

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Friday, June 19, 2009 — 9:15 a.m. to 12:15 p.m., only

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

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

Copyright 2009

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

VOLUME
2 OF **2**
DBQ

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

Rating the Scaffold (open-ended) Questions

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

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

Global History and Geography
Part A Specific Rubric
Document-Based Question—June 2009

Document 1

The manorial system, widespread in the West from Charlemagne's time onward, was not at first favorable to the development of agriculture and commerce. Manors tended to be self-sufficient; the economy was closed. People lived in their small world, in constant fear of the strange world beyond, from which came only evil. The best they could hope for was to endure; and they endured.

In the eleventh and following centuries things took a turn for the better. Life became more stable; population increased; new lands were brought under cultivation and old lands rendered [made] more productive. New agricultural techniques were introduced. The power of legumes [nitrogen-fixing plants] to nourish and revive exhausted soils was recognized, and the science of manuring developed—marl [lime-rich mud] and ashes being employed in combination with animal manures. The quality of herds was improved by selection and crossbreeding. Flowing water was put to work, operating gristmills and providing power for forges. Windmills whirled on plains and uplands, and men even attempted, with some success, to construct tidal mills. . . .

Source: Morris Bishop, *The Middle Ages*, Houghton Mifflin

1 According to Morris Bishop, what are *two* changes that occurred during the medieval period?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* change that occurred during the medieval period according to Morris Bishop
Examples: population increased; new lands were brought under cultivation; old lands became more productive; new agricultural techniques were introduced; power of legumes to nourish/revive exhausted soils was recognized; science of manuring developed; quality of herds was improved by selection/crossbreeding; water/wind/tide was harnessed to provide power; life became more stable

Note: To receive maximum credit, *two different* changes that occurred during the medieval period must be stated. For example *flowing water was put to work* and *water provided power for forges* are the same change expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: the manorial system was less favorable to the development of agriculture and commerce; manors were more self-sufficient; the economy was now closed; it became more difficult to cultivate the land
- Vague response
Examples: there was a change; there were more attempts; there was some success; developments occurred; things took a turn for the worst; people lived in a small world
- No response

Document 2

. . . Then, just as the Crusaders had been inspired at least in part by commercial motives, those 200 years of constant coming and going between East and West obviously gave trade a tremendous boost. Merchants, studying the itineraries [routes] of the cross-bearers [crusaders] who paved the way, discovered the most direct routes between eastern Mediterranean ports and the heart of Europe. Venice was a particularly active port of entry for goods imported from the Middle East and India. From there the goods traveled a well established route through the Brenner Pass, up the Rhine to Brussels and then north to the Baltic Sea. Many a town which lies along this course owes its existence to a brisk demand for exotic wares from the East by medieval Europeans. . . .

Source: "Legacy of the Crusades," *Aramco World*

2 According to this excerpt from "Legacy of the Crusades," what is *one* economic change brought about by the Crusades during the medieval period?

Score of 1:

- States an economic change brought about by the Crusades during the medieval period as expressed in this excerpt

Examples: trade increased; trade was given a tremendous boost; towns developed along trade routes; merchants discovered the most direct trade routes; trade between Europe and the Middle East was stimulated; Venice became a particularly important port; European demand for exotic goods from the East was created/increased

Score of 0:

- Incorrect response
Examples: trade decreased; Crusaders were inspired by commercial motives; merchants went on the Crusades; the number of towns decreased
- Vague response
Examples: Crusaders were inspired; Crusaders went to the East; merchants paved the way; there was constant coming and going
- No response

Document 3

. . . In a word, Europe was turning from a developing into a developed region. The growth of industry meant the growth of cities, which in the eleventh and twelfth centuries began to abandon their old roles of military headquarters and administrative centers as they filled with the life of commerce and industry. Some, like Genoa, once Roman villages, mushroomed, while others, like Venice, appeared out of nowhere. Still others, calling themselves simply “New City” (Villanova, Villeneuve, Neustadt), were founded by progressive rulers. Instead of growing haphazardly, they were built on a plan, typically a grid pattern with a central square, church, and market buildings. Beginning in tenth-century Italy, businessmen and craftsmen in many cities established what they called “communes,” declaring themselves free men who owed allegiance only to a sovereign who collected taxes but otherwise left them alone. Astute lords granted charters exempting city dwellers from feudal obligations—“so that my friends and subjects, the inhabitants of my town of Binarville, stay more willing there,” sensibly explained one lord. Under the rubric “Free air makes free men,” even serfs were declared emancipated if they maintained themselves in a city for a year and a day. . . .

Source: Frances & Joseph Gies, *Cathedral, Forge, and Water Wheel: Technology and Invention in the Middle Ages*, Harper Perennial (adapted)

3 According to Frances and Joseph Gies, what was *one* impact of the growth of European cities on medieval European societies?

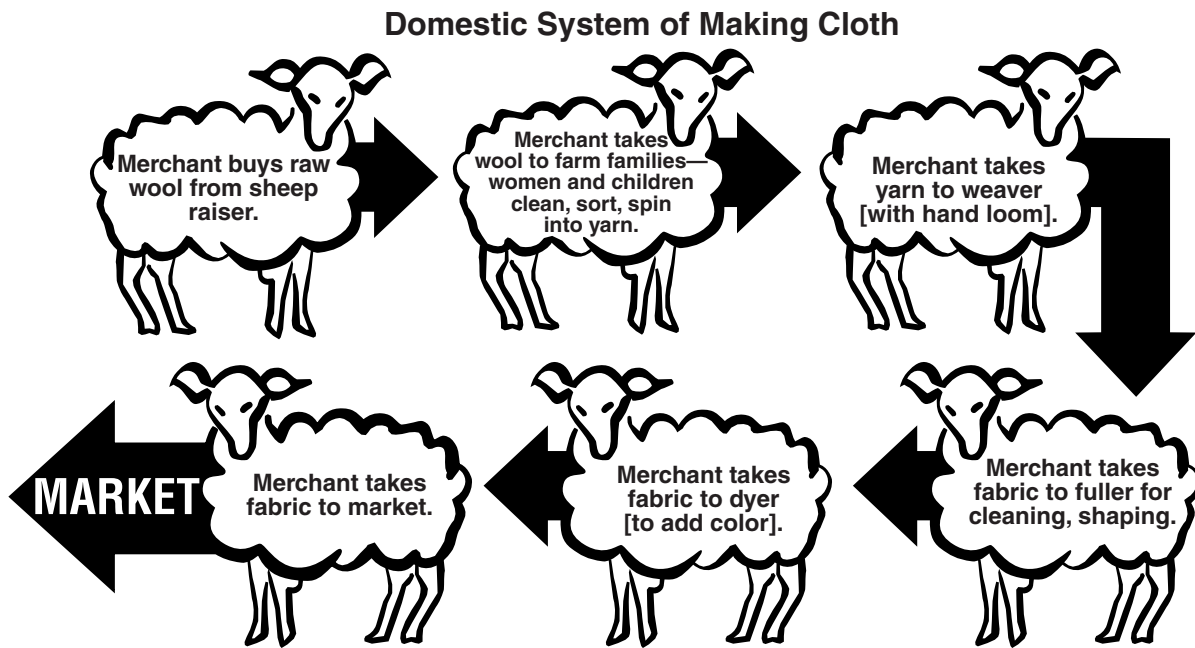
Score of 1:

- States an impact the growth of European cities had on medieval European societies according to Frances and Joseph Gies
Examples: cities changed from being military headquarters/administrative centers to areas of commerce/industry; new cities were planned to include a central square/church/market buildings; in Italy, businessmen/craftsmen established “communes,” declaring themselves free men who owed allegiance only to a sovereign; some lords exempted city dwellers from feudal obligations; serfs could be emancipated if they lived in a city for a year and a day; individuals had more freedom; weakened the manor system

Score of 0:

- Incorrect response
Examples: cities strengthened feudal ties; there was less commerce/industry; cities developed haphazardly; growth of industry meant the growth of cities
- Vague response
Examples: they got bigger; they were called communes; Europe turned; air was free; serfs ran away; developing to developed regions
- No response

Document 4a



Source: Farah and Karls, *World History: The Human Experience*, Section Focus Transparencies, Glencoe McGraw-Hill (adapted)

4a Based on this chart, how is cloth produced in the domestic system?

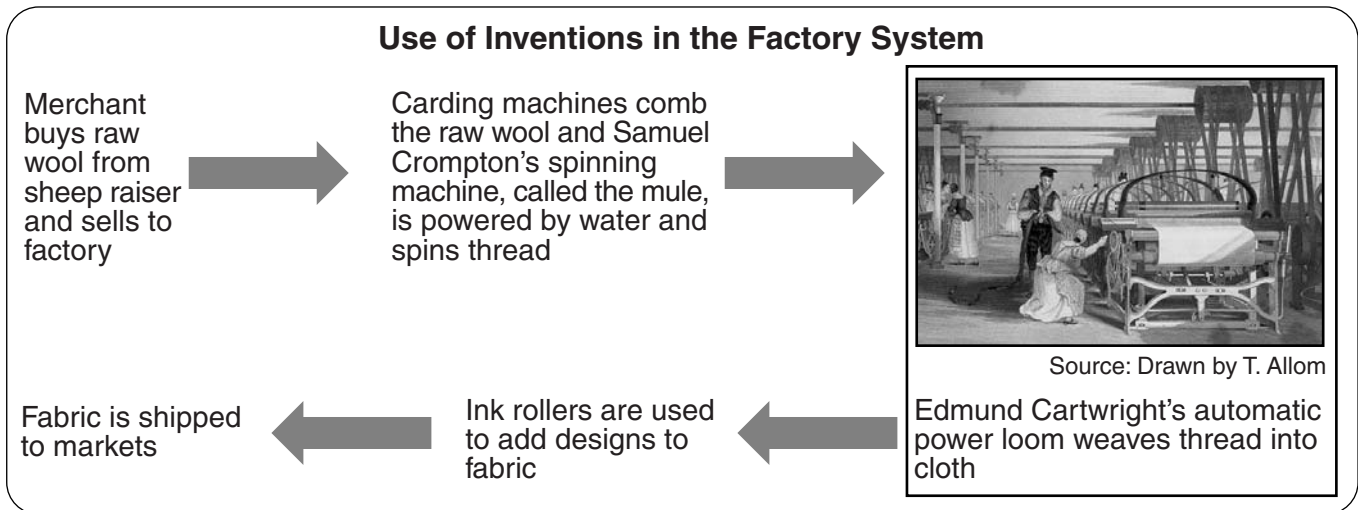
Score of 1:

- States a way cloth is produced in the domestic system based on this chart
Examples: by hand; with hand looms; the merchant takes the wool to the farm family for spinning/to the weaver/to the fuller for cleaning and shaping/to the dyer for color; wool is bought by a merchant who takes it to different people who do everything by hand; merchants interact with producers at all phases; through a series of steps with specialized workers

Score of 0:

- Incorrect response
Examples: the merchant does all the work in the production of cloth; families work in factories to produce cloth; merchant takes fabric to market
- Vague response
Examples: wool is made into cloth; merchants travel; the market is the last step
- No response

Document 4b



4b Based on this chart, how is cloth produced in the factory system?

Score of 1:

- States a way cloth is produced in the factory system according to this chart
Examples: by machine; in a series of steps using machines powered by water; through the use of new inventions such as Samuel Crompton's spinning machine/Edmund Cartwright's automatic power loom; weaving by water/steam-powered machines; all production occurs in a factory using machines; machines replaced workers from the domestic system

Score of 0:

- Incorrect response
Examples: wool is taken from factory to factory; by hand; the merchant takes part in every step of the production of cloth; fabric is shipped to merchants
- Vague response
Examples: in factories; inventions were made; designs were printed
- No response

Document 5

Industrial Revolution

. . . The first phase of the industrial revolution made traditional society obsolete [no longer useful] because it was incompatible with the basic requirements of an industrial economy. Among these requirements was the commercialization of agriculture. Land had to be treated as a commodity that could be bought and sold in order to produce enough food to feed a growing urban population and to make some rural labor redundant [excessive] so that people would move to the cities to work in the new factories. Traditional societies varied widely across the globe but everywhere they were based on the land and nowhere was land simply a commodity. It was, instead, the basis of a complicated network of obligations and privileges, a social structure binding owner to field worker, lord to peasant. It was these traditional institutions, these social worlds, that the industrial revolution threatened and that it ultimately swept away. . . .

Source: Michael Mandelbaum, *The Ideas that Conquered the World*, Public Affairs

5 According to Michael Mandelbaum, what is *one* change that resulted from the Industrial Revolution?

Score of 1:

- States a change that resulted from the Industrial Revolution according to Michael Mandelbaum
Examples: traditional society became obsolete; agriculture was commercialized; land was treated as a commodity; urban population was growing; people moved to the cities to work in the factories; traditional social structure was swept away; agricultural surpluses caused more people to move to the cities; traditional institutions were swept away

Score of 0:

- Incorrect response
Examples: traditional societies varied widely; it bound owner to field worker/lord to peasant; peasants were needed to work on farms; industrial revolution was obsolete
- Vague response
Examples: industrial economy had basic requirements; it was threatened; it was better
- No response

Document 6a

. . . I have frequently visited many of the Cotton Factories in this neighbourhood, with friends who came from a distance; on coming out, it has always been a general reflection, that the children were very great sufferers, and seemed sickly and unhealthy; being obliged to work such long hours under such unfavourable circumstances. As I dedicate an hour or two every morning to giving advice to the poor, I have a great many opportunities of witnessing the bad effects of such confinement on the health of children; frequently the parents say their children were stout and healthy, until they were sent out, and confined so close and long in the Factory; but now they had become delicate and sickly. . . .

Source: Robert Agnew, M.D., "Observations on the State of the Children in Cotton Mills,"
Manchester, March 23, 1818

6a According to Dr. Agnew, what is *one* impact the Industrial Revolution had on children?

Score of 1:

- States an impact the Industrial Revolution had on children according to Dr. Agnew
Examples: children suffered greatly; the children became sick/unhealthy; they worked under unfavorable conditions; children who had been stout and healthy became delicate/sickly; children had to work long hours in the factory

Score of 0:

- Incorrect response
Examples: children were healthy; children could not work in factories; children visited the doctor every morning
- Vague response
Examples: it had effects; there were many opportunities; there were cotton factories
- No response

Document 6b

In this excerpt, Friedrich Engels's discussion with a middle-class gentleman shows the attitude of the middle class about the living conditions of the factory workers.

. . . One day I walked with one of these middle-class gentlemen into Manchester. I spoke to him about the disgraceful unhealthy slums and drew his attention to the disgusting condition of that part of the town in which the factory workers lived. I declared that I had never seen so badly built a town in my life. He listened patiently and at the corner of the street at which we parted company he remarked: "And yet there is a great deal of money made here. Good morning, Sir". . .

Source: Friedrich Engels, *The Condition of the Working Class in England*, Stanford University Press (adapted)

6b According to Friedrich Engels, what is *one* result of the Industrial Revolution on the living conditions of factory workers?

Score of 1:

- States a result the Industrial Revolution had on the living conditions of factory workers according to Friedrich Engels
Examples: people lived in disgraceful/unhealthy slums; factory workers lived in a disgusting part of town; factory workers lived in a badly built town

Score of 0:

- Incorrect response
Examples: workers were part of the middle class; a great deal of money was made by the factory workers; the middle class tried to improve the living conditions of factory workers
- Vague response
Examples: it was a part of the town; there was money to be made; there were conditions; everything was bad
- No response

Document 7

. . . Welcome to the mixed-up world of “globalization”—a growing worldwide marketplace where business transactions routinely span the planet and national borders are growing fuzzier and fuzzier. It wasn’t always this way. Chances are, your parents wore American-made clothes, ate American-made food, and drove American-made cars. But a boom in world trade has changed all that. And what you buy may be the least of it.

The expansion of world trade has unleashed a multitude of dramatic changes. Whole countries have seen their fortunes soar as foreign investment has poured in, creating factories and providing jobs for millions of people. Other countries have been left behind. In the process, billions of lives are affected, for better and worse. . . .

Source: Herbert Buchsbaum, “Living in a Global Economy,” *Scholastic Update*,
March 7, 1997

7 According to Herbert Buchsbaum, what is *one* economic change that has occurred as a result of globalization?

Score of 1:

- States an economic change that has occurred as a result of globalization according to Herbert Buchsbaum

Examples: business transactions now span the planet; there has been a boom in worldwide trade; Americans now buy/use products from all over the world; foreign investment has created factories/provided jobs; national borders are becoming fuzzier and fuzzier as international trade increases; whole nations have had fortunes soar/have been left behind; foreign investors have poured millions into nations with cheap labor

Score of 0:

- Incorrect response
Examples: globalization benefits everyone; parents wore American-made clothes; American consumers buy from Americans; there is less world trade
- Vague response
Examples: lives are affected; it is better and worse; the world is mixed-up; multitude of dramatic changes
- No response

Document 8

Your Complaints Circle Globe

. . . When an American calls a toll-free number in the United States to report a broken appliance or complain about the wrong sweater ordered from a catalog, the call is often routed through fast fiber-optic cables to a center in India. . . .

International call centers based in India will generate \$8 billion in revenue by 2008, says NASSCOM, a technology industry trade group in India. Growth is accelerating as globalization and government deregulation expand telecommunications in India and lower its cost.

“The potential is unlimited,” says Prakash Gurbaxani, founder and chief executive of 24/7 Customer.com, a customer service center in Bangalore whose American clients include Web sites AltaVista and Shutterfly.com. Anticipating more business, the company’s supermarket-sized call center is filled with dark-screened PCs and dwarfs its 300 employees. . . .

Source: Associated Press, *Syracuse Herald American*, June 24, 2001

8 Based on this newspaper article, what is *one* impact that globalization is having on India?

Score of 1:

- States an impact that globalization is having on India based on this newspaper article
Examples: India has become an international calling center; telecommunications have expanded; phone calls from the United States are being routed to call centers in India; India’s revenue from call centers is growing; India’s economy is growing richer as American companies are outsourcing; telecommunication costs have been lowered; new jobs are being created

Score of 0:

- Incorrect response
Examples: Americans call a toll-free number; Americans have lost jobs; things cost more; people live in a small world
- Vague response
Examples: the potential is unlimited; there are toll-free numbers; catalogs are important; things took a turn for the worst; the country is growing
- No response

Document 9

... TODAY, GLOBALIZATION IS being challenged around the world. There is discontent with globalization, and rightfully so. Globalization can be a force for good: the globalization of ideas about democracy and of civil society have changed the way people think, while global political movements have led to debt relief and the treaty on land mines. Globalization has helped hundreds of millions of people attain higher standards of living, beyond what they, or most economists, thought imaginable but a short while ago. The globalization of the economy has benefited countries that took advantage of it by seeking new markets for their exports and by welcoming foreign investment. Even so, the countries that have benefited the most have been those that took charge of their own destiny and recognized the role government can play in development rather than relying on the notion of a self-regulated market that would fix its own problems.

But for millions of people globalization has not worked. Many have actually been made worse off, as they have seen their jobs destroyed and their lives become more insecure. They have felt increasingly powerless against forces beyond their control. They have seen their democracies undermined, their cultures eroded.

If globalization continues to be conducted in the way that it has been in the past, if we continue to fail to learn from our mistakes, globalization will not only not succeed in promoting development but will continue to create poverty and instability. Without reform, the backlash that has already started will mount and discontent with globalization will grow. . . .

Source: Joseph E. Stiglitz, *Globalization and Its Discontents*, W. W. Norton & Co., 2003

9a According to Joseph E. Stiglitz, what is *one positive* effect of globalization?

Score of 1:

- States a *positive* effect of globalization according to Joseph E. Stiglitz
Examples: it helped hundreds of millions obtain higher standards of living; it has promoted development; global political movements have led to debt relief/led to a treaty on land mines/spread ideas about democracy/civil society; some countries have found new markets for their exports

Score of 0:

- Incorrect response
Examples: it has lowered standards of living; it has caused discontent; jobs have been destroyed
- Vague response
Examples: globalization is being challenged; it is a force for good; countries took advantage
- No response

9b According to Joseph E. Stiglitz, what is *one negative* effect of globalization?

Score of 1:

- States a *negative* effect of globalization according to Joseph E. Stiglitz
Examples: many people are worse off; jobs have been destroyed; many lives have become more insecure; democracies have been undermined; cultures have been eroded; poverty/instability has been created; it has caused discontent

Score of 0:

- Incorrect response
Examples: new markets have been created; everyone has benefited; democracy has spread
- Vague response
Examples: we continue to fail to learn from our mistakes; it is making it worse; the past is important
- No response

Global History and Geography
Content-Specific Rubric
Document-Based Question—June 2009

Historical Context: While economic and social changes have occurred throughout history, certain time periods have seen great changes. These time periods include the **Middle Ages**, the **Industrial Revolution in England**, and the **Age of Globalization**.

Task: Choose *two* time periods mentioned in the historical context and for *each*

- Describe the economic *and/or* social changes that occurred during that time period
- Discuss an impact of a change on society or on a specific group of people

Scoring Notes:

1. This document-based question has a minimum of *six* components (*at least two* economic and/or social changes for *two* time periods *and* an impact of a change on society or a specific group of people for *each* time period). However, to incorporate the minimum number of documents, most responses will discuss more than two changes for each time period.
2. In the discussion of *at least two* changes for each time period, any combination of economic and social changes may be used.
3. The classification of changes as social or economic does not need to be specifically identified.
4. The same society or group of people may be used to discuss the changes in two different time periods, e.g., the impact on workers during the Industrial Revolution in England and the impact on workers during the Age of Globalization.
5. The discussion of the impact of a change may be immediate or long term.
6. The impact of a change in one time period and a description of a change that occurred during another time period may be similar, e. g., people moving to the cities can be used as an impact of the Crusades during the Middle Ages and a change during the Industrial Revolution.
7. The classification of information as change or an impact of change is subject to the student's point of view. The response may discuss information either as a change or an impact of a change as long as the position taken is supported by accurate historical facts and examples.
8. The discussion of an impact of a change on society or a specific group of people may or may not be related to the description of one of the economic or social changes.
9. For the purposes of meeting the criteria of using *at least four* documents in the response, document 4a, 4b, 6a, and 6b may be considered as separate documents *if* the response uses specific separate facts from each document.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing *at least two* economic *and/or* social changes for **each** of **two** time periods and discussing an impact of a change on society or a specific group of people for **each** time period
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Middle Ages*: connects the loss of power of the Church and the rise of nation states during the later Middle Ages to the rise of cities and towns as trade centers and the decline of feudalism with the breakdown of the rigid social structure; *Age of Globalization*: connects the free trade movement and the rise in foreign investment to the increase in profits of multinational corporations, which creates resentment among those who see threats to their traditional jobs, values, and culture
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to economic and social changes (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Middle Ages*: manorialism, feudalism, lack of social mobility, serfs, Crusades, bubonic plague, bourgeoisie, Hanseatic League, guilds, banking, barter replaced by cash; *Age of Globalization*: cheaper goods, World Trade Organization, European Union, NAFTA, outsourcing, loss of jobs
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for one time period more thoroughly than for the second time period
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Middle Ages*: discusses the rise of stronger monarchs and the rise of nationalism as causes for changes in social status for serfs with the emergence of the middle class; *Age of Globalization*: discusses the outsourcing of jobs and the rise in foreign investment as a source of worker resentment in industrialized countries
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 1:

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

Score of 0:

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

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

Middle Ages

Key Ideas from the Documents

Economic and Social Changes	Impact of Changes on Society or a Specific Group of People
<p>Doc 1—Increase in population Cultivation of new lands Increased production due to new agricultural techniques and power of legumes to nourish and revive soil Development of science of manuring Improvement of quality of herds by selection and crossbreeding Harnessing of flowing water to operate grist mills and to provide power for forges Use of windmills on plains and uplands</p> <p>Doc 2—Increase in trade Direct routes between eastern Mediterranean ports and western Europe discovered by merchants</p>	<p>Doc 2—Establishment of Venice as an active port for Middle Eastern and Indian imports Importation of Middle Eastern and Indian goods to Brussels and the Baltic Sea area Development of towns along trade routes due to demand for exotic wares from the East</p> <p>Doc 3—Growth of European cities as centers of commerce and industry Rapid growth of Genoa and Venice Planning of new cities in grid patterns around a central square, church, and market place instead of haphazard growth (Villanova, Villeneuve, Neustadt) Exemption of city dwellers from feudal obligations by charters Establishment of communes by Italian businessmen and craftsmen declaring themselves free men owing allegiance only to a sovereign Emancipation of serfs after “a year and a day” in a city</p>

Relevant Outside Information

(This list is not all-inclusive.)

Economic and Social Changes	Impact of Changes on Society or a Specific Group of People
<p>Use of three field-system, iron plow Establishment of markets and fairs for exchange of goods Replacement of barter by a “cash value” economy Establishment of banking Formation of guilds to control prices and quality of trade goods Generation of new wealth Formation of regional trade associations (Hanseatic League) Decrease in power of Catholic Church</p>	<p>Improvement of diet with introduction of new foods Improvement of taste of food with spices from the East Spread of Black Death (bubonic plague) via trade routes Growth of anti-Semitism Influence of wealth from trade and the exchange of ideas on the Renaissance Increased power of European kings Rise of nation states Beginning of decline of manorial system and feudalism Weakening of Constantinople’s economic dominance Development of middle class</p>

Industrial Revolution

Key Ideas from the Documents

Economic and Social Changes	Impact of Changes on Society or a Specific Group of People
<p>Doc 4—Replacement of domestic system by factory system Replacement of hand labor by machines in factories (mule, power loom)</p> <p>Doc 5—Incompatibility of traditional society with industrial economy Commercialization of agriculture Movement of people to cities to work in factories End of complicated network of obligations and privileges binding owner to field-worker and lord to peasant</p>	<p>Doc 5—Collapse of traditional social structure Need to produce food for growing urban population Movement of people to cities</p> <p>Doc 6—Children working long hours Children sickly and unhealthy due to the work in the factories Development of unhealthy slums where factory workers lived (Manchester) Increase in wealth and status of middle class</p>

Relevant Outside Information

(This list is not all-inclusive.)

Economic and Social Changes	Impact of Changes on Society or a Specific Group of People
<p>Development of machines for production of goods in various industries using waterpower and steam (spinning jenny, steam engine)</p> <p>Development of new forms of transportation (railroads, steamboats)</p> <p>Building of new cities around mines and near manufacturing and transportation centers</p> <p>Payment of different wages for labor according to jobs and gender</p> <p>Lower class women working outside the home</p> <p>Details of poor living conditions for workers in crowded tenements</p> <p>Development of an educated middle class based on economic standing</p> <p>Leisure time and money for consumer goods for the bourgeoisie</p> <p>Increase in use of ideas of Adam Smith (laissez-faire, laws of supply and demand, free enterprise)</p>	<p>Expansion of mining jobs with increasing demand for coal and iron</p> <p>Expansion of overseas colonies and new trading spheres with increasing need for raw materials</p> <p>Leisure activities for middle class and upper class</p> <p>Decrease in prices for consumers with mass production</p> <p>Improvement of living conditions in some cities (street lamps, sewage, waste removal, police, building codes)</p> <p>Expansion of membership in the House of Commons and increase in power of Prime Minister</p> <p>Extension of voting rights</p> <p>Increased momentum for women's suffrage movement</p> <p>Formation of trade unions by skilled artisans</p> <p>Need for economic and social reform (Sadler Report, Jeremy Bentham, John Stuart Mill, Robert Owen, Karl Marx, Charles Dickens)</p> <p>Passage of related legislation (Reform Acts, Factory Acts, Mines Acts, Ten Hours Act, Education Acts)</p>

Age of Globalization

Economic and Social Changes	Impact of Changes on Society or a Specific Group of People
<p>Doc 7—Development of a worldwide marketplace not limited by national borders</p> <p>Creation of factories and jobs for millions of people in some countries</p> <p>Docs 7 and 9—Use of foreign investment by some countries</p> <p>Doc 8—Routing of toll-free numbers in United States through fast fiber-optic cables to India</p> <p>Creating jobs in telecommunications in India</p> <p>Doc 9—Erosion of cultures</p> <p>Development of new markets</p> <p>Attainment of higher standards of living by hundreds of millions of people</p>	<p>Doc 7—Availability of goods from other countries</p> <p>Creation of jobs for millions of people in some countries</p> <p>Doc 8—Saving of money by Western companies</p> <p>Creating jobs in telecommunications in India for many people</p> <p>Increase in revenue for businesses in India</p> <p>Doc 9—Spread of ideas about democracy throughout the world</p> <p>Debt relief and a treaty on land mines as a result of global political movements</p> <p>Attainment of higher standards of living by hundreds of millions of people</p> <p>Destruction of jobs for millions of people</p> <p>Undermining of democracies in some countries</p> <p>Erosion of cultures in some countries</p> <p>Creation of poverty and instability for some people</p> <p>Attainment of higher standards of living by hundreds of millions of people</p>

Relevant Outside Information

(This list is not all-inclusive.)

Economic and Social Changes	Impact of Changes on Society or a Specific Group of People
<p>Spread of free-market capitalism</p> <p>Employment shifts (outsourcing) as a result of regional trade agreements (GATT, NAFTA, CAFTA, Mercosur)</p> <p>Expansion of European Union</p> <p>Spread of ideas and information with communication technologies (Internet, satellite phones, cell phones)</p> <p>Movement of goods and people along new transportation networks</p> <p>Movement of information along new communication networks</p>	<p>Demonstrations and political actions in some regions as result of worker displacement (Zapatistas in Mexico)</p> <p>Demonstration of opponents against WTO policies and projects</p> <p>Development of trade deficits in some industrial nations</p> <p>Creation of common trade, credit, monetary policies, free movement of workers between European Union nations</p> <p>Effects on markets in the Americas, Europe, and Asia by economic downturns</p> <p>Quicker international transmission of disease (AIDS, Mad Cow, SARS, swine flu)</p> <p>Cultural diffusion with satellite television/radio, video, movies, cell phones, and the Internet</p> <p>Conducting business 24 hours a day in world markets and information centers</p> <p>Resentment, distrust, and discrimination against foreign workers in some countries</p> <p>Development of ultranationalist movements in some Western European countries</p>

Throughout history, certain periods of time have undergone rapid change and the expansion of ideas. Two such periods are the Industrial Revolution in England and the Age of Globalization. The changes experienced during these times have dramatically altered social and economic structure.

As the Industrial Revolution swept England numerous changes occurred that boosted production and increased economic activity. For example, before the revolution merchants used the domestic system of making cloth, which involved buying the raw material and bringing it to a different person for each stage of production (Document 4a). This method was time consuming and inefficient. During the Industrial Revolution a new process for making cloth developed, the factory system. Inventions such as the mule, the spinning jenny, and the power loom allowed entrepreneurs to set up factories in which the entire production took place under one roof. Under the factory system, a merchant had to take the raw material to only one place for refinement and could then sell the finished product. This method was faster, efficient and produced more products at a lower price allowing more people to purchase them (Document 4b). This increase in demand led to greater profits for many merchants who became richer. This led to a new middle class who cared mostly about money (Document 6b). Another major change was the commercialization of farming, which replaced sustenance farming with a highly productive system. Farms became

larger and once again, more product was produced at a cheaper price, profits increased, and the rich became richer.

Another major change was in transportation. The invention of Watt's steam engine led to the building of railroads. These changes in transportation were important because they brought raw materials such as coal and iron ore to the factories and food products to the growing cities.

These new changes in the economy, now more vigorous, had an immense impact on the working class. The factory system required a large supply of factory workers, leading to the use of children as labor. Under harsh conditions for over ten hours a day, children were forced to work and were often submitted to beatings by managers for not working at a fast enough rate. Eventually, this treatment at the factories led to a decrease in the health and vitality of many children (6a). Also, many workers were forced to live in dirty, unsanitary slums due to low pay. Most of the money made went directly to the company owners (Document 6b). The bourgeoisie as Marx called the company owners grew rich at the expense of the working class, which he called the proletariat. Marx thought that eventually the proletariat would unite against the bourgeoisie to overthrow the capitalist system and create a new communist society.

Globalization has had many effects on the economy as well. As companies branch out to different parts of the ~~world~~ globe to produce products at a lower price, countries around the world are becoming economic superpowers

due to the increase in trade. Another change that occurred during the Age of Globalization is the adoption of new economic policies by some countries that allowed for increased foreign investment. For example, during the Four Modernizations, foreign countries were encouraged to bring their business to China. On the contrary, many countries who did not accept these new economic policies are being left farther and farther behind (Document 7). For example, many of the African countries who were inhibited from growth under colonial rule lack the infrastructure and stable governments to compete in the global economy. This is not true for all countries previously a colony. India, for example, has undergone tremendous growth and is one of the leading countries in communication services. Companies like Dell send their calls to India, reducing the cost to the company and boosting economic activity in India (Document 8).

India serves as a perfect example for globalization's impact on society. Many Indians are becoming wealthy with these communications jobs and have become important consumers in the worldwide marketplace. On the other hand those in the United States who have a job, such as working in telecommunications or a factory, often lose those jobs when the company relocates overseas. This leads to a lower standard of living for those workers and an increasing gap between the upper and lower classes. Another impact of globalization is the destruction of traditional cultures. As new ideas are introduced and adopted by people of different cultures traditional values are sometimes forgotten

and replaced by ^{more} western ones. Many countries, like Japan, are open to the economic and cultural changes of globalization while others, like Afghanistan, remain closed in an attempt to retain their cultures and their economic independence (Document 9).

The Industrial Revolution and Age of Globalization are two periods in time when immense changes were experienced. Economic and social changes were the major ones experienced by a large population of people, for better or for worse. While economic superpowers in the world market are created, others are left in the dust to deal with debt, dependence on other countries, and poverty.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the Industrial Revolution and the Age of Globalization
- Is more analytical than descriptive (*Industrial Revolution*: led to a new middle class who cared mostly about money; farms became larger and more products were produced at a cheaper price; factory system required a large supply of workers, leading to the use of children; most of the money made went directly to company owners; *Age of Globalization*: companies branch out to different parts of the globe to produce products at a lower price; countries around the world are becoming economic superpowers due to the increase in trade; United States workers often lose their jobs when the company relocates overseas; as new ideas are introduced and adopted by people of different cultures, traditional values are sometimes forgotten and replaced by more Western ones)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Industrial Revolution*: factory system was faster, efficient, and produced more products at a lower price allowing more people to purchase them; changes in transportation brought raw materials such as coal and iron ore to the factories and food products to the growing cities; bourgeoisie grew rich at the expense of the working class; Marx thought the proletariat would unite against the bourgeoisie to overthrow the capitalist system; *Age of Globalization*: during the Four Modernizations, foreign countries were encouraged to bring their business to China; many African countries, who were inhibited from growth under colonial rule, lack the infrastructure and stable governments to compete in the global economy; Indians have become important consumers in the worldwide marketplace)
- Richly supports the theme with many relevant facts, examples, and details (*Industrial Revolution*: domestic system involved different people for each stage of production; under the factory system, the merchant had to take the raw material to only one place for refinement; children worked under harsh conditions for over ten hours a day; decrease in the health and vitality of many children; dirty, unsanitary slums; low pay; *Age of Globalization*: in some countries, new economic policies allowed for increased foreign investment; India has undergone tremendous growth and is one of the leading countries in communication services; companies like Dell send their calls to India, reducing the cost to the company and boosting economic activity in India)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that states while economic superpowers in the world market are created, others are left in the dust to deal with debt, dependence on other countries, and poverty

Conclusion: Overall, the response fits the criteria for Level 5. The broadening of the gap between the rich and the poor as a result of the changes that happened during the Industrial Revolution and the Age of Globalization is carried through both discussions and is supported with many specific examples. Strong analysis and interpretation of historical information form the basis of a consistently thorough response.

The history of mankind has been marked by many changes. These often take place during certain periods of time when the day-to-day actions aren't meeting the satisfaction of the people. This can be seen during the many different time periods in history when great changes occur in order to meet the needs of the people. However, with good, also comes the bad, which is equally prominent in the effects of these changes. This relationship can probably be seen best among the Middle Ages of Europe, and the Industrial Revolution of England.

The Middle Ages of Europe were characterized by the manorial system. Under this, the peasants worked the land. Knights battled knights in chivalrous ways to defend their manor. Trade was sparse and contact with the outside world was equally so. However, some changes soon took place. Agricultural changes boosted economies by introducing methods such as crop rotation, manuring fields with manure, nitrates, and nutrient rich supplements, using legumes to replenish the nitrate in soil, and the crossbreeding of animals. Along with this new forms of energy were growing. Among these were windmills, water wheels, and even some tidal mills. These agricultural changes resulted in increased food production which helped lead to an increase in population. The needs of this increased population were difficult to meet on the manors. The Crusades caused Medieval Europe to begin to look outside its bounds making it more difficult to maintain manorialism (Document 1). During this time Pope Urban II called together the Council of Clermont which decided that the Christians must regain the holy land. Medieval Crusaders tried this several times with limited success. In the end the more advanced Muslims were able to repel them. However, even though the Crusaders were a military failure, they brought about many good changes. One of

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

these would be the increased trade between the Middle East and Europe. As a result, ~~the~~ European demand for Middle Eastern goods skyrocketed and cities grew. This helped boost economies in Europe, and brought Europe a little bit farther from the manorial system (Document 2). Time passed and the manorial system declined as cities such as Venice grew in prominence. People now interacted daily and thus, no longer felt threatened. The emphasis on the military declined and a new emphasis on commerce and industry arose. As Europe prospered, the traditional social aspects of life changed and people were no longer tied to their feudal obligations. (Document 3) The many changes during the Middle Ages effected the city states of Italy. Italy being a peninsula relies vastly on trade. Thus as trade increased due to the Crusades, Italy became very wealthy as a cultural center. These reasons helped cause Italy to be the center of the Renaissance which brought about ^{even} more changes.

Another change in history would be that of the Industrial Revolution. Like the Middle Ages there were positive and negative effects. As the world industrialized the economy increased as the social status of the lower class steadily declined. The greatest machine of change during the Industrial Revolution would be the introduction of factories, or large buildings with lots of machines in them. Before factories, people processed things such as wool, into cloth by means of the cottage system or the domestic system. This was a slow process which yielded very little output. Each step was done in a different place by a different person. However, factories allowed cloth to be produced rapidly and in the same place. The textile industries of Britain boomed causing prices of cloth to decrease, which led production to increase. (Document 4) This showcases a phrase of the Industrial Revolution, "quicker, cheaper, more." However, even though the Industrial

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

Revolution made England's economy boom, it harmed the working class. First off, the quality of life of the worker decreased. Long hours, hazardous conditions, low pay, cheap housing. All of these were effects of the Industrial Revolution. Men, women, and even children worked in the factories. Pollution levels increased as cities became dirty and unsanitary places. People were unhappy as they had to live in crowded tenant houses in the slums. (Document 6). Factories had turned people into "working machines." (Document 5). The Industrial Revolution effected many different countries, however, in each country there was a certain group that was most effected. This would be the working class. As stated above, their lives steadily declined. They became fed up with this treatment and people realized there had to be change. The Sadler Report brought attention to these conditions and eventually led to the passage of laws such as the Factory Acts and the organization of unions, strikes and rallies. As time passed, unions became stronger. Along with increased support from government officials, more reforms came about. Salaries were raised, hours shortened, labor safety laws were put in place, age requirements for working were passed and limits on pollution were put in place. Since this time, the life of the worker has been improved considerably.

All in all, the Middle Ages and the Industrial Revolution brought about many changes-- both good and bad. Likewise, many periods in history bring about the same effect. In the end great changes always will end in the move towards the satisfaction of the people, even if desirable effects are not seen at first. Thus, the world will slowly change every day, one step at a time.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the Middle Ages and the Industrial Revolution
- Is more analytical than descriptive (*Middle Ages*: agricultural changes resulted in increased food production; needs of the increased population were difficult to meet on the manors; Crusades caused medieval Europe to begin to look outside its bounds, making it more difficult to maintain manorialism; as Europe prospered, the traditional social aspects of life changed and people were no longer tied to their feudal obligations; *Industrial Revolution*: as the economy increased, the social status of the lower class steadily declined; the domestic system was a slow process which yielded very little output; factories allowed cloth to be produced rapidly and in the same place; people were unhappy because they had to live in crowded tenement houses in the slums)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Middle Ages*: many changes during the Middle Ages affected the city states of Italy; Italy being a peninsula relied on trade; increase in trade helped Italy be the center of the Renaissance; *Industrial Revolution*: textile industries of Britain boomed causing prices of cloth to decrease which led production to increase; the working class became fed up with its treatment and realized that there had to be change; the Sadler Report brought attention to the poor working conditions and eventually led to the passage of laws such as the Factory Acts and the organization of unions, strikes, and rallies; with the increased strength of unions and increased support from government officials, more reforms came about; salaries were raised, hours were shortened, labor safety laws were put in place, age requirements for working were passed, and limits on pollution were put in place)
- Richly supports the theme with many relevant facts, examples, and details (*Middle Ages*: characterized by the manorial system under which trade was sparse and contact with the outside world was equally so; changes in agriculture boosted economies by introducing methods such as crop rotation, manuring, use of nitrates and nutrient-rich supplements, use of legumes, and crossbreeding of animals; windmills, waterwheels, and even some tidal mills were used; *Industrial Revolution*: before factories, people processed wool into cloth by means of the cottage system or the domestic system; long hours, hazardous conditions, low pay, and cheap housing were effects of the Industrial Revolution; men, women, and even children worked in the factories)
- Demonstrates a logical and clear plan of organization; includes an introduction that states changes often take place when the needs of the people are not being met and a conclusion that states the satisfaction of the people will eventually be achieved even if desirable effects are not seen at first

Conclusion: Overall, the response fits the criteria for Level 5. Social and economic changes and impacts are thoroughly addressed. Although the relevant outside information presented in the discussion of the Middle Ages is somewhat limited, it is concise. The inclusion of short-term negative impacts of the Industrial Revolution and the treatment of the eventual resolution of these impacts with the development of unions and the legislation protecting workers' rights and the environment are particularly insightful.

Economic and social change are staples of history that affect every time period. In the Middle Ages changes in Europe were just starting, eventually evolving into what has become known as the Industrial Revolution. Many times these changes affected a wide range of people as well as some more specific groups.

During the Middle Ages, life was centered on manors to provide security for the people (Document 1). These manors were owned by the lords who exacted labor and obligations from the serfs who worked the land. During this time new techniques and technologies were discovered which increased production and crop yield. The use of legumes and crop rotation methods such as the three-field system allowed more crops to be harvested from the soil. Water technology fueled mills and forges which led to specialized professions such as the blacksmith. This was the beginning of economic change (Document 1). About the same time, Pope Urban II's call for the Crusades to regain the Holy Land brought about a major economic boom. New routes were discovered to the luxury producing areas of the Middle East and India, paving the way to the cities of Europe (Document 2). Technologies and revived Greco/Roman learning was also brought back with the Crusaders, contributing to the growth of cities. Craftsmen created guilds to protect their ^{own} interests and established "communes" to exempt themselves from manorial obligations. Serfs could also

gain emancipation if they could support themselves in a city for a year and one day (Document 3). Feudal lords gradually began to lose their power to capitalism, business, and change.

Following the Middle Ages was the Industrial Revolution. Inventions like Samuel Crompton's spinning machine and the power loom helped move production from the home to the factories (Document 4b). The old way of moving the product among specialists in labor became outdated by efficient machines and technology (Document 4a). A major social change during the Industrial Revolution was the turning of land into a commodity. Unlike the Middle Ages, land ownership no longer represented the basis for social structures that defined obligations between the ruling class and the ruled. Instead, land modernized into a good that could be bought and sold, freeing up labor for the growing cities and increasing ^{the} urban population. Mechanized agriculture facilitated the surplus agricultural production that helped allow this migration to happen (Document 5). Economically, urban migration supplied workers for factory jobs and therein led to the rise of factories. Some men, women, and children worked in unhealthy, poor and dangerous conditions for low wages. Living conditions in the crammed slums helped lead to outbreaks of disease and poverty (Document 6). A new kind of class division arose between the working and middle class, with the latter giving

little regard to the needs and state of the worker (Document 6b). Those people in the upper and middle class profited from the labors of the workers in the factories. Partly as a result of the Industrial Revolution the British empire was being built with colonies, creating new markets and sources of raw materials. England took over areas in Asia and Africa and ruled its colonies often times as cruelly as the middle class of the Industrial Revolution treated ~~its~~ its workers. Like the factory workers, there was also little regard for the needs of the colonized peoples.

Another important ^{social} change was the new view of the family. Women gained work outside the home and family size decreased as it was no longer necessary to have a large family to supply agricultural labor. Gender roles changed and men were no longer the sole producers of the family income. In contrast to the Middle Ages, there was a rise of consumerism and desire for manufactured goods which began to dominate the society.

Throughout both the Industrial Revolution and the Middle Ages many economic and social changes have taken place. Gender roles, class societies, jobs and perceptions began their evolution into those of the modern age. It is clear that the socio-economic developments of these periods have left a lasting effect on world history.

Anchor Level 4-A

The response:

- Develops all aspects of the task for the Middle Ages and the Industrial Revolution
- Is both descriptive and analytical (*Middle Ages*: feudal lords gradually began to lose their power to capitalism, business, and change; *Industrial Revolution*: old way of moving the product among specialists in labor became outdated by efficient machines and technology; land modernized into a good that could be bought and sold, freeing up labor for the cities and increasing urban population; living conditions in the cramped slums helped lead to outbreaks of disease and poverty; people in the upper and middle class profited from the labors of the workers in the factories; in contrast to the Middle Ages, there was a rise of consumerism and a desire for manufactured goods began to dominate society)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Middle Ages*: crop rotation methods such as the three-field system allowed more crops to be harvested; water technology fueled mills and forges, which led to specialized professions such as the blacksmith; Pope Urban II's call for crusades to regain the Holy Land brought about a major economic boom; technologies and revived Greco/Roman learning were also brought back with the Crusaders, contributing to the growth of cities; craftsmen created guilds to protect their interests; *Industrial Revolution*: mechanized agriculture facilitated the surplus agricultural production that helped allow migration to the cities; urban migration supplied workers for factory jobs and this led to the rise of factories; partly as a result of the Industrial Revolution, the British empire was being built with colonies, creating new markets and sources of raw materials; England took over areas in Asia and Africa and ruled its colonies often times as cruelly as the middle class of the Industrial Revolution treated its workers; women gained work outside the home and family size decreased as it was no longer necessary to have a large family to supply agricultural labor; gender roles changed and men were no longer the sole producers of the family income)
- Supports the theme with relevant facts, examples, and details (*Middle Ages*: new techniques and technologies were discovered to increase production and crop yield; new routes were discovered to the luxury producing areas of the Middle East and India, paving the way to the cities of Europe; serfs could gain emancipation if they could support themselves in a city for a year and one day; *Industrial Revolution*: Samuel Crompton's spinning machine and the power loom helped move production from the home to the factories; land ownership no longer represented the basis for social structures that defined obligations between the ruling class and the ruled; some men, women, and children worked in unhealthy, poor, and dangerous conditions for low wages)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that states the evolution into the modern age began with changes that occurred during the Middle Ages and the Industrial Revolution

Conclusion: Overall, the response fits the criteria for Level 4. Although the depth of analysis is not extensive, a good understanding of the Middle Ages is demonstrated. Comparative analytical statements that are interspersed in the discussion of the Industrial Revolution such as the changing gender roles in society and in the family are insightful.

Both the Industrial Revolution in England in the 1800's and the Age of Globalization happening today have caused traditional economy and social classes to be changed, for better and for worse and has left a large impact on the lives of the lower working class during that time period. While certain countries have reaped great benefits from both time periods, others have suffered greatly because of it. The economic and social structures of today's world were shaped greatly by these two events.

During the Industrial Revolution in England, the country's economy saw a great boost as new methods of production were used in factories. As factories were being built around the country, England became economically and technologically superior to other nations. The development of railroads and steamships using the steam engine created by Richard Arkwright made transportation and trade more efficient. This greater efficiency was also seen in the manufacture of textiles with inventions like the power loom created by Edmund Cartwright. England saw a distinct change from the traditional domestic system of textile making to the new more efficient factory system. This change saw machines performing tasks quicker and cheaper than a person could. Document 4 shows this drastic change in systems. The old style of production was disappearing

with the ushering in of a new factory system (Doc 4) The Industrial Revolution was also impacted by the Agricultural Revolution which included new planting methods invented by men like Jethro Tull. Document 5 speaks about the "commercialization" of agriculture that helped rural labor leave the farms, move to the cities, and become workers in the new factories. ^(Doc 5) Agriculture became another industry to be sold and made more efficient. The Industrial Revolution saw a new change in England and the country grew and prospered from it.

While the country's economy prospered, the working class in England during the Industrial Revolution had to deal with poor living and working conditions. The living conditions for these workers was horrendous and most workers didn't earn enough money to support their families. Some women and children worked in factories where their treatment was also bad. In document 6a Robert Agnew talks about the children in factories and how weak and sickly they have become (Doc 6a) The problem in England for the working class was great and it caused much trouble for the workers. The co-author of the "Communist Manifesto" Frederick Engels also speaks about the dirty slums and horrible living conditions of the workers (Doc 6b) Engels believes that these workers will eventually

overthrow the government and establish a communist state. The workers of Industrial England had many problems involving their living conditions.

The Age of Globalization also saw great new boosts in economies of nations as a new global capitalist market evolved around the world. Countries that had little economic or financial strength are becoming world economy leaders. Countries such as India and China are becoming more economically powerful as they take full advantage of foreign investments and markets. Document 8 shows the beneficial impact India has received from globalization, with new multi-billion dollar industries being created there. Telecommunications in India have become a major industry allowing for great new economic strength in the country (Doc 8). Globalization has also helped some countries through foreign investments which have led to higher living standards. Document 7 speaks about the new global interdependence nations are experiencing. Today it is difficult for countries to be self-sufficient. Goods produced today are often manufactured in pieces in many different countries and those pieces are sent to another plant for final assembly. The new open trade has given countries new markets to sell to and allowed their economy to grow (Doc 7). American companies are pushing to do business in countries such as China because they have

cheaper labor and a potentially giant marketplace for goods produced by American corporations. Globalization has been a good thing for many nations.

No single time period has completely shaped the course of modern economy but certain events have left larger impacts on it. New ~~econ~~ economic changes will always be taking place and the world's economy will always be changing.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the Industrial Revolution more thoroughly than the Age of Globalization
- Is both descriptive and analytical (*Industrial Revolution*: England saw a change from the traditional domestic system of textile making to the new more efficient factory system; machines performed tasks quicker and cheaper than a person could; agriculture became another industry to be sold and made more efficient; commercialization of agriculture helped rural labor leave the farms, move to the cities, and become workers in new factories; England grew and prospered from the Industrial Revolution; living conditions for workers were horrendous and most workers did not earn enough money to support their families; *Age of Globalization*: new global capitalist markets evolved around the world; today it is difficult for countries to be self-sufficient; new open trade has given countries new markets to sell to and allowed their economies to grow)
- Incorporates relevant information from documents 4, 5, 6, 7, and 8
- Incorporates relevant outside information (*Industrial Revolution*: as factories were being built around the country, England became economically and technologically superior to other nations; development of railroads and steamships using the steam engine made transportation and trade more efficient; Engels believed that workers would eventually overthrow the government and establish a communist state; *Age of Globalization*: today, goods are often manufactured in pieces in different countries and then sent for assembly to another plant; American companies are pushing to do business in countries such as China because they have cheaper labor and a potentially giant marketplace for goods produced by American corporations)
- Supports the theme with relevant facts, examples, and details (*Industrial Revolution*: new methods of production were used in factories; greater efficiency was seen in the manufacture of textiles with inventions like the power loom created by Edmund Cartwright; the working class had to deal with poor living and working conditions; some women and children worked in factories where their treatment was bad; *Age of Globalization*: countries that had little economic or financial strength are becoming world economy leaders; telecommunications has become a major industry in India; it has helped some countries through foreign investments which have led to higher living standards); includes an inaccuracy (steam engine created by Richard Arkwright)
- Demonstrates a logical and clear plan of organization; includes an introduction that states both the Industrial Revolution and the Age of Globalization caused traditional economies and social classes to be changed, leaving a great impact on the lives of the lower working class and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Outside information interwoven with document interpretation is used to expand the discussion of the Industrial Revolution, including the description of the change from the domestic system/rural life to the factory system/urban life. An understanding of the Age of Globalization is demonstrated, although the depth of analysis is not extensive.

History has shown us that human society is capable of many things, such as adapting to most of the changes that have been thrown our way. Whether they be social, economic or even changes on a global scale. One prime example of a change that has carved its place in history is the middle Ages, where Feudalism reigned supreme. Another was the Industrial Revolution in England, which led the way to a major global change.

Europe was torn by wars and the constant fear of being taken over by foreign invaders. Peasants and others feared for their very lives everyday. Then, an idea emerged so that people did not have to live in fear - Feudalism. Peasants would swear to work under a lord who would rule a piece of land. In return, said lord would provide protection for his people. Life on the manor was simple. Each manor was self-sufficient and could provide for themselves. Sadly though, this had a negative impact on the society economically wise.

The economy struggled to thrive since the manors were self-sufficient. Social mobility almost came to a standstill. This time was due for change. Soon after things began to change for the better. New agricultural techniques were introduced. One of them was the use of legumes, which helped to replenish the soil. Legumes could also be used in the three field system. In this system, fields owned by a lord were divided into three parts,

One crop for spring, one crop for fall and another field was left alone to be replenished. This along with new cross-breeding techniques helped improve the quality of the herds. An effect of these agricultural changes was that eventually surpluses of food were available and the population grew. New technology and travel also had an impact on Europe in the Middle Ages.

Another major change during the Middle Ages was the Crusades, which later led to an increase in trade and an increase of technology obtained from the Muslims in the East. Fights for the Holy Land of Jerusalem led to several Crusades. One of the most depressing was the Children's Crusade. Many children died and this Crusade had little impact. But even though the Crusades were a military failure, both cultures benefited from increased trade. Trade helped spread ideas across the lands. Muslim inventions such as the astrolabe and the sextant improved the Europeans' ability to look beyond their lands and trade even further. The times of lords and serfdom was coming to an end, and that of machines and power would follow.

The industrial Revolution in England began in England because of one main thing - natural resources. England was full of coal, which could be used as an energy source for the factories. Traditional society and the ideas of farming were changing. They needed a newer and faster way to make food commercially.

to feed the increasing urban population. The Enclosure Movement forced those who used to work on farms to seek jobs in the new factories and living space in the rapidly developing urban centers. Peasants were no longer bound to the land and move freely to the towns where work could be found even at a cost.

Life in a world full of factories was not as glamorous as the farmers once thought. In many of these factories, you were required to work long hours under grueling conditions. In some cases, you could even die on the job. The working conditions were sometimes so bad that either you could die from the pollution or you could be beaten for not doing your job properly. It was even worse for children. As described in *Jerusalem*, children who were once healthy and strong, could become weak and sickly after being in the polluted air and darkened work places 13-15 hours a day. In some cases, the children ~~lost~~^{lost} their limbs because they were caught in the machinery. The living conditions were also bad, maybe even worse than the factories. Some people slept in crowded rooms and dirty basements. Garbage festered in the streets and sickness rose. If you didn't die from the pollution, you could from the filth. But all of this was not in vain. A drastic change was going to take place. Because of the unsanitary living and working conditions and ~~for~~^{for} pay, Labor Unions, which we still have today, came into existence.

Not only that, but the Industrial Revolution in Europe paved the way for other nations and countries to become more modernized. Jobs were provided and new technologies were introduced, such as the steam engine and factory machines. This increase in manufacturing also provided a country's economy with more money and business.

History can be interpreted in many ways. Whether something is beneficial or not depends on those who are looking at it. Some might say the Industrial Revolution and the Middle Ages had no impact on society whatsoever. I believe they do. Those two ages are prime examples of first-hand proof that humans and societies can adapt to change in any form and make it so that it benefits them and their future.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the Industrial Revolution more thoroughly than the Middle Ages
- Is both descriptive and analytical (*Middle Ages*: economy struggled to thrive since the manors were self-sufficient; an effect of the agricultural changes was a surplus of food and an increase in population; trade helped spread ideas across the lands; *Industrial Revolution*: working conditions were sometimes so bad that either you could die from pollution or you could be beaten for not doing your job properly; living conditions were also bad, maybe even worse than the factories; garbage festered in the streets and sickness increased)
- Incorporates relevant information from documents 1, 2, 4, 5, and 6
- Incorporates relevant outside information (*Middle Ages*: legumes could also be used in the three-field system; Crusades led to an increase in technology obtained from the Muslims in the East; *Industrial Revolution*: a new and faster way to make food commercially was needed to feed the increasing urban population; Enclosure Movement forced those who used to work on farms to seek jobs in the new factories and living space in the rapidly developing urban centers; children lost their limbs because they were caught in the machinery; some people slept in crowded rooms and dirty basements; because of the unsanitary living and working conditions and poor pay, labor unions came into existence; paved the way for other nations to become more modernized)
- Supports the theme with relevant facts, examples, and details (*Middle Ages*: each manor was self-sufficient; legumes helped replenish the soil; cross-breeding techniques helped to improve the quality of herds; Crusades led to an increase in trade; *Industrial Revolution*: people worked long hours under grueling conditions; children could become weak and sickly after being in the polluted air and darkened work places 13 to 15 hours a day; new technologies were introduced, such as the steam engine and factory machines)
- Demonstrates a logical and clear plan of organization; includes an introduction that states human society adapts to most changes and a conclusion that states societies benefit from their adaptations to changes

Conclusion: Overall, the response fits the criteria for Level 4. Although some factors about the development of manorialism are not relevant to the task, the analytical statements about the Middle Ages enhance document interpretation. The strength of the response is the thorough discussion of the impact the Industrial Revolution had on the lives of people in England.

During the Middle Ages and the English Industrial Revolution, great economic and social changes occurred. These changes impacted individual groups of people, as well as society as a whole. The changes created by these two time periods were both positive and negative.

A great economic and social development of the Middle Ages was the creation of feudalism. Feudalism tied poor peasant workers, called serfs, to the land of a noble, who often controlled large tracts of property known as manors. Each manor was isolated, causing a decrease in trade, and an increase in self-sufficiency. The feudal system benefited nobles, but many of the serfs often suffered from poverty and hunger. Foreign trade was almost nonexistent until the Crusades began. The Crusades were military actions directed by Europe's Christians in an effort to retake Jerusalem from the Muslims. Although the main objective of the Crusades, to capture the Holy Land, failed, trade routes opened and a spread of ideas began to emerge between the west and the east. Trade was very prevalent in the Mediterranean Sea, and Venice grew tremendously as a port for Middle Eastern and Indian goods. Cities located along the Rhine River also benefited from this trade. (Doc. 2). Another result of increased trade

was the development of cities, such as Villanova and Villanore, which prospered and caused some serfs to flee from the country and move to urban areas. One major incentive for a serf to move to a city was that he would be freed from his seigniorial dues if he lived in a city for a year and a day. (Doc 3). A major change in society was the chance for serfs to gain freedom and new opportunities. This impacted society by improving conditions for the lower class. Although they were often still poor, they usually fared better than those serfs that remained on the manor.

The industrial revolution also brought about great change. Before this time, agriculture was a major component of most countries' economies. However, the industrial revolution led to an increased population in urban areas. It resulted in a decline in traditional society and threatened its complicated network of ~~by~~ obligations and privileges. (Doc 5). Factories were built in cities, and because they could produce goods such as textiles faster than domestic workers could, they soon became the centers of industry. (Doc 4 and 1b). However, industrial growth was not always good for all people. Urban dwellers usually remained poor, and working conditions and housing remained awful. Friedrich Engels, who worked with

Karl Marx on The Communist Manifesto, described the conditions he saw in Manchester, England, to be dreadful disgraceful. (Doc. 6b). Some children were forced to work long hours, and most worked in dark, unsafe, unhealthy factories. Some previously healthy children became sickly from factory work, as described by Dr. Robert Agnew. (Doc. 6a).

Both of these eras brought about change; the Middle Ages saw a revitalization of foreign trade and the decline of feudalism and an increase in personal and national wealth. Society also changed because of these developments. The working class grew in power during the 1800s in England and most of Europe. Although the end of the Middle Ages saw the Renaissance and rebirth of classical culture, the industrial revolution eventually led to the subjugation of people through imperialism, the rise of communism in Russia because of the working class's poor status, and the outbreak of World War I. This enabled economically powerful countries to use their factories to create an arms race and competition between countries,

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth for the Middle Ages and the Industrial Revolution
- Is both descriptive and analytical (*Middle Ages*: each manor was isolated, causing a decline in trade and an increase in self-sufficiency; foreign trade was almost nonexistent until the Crusades began; although the main objective of the Crusades failed, trade routes opened and a spread of ideas began to emerge between the West and the East; the Crusades saw a revitalization of foreign trade and the decline of feudalism; *Industrial Revolution*: before the Industrial Revolution, agriculture was a major component of most countries' economies; factories could produce goods such as textiles faster than domestic workers could; factories soon became the centers of industry; industrial growth was not always good for all people; urban dwellers usually remained poor and working conditions and housing remained awful)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Middle Ages*: feudal system benefited nobles but serfs suffered from poverty and hunger; a serf could be freed from his seignorial dues; although the freed serfs were still poor, they usually fared better than those serfs who remained on the manor; the Crusades saw an increase in personal and national wealth; *Industrial Revolution*: the working class grew in power during the 1800s in England and most of Europe; led to the subjugation of people through imperialism, the rise of communism in Russia because of the working class's poor status, and the outbreak of World War I, enabling economically powerful countries to use their factories to create an arms race and competition between countries)
- Includes some relevant facts, examples, and details (*Middle Ages*: Venice grew as a port for Middle Eastern and Indian goods; cities located along the Rhine River also benefited from trade; cities developed and prospered, which caused some serfs to flee from the country and move to urban areas; *Industrial Revolution*: led to an increased population in urban areas; factories were built in cities; some children were forced to work long hours and most worked in dark, unsafe, unhealthy factories; some previously healthy children became sickly from factory work)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that mentions the long-term impacts of the Middle Ages and the Industrial Revolution

Conclusion: Overall, the response fits the criteria for Level 3. Connections drawn, especially concerning the long-term outcomes of the Industrial Revolution, lack elaboration. The inclusion of some relevant outside information and good interpretation of document information demonstrates a satisfactory level of understanding.

The Industrial Revolution in England (early 1800s) and the Age of Globalization (present day) have brought strong economic and social changes to societies. These economic revolutions have effected reforms in the way people think, eat and dress. At the turn of their respective centuries, the Industrial Revolution and the Age of Globalization have created great strides in not only whole countries but the world.

The Industrial Revolution in England during the 19th century began as the result of new inventions. The way items were produced were drastically changed from the domestic system to the factory system (document 4). In the domestic system, merchants bought the wool, had farming families clean the wool, and then shopped the cloth. This process took many steps to complete and prices were thus higher. As described in document 4b, however, the factory system created a more sufficient way to process cloth. The merchant bought the raw wool and factories shaped the material. The machines were far more sufficient in time and efficient in making cloth. Due to the factory system's stock practice, prices were much lower.

The Industrial Revolution also brought a migration of workers to the cities of England. The Revolution provided jobs in factories for men, women and children. However, women and children were payed for less than men for the same work. Children as young six years old were allowed to work with machines that were much faster and larger

than they were. Traditional family life was often lost since most of the people in families worked long hours in the factories. In document 10b, Friedrich Engels reflects on this change by addressing a middle class gentleman. After Engels described the "disgraceful unhealthy slums" that the town was in, the man replied, "And yet there is a great deal of money made here." This indicates what Engels believed was the apathy of the factory owners which resulted in bad working conditions for the workers. In this new capitalist regime, Engels believed money was more important to the factory owners than the rights of workers.

Industry has grown since the Industrial Revolution in England in the 1800s. A new revolution, referred to as the Age of Globalization, is partly the result of the effects drawn from the old revolution. In this revolution, borders have become ports for new ways of life and economic change. Globalization spans many countries because of the usage of raw materials. Cheap labor is used by factory owners, now referred to as capitalists and entrepreneurs.

One way that globalization has greatly changed the world is the consumer. People now can wear clothes and eat food from China if they're in the United States. This^{is} a result of a more broadened market and the relocation of manufacturing to places such as China. This has allowed goods that would have been a hundred dollars a century ago to be half that price. Globalization is different from

Industrialization in that it has not hurt social conditions as much as improving it. As stated in document 8, globalization has allowed employment to go across borders. This has improved living conditions in these countries and have allowed some families to spend their money on many different things.

Economy has improved as a result of globalization as well. It has allowed some countries to create a new goal of capitalism and grow. Seeking new customers has increased trade. In document 9, Joseph Stiglitz describes globalization as a "force for good... led to debt relief." Globalization, however, has also created jobs to be dispersed to countries of cheaper wages. This has, as a result, decreased employment for other countries.

The Industrial Revolution and the Age of Globalization has enacted reforms that have changed the collective world. While economic and social changes have enacted great changes, these revolutions have made turning points in history.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for the Industrial Revolution and the Age of Globalization
- Is more descriptive than analytical (*Industrial Revolution*: factory system created a more efficient way to process cloth; machines were far more efficient in making cloth; traditional family life was often lost since most of the people in families worked long hours in the factories; *Age of Globalization*: borders have become ports for new ways of life and economic change; seeking new customers has increased trade)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Industrial Revolution*: as a result of the factory system, prices were much lower than in the domestic system; women and children were paid less than men for the same work; children as young as six years old were allowed to work with machines that were much faster and larger than they were; Engels believed the apathy of the factory owners resulted in bad conditions for the workers; in the new capitalist regime, Engels believed money was more important to the factory owners than the rights of the workers; *Age of Globalization*: spans many countries because of the usage of raw materials; cheap labor is used by factory owners now referred to as capitalists and entrepreneurs; people in the United States wear clothes from China; the relocation of manufacturing to places such as China has allowed goods that would have been a hundred dollars a century ago to be half that price; it has allowed some countries to create a new goal of capitalism and grow)
- Includes some relevant facts, examples, and details (*Industrial Revolution*: progressed as a result of new inventions; the way items were produced changed from the domestic system to the factory system; the domestic system took many steps to complete; brought a migration of workers to the cities; provided jobs in factories for men, women, and children; *Age of Globalization*: has allowed employment to go across borders)
- 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 evaluative statements lead to oversimplification of complex issues, particularly for the impact of globalization. Outside information and some analytical statements, especially the discussion of Engel's beliefs, demonstrate a good understanding of the changes that occurred during the Industrial Revolution and their effects.

The world has gone through some substantial economic and social changes throughout its history, and is still doing so. But certain time periods have ~~seen changes~~ ~~that have~~ produced great changes. For instance, the Industrial Revolution in England brought on the use of machines ^{the age} and factories, while globalization has produced jobs for millions of people but leaving other left out to fend for themselves.

The Industrial Revolution in England had produced enormous changes for the world. Hard working farm families had lost their jobs due to the rise of machines and factories. But the machines such as Samuel Comptons spinning machine, called the mule (Doc 4b) and Edmund Cartwrights automatic power loom (Doc 4b) produce fabric a lot quicker and more efficiently than when made by hand. This time period came with its disadvantages too. Women and children were sent to work long hours in unhealthy, unclean conditions for only pennies on the dollar (Doc 6a). The Revolution also brought on even more horrible conditions for the factory workers families, as they had to live in unplanned, unsanitary slums (Doc 6b) which often led to disease among the families and the deaths of many. Together the Industrial Revolution had made great advances for the world, but still had its downfalls.

Another great time period of the world was the Age

of Globalization, which also had produced great changes. Countries that had once been poor ~~but~~ have seen their fortunes soar as foreign countries have increased their influence there. While countries that were once booming have seen a dramatic fall off in their economy as jobs have been outsourced elsewhere due to rising costs of production (Doc 7). It has left people with no jobs and feeling insecure about their future because they don't know what to do. On the other hand though, some people have attained much higher standards of living due to their sudden fortune. The Age of Globalization also had its ups and downs leaving countries economies to fall while others soar to new heights.

The factory workers of the Industrial Revolution definitely received unhealthy, unclean conditions. The women and children were left to fend for themselves, working in horrible conditions for ~~long~~^{many} hours a day. They were often beaten ~~of~~ and abused if they were working too slow and would hardly get recognized for the work they did, getting paid only pennies for their time. The families together endured unsanitary conditions in the unplanned slums that they had to call home. They often had to fend off disease sometimes which would lead to death. The workers did not deserve to be exposed to these conditions but it was all about speed and money and the owners didn't care

what happened to the workers, as long as there was someone still left to do something.

The Age of Globalization has greatly changed the Indian society. Many of the American telecommunication jobs are being outsourced there, leaving people in the U.S. without a job, but greatly affecting the Indian job pool.

The Indian economy is on the rise as more and more jobs are being moved there. All the telecommunication jobs are expected to produce nearly \$8 billion in revenue by 2008 which would boost their economy even higher. The Age of Globalization has made many economies rise while leaving others to fall to the west side.

Together with the Industrial Revolution in England and the Age of Globalization have brought great changes to the world. Some of them being good for the people and their countries while others leave countries wondering what to do. The time of change shall only continue as the world continues deeper into its history.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for the Industrial Revolution and the Age of Globalization
- Is more descriptive than analytical (*Industrial Revolution*: machines produced fabric more quickly and more efficiently than when made by hand; factory workers received unhealthy, unclean conditions; many families endured unsanitary conditions in the unplanned slums that they had to call home; *Age of Globalization*: countries that had once been poor have seen their fortunes soar as foreign countries have increased their influence; many people have been left with no jobs and feel insecure about their future; the Indian economy is on the rise as more and more jobs are being moved there)
- Incorporates some relevant information from documents 4, 6, 7, 8, and 9
- Incorporates limited relevant outside information (*Industrial Revolution*: hard-working farm families lost their jobs with the rise of machines and factories; workers were sometimes beaten and abused if they were working too slowly and would hardly get recognized for the work they did; it was all about speed and money and the owners often did not care what happened to the worker; *Age of Globalization*: countries that were once booming have seen a dramatic fall off in their economy as jobs have been outsourced elsewhere due to the rising costs of production)
- Includes some relevant facts, examples, and details (*Industrial Revolution*: Samuel Crompton's spinning machine; Edmund Cartwright's automatic power loom; women and children were sent to work long hours for pennies on the dollar; *Age of Globalization*: much of America's telecommunications are being outsourced to India; telecommunication jobs are expected to boost India's economy even higher)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Information presented for the Age of Globalization is primarily reliant on interpretation of document information. Although the discussion of the plight of the working class is somewhat repetitive, the inclusion of some analytical statements demonstrates an understanding of the changes that occurred during the Industrial Revolution.

The Middle Ages and the Industrial Revolution both were times of great change. Whole societies felt the impact of new ideas and technologies being infused into society. During the Middle Ages, new techniques of agriculture and new trade routes ~~gave~~ eventually led to more freedom for men, and a decline in traditional forms of society. The Industrial Revolution led to new forms of manufacturing goods, and a different attitude towards land, which created new social problems for workers.

The Middle Ages was a distinct time in history. One cause of this distinction was new changes in economic structure. According to Morris Bishop, new techniques of agriculture and herding led to more efficiency in production. This led to more economic activity. He writes specifically about the use of legumes and crossbreeding. Another economic change was brought on by the Crusades, which occurred during the Middle Ages. The Crusades ^{helped} establish Venice as a portal for trade between the East (India, Middle East) and ^{the} West. This was stated in "The Legacy

of the Crusades." There was a huge increase in trade which allowed greater economic growth. The Crusades finally ~~helped~~ broke the curtain that was dividing the East and the West.

All of those economic changes led to huge ~~social~~ changes on society. They rippled through society causing ~~changing~~ social changes, and changes in traditional society. According to Francis and Joseph Giles, the medieval society caused a different attitude to land ownership. However, it also gave more freedom to men. The feudal system declined because serfs were being emancipated, and the feudal lords wanted to win the favor of their subjects by giving them freedom.

The Industrial Revolution also had huge economic effects on society. According to Farah and Karls, with the increase Industrial Revolution, ~~the~~ manufacturing became ~~less done~~ performed more by machines than people. It became a less personal process. According to Menellebaum, land became ~~less~~ ^{more} of a commodity, and less of a network of obligations and privileges. Land lost its traditional place in society. It ~~is~~ was no longer your only

ticket to success.

These economic changes had big impacts on society. According to Dr. Agnew, children that used to be healthy were now sick and frail. This was due to children working in bad conditions in the factories. The Industrial Revolution allowed more children to work in factories. Another change, according to Friedrich Engels, was that many workers now lived in very bad conditions. This was because many workers now lived in urban areas to be close to their work (factories). However, the urban areas were awful, and unhealthy.

The Middle Ages brought about new economic changes in society. It witnessed ~~new~~ ^{new} techniques that allowed more economic production to be introduced in society. This led to more freedom for people, and a change in traditional society. The Industrial Revolution led to a change in the manufacturing process. This made economic less personal, and more about machine work. This led to changes in traditional views on society, and bad living

Anchor Paper – Document–Based Essay—Level 2 – A

and working conditions for children and workers.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for the Middle Ages and the Industrial Revolution
- Is primarily descriptive (*Middle Ages*: new techniques of agriculture and new trade routes eventually led to more freedom and a decline in traditional forms of society; efficiency led to more economic activity; huge increase in trade allowed for greater economic growth; Crusades finally broke the curtain that was dividing the East and the West; economic changes rippled through society, causing social changes; there was a different attitude towards land ownership; feudal system declined because serfs were being emancipated; *Industrial Revolution*: led to new forms of manufacturing goods and a different attitude towards land, which created new social problems for workers; manufacturing was performed more by machines than by people and became a less personal process; land lost its traditional place in society; many workers lived in very bad conditions because they wanted to be close to their work in factories; urban areas were awful and unhealthy)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents little relevant outside information (*Industrial Revolution*: land was no longer the only ticket to success)
- Includes relevant facts, examples, and details (*Middle Ages*: use of legumes and cross-breeding; Crusades brought an economic change; Crusades helped establish Venice as a portal for trade between the East and the West; *Industrial Revolution*: led to land becoming more of a commodity; children who used to be healthy were now sick and frail because they worked in bad conditions in factories)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that highlight the impact that new ideas and technology have on societies

Conclusion: Overall, the response fits the criteria for Level 2. Although dependent on document information, the response demonstrates an understanding of the loss of traditional ways of life during both time periods. Good conclusions, some of which are analytical in nature, are included but are not supported by historical details.

The world has changed significantly in the past few centuries. Movements have transformed societies socially and economically. These changes ^{have} had an enormous impact on the people living ^{in these places} ~~there~~. Two time periods that ^{have} experienced such changes are the Middle Ages and the Industrial Revolution in England. Both periods shaped society and people through economic and social changes.

The Middle Ages were a time of great change for Western Europe. Changes were made in ~~ag~~ agriculture, trade and industry. Starting in the eleventh century, new agricultural techniques were introduced. The use of legumes developed along with manuring. Herds ~~were~~ ^{were} improved ~~with~~ by selection and cross-breeding. Water and windmills provided power (Doc. 1). During this time Christian missionaries looked to spread their religious beliefs to other parts of the world. Through the crusades, Europeans ~~learned~~ learned a lot from Muslim society ~~which~~ which they brought back with them. New trade routes with the ~~the~~ East were established and European trading cities, like Venice, flourished (Doc. 2) The growth of industry in Europe during this time brought many changes. Cities expanded along with commerce (Doc. 3).

These changes greatly affected society and the way people lived. The rise of agriculture brought a more stable life and increased population (Doc. 1)

The quality of life improved and merchants enriched society through trading.

The Industrial Revolution in England changed society as well. New inventions and factories greatly improved the efficiency and cost in making many products. For example, the making of cloth was greatly simplified as it required less steps due to machines. (Doc 4)

The rise of industry led to the rise of cities.

~~The rise of cities~~ People migrated from their rural societies to work in city factories. These people were impacted greatly. Child labor was permitted and carried out very poor working conditions (Doc 6a) Likewise the middle class factory workers faced similar conditions and lived in dirty ~~unhealthy~~ unhealthy slums (Doc 6b)

The two descriptions were first hand accounts of the terrible labor, as they witnessed it.

The Middle Ages and the Industrial Revolution were two time periods which experienced a great amount of change and impacted people

and society. These economic and social changes impacted society and established a ^{base} ~~base~~ for many modern societies

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for the Middle Ages and the Industrial Revolution
- Is primarily descriptive (*Middle Ages*: quality of life improved and merchants enriched society through trading; *Industrial Revolution*: new inventions and factories greatly improved the efficiency and cost in making many products)
- Incorporates limited relevant information from documents 1, 2, 4, 5, and 6
- Presents little relevant outside information (*Middle Ages*: through the Crusades, Europeans learned a lot from Muslim society, which they brought back with them)
- Includes few relevant facts, examples, and details (*Middle Ages*: new agricultural techniques were introduced; the use of legumes developed along with manuring; herds were improved by selection and cross-breeding; water and windmills provided power; new trade routes with the East were established and European trading cities flourished; cities expanded along with commerce; *Industrial Revolution*: the rise of industry led to the rise of cities; people migrated from their rural societies to work in city factories; child labor was permitted and carried out in very poor working conditions; factory workers lived in dirty, unhealthy slums); includes some inaccuracies (*Industrial Revolution*: factory workers were part of the middle class; making of cloth was greatly simplified as it required less steps due to machines)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Although accurate document information is used to address the task, the lack of supporting details weakens attempts to draw conclusions. While the discussion of the impact of the Middle Ages and the Industrial Revolution is somewhat confusing, the explanations of the changes that occurred during both time periods are adequate.

The world has changed in many ways. There have been major changes in society and in the economy. Many factors have contributed to those changes. Two examples are the European Industrial Revolution and the Age of Globalization.

After the Agricultural Revolution many people began to move from the countryside to the cities in search of work. They found it, and as more people flocked into the city industrialization increased & technology advanced. With inventions of new factory machines at this time, manufactured goods were produced faster and cheaper. Before to make a simple shirt, one would have to bring it to a series of people to get it produced as seen in document 1a. During the time of industrialization new technology sped up this process, which ultimately made it easier to make money. ~~The~~ Economy grew and flourished.

However, not all were reaping the benefit of the economy. There was a huge gap between the middle classes. That was not important as though, compared to the lives and living conditions of those working hard in the factories to boost the economy. The factory workers had the worst

part of the city, the stum. Children working in factories were showing the effects of their long hours at work. Once healthy children, were now sickly and frail. These ~~It~~ It was ironic to see such a successful economy to contain such ~~poor~~ poor people. This is seen in documents 6a and b.

The Industrial Revolution was just the beginning of world changes. Globalization also brought amazing changes to the world. During the age of globalization, trade between countries increased, and ~~the~~ money came flowing in. Countries that once manufactured it's own good, went to others countries to do their work. They broadened their horizon, ~~and~~ (document 7). This exchange of goods could also lead to exchange in ideas, causing cultures to overlap in some way. Due to globalization & trade countries have become rich. Foreign investments have brought ^{a lot} so much money, whose amount is only expected to increase. (document 8).

The world has seen many changes, both economically & socially. We have gone from self supported manors to ~~the~~ large cities, with boom in economies and all class of people doing their part. We trade we buy, we sell, but mostly we flourish. The Industrial Revolution was a good start. ~~the~~

~~Global~~ Globalization is where we are, and it will continue to ~~take a while to~~ change our world.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for the Industrial Revolution and the Age of Globalization
- Is primarily descriptive (*Industrial Revolution*: industrialization increased and technology advanced as people moved to the cities; manufactured goods were produced faster and cheaper with the invention of new factory machines; new technology sped up the process which ultimately made it easier to make money; *Age of Globalization*: countries who once manufactured their own goods went to other countries to do their work; countries have become rich because of globalization and trade; foreign investments are expected to increase)
- Incorporates limited relevant information from documents 4, 5, 6, 7, and 8
- Presents little relevant outside information (*Industrial Revolution*: many people began to move from the country to the city in search of work after the Agricultural Revolution; there was a huge gap between the classes because not all were reaping the benefits of the economy; *Age of Globalization*: exchange of goods could also lead to exchange in ideas)
- Includes few relevant facts, examples, and details (*Industrial Revolution*: before [industrialization], a series of people were needed to produce goods; factory workers lived in slums; children worked in factories and showed the effects of their long hours at work; once healthy children were now sickly and frail; *Age of Globalization*: trade between countries increased)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that notes a historical progression from self-supported manors to the Industrial Revolution to the Age of Globalization

Conclusion: Overall, the response fits the criteria for Level 2. An understanding of the Industrial Revolution is demonstrated in the methodical discussion; however, the lack of sufficient facts and details to support the document information weakens the effort despite the inclusion of some good summary statements. Although simple statements about globalization are strung together without explanation, a general understanding is demonstrated.

While economic and social changes have occurred throughout history, certain time periods have seen great change. These time periods include, the age of Globalization and the middle ages.

Globalization is basically a worldwide market place where business transactions routinely span the planet. While this globalization is growing national borders are growing fuzzier and fuzzier. The major change that occurred is, back when parents bought clothes or food it was mainly American made. Now the chances of something being actually from America are slim to none. Even though for some countries this could be a good thing, for others it made life devastating. Doc 7.

One huge impact that it had on some countries is hard lives to live. They feel like this because they have seen their jobs destroyed and they can feel their lives become more insecure. Globalization has made people feel powerless against forces beyond their control. Some have had to watch their democracies go undermined and their cultures erode. Doc. 9.

During the middle ages people lived in their own little worlds, with fear of the world beyond. But then things got turned around. The lives of the people were more stable, the population increased. New land was bought for farming and old land was renewed. Along with new land came new agriculture

technology. Basically everything got turned around and it made living easier for the people. Doc. 1 Also during the middle ages trade routes were mapped and paved to make it easier to get goods from one place to another. With these routes came hatred as well as good though.

With these routes it made a specific place (Many) upset and they owe their existence to a direct demand for exotic wars from the east by medieval Europeans. So even though this was a good thing for most places it still provoked anger with others making it more difficult for trade. Doc 2.

All in all even though social and economic changes have occurred lots of things have been learned from them and many things have helped people out because of them. And even though it affected other people for the worse people are helping them out today and learning from their mistakes

Anchor Level 1-A

The response:

- Minimally develops all aspects of the task for the Age of Globalization and the Middle Ages
- Is descriptive (*Age of Globalization*: as globalization is growing, national borders are growing fuzzier and fuzzier; it has been a good thing for some countries but devastating for others; *Middle Ages*: living became easier for people; it was easier to get goods from one place to another); lacks understanding and application (*Age of Globalization*: chances of food or clothing being actually from America today are slim to none)
- Consists primarily of relevant information copied from documents 1, 2, 7, and 9
- Presents little relevant outside information (*Middle Ages*: both hatred and good were provoked by new trade routes)
- Includes few relevant facts, examples, and details (*Age of Globalization*: business transactions routinely span the planet; when parents bought clothes or food, it was mainly American made; people have seen their jobs destroyed; *Middle Ages*: lives of people became more stable; population increased; old land was renewed); includes inaccuracies (*Middle Ages*: new land was bought for farming; trade routes were paved)
- Demonstrates a general plan of organization; lacks focus; includes an introduction that restates the theme and a general conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The task is addressed with a series of statements selected directly from the documents and the inclusion of a few general summary statements that often lead to limited conclusions. The Age of Globalization is addressed somewhat more successfully than the Middle Ages with its focus on the negative aspects of globalization.

During the Industrial Revolution in England there were many economic changes in society involving the way goods were produced. People started inventing machines to do more work faster.

But these machines were really big so designated buildings were made to house these machines, these buildings were called factories. Some of the machines housed in these factories were the spinning mule, and the printing press, and the spinning jenny. These new machines were such an improvement because they could do more work than 100 men. But people had to be hired to run these machines. So factory owners started hiring people to work in them, and they needed to build housing for them. So apartment buildings were constructed. These were called slums. They were dirty smelly diseases and garbage filled one room apartments with people crammed in them. This caused people to get very sick and many would die.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by mentioning all aspects of the task for the Industrial Revolution
- Is descriptive (there were many economic changes in society involving the way goods were produced; designated buildings were made to house machines; people had to be hired to run the machines); lacks understanding and application
- Incorporates limited relevant information from documents 4, 5, and 6
- Presents little relevant outside information (people started inventing machines to do more work faster; spinning jenny was an invention; machines were an improvement because they could do more work than 100 men; people were crammed into one-room apartments)
- Includes few relevant facts, examples, and details (factories were built to house machines; housing was built for the workers; slums were dirty, smelly, and filled with diseases); includes an inaccuracy (the printing press was a new machine found in a factory)
- Demonstrates a weakness in organization; lacks an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response is largely composed of a surface discussion of the creation of factories during the Industrial Revolution. Although the impact on workers is mentioned, most of the discussion depends on generalities and statements from the documents.

There were many time periods in history that had a great impact on the social and economic aspects of the world. Two very profound periods were the Industrial Revolution in England and the Age of Globalizations. These two eras ~~had~~ had a significant effect on the economic and social status of people in the world. The Industrial Revolution in England and the Age of ~~Globalization~~ Globalization would have a long lasting influence on the world.

During the Industrial Revolution, in England, there was a drastic change on how products were made and where people were now living. Because of the advancement of technology, people started to build factories ~~where~~ where machines were could be use to make mass amounts of products. Because of this, people started to migrate from the rural areas to the urban areas. ~~Since~~ Since there was now a high concentration of people in the urban areas, the factory owners had workers who run the machines and make mass productions.

This system was faster than the previous system which called a number of different people to make a finish product. (Document 4c)

The Industrial Revolution in England would have a tremendous impact on Western Europe.

~~The effects of the~~ In The Age of Globalization really helped make countries more interdependent on another. The Age of Globalization opened more trade with different nations so that countries could have products from ~~different~~ various parts of the world. It also helped expand ~~at~~ different parts of a nation's economy that was not particularly strong. For example because of Globalization ~~the~~ telecommunications has expanded in India. (Document 8) Without the Age of Globalization, the world have been very isolated.

These two time periods have had a great effect on society. The Industrial Age of the effects the Industrial Revolution in England had on society was that raised the standard living. One of the negative impacts was that it forced workers to live in harsh and unsanitary conditions. (Document 6b) A positive effect the Age of Globalization had on

had on society was that ~~is~~ it gave people education and job opportunities. A negative was that people also lost jobs. (Document 9)

~~Even~~ With all of the various impacts the two periods had on history, ~~there~~ it is certain that people of the future will be influence by the ~~a~~ ideas that derived from these times.

Economical and social changes in society have always been extremely influential events that change the way a society functions entirely. These events are almost never overlooked and always play a crucial role in history. The English Industrial Revolution and present day Globalization are two events both of which changed the world for the better and the worse.

The English Industrial Revolution is regarded as such an extremely influential event because it changed the standard of living for so many. The Industrial Revolution "swept away" old ideas and principles surpassing what was ever thought possible (Doc. 5). During the Industrial Revolution some rural areas became urban jungles with factories and tenements being constructed. The urban life had a certain draw to most people attracting them to the wages of a factory worker but underlying the first pay check was harsh working conditions long hours and horrible polluted living spaces. With the cities came slums, child labor and death. Workers suffered while factory owners became fat and rich of cheap labor. With so much pollution and close proximity of living spaces children suffered because many of them endured long hours, beatings and sickness. (Doc. 6a) With all this horror something good must have come out of the Industrial Revolution and much good did. The Industrial Revolution was a time of invention and new ideas from Gutenberg's printing press to James Watt's steam engine inventors kept turning out new

ideas and technology to improve life. For one the textile industry went from the old ways of making cloth which was done by hand a slow time consuming process to an automated machine driven process which made it more efficient and this caused a boom in textile success. (Doc 4a, 4b) The Industrial Revolution created jobs, cities and lead to the life we know today many suffered but without this event who knows what life would be like today.

The present day Globalization, a very controversial issue in the eyes of many has benefited millions but hurt millions in the same way. Globalization is the mass connection of ideas and products of the countries of the world. Chances are before Globalization most products were of domestic companies but now with this wide spread trade products come from around the world from many countries and many people utilize them. (Doc 7) Many developing countries around the world have been flooded with foreign influence and built up by foreign companies. Factories have been constructed and jobs created for millions. With all this good comes a lot of negative aspects millions of people have been left worse off in life experiencing more poverty and less stability in their day to day lives. (Doc 9) Globalization has effected so many countries around the world but many Indians have welcomed it with open arms. A mass telecommunications industry has been developed in India supplying jobs and a good pay to many Indians. India's telecommunications system has and will continue to

boost the economy and supply jobs to many. (DOCS) With all positive effects comes negatives as well but whether you are benefiting or losing out Globalization is here to stay because the world is in a time where material possessions and money are king.

Economical and social changes have always been viewed as extremely important events in history which bring drastic change and development to society's for better or worse. Two major events in history are that of the Industrial Revolution and Globalization both of which have effected the world and changed the lives of millions. Without these events society could not grow and the world would be left at a standstill with no change or new ideas.

Throughout history there have been ^{many} revolutions and periods of change which have led to economic and social reforms. Some of these time periods which have greatly influenced society, are the Industrial Revolution and Age of Globalization. However, not all the changes were improvements on society. There were many negative and positive changes ^{caused by these time periods} which have impacted our lifestyles we live today.

The Industrial Revolution took place in the early 1800's. This was a time full of reform and invention. During this period people began moving from the country areas to the cities as factories began sprouting in formerly rural areas. (Doc. 5) However, though factories opened up job possibilities for many people the living conditions surrounding the factories were horrible. The towns that sprang up around the factories were severely overcrowded and filth ridden. These slums were extremely hazardous and unhealthy and were very badly built. (Doc 6b) Many families lived together in one room with unsanitary conditions which led to the spreading of disease. Another social effect of the Industrial Revolution was the increase of child labor. Once robust and healthy children now worked long hours confined in stuffy rooms with unbearable conditions and became unhealthy and frail. (Doc 6a) The Sadler report investigated the child labor and found these details to be true and would eventually fight for reforms in this area.

However, the Industrial Revolution did have many positive effects on society too. As a result of inventions such as the Spinning Jenny, ^{The (Doc 4)} Mule, the cotton gin and many others, production of goods increased. This mass production could take place under one roof in a much faster time which led to a price decrease and goods became more available and affordable to the masses. The industrial revolution would eventually help the economy become strong and stable.

Another time period which greatly influenced society was the Age of Globalization. This was a time period in which trade increased throughout the world. This created a worldwide marketplace which allowed for an exchange of goods and ideas ^(Doc 9) and a dramatic increase in foreign investment. ^(Doc 7)

The Age of Globalization also led to economic interdependence as countries began relying on other nations for primary resources such as oil in order to increase production of goods. This allows for monopolies such as OPEC to flourish as these Middle Eastern countries control the sale of oil. Another aspect of this time period was an increase in outsourcing as companies recognized giant economic opportunities in other countries such as India. ^(Doc 8)

This allowed for ^{such} countries to have an increase in jobs however outsourcing takes away the jobs of many people in the original country they outsourced from.

The Age of Globalization and Industrial Revolution greatly affected and improved our societies in many ways and will continue to have an everlasting effect.

In this essay I will explain the economic and social changes that will follow by advantage and effects. And certain time periods have seen great changes. I will use documents 3, 7, 8, 9, 10 to express and explain my essay.

The first document is #3. In document number three it talks about how they were free men who owed allegiance only to a sovereign who collected tax but otherwise left ~~them~~ alone.

In document number 7 it tells you how economic change has occurred and also documents number 8, and 9 most parents ~~could~~ couldn't take care of their child if they were sick. growth changes made some people happy. The impact grew so much faster.

History has been divided up into ages, revolutions, and periods by historians. Throughout each of these periods of times, the economies and social orders of many societies have evolved and changed. These changes are prominent in both the Middle Ages and the Industrial Revolution particularly. As with all change, the changes brought on by each of these periods has had a profound impact on life during that period.

During the early Middle Ages, farming was a means of survival. Peasants in the countryside known as serfs farmed on a level that would support their manor only. However, the Middle Ages saw a boom in farming. This farming boom was the result of many factors and changes that occurred during the Middle Ages. These changes include new machinery to process crops, nitrate restoring plants, and innovations in fertilizing techniques. These farming innovations of the Middle Ages led to population growth (document 1). Now that more food could be produced by less people, farm communities expanded into small villages.

The Crusades, which occurred during the Middle Ages, may have brought about as much, if not more, change than farming advances. Through expeditions to the Middle East, crusaders learned of new ideas and products, such as spices, which they brought back to Europe. As these products flowed in, demand increased. This boosted trade in Europe and led to a flood of economic opportunities. As goods flooded into ports, cities grew around them. In these cities, both European and Eastern goods were available. This exchange of cultures led to the introduction of new sciences and technologies (document 2). These new discoveries boosted intellectual interest in Europe and helped to launch the Renaissance era in

Europe. With reforms in the economy, social reforms also took hold. Some serfs were freed from estates and the manor system began to end, leading to free movement and trade (document 3).

The Industrial Revolution in England had a profound effect on both the economic and social aspects of English society. In years prior to English industrialization, goods were manufactured using the "cottage system." Under this system, goods were made slowly and by hand. Each piece of a product was added at a different location and by a different person. However, during the industrial revolution, machines started to replace human labor. These machines were placed in a single building. The result was the "factory system." Under this new, more efficient system, goods were produced in a single building with less human labor (document 4). This influx of goods led to an economic boom. Thanks to the jobs offered by factories, cities sprang up around them. Now that farming could be done by a small number of people, capitalists built more factories and focused on the profit motive. They went into business to make money, instead of supporting only their family. With so many new goods on the market, the economy boomed.

Along with economic changes, the English Industrial Revolution led to many social changes. First of all, factories drew thousands of people to an area. Thus, cities were expanded. Life styles changed from country farmer to urban worker almost overnight (document 5). Although factories turned out many goods, they initially hurt the workers in the process. With the emphasis on the profit motive, factory owners became obsessed with making money and paid little attention to the well being of their workers. They faced long hours in disgusting, unsafe workplaces. Often, workers became ill or

disabled due to this. Also, cheap child labor became common. This often hindered children's proper development and deprived them of education (document 6). In the newly developed cities, conditions were awful. Streets were unpaved and muddy and many people were forced to live in slums where disease spread rapidly. Eventually workers refused to continue living as they were and they formed social reform unions. With the help of these unions, social conditions in the age of industrialization improved drastically.

Through history, economic and social changes have defined eras. This is evident in the Middle Ages and Industrial England. The people who have lived through these changes have both suffered and benefitted from change.

Practice Paper A—Score Level 2

The response:

- Minimally develops all aspects of the task for the Industrial Revolution and the Age of Globalization
- Is primarily descriptive (*Industrial Revolution*: there was a drastic change in how products were made and where people lived; because of the advancement of technology, people started to build factories where machines could be used to make mass amounts of products; since there was now a high concentration of people in the urban areas, the factory owners had workers to run the machines; the factory system was faster than the previous system that called on a number of different people to make the finished product; *Age of Globalization*: really helped make countries more interdependent; helped expand different parts of a nation's economy that were not particularly strong)
- Incorporates limited relevant information from documents 4, 5, 6, 8, and 9
- Presents little relevant outside information (*Industrial Revolution*: had a tremendous impact on western Europe)
- Includes few relevant facts, examples, and details (*Industrial Revolution*: people started to migrate from the rural areas to the urban areas; *Age of Globalization*: opened more trade with different nations so that countries could have products from various parts of the world; helped telecommunication spread in India)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states some positive and negative effects of both the Industrial Revolution and the Age of Globalization

Conclusion: Overall, the response fits the criteria for Level 2. Some general statements lead to misunderstanding, such as the statement that the world would have been very isolated without the Age of Globalization. The discussion is primarily made up of well-chosen ideas from the documents that demonstrate a limited understanding of the task.

Practice Paper B—Score Level 3

The response:

- Develops all aspects of the task with little depth for the Industrial Revolution and the Age of Globalization
- Is more descriptive than analytical (*Industrial Revolution*: with the cities came slums, child labor, and death; with so much pollution and close proximity of living spaces, many children suffered; inventors kept turning out new ideas and technology to improve life; machines made the textile industry more efficient, and this caused a boom in the industry; it created jobs, cities, and led to the life we know today; *Age of Globalization*: has benefited millions but hurt millions; with widespread trade, products now come from around the world and many people utilize them; many developing countries around the world have been flooded with foreign influence and built up by foreign companies)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates limited relevant outside information (*Industrial Revolution*: changed the standard of living for many; urban life had a certain draw to most people attracting them to the wages of the factory worker but underlying the first pay check were harsh working conditions, long hours, and horrible polluted living spaces; workers suffered while factory owners became fat and rich off cheap labor; *Age of Globalization*: the mass connection of ideas and products of the countries of the world)
- Includes some relevant facts, examples, and details (*Industrial Revolution*: many children endured long hours, beatings, and sickness; textile industry went from the old ways of making cloth which was done by hand, a slow consuming process, to an automated machine driven process; *Age of Globalization*: factories have been constructed and jobs created for millions; has left millions of people worse off with more poverty and less stability in their day to day lives; many Indians have welcomed globalization with open arms; a mass telecommunications industry has been developed in India supplying jobs and a good pay to many Indians; India's telecommunication system has and will continue to boost the economy); includes a minor inaccuracy (*Industrial Revolution*: Gutenberg's printing press was a new idea)
- 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. Well-chosen document information creates a good base for the discussion of the Age of Globalization, but generalizations and lack of interpretation demonstrate a cursory understanding of the task. Descriptions of changes that occurred as a result of the Industrial Revolution, such as rural areas becoming urban jungles, strengthen the response.

Practice Paper C—Score Level 3

The response:

- Develops all aspects of the task with little depth for the Industrial Revolution and the Age of Globalization
- Is more descriptive than analytical (*Industrial Revolution*: a time of reform and invention; factories opened up job possibilities; mass production could take place under one roof in a much faster time; helped the economy become strong and stable; *Age of Globalization*: created a worldwide marketplace which allowed for an exchange of goods and ideas and a dramatic increase in foreign investment)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates limited relevant outside information (*Industrial Revolution*: many families lived together in one room with unsanitary conditions, which led to the spreading of disease; Sadler Report investigated child labor and eventually people fought for reforms; the cotton gin was one of the inventions that led to increased production; mass production led to a price decrease and goods became more available and affordable to the masses; *Age of Globalization*: led to economic interdependence as countries began relying on other nations for primary resources, such as oil, to increase production of goods; allows for monopolies such as OPEC to flourish; outsourcing increased as companies recognized giant economic opportunities in other countries)
- Includes some relevant facts, examples, and details (*Industrial Revolution*: people began moving from the country areas to cities as factories began sprouting in formerly rural areas; for many people, the living conditions surrounding the factories were horrible; towns that sprang up around factories were severely overcrowded and filth-ridden; slums were extremely hazardous and unhealthy and were very badly built; children worked long hours confined in stuffy rooms with unbearable conditions and became unhealthy and frail; as a result of inventions, such as the spinning jenny and the mule, production of goods increased; *Age of Globalization*: an increase in outsourcing helped India; some countries saw an increase in jobs, but outsourcing takes jobs away from many people in the original country); includes a minor inaccuracy (indicates that only Middle Eastern countries belong to OPEC)
- 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. Lack of depth in the treatment of key terms such as OPEC, interdependence, and outsourcing for the Age of Globalization limit the effectiveness of these details. The strength of the response is in the explanations and the incorporation of detailed outside information in the discussion of the Industrial Revolution.

Practice Paper D—Score Level 0

The response:

Refers to the theme in a general way; includes no relevant facts, examples, or details

Conclusion: Overall, the response fits the criteria for Level 0. The introduction is an incoherent paragraph. Despite the copying of a section from document 3 and the mention of several other documents, the response demonstrates no understanding of the task.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task by discussing the Middle Ages and the Industrial Revolution
- Is both descriptive and analytical (*Middle Ages*: when food could be produced by fewer people, farm communities expanded into small villages; as products flowed into Europe with the Crusades, demand increased; both European and Eastern goods were available; some serfs were freed from estates and the manor system began to end; *Industrial Revolution*: machines started to replace human labor; influx of goods led to an economic boost; thanks to the jobs offered by factories, cities sprang up around them; lifestyles changed from country farmer to urban worker almost overnight; although factories turned out many goods, they initially hurt the worker)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Middle Ages*: Crusaders learned of new ideas and products, such as spices, during their expeditions to the Middle East and brought them back to Europe; exchange of cultures led to the introduction of new sciences and technology; new discoveries boosted intellectual interest in Europe and helped to launch the Renaissance; *Industrial Revolution*: prior to industrialization, goods were manufactured using the cottage system where goods were made slowly and by hand; since farming could be done by fewer people, capitalists built more factories and focused on the profit motive; factory owners became obsessed with making money and paid little attention to the well-being of the workers; in the newly developed cities, streets were unpaved and muddy; many people were forced to live in slums where disease spread rapidly; workers formed unions which helped improve conditions)
- Supports the theme with relevant facts, examples, and details (*Middle Ages*: boom in farming due to new machinery to process crops, nitrate-restoring plants, and innovations in fertilizing techniques; as goods flooded into ports, cities grew around the ports; *Industrial Revolution*: prior to the Industrial Revolution, each piece of a product was added at a different location and by a different person; machines were placed in a single building with less human labor; owners forced long hours on workers in disgusting, unsafe workplaces often leading to illness or disability for the workers; child labor became common often hindering children from proper development or education)
- 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. Good details and relevant outside information enhance the narrative. Analytical statements demonstrate an understanding of both the short-term and long-term impacts of both the Crusades and the Industrial Revolution.

Global History and Geography Specifications June 2009

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Human Rights; Power; Conflict	Standard 2: World History
Document-based Essay	Change: Economic Systems; Urbanization; Environment and Society; Factors of Production; Interdependence	Standards 2, 3, and 4: World History; Geography; Economics

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

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

The *Chart for Determining the Final Examination Score for the June 2009 Regents Examination in Global History and Geography* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

1. Go to <http://www.emsc.nysed.gov/osa/exameval>.
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.