two things that spread throughout the world, altering the societies they encountered. Subsequent to European conquest of the Americas, sugar began to be cultivated, altering the social structure of the Americas, as well as Africa. Buddhism spread along the silk roads, and eventually reached China, Korea, and Japan.

The cultivation of sugar resulted in changes in the Americas and Africa. Sugar was traded because the demand for sugar in Europe was growing. To satisfy the need, Europeans set up plantations in the recently conquered Americas. Brazil became an important center of sugar cultivation. The cultivation of sugar stimulated European economies. Because sugar was such a labor intensive crop to grow, Europeans imported African slaves to the Americas. Enslaving natives of the Americas was difficult because many died of disease brought over by the Europeans and of harsh working conditions. The cultivation of sugar impacted society in Africa and the Americas. In Africa, many slaves taken were males. This caused many women in Africa to take on roles previously held by men. Additionally, many African groups who enslaved people and then sold them to Europeans became very wealthy. This caused inter-tribal warfare to increase. In the Americas, the new people, European and African, led to the formation of new social systems. In the Spanish colonies, peninsulares had high status. Creoles were the offspring of the peninsulares. Further down were mestizos. At the bottom were native Americans and Africans. The cultivation of sugar changed the social systems, and forever altered the population of the Americas.

Buddhism spread, along the silk roads, and it too affected the societies it encountered. Buddhism originated in India where it was founded by the prince Siddhartha Gautama. Buddhism was initially rejected by many upper caste Hindus because it posed a threat to the caste system which Buddhism rejected. However, Buddhism made some early inroads in India under Ashoka and during the early Gupta dynasty. Eventually, it lost the support of rulers in India and declined. Buddhism's emphasis on missionary activity facilitated its spread outside of India. Monks and people making pilgrimages spread Buddhism, causing temples and monasteries to be built in areas along the Silk Road. It eventually found converts in China, Korea, and Japan where it responded to individual spiritual needs through meditation and rituals like the tea ceremony. In many places it touched, Buddhism was blended with the native beliefs of the people like Daoism and Shinto. Its syncretic nature is illustrated in Mahayana Buddhism, which became popular for a time in China. Buddhism mixed with Confucian ideals in China to form Neo-Confucianism. However, for economic and other reasons, Tang and Song scholars became suspicious of Buddhists and persecuted them. One of the most obvious signs of Buddhist influence in Japan is Zen Buddhists monks meditating in their pagoda temples. Buddhism impacted the culture of the societies it reached, blending with native ideas to form a new cultural identity for many of Asia's inhabitants.

Buddhism and sugar represent two very different things, but each significantly impacted culture and society. The cultivation of sugar represents the slavery, disease, and exploitation that resulted from the opening of the Columbian exchange. Buddhism, on the other hand,

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**Thematic Essay—Practice Paper – E**

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represents the hope that a religion can give for awakening the soul and enlightenment. In the end, examining the effects of the spread of goods and ideas provides a window into the global interaction that created golden ages, slavery, economic prosperity for some, poverty for many, and a changed world for all.

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### Practice Paper A—Score Level 3

**The response:**

- Develops all aspects of the task with little depth
- Is more descriptive than analytical (*Buddhism*: Siddhartha Gautama became first Buddha by enlightenment; China and India connected by trade on the Silk Road and cultures often diffused into each other; Buddhist monks began moving into China; translation of Buddhist sacred writings from India into Chinese is an example of acceptance; *opium*: in 18th and 19th centuries, British were making a foothold in Chinese economy; merchants began importing illegal opium that was grown in India; Chinese government forced to sign humiliating treaty; decreased Chinese control in their own country; more foreign governments took advantage of British success and took over parts of China)
- Includes some relevant facts, examples, and details (*Buddhism*: Confucianism; Buddhist temples; major cultural influence on architecture; *opium*: Opium Wars; cannons on steamships bombarded cities)
- 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. The response consists of a brief descriptive narrative that is focused on the task. Treatment would be strengthened by the inclusion of more facts, examples, and details.

### Practice Paper B—Score Level 1

**The response:**

- Minimally develops some aspects of the task
- Is descriptive (*Christianity*: Spanish brought missionaries to the Americas, converting indigenous peoples to Christianity; some people were forced to convert; *Enlightenment*: Locke preached for more political freedoms; thirteen colonies rebelled against British and won more rights and freedom; revolutions in South America and Mexico based on enlightened principles which resulted in Spain losing nearly all its colonies)
- Includes few relevant facts, examples, or details (*Christianity*: human rights violation; *Enlightenment*: demand for democratic rights; philosophes; right to a trial and property)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The response demonstrates a limited understanding of the task. Both aspects for Christianity are minimally developed. The response explains the ideas of the Enlightenment and its impact on other nations; however, the explanation of how the ideas of the Enlightenment moved from one place to another is slighted.

### Practice Paper C—Score Level 3

**The response:**

- Develops all aspects of the task with little depth
- Is more descriptive than analytical (*Islam*: brought across sub-Saharan trade routes; followed routes of gold-salt trade; one result of salt trade and spread of Islam was rise of Empire of Mali; within Mali, many practiced pillars of Islam; *opium*: during the 19th century, British merchants wanted to trade with China but had no goods China wanted until they sold opium; opium raised in India and carried on British ships; many people became addicted and dependent on opium; thousands died as victims of superior British weapons; more Chinese ports opened to foreign trade; foreigners dominated China for many years)
- Includes some relevant facts, examples, and details (*Islam*: Mecca; West Africa; Muhammad; animism; prayer five times a day; Allah; mosques; *opium*: Opium Wars; Hong Kong)
- Demonstrates a satisfactory plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that restates the ideas in the introduction

**Conclusion:** Overall, the response fits the criteria for Level 3. The strength of the response is in the treatment of the influence of the movement of Islam and opium. Additional analysis of the details would have strengthened the response.

### Practice Paper D—Score Level 3

**The response:**

- Develops all aspects of the task with little depth
- Is more descriptive than analytical (*communism*: appealed to people in Russia who were looking for a new form of government that would replace the czar and get them out of World War I; Eastern European countries occupied by Soviet Union at end of World War II and forced to become communist; after World War II, many people feared communism would take over; United States gave millions of dollars to Western Europe; communist USSR and democratic United States competed during Cold War; *opium*: opium grown in India spread to China through trade; illegal in Britain but traded by British for silver in China; caused many to stop working and leave their families; China lost Opium War; opium was still sold in China; Britain took Chinese ports); includes weak analysis (*communism*: communism is a type of government where everyone is equal)
- Includes some relevant facts, examples, and details (*communism*: Karl Marx; arms race; Berlin airlift; Marshall Plan; *opium*: warm weather of India)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are slightly beyond restatements of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The strength of the response is in the discussion of the movement and influence of communism. The discussion of the movement and influence of opium contains fewer details and less explanation.

## Practice Paper E—Score Level 4

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing how Buddhism moved from one place to another and the impact of the movement of both sugar and Buddhism more thoroughly than how sugar moved from one place to another
- Is both descriptive and analytical (*sugar*: subsequent to European conquest of the Americas, sugar began to be cultivated; cultivation altered the social structure of the Americas as well as Africa; demand for sugar in Europe was growing; because sugar was a labor intensive crop, Europeans imported African slaves to Americas; many women in Africa took on roles previously held by men; in the Americas, new people led to formation of new social systems; *Buddhism*: spread along Silk Roads and eventually reached China, Korea, and Japan; initially rejected by many upper caste Hindus because it threatened the caste system which Buddhism rejected; made early inroads under Ashoka and early Gupta dynasty, lost support of rulers in India, and declined; emphasis on missionary activities facilitated spread outside India; in China, Korea, and Japan, it responded to individual spiritual needs through meditation and rituals like tea ceremony; blended with native beliefs; syncretic nature illustrated in Mahayana Buddhism, which became popular in China; mixed with Confucian ideals in China to form neo-Confucianism; Tang and Song scholars became suspicious of Buddhists and persecuted them)
- Supports the theme with relevant facts, examples, and details (*sugar*: plantations; Brazil; diseases brought by Europeans; intertribal warfare increased; peninsulares; creoles; mestizos; Native Americans and Africans at bottom of social order; Columbian exchange; *Buddhism*: originated in India; founded by prince Siddhartha Gautama; Daoism; Shinto)
- Demonstrates a logical and clear 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 4. The response demonstrates an understanding of the movement of Buddhism and influence of both sugar and Buddhism in a narrative that is both analytical and descriptive. However, further development of the movement of sugar would have strengthened the response.

# Global History and Geography Specifications August 2015

## Part I Multiple Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Movement of People and Goods	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Belief Systems; Change; Conflict; Economic Systems; Human Rights; Justice; Movement of People and Goods; Political Systems; Power	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

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

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

**The *Chart for Determining the Final Examination Score for the August 2015 Regents Examination in Global History and Geography* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.**

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

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

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