

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 16, 2017 — 12:30 to 3:30 p.m., only

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

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

Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

Mechanics of Rating

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

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THE STATE EDUCATION DEPARTMENT
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Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

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

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

Global History and Geography
Part A Specific Rubric
Document-Based Question
August 2017

Document 1

The Impact of the Atlantic Slave Trade on the New World

Whatever the effect of slavery on Africa, there can be no doubt that black slaves [enslaved Africans] played a crucial part in the economic development of the New World, above all by making up for shortages of labour. The arrival of Europeans in the Americas had brought diseases that decimated [destroyed] local populations, which reduced the potential for securing labour from that source; and often too few Europeans chose to migrate to the Americas to meet the demand for labour. This was particularly true in Brazil and the Caribbean, where people of African origin became by far the largest section of the population; it was also the case in parts of North America, although here white people outnumbered black people.

Black slaves were especially important as a labour supply for the “plantation” agriculture that developed in the New World, first in Brazil, and later in the Caribbean and the southern parts of North America. The plantation system had begun in medieval times on Mediterranean islands such as Crete and Cyprus – it was an unusually sophisticated form of agricultural operation for its day, producing sugar for the international market at a time when most of European agriculture concentrated on the basics of local subsistence. But from its inception [beginning], it used slaves; and when plantations were set up in the Americas, black slaves became the backbone of the workforce. . . .

Source: Will Hardy, “The Slavery Business,” BBC

1 According to Will Hardy, what was *one* reason enslaved Africans were forcibly brought to the Americas?

Score of 1:

- States a reason enslaved Africans were forcibly brought to the Americas according to Will Hardy
Examples: there were shortages of labor; diseases had decimated local populations/diseases had decimated local populations reducing the potential for securing labor; too few Europeans chose to migrate to the Americas/Brazil/Caribbean to meet the demand for labor; to produce sugar/crops for international markets; crucial source of labor for plantation agriculture; plantation agriculture was dependent upon enslaved labor; enslaved Africans replaced the labor of Native Americans who had died; to work on plantations; enslaved Africans played a crucial role in the economic development of the New World; important labor supply

Score of 0:

- Incorrect response
Examples: whites outnumbered blacks; plantations developed during medieval times; people of African origin became the largest section of the population; they migrated to Brazil/the Caribbean/North America
- Vague response
Examples: international market; they were the backbone; it started on Mediterranean islands; shortages; sold as slaves; from its inception
- No response

Document 2a

. . . Sugarcane was introduced into Hispaniola and then Brazil in the sixteenth century, thereby jumping the Atlantic as part of an exchange of food crops and commodities that increased demand for tropical goods and therefore the need for labor. In all these activities, enslaved Africans were used as a principal source of labor, and sometimes for military employment, too. The transfer of sugarcane was the most important development and would lead to the enslavement of millions of Africans, but many other crops, including indigo, rice, tobacco, coffee, cocoa, and cotton, were introduced, with varying degrees of success but always with the input of enslaved African labor. However, before the middle of the seventeenth century, the total number of enslaved Africans that were taken away from western Africa was relatively small, especially in comparison with the great expansion in slavery thereafter. Even in this early period, however, the number of enslaved Africans being forced to cross the Atlantic was greater by far than the number of Europeans voluntarily doing so. . . .

Source: Paul E. Lovejoy, "International Slave Trade: Causes and Consequences," York University

2a According to Paul E. Lovejoy, what was *one* development that led to the increased demand for labor and the expansion of slavery in Hispaniola and Brazil?

Score of 1:

- States a development that led to the increased demand for labor and the expansion of slavery in Hispaniola and Brazil according to Paul Lovejoy

Examples: sugarcane was introduced/transfer of sugarcane to the area; increased demand for tropical goods; introduction of new crops/of indigo/of rice/of tobacco/of coffee/of cocoa/of cotton; the production of sugar; too few Europeans were coming across the Atlantic; an exchange of food crops and commodities across the Atlantic

Score of 0:

- Incorrect response

Examples: the number of enslaved Africans being forced to cross the Atlantic was less than the number of Europeans voluntarily doing so; more Europeans came voluntarily; the total number of enslaved Africans taken from West Africa was relatively small; demand for tropical goods decreased; enslaved Africans were a principal source of labor; enslaved Africans were employed in the military

- Vague response

Examples: jumping the Atlantic; it was introduced; it was an important development; varying degrees of success; part of an exchange; a transfer; demand

- No response

Document 2b

Cultures Survive

. . . Despite attempts to suppress or even eradicate African culture, slaves and their descendants carried skills and traditions to their destination countries.

African literary traditions—particularly oral storytelling featuring the tortoise, hare, and spider—spread throughout the Caribbean, Latin America, the United States and Europe. . . .

Source: Tom Housden, "Focus on the Slave Trade," BBC News Online, September 3, 2001 (adapted)

2b According to Tom Housden of BBC News Online, what was *one* aspect of African culture that spread to the Americas and Europe?

Score of 1:

- States an aspect of African culture that spread to the Americas and Europe according to Tom Housden
Examples: African skills/skills; African literary traditions/literary traditions; African traditions/traditions; oral storytelling; stories about the tortoise/hare/spider; African stories/traditional African stories were passed on

Score of 0:

- Incorrect response
Examples: the attempts to suppress/eradicate African culture succeeded; oral storytelling was forbidden; destination countries
- Vague response
Examples: cultures survive; countries continued to use people's skills; spread throughout; slaves learned; it led to cultural diffusion; hare/tortoise/spider
- No response

Document 3

. . . consequences of the trade for Africa can therefore be arrived at. These are, that the slave trade:

- i) undermined African economic potential and derailed development;
- ii) destroyed and distorted systems of government;
- iii) generated high levels of fear, warfare and distrust, and undermined moral and civic practices in community life and culture;
- iv) constituted a massive drain of accumulated skills and abilities, and depleted the pool of human resources needed for sustainable development; . . .

Source: Hilary McDonald Beckles, *Slave Voyages: The Transatlantic Trade in Enslaved Africans*, UNESCO (adapted)

3 According to Hilary McDonald Beckles, what was *one* economic effect the trans-Atlantic slave trade had on Africa?

Score of 1:

- States an economic effect the trans-Atlantic slave trade had on Africa according to Hilary McDonald Beckles
Examples: undermined African economic potential; derailed development; generated warfare; caused a massive drain of accumulated skills and abilities; depleted/draind the pool of human resources needed for sustainable development

Score of 0:

- Incorrect response
Examples: encouraged development of Africa; helped build community life and culture; gave the people skills and abilities; destroyed/distorted systems of government; undermined moral/civic practices
- Vague response
Examples: generated high levels; human resources; undermined; depleted the pool; distorted systems; fear; distrust; massive drain
- No response

Document 4

In the spring of 1492, shortly after the Moors were driven out of Granada, Ferdinand and Isabella of Spain expelled all the Jews from their lands and thus, by a stroke of the pen, put an end to the largest and most distinguished Jewish settlement in Europe. The expulsion of this intelligent, cultured, and industrious [hardworking] class was prompted only in part by the greed of the king and the intensified nationalism of the people who had just brought the crusade [campaign] against the Moslem Moors to a glorious close. The real motive was the religious zeal of the Church, the Queen, and the masses. The official reason given for driving out the Jews was that they [Jews] encouraged the Marranos [Jews who converted to Christianity to escape persecution] to persist in their Jewishness and thus would not allow them to become good Christians. . . .

Source: Jacob R. Marcus, *The Jew in the Medieval World: A Source Book, 315–1791*, The Sinai Press

4 According to Jacob R. Marcus, what were *two* reasons Ferdinand and Isabella expelled the Jews from Spain in 1492?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason Ferdinand and Isabella expelled the Jews from Spain in 1492 according to Jacob R. Marcus
Examples: greed of the king; intensified nationalism of the people; religious zeal/religious zeal of the Church *or* religious zeal of the Queen *or* religious zeal of the masses; officials claimed Jews encouraged Marranos to persist in their Jewishness/officials claimed Jews did not allow Marranos to become good Christians; the King/Queen wanted them out

Note: To receive maximum credit, two *different* reasons for the expulsion of the Jews from Spain must be stated. For example, *officials claimed Jews encouraged Marranos to persist in their Jewishness* and *officials claimed Jews did not allow Marranos to become good Christians* are the same reason expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: the Moors were driven out of Granada; to increase the size of the largest and most distinguished Jewish settlement in Europe; to bring the Moors back to Granada; put an end to the largest most distinguished Jewish settlement in Europe; Jews who converted to Christianity escaped persecution; the expulsion of this intelligent, cultured, and industrious class; crusade against the Moors
- Vague response
Examples: it was official; it was not allowed; the stroke of a pen; a glorious close; the masses; encouraging the Marranos; intensity; persistence
- No response

Document 5

Queen Isabella issued this edict after the order expelling the Jews.

. . . That when according to my edict the Jews who lived in my kingdoms departed, I ordered that those Jews might not sell the synagogues and cemeteries that they owned, and that these were to serve the needs of the [Spanish Christian] cities, the towns, and the localities where they [Jews] lived, in order to make them into [Christian] churches or hospitals and other institutions for the service of God and the benefit and honour of the cities, towns, and localities. . . .

Source: Haim Beinart, *The Expulsion of the Jews From Spain*,
The Littman Library of Jewish Civilization (adapted)

5 What was *one* reason Queen Isabella ordered the Jews not to sell their synagogues and cemeteries?

Score of 1:

- States a reason Queen Isabella ordered the Jews not to sell their synagogues and cemeteries
Examples: these places were to serve the needs of the cities/the towns/the localities; to benefit/to serve the needs of the Spanish Christians; they could be made into churches/hospitals/other institutions for the service of God; Jewish property could be used to benefit/honor/serve Spain; she wanted to use them for the service of God

Score of 0:

- Incorrect response
Examples: Jews did not own them; Jews who lived in the kingdom departed; to honor the Jews; Queen Isabella took them; the government took control
- Vague response
Examples: it was an edict; to be Christian; they were expelled; serve the needs; they were in cities/towns/localities; to serve; they were confiscated/taken over
- No response

Document 6

This excerpt is from an article explaining why many Spanish emigrants settled in the New World.

. . . Another factor explaining why this region [Spain] should send over more emigrants than any other area might be summed up under the heading, "Economic Distress." It is a well-known fact that Spain gradually declined economically during the sixteenth century. One reason for this was the expulsion of the stable and industrious [hardworking] Jews. Industry became more decadent [declined], consequently, and thousands were thrown out of work. The methods used in agriculture by the Jews and the Moslems were also soon forgotten, a factor which left many at the mercy of a dry climate and a poor soil, especially in the south. Escape to the [West] Indies seemed to be the only alternative. . . .

Source: V. Aubrey Neasham, "Spain's Emigrants to the New World 1492-1592,"
The Hispanic American Historical Review

6 According to V. Aubrey Neasham, what was *one* way the economy of Spain was affected by the expulsion of the Jews?

Score of 1:

- States a way the economy of Spain was affected by the expulsion of the Jews according to V. Aubrey Neasham
Examples: the Spanish economy was distressed; the economy gradually declined during the 16th century; industry became more decadent/declined; thousands were thrown out of work; fewer jobs; agricultural methods used by the Jews were forgotten making it difficult to farm; loss of stable and industrious Jews resulted in economic distress; dry climate and poor soil led to agricultural decline; agricultural losses; resulted in economic distress; it declined

Score of 0:

- Incorrect response
Examples: dry climate and a poor soil; Moslems were soon forgotten; Spain should send over more emigrants; escape to the West Indies was an alternative; industry increased; there were more jobs
- Vague response
Examples: a factor was explained; forgotten methods; methods used in agriculture; it could be summed up
- No response

Document 7a

This passage describes circumstances in Ireland in the mid-1840s.

. . . The population’s over-reliance on the potato compounded the crisis. A New World crop, potatoes were introduced to Ireland during the late 16th and early 17th centuries by English colonists. At first, they were considered an upper-class delicacy. By 1800, a fleshy, knobby variety known as the “lumper” potato—ideally suited to Ireland’s cool, wet climate—had replaced oatmeal as a dietary staple among the poor and working class. Cheap, high-yielding and nutritious, lumper potatoes, when mixed with a little milk or buttermilk, provided enough carbohydrates, protein and minerals to sustain life, presuming enough were eaten. Thus, the average Irish male ate 45 potatoes a day; an average woman, about 36; and an average child, 15. Deeply entrenched in Ireland’s economy and lifestyle, the potato was, in the words of a traditional Gaelic folk song, adoringly praised as *Grá mo chroí* (“Love of my heart”).

Despite the loss of this beloved and critical resource, Ireland was by no means bereft of [lacking] food. Indeed, its farms and pastures abounded with pigs, cattle and sheep, as well as wheat, barley, oats and vegetables; its streams, rivers, lakes and coastline teemed with fish. The cruel irony was that most of this bounty was off-limits to the starving populace. . . .

Source: Tom Verde, “An Irish Tale of Hunger and the Sultan,” AramcoWorld

7a Based on this excerpt from the article “An Irish Tale of Hunger and the Sultan”, what was *one* reason the potato was an important food resource for the Irish?

Score of 1:

- States a reason the potato was an important food resource for the Irish based on this excerpt from the article “An Irish Tale of Hunger and the Sultan”

Examples: ideally suited to Ireland’s cool, wet climate; it replaced oatmeal as a dietary staple among the poor and working class; were cheap; were high-yielding; were nutritious; when mixed with milk/buttermilk, potatoes provided enough carbohydrates, proteins, and minerals to sustain life; used to sustain life; deeply entrenched in Ireland’s economy/deeply entrenched in Ireland’s lifestyle; most other food resources were off limits to the poor/working class; became a traditional food

Score of 0:

- Incorrect response
Examples: the “lumper” potato was fleshy and knobby; they were considered an upper class delicacy; its farms and pastures abounded with pigs, cattle, and sheep; this bounty was off-limits; people could eat almost 100 per day; it was replaced by oatmeal; it was a New World crop; overreliance compounded the crisis; there was a song about it
- Vague response
Examples: wet climate; mixed with a little milk or buttermilk; deeply entrenched; it was introduced in the late 16th century; it was praised; sustaining; carbohydrates; life
- No response

Document 7b

Year	Predisposing factors	Contemporary description	Distribution
1842	Very wet summer	Partial failure of potato crop and inundation [flooding] of fields	Chiefly in the south
1845–47	Dull moist summer	Destruction more or less complete of crop in 1845 and 1846 'Blight'	General and throughout Western Europe

Source: Redcliffe N. Salaman, *The History and Social Influence of the Potato*, Cambridge University Press

7b Based on this document, what was *one* environmental factor that led to the destruction of the potato crop?

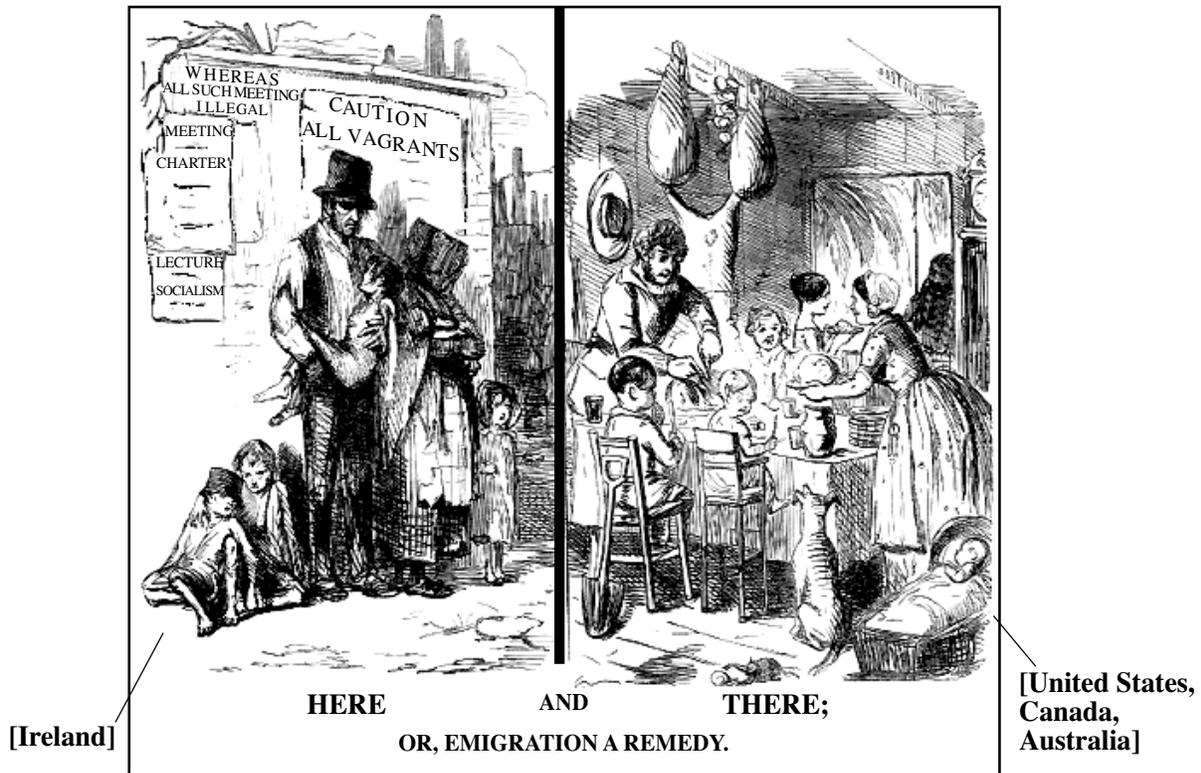
Score of 1:

- States an environmental factor that led to the destruction of the potato crop based on this document
Examples: very wet summer/very wet; inundation/flooding of fields; flooding of fields in the south; dull moist summer; blight; potato disease

Score of 0:

- Incorrect response
Examples: chiefly in the south; general and throughout Western Europe; happened in 1842 and again between 1845 and 1847; destruction more or less; partial failure of potato crop; potatoes dried out
- Vague response
Examples: summer; predisposing factors; distribution; general; fields
- No response

Document 8



Source: *Punch*, 1848 (adapted)

8 What does this cartoonist suggest starving Irish families do to improve their lives?

Score of 1:

- States what the cartoonist suggests starving Irish families do to improve their lives
Examples: emigrate; leave Ireland; move to another place/move to the United States/move to Canada/move to Australia

Score of 0:

- Incorrect response
Examples: stay in Ireland; beg for food; get a job; work together to feed the family; work as a team; move indoors; eat together; stop exporting food; go stay with neighbors; caution vagrants
- Vague response
Examples: a remedy; here and there; socialism; lectures; leave behind; move forward; attend a lecture on socialism; avoid illegal meetings
- No response

Document 9a

. . . The new wave of emigration affected nearly every village and town, as large tracts of land were deserted. Without customers, shopkeepers and merchants closed their doors. City shops were shuttered up and broken windows stuffed with paper. Public houses closed. Notices and handbills were pasted over doors and walls. All over Ireland, the butter, bacon, and cattle trades foundered [failed]. Once-busy warehouses stood idle and empty on the quays [docks]

Source: Susan Campbell Bartoletti, *Black Potatoes: The Story of the Great Irish Famine, 1845–1850*, Houghton Mifflin Company

9a According to Susan Campbell Bartoletti, what was *one* effect of the migration on Ireland?

Score of 1:

- States an effect of the migration on Ireland according to Susan Campbell Bartoletti
Examples: tracts of land were deserted; shopkeepers/merchants closed their doors; city shops were shuttered up; city shops had broken windows that were stuffed with paper; public houses closed; notices and handbills were posted over doors and walls; the butter, bacon, and cattle trades foundered/failed/struggled; once-busy warehouses stood idle and empty; economy declined; fewer customers to keep businesses going; failure of the trade markets

Score of 0:

- Incorrect response
Examples: the economy improved; shops and public houses opened; butter, bacon, and cattle; customers increased; warehouses were busy; new wave of emigration; there was no food in Ireland
- Vague response
Examples: without customers; deserted; idle and empty; nearly every village; broken windows; notices and handbills; it was shut down
- No response

Document 9b

. . . In spite of discrimination, the hard work and bravery of Irish Americans shaped the United States in the 1800s. Between 1861 and 1865, for example, many thousands of Irish Americans fought in the Civil War. The construction of the Transcontinental Railroad, completed in 1869, would not have been possible without thousands of Irish Americans. They and other immigrants blasted tunnels through mountains, built bridges over gorges and rivers, and laid track across barren lands. The completion of the railroad had a huge impact on the growth of the country as settlers began to travel west in ever increasing numbers. . . .

Source: Michael V. Uschan, *Irish Americans*, World Almanac Library

9b According to Michael V. Uschan, what was *one* effect of Irish migration on the United States?

Score of 1:

- States an effect of Irish migration on the United States according to Michael V. Uschan
Examples: the hard work and bravery of Irish Americans shaped the United States in the 1800s; thousands of Irish Americans fought in the Civil War; construction of the transcontinental railroad would not have been possible without thousands of Irish Americans; Irish/they blasted tunnels through mountains/built bridges over gorges and rivers/laid track across barren lands; because the Irish helped build the transcontinental railroad, the United States could grow; because the Irish helped build the transcontinental railroad, settlers began to travel west in ever increasing numbers; the United States grew; they were a good/important source of labor; they increased the labor pool; they helped increase construction/led to an increase in the growth of the economy of the United States; led to increased discrimination

Score of 0:

- Incorrect response
Examples: population decreased; the transcontinental railroad stopped; they stayed in the eastern part of the United States; they refused to fight in the Civil War
- Vague response
Examples: made things happen; they traveled; they fought; they made it possible; travel west in ever increasing numbers; economy; industry
- No response

Global History and Geography
Content Specific Rubric
Document-Based Essay
August 2017

Historical Context:

Throughout history, people have migrated for a variety of reasons. Some examples include the **forced migration of Africans (1500–1800)**, the **forced migration of Spanish Jews (1492–1598)**, and the **emigration of the Irish (1845–1853)**.

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

- Describe the historical circumstances that led to the migration
- Discuss how the migration has affected regions *and/or* societies

Scoring Notes:

1. This document-based question has a minimum of *four* components (discussing the historical circumstances that led to *each* of *two* migrations and how *each* migration has affected regions and/or societies).
2. The region or society affected may include the point of origin or the destination of the migration or both.
3. The effects of the migration may be on a region and a society, or regions, or societies.
4. The effects of the migration may be immediate or long term.
5. The historical circumstances that led to a migration may also be discussed as the effects of the migration, e.g., high unemployment in Ireland caused migration and led to the closing of shops in Ireland.
6. The response may discuss the effects of a migration from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.
7. Effects of the migrations on regions or societies may be the same, but the facts and details will vary, e.g., migrations led to cultural diffusion between many regions and societies.
8. Only two migrations should be chosen from the historical context. If three migrations are discussed, only the first two migrations may be rated.
9. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 2a, 2b, 7a, 7b, 9a, and 9b may be considered as separate documents *if* the response uses specific separate facts from *each* document.

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

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

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the historical circumstances that led to **each** of **two** migrations and how **each** migration has affected regions and/or societies
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information) e.g., *forced migration of Africans*: connects the severe decline in indigenous populations in the Americas and the emergence of a plantation economy to the increased importation of enslaved Africans, contrasting the role of Africans in developing American economies and cultures with the loss of human life and the effects of the slave trade on Africa; *emigration of Irish*: connects the dependence of the Irish on the potato, the widespread potato blight, and the famine to the impact of Irish immigration on the economic and social development in the United States and contrasting that with the economic distress experienced in Ireland
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details e.g., *forced migration of Africans*: role of de las Casas; smallpox; role of encomienda; role of plantations; conditions of the Middle Passage; rise of Dahomey and Asante; warfare; African diaspora; *emigration of Irish*: overreliance on the potato; effects of wet summer; starving populace; subdivision of land; exportation of grain; construction of railroads in the United States; closing of businesses in Ireland; desertion of large tracts of land in Ireland
- 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 migration more thoroughly than for the other migration *or* by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information) e.g., *forced migration of Africans*: discusses how the decline in the indigenous populations in the Americas and the need for labor led to an increase in the importation of enslaved Africans and the effects of the African diaspora on the west coast of Africa and on Latin American societies; *emigration of Irish*: discusses how the potato blight and famine led to the emigration and how these factors led to economic decline in Ireland and the use of Irish labor to build railroads in the United States
- Incorporates relevant information from **at least four** documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

Note: If all aspects of the task have been thoroughly developed evenly and in depth for **one** migration and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

- Minimally develops *all* aspects of the task *or* develops *at least two* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- 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 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.

Historical Circumstances that led to forced migration of Africans

<i>Key Ideas from Documents</i>	<i>Relevant Outside Information</i> (This list is not all-inclusive.)
<p>Doc 1—Shortages of labor (decimation of local populations from disease, reduction of potential labor resources in New World, migration of too few Europeans to the Americas)</p> <p>Use of enslaved Africans as labor supply in the New World</p> <p>Development of plantation agriculture in New World (Brazil, Caribbean, southern parts of North America)</p> <p>Doc 2a—Introduction of sugarcane leading to the enslavement of millions of Africans (Hispaniola, Brazil)</p> <p>Need for enslaved African labor with introduction of other crops (indigo, rice, tobacco, coffee, cocoa, cotton)</p>	<p>Role of encomienda system</p> <p>Actions of Bartolomé de las Casas to prevent abusive treatment of indigenous populations</p> <p>Role of mercantilism</p> <p>Forced migration facilitated by expanding global economy and trans-Atlantic technologies</p> <p>System of forts and trading posts established along the coast of Africa by Portuguese to initiate contact with African states, gain access to sub-Saharan Africa</p> <p>Portuguese involved in African slave trade prior to voyages of Columbus</p> <p>Competition for control of slave trade (Dutch, English, French, Danes)</p> <p>Slave trade facilitated new trading patterns (triangular trade)</p> <p>Prevailing European attitudes of ethnic and cultural superiority toward others — African and other indigenous peoples</p>

Effects of forced migration of Africans

<i>Key Ideas from Documents</i>	<i>Relevant Outside Information</i> (This list is not all-inclusive.)
<p>Doc 1—Enslaved Africans played crucial part in economic development of New World (made up for shortages of labor)</p> <p>Enslaved Africans became the backbone of the workforce when plantations set up in the Americas</p> <p>Africans became the largest segment of the population in Brazil, the Caribbean, and southern parts of North America</p> <p>Sugar produced for an international market by enslaved Africans</p> <p>Doc 2a—Enslaved Africans sometimes used for military employment</p> <p>Number of enslaved Africans forced to cross Atlantic greater than number of Europeans doing so voluntarily</p> <p>Increase of African population in Latin American colonies</p> <p>Development and expansion of plantation agriculture</p> <p>Doc 2b—Attempts to suppress or eradicate African culture</p> <p>Skills and traditions carried by enslaved Africans and their descendants to destination countries</p> <p>Spread of African literary traditions (tortoise, hare, spider)</p> <p>Spread of African oral storytelling (throughout Caribbean, Latin America, United States, Europe)</p> <p>Doc 3—African economic potential undermined and development derailed</p> <p>African systems of government destroyed and distorted</p> <p>High levels of fear, warfare, and distrust generated in Africa</p> <p>Moral and civic practices undermined in African community life and culture</p> <p>Massive drain of skills and abilities and depletion of human resources needed for sustainable development in Africa</p>	<p>Death of hundreds of thousands of Africans during forced migration</p> <p>Effects of Middle Passage on enslaved Africans (beatings, confinement, disease, death)</p> <p>Establishment of new patterns of interaction and relations among some Africans as result of practice of obtaining slaves in various parts of Africa</p> <p>Instability and wars among competing groups in Africa as result of African rulers enslaving their neighbors</p> <p>European exchange of gunpowder and weapons for enslaved Africans</p> <p>Involvement of established African states in slave trade (Benin)</p> <p>Rise of large states based on slave trade (Asante, Dahomey)</p> <p>New crops imported to Africa with Columbian exchange (maize, potatoes, peanuts, chilies)</p> <p>Development of new social class structure in Latin America, including intermixing of different cultures (mestizos, mulattoes)</p> <p>Development of racism</p> <p>Development of new languages in Latin America (Creole)</p> <p>Creation of new art and music forms in Latin America (drums, religious music)</p> <p>Continuation of cultural diffusion between Africa and Americas</p> <p>Role of later generations of enslaved peoples in independence movements in Latin America (Haiti)</p>

Historical Circumstances that led to forced migration of Spanish Jews

<i>Key Ideas from Documents</i>	<i>Relevant Outside Information</i> (This list is not all-inclusive.)
<p>Doc 4—In 1492 after Moors driven from Granada, Ferdinand and Isabella expelled all Jews from their lands</p> <p>Expulsion of Jews based in part on greed of king and the intensified nationalism of those who campaigned against Moors</p> <p>Religious zeal of the Church, the Queen, and the masses motive for expulsion of Jews</p> <p>Jewish encouragement of Marranos to continue their Jewish practices and not be good Christians an official reason for expulsion of Jews</p>	<p>Anti-Semitism in Europe during Middle Ages</p> <p>Spain under control of Muslim Moors who respected Jewish religion (considered Golden Age)</p> <p>Expulsion of Jews from other areas (England, German states)</p> <p>Muslims and Jews successfully driven out of Spain by Reconquista of 1492</p> <p>Church courts supported by government (decisions of the Inquisition; use of Inquisition to target Jews and Marranos; killing of Jews)</p> <p>Marriage of Ferdinand and Isabella to unite Spain under Catholic monarchy</p> <p>Spread of Christianity (missionary work)</p>

Effects of forced migration of Spanish Jews

<i>Key Ideas from Documents</i>	<i>Relevant Outside Information</i> (This list is not all-inclusive.)
<p>Doc 4—Largest and most distinguished Jewish settlement in Europe ended</p> <p>Intelligent, cultured, and industrious class expelled</p> <p>Doc 5—Jews who departed the kingdom forbidden to sell their synagogues and cemeteries by an edict issued by Queen Isabella</p> <p>Abandoned properties to serve Spanish Christian cities and other localities as Christian churches, hospitals, and other institutions for the service of God</p> <p>Doc 6—During 16th century, Spain sent more emigrants to the New World (West Indies) due to economic distress</p> <p>Decline of Spain's industry as result of expulsion of stable and industrious Jews</p> <p>Thousands thrown out of work in Spain</p> <p>Agricultural methods used by Jews and Moslems forgotten (farmers left at mercy of a dry climate and poor soil especially in the south)</p>	<p>Punishment for some Jews who did not leave or did not convert to Christianity was death</p> <p>Death of thousands of refugees in efforts to flee Spain (disease, victims of extortion at the hands of sea captains)</p> <p>Those expelled not able to sell belongings for gold or silver (could not be carried from the kingdom)</p> <p>Many leaving Spain for new destinations (Portugal, North Africa, Ottoman Empire, New World)</p> <p>Conversion of thousands to remain in Spain, only to later become victims of Inquisition</p> <p>Portuguese Inquisition faced by some Jews who fled to Portugal</p> <p>Persecution in country of destination often faced by Jews who emigrated within Europe (Poland, Germany)</p> <p>Columbus joined by some Jews on his voyages</p> <p>Movement of Sephardic Jews to Constantinople, northern Africa, and Americas</p> <p>Expulsion of Jews from other areas (Portugal, Papal States)</p>

Historical Circumstances that led to emigration of the Irish

<i>Key Ideas from Documents</i>	<i>Relevant Outside Information</i> (This list is not all-inclusive.)
<p>Doc 7a—Mass starvation of the Irish as result of loss of the potato as a primary food source Crisis compounded by overreliance on potato (replaced oatmeal as dietary staple among poor and working classes, potato deeply entrenched in Ireland’s economy and lifestyle) During famine other food resources off-limits to starving populace (pigs, cattle, sheep, wheat, barley, oats, vegetables, fish)</p> <p>Doc 7b—Almost complete destruction of potato crop by environmental factors (very wet summer in 1842, dull moist summers between 1845 and 1847) Failure of potato crop in successive years due to blight Partial failure of potato crop due to flooded fields</p> <p>Doc 8—Poor living conditions in Ireland in 1848 (families starving, government actions against vagrancy) Appeal of better conditions in other countries (United States, Canada, Australia)</p>	<p>Neglect promoted by system of absentee landlords Crops exported to secure maximum profit Vulnerable populace further exposed by evictions and leveling of dwellings High density of population dependent on limited farmland because of practice of subdividing land British relief programs limited; impediments to relief in Corn Laws Bad roads in Ireland hinder grain distribution Livestock and crops confiscated by landlords when tenants could not pay rent Weakness due to malnutrition promoted spread of diseases like typhus (black fever) and dysentery Limitation on government action associated with laissez-faire principles Thousands of destitute people refused at workhouses</p>

Effects of emigration of the Irish

<i>Key Ideas from Documents</i>	<i>Relevant Outside Information</i> (This list is not all-inclusive.)
<p>Doc 8—Improved living conditions (United States, Canada, Australia)</p> <p>Doc 9a—Ireland Doors closed by merchants because of lack of customers (city shops shuttered, public houses closed) Irish butter, bacon, and cattle trades foundered Once-busy warehouses idle and empty Large tracts of land in villages and towns deserted</p> <p>Doc 9b—United States United States in the 1800s shaped by hard work and bravery of Irish Americans Many thousands of Irish Americans fought in Civil War Thousands of Irish Americans employed in construction of transcontinental railroad Completion of transcontinental railroad huge impact on growth of the United States (movement of increasing number of settlers to West)</p>	<p>Ireland— Estimated one million deaths during Great Famine or Great Hunger Loss of families and communities Increase in dissatisfaction with British rule Formation of nationalist groups seeking independence for Ireland Threat posed to Irish language and folk beliefs Position of Catholicism strengthened Long-term lack of economic development after famine/starvation Long-term negative effect on size of Irish population in homeland</p> <p>Destination countries—Human costs as result of emigration (transit fatalities, coffin ships) Enhancement of communities accepting emigrants (Irish music, literature, politics) Rise of nativism in the United States Formation of Irish communities (political machines, labor groups) Civil War draft riots in New York City</p>

Over time, different groups of people have left the place they originated from for a myriad of reasons. Some left for economic reasons; crops were failing, work was scarce, or game was hard to find. Others left because they were forced to, often because of some form of ethnic cleansing or because of the greed of those doing the forcing. As a result of these migrations, the places the people left and came to were often changed forever.

One group that was forced to leave their original homelands were enslaved Africans. As European powers began to explore and conquer the Americas in the early 1500s, they sought ways to make the colonies economically beneficial. As a result, they introduced high demand crops to the area, many of which flourished successfully. As European powers established plantations, they found they needed more workers to maintain production. The Europeans originally used Native Americans and some European laborers to work on the plantations. But the migration of Europeans was not enough to satisfy the demand and Native Americans under the encomienda system died in large numbers due to overwork, disease, and abuse. The slave trade presented an easy and cheap solution, and Africa, some of whose tribes had already been selling their conquered peoples for some time, seemingly provided an unexhaustible source of this labor. When European slave traders started trading guns, tools, and rum for slaves, some African tribes accepted and became complicit in the slave trade. Some coastal tribes such as the Benin grew rich and powerful from the slave trade while others collapsed under the increased warfare caused by the addition of guns and rum as well as the endless demand for slaves to work on New World plantations. The TransAtlantic slave trade, as it is

called, caused the forced migration of millions of Africans to the Americas, to the point where in Brazil and the Caribbean, African peoples became the largest portion of the population. This generated great profits for plantation owners. Products such as sugar required huge numbers of slaves to replace those who died because of the poor conditions and poor treatment they faced on the plantations. Back in Africa, the loss of people took its toll. By the time the slave trade ended, it was the 1800s, and millions had been taken from the continent. Some regions saw their tribal and religious leaders taken from them, leaving them more vulnerable to hostilities and invasions. Enemy states targeted others and enslaved those they attacked to gain economic and political power. Some claim generations of knowledge and ability were stolen away, leaving behind weakened societies.

Another group that were forced to migrate were the Jews of Spain. The marriage of Isabella and Ferdinand united the kingdoms of Aragon and Castile strengthening their armies and leading to the defeat of the Muslim Moors. Now that Spain was unified and united under an intensely Catholic Queen, great feelings of nationalism grew in the hearts of the Spanish, making many feel the country was now a great Catholic power. The Catholic religion was used to bring people together and was used as a reason to expel other religious groups from Spain. While the Jewish population had more than proven their usefulness in society as a productive, skilled, hard working people who benefitted the economy, the Queen made an edict that expelled all the Jews from Spain and ordered them to not sell their synagogues and cemeteries. These were to be used by Spanish towns and the Catholic Church with no reimbursement to the Jewish people who once owned them.

Even those who converted were suspected of not being good Christians and were persecuted. These actions would hurt Spain in the long run. After the Muslims and Jews left, the Spanish economy floundered. The Jewish artisans, commercial leaders, and workforce had been forced out so production fell, industry declined, and thousands of Spanish Catholics lost their jobs. Even successful farming methods known by the Jews and the Moors were forgotten which led to a decrease in food production. The forced migration of the Jews led to another migration as some Spanish felt pressured to move to Spanish colonies in the Americas to escape Spain's economic troubles, no doubt only increasing and exacerbating the decline that Spain was now in. As for the Jews, they found their way to places such as the Ottoman Empire, Portugal, and the Netherlands after being expelled from Spain. In these places many Jews made important economic and social contributions.

Forced migration tends to have negative causes and often has negative results. When prosperous regions lose the people that made them so, economies can collapse and people can get hurt. The long term results of forced migration in Spain were devastating for Spain. And the same goes for the forced migration of the enslaved Africans, which left a legacy of disruption and devastation in Africa. All in all, forced migration leads to a slew of unintended consequences.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the forced migration of Africans and the forced migration of Spanish Jews
- Is more analytical than descriptive (*forced migration of Africans*: established plantations in the Americas and found more workers needed to maintain production; trans-Atlantic slave trade caused the forced migration of millions to the Americas; tribal and religious leaders taken from Africa leaving them more vulnerable to hostilities and invasions; some claim generations of knowledge and ability were stolen away leaving behind weakened societies; *forced migration of Spanish Jews*: expulsion of Jews and persecution of Jews who converted hurt Spain in the long run; successful farming methods known by the Jews and Moors were forgotten leading to decrease in food production; some Spanish felt pressured to move to Americas to escape economic troubles, increasing and exacerbating decline of Spain)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*forced migration of Africans*: Native Americans under encomienda system died in large numbers due to overwork, disease, and abuse; tribes such as Benin grew rich and powerful from slave trade while others collapsed under increased warfare; products such as sugar required huge numbers of slaves to replace those who died; *forced migration of Spanish Jews*: marriage of Isabella and Ferdinand united kingdoms of Aragon and Castile and strengthened their armies leading to defeat of Muslim Moors; Spain unified and united under intensely Catholic Queen; Jews found their way to Ottoman Empire, Portugal, and Netherlands after being expelled from Spain)
- Richly supports the theme with many relevant facts, examples, and details (*forced migration of Africans*: originally Native Americans and some European laborers used on plantations; in Brazil and Caribbean, African peoples became largest portion of population; *forced migration of Spanish Jews*: Queen issued edict that expelled Jews from their lands and ordered them not to sell their synagogues and cemeteries; production fell, industry declined, and thousands of Spanish Catholics lost their jobs)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses why different groups of people left the place they originated from and the changes migration caused and a conclusion that discusses how unintended consequences of forced migration are generally negative

Conclusion: Overall, the response fits the criteria for Level 5. Historical details about the forced migration of Africans and the forced migration of Jews are integrated with analytic statements demonstrating a depth of subject matter knowledge and a strong understanding of the task.

History has shown that groups of people can migrate for a number of reasons. Sometimes, the migration is forced, as is the case with the migration of Africans to the Americas from the 1500s to the 1800s. Other times, the migration is done voluntarily but caused by unfortunate circumstances, such as with the emigration of Irish people to the United States, Canada, and Australia during the mid-1800s. In either case, however, migrations have led to unpleasant circumstances in the areas people move away from but have caused both pleasant and unpleasant circumstances in the places where these people migrate to.

When European explorers discovered and explored the Americas in the late 1400s and in the 1500s, opportunities were found to establish highly productive agricultural plantation economies. Most notably, the introduction of sugarcane, indigo, rice, tobacco, coffee, cocoa, and cotton to soil in the Americas produced promising results for the European colonists and their descendants (Doc 2a). However, what the Europeans also introduced was a number of diseases that killed off much of the native population. Native laborers also died under the *encomienda* system due to mistreatment, overwork, and abuses. The lack of native labor created a gap in the labor force that Europeans needed to fill in order to have a successful plantation agriculture system (Doc 1). In response to this labor shortage, Europeans began transporting Africans across the Atlantic Ocean to be used as slaves in the Americas. Many of the slaves were from West Africa. They were brought to the Americas by Europeans, particularly Portuguese and British slave traders. The impact this would have on West Africa was enormous. There was a severe drop in population. Historians estimate

that 12-15 million Africans were taken from Africa although many died during the voyage called the Middle Passage. Many more Africans were sold into slavery than were actually needed because death rates on the Middle Passage were so high. Many died on the trip due to starvation, disease, overcrowding, being forced to stay in "coffin positions" (not given space to move) for long periods of time. Those who did survive were sold in slave markets and many were sent to plantations. Some sugar plantations particularly in the Caribbean and Brazil were extremely cruel. On many of the Caribbean islands the number of slaves outnumbered the white European population leading to even more cruelty from slaveowners because of fear of rebellion. Another effect was on the people left in Africa. Africa's own workforce was reduced. Many of those who were taken by the slave trade were the strong working population because they could be sold for higher prices. Africa's economic potential was hindered and the possibility of economic development was crippled (Doc 3). What's more, the imminent possibility of being taken away from one's family and community was facilitated by some African leaders in exchange for guns. This led to high levels of fear and distrust between different communities, undermining moral and civic practices (Doc 3). Without the African slave trade, perhaps Africa could have been a more developed continent.

Migration does not always have to be "forced". In the mid-19th century, crop failures in Ireland caused one of the largest movements of people in history. The potato in Ireland became a staple in the diets of almost every Irish person by 1800. They were cheap, high-yielding, and gave Irish peasants enough nutrients to survive almost

exclusively on them (Doc 7a). This was particularly important because in the 1600s and 1700s most of the Irish were tenant farmers who lived and worked on small plots of poor land. They paid British landowners rent by selling crops. Because potatoes were high yielding and nutritious and thrived in Ireland's climate, the Irish population became overly dependent on one crop. However, the wet summers of 1842 made it difficult for potatoes to grow (Doc 7b), despite the potato's ability to grow in a generally cool and moist climate like Ireland's (Doc 7a). This was made much worse with the blight, a fungus that infected the potato plants. Most of the potato crop failed between 1845 and 1847, leaving millions of tenant farmers with little or no food even though Ireland was still growing and harvesting food to export to Britain. Soon, millions were starving and Ireland was in desperate need. Many people lost their jobs, their land, and their families. Britain's response was minimal. The British ran workhouses but living conditions were harsh and the food was poor. The Irish despised the workhouses. Political cartoons and advertisements helped promote the idea of emigration, encouraging Irish to move their families to the United States, Canada, and Australia (Doc 8). Though it was expensive, boats began filling with Irish in search of new and better lives overseas. These transport boats became incredibly profitable but some companies and captains treated these starving people cruelly. These boats were called "coffin ships" because conditions on board were so bad that many died. However, if they made it to the United States, Canada, and elsewhere they often found work even though they were sometimes discriminated against. Many worked in factories, on the railroads, panned for gold, and became an important labor source.

Back home, however, economic conditions did not improve with fewer people to feed. "Without customers, shopkeepers and merchants closed their doors. City shops were shuttered up and broken windows stuffed with paper. Public houses closed" (Doc 9a). With such economic upset, Ireland would remain a generally poor nation into the 20th century.

Migrations can occur for a variety of reasons. But be it forced or voluntary, there is no doubt that migrations have significant economic and social impacts on areas that experience a loss of population. Areas receiving those migrating also experience changes and challenges. African communities faced difficult challenges as a result of the slave trade and Ireland, after the famine, was left in a state of economic depression. Migration brings change.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the forced migration of Africans and the emigration of the Irish
- Is more analytical than descriptive (*forced migration of Africans*: when European explorers discovered and explored the Americas, there were opportunities for highly productive agricultural plantation economies; Europeans introduced diseases that killed off much of native population; gap in labor force needed to be filled; historians estimate 12 to 15 million Africans were taken from Africa; Africa's economic potential severely hindered and possibility of economic development was crippled; *emigration of Irish*: because potatoes were high yielding and nutritious, Irish became overly dependent on one crop; potato crop failed leaving millions of tenant farmers with little or no food; economic conditions did not improve in Ireland with fewer people to feed)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*forced migration of Africans*: high death rate of native laborers under encomienda system due to mistreatment, overwork, and abuses; many slaves from West Africa brought to Americas by Portuguese and British slave traders; millions of people died on trip due to starvation, disease, overcrowding, and being forced to stay in "coffin positions"; on many Caribbean islands slaves outnumbered white European population leading to even more cruelty because of fear of rebellion; being taken away from one's family and community facilitated by some African leaders in exchange for guns; *emigration of Irish*: most Irish were tenant farmers who lived and worked on small plots of poor land; blight was a fungus that infected potato plants; transport boats profitable but some companies and captains treated starving people cruelly; many worked in factories, panned for gold, and became an important labor source; Ireland remained a generally poor nation into 20th century)
- Richly supports the theme with many relevant facts, examples, and details (*forced migration of Africans*: introduction of sugarcane, indigo, rice, and coffee to soil of Americas; transported across Atlantic Ocean by Europeans to be used as slaves in Americas; *emigration of Irish*: by 1800 potato became staple in diet of almost every Irish person; wet summer of 1842 made it difficult for potatoes to grow; many people lost jobs, land, families, and starved; encouraged to move to United States, Canada, and Australia; Irish shopkeepers and merchants closed doors)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss while the reasons for the migration of the Africans and Irish were different, both migrations led to unpleasant circumstances in the areas they left

Conclusion: Overall, the response fits the criteria for Level 5. A thoughtful appraisal of each migration is supported by substantive outside information that is integrated with well-placed analytic statements and details from the documents demonstrating a strong understanding of the task.

Throughout the years, people have migrated from one land to another for various reasons. Some migrations are voluntary. Other migrations have been forced. Between the years of 1500-1800, Africans were forced to migrate. Also, between the years 1492-1598, Spanish Jews were forced to migrate. These two examples of forced migration show how culture can be spread throughout the world.

During the 1500s, triangular trade occurred between Europe, Africa, and the Americas. This trade network included various items such as rum and cash crops like sugarcane being shipped from the Americas to Europe and guns, manufactured goods, and rum being sent from Europe to Africa in exchange for African slaves. The Africans were taken from their homes or captured in wars by other Africans. At ports along the coast of Africa, Europeans bought Africans in slave markets and then shipped them to work on plantations in the Americas.

[Document 1] On the Middle Passage the Africans were chained below the decks on boats. Often these ships were overcrowded. Slaves were fed twice a day and those that refused were force fed. Conditions for their journey were difficult. These slaves were brought to the Americas due to a shortage of labor created by Europeans. They brought diseases such as smallpox and measles to the Americas causing most Native American populations to die.

In areas like Hispaniola and Brazil, the need for labor increased because of sugar plantations. Sugarcane was an important development that led to the enslavement of Africans. In some parts of the Americas, more slaves were brought over than Europeans. [Document 2a]

The effects of the forced migration are massive. Europeans became rich from the sale of cash crops on the Triangular Trade network.

Africans carried their skills and traditions no matter where they went. One of the most important traditions was the art of oral storytelling. Like many cultures, their history was passed on by word of mouth due to a lack of writing. Oral stories were used to spread stories of the past. The stories featuring the tortoise, hare, and spider spread throughout countries involved in the triangle trade. [Document 2b] In Africa due to the forced migration of so many Africans, some African government systems were destroyed and distorted. The pool of human resources needed for development in Africa were depleted and this caused some African communities to suffer economically.

[Document 3]

During the Middle Ages, Spain was controlled by Muslims. These Muslim rulers set up a government and a tolerant society where Jews, Muslims, and Christians lived together. Jews in Spain were respected and treated well. However, during the time of the Crusades, Muslim rule weakened and Christians began to reconquer territory and to kick the Muslims out of Spain. With the marriage of Ferdinand and Isabella a large Christian kingdom was born and their army defeated the last Muslim stronghold in southern Spain. They systematically tried to get rid of everyone who was not Christian in Spain. They issued edicts to kick the Jews out of Spain and used the Inquisition to try heretics. Jews were forced to leave their homes and possessions.

The expulsion of these hardworking people occurred due to the King's and Queen's greed and nationalism. However, the real reason was the religious zeal. [Document 4] Once the Jews were ordered to leave Spain, Queen Isabella ordered the Jews not to sell their synagogues and cemeteries. She claimed that these locations were to be used to serve the

needs of the Spanish Christian cities, towns, and localities where Jews had once lived. These synagogues and cemeteries were going to be used for Christian churches or hospitals and other institutions for the service of God. They would benefit and honor the local Christian places.

[Document 5]

Some Jews in Spain converted to Christianity and were called Marranos. The fear was that if Jews stayed in Spain, they would convince Marranos to convert back to Judaism. Eventually the Marranos were also forced to leave Spain too. The migration of Jews led to "Economic Distress" in Spain. Due to the expulsion of the hardworking and stable Jews, the economy of Spain declined gradually. Industry was declining and thousands of people were thrown out of work due to the loss of jobs. The methods used in agriculture by the Jews had been forgotten. This led to problems for Spain to successfully produce crops. The dry climate and poor soil of Spain made farming next to impossible. This left Spaniards with one option, escaping to the West Indies. [Document 6]

Many times in history the Jews have been forced to find a new home, a place to start over. They've often been persecuted due to their high economic standing and successful educational backgrounds. Most recently during WWII, Jews were moved by force to ghettos, but they didn't know their fate could result in labor camps, experimentation or even death.

The migrations of both the Africans and the Jews have shaped the world. Throughout the world African stories are still told and the impact of the migration of Jews affects many regions. These forced migrations have affected many regions and societies throughout the world.

Anchor Level 4-A

The response:

- Develops all aspects of the task for the forced migration of Africans and the forced migration of Spanish Jews
- Is both descriptive and analytical (*forced migration of Africans*: labor shortage created because Europeans brought diseases and Native Americans died; the need for labor increased because of sugar plantations; human resources needed for development were depleted which caused some African communities to suffer economically; *forced migration of Spanish Jews*: Ferdinand and Isabella's army systematically tried to get rid of everyone not Christian in Spain; led to "economic distress" in Spain and economy gradually declined without their hard work; methods used by Jews in agriculture were forgotten causing problems for Spain in producing crops)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*forced migration of Africans*: triangular trading network included cash crops such as sugarcane and rum from New World to Europe and guns and manufactured goods from Europe to Africa; at ports along the coast of Africa, Europeans bought Africans in slave markets; on Middle Passage Africans were chained below the decks of boats; slaves that refused to eat were force fed; *forced migration of Spanish Jews*: during the Middle Ages, Spain was controlled by Muslims; during the Crusades, Muslim rule started to weaken and Christians began to reconquer territory and drive out the Muslims; used Inquisition to try heretics; Jews often persecuted because of high economic standing and educational backgrounds)
- Supports the theme with relevant facts, examples, and details (*forced migration of Africans*: Hispaniola and Brazil; slave ships often overcrowded; used oral storytelling to pass on stories of past; *forced migration of Spanish Jews*: forced to leave homes and possessions in Spain; some Jews in Spain converted to Christianity and were called Marranos; ordered by Queen Isabella not to sell synagogues and cemeteries)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that discusses how the migrations of both Africans and Jews shaped the world

Conclusion: Overall, the response fits the criteria for Level 4. Documents are used to frame the discussion. Outside information strengthens the discussion of historical circumstances. Additional analytic statements would have enhanced this response.

Throughout history there's been numerous cases of mass migrations of people out of countries. Some migrations are willing migrations of people who want to escape economic devastation in their homelands. Others are forced migrations. It can have huge cultural, economical effects on the country people are emigrating from and the places they are immigrating to when such a large amount of the population leaves. The Atlantic Slave trade forced a huge percentage of people in Africa to migrate to the New World in order to work on the plantations. The emigration of the Irish out of Ireland was the people's last attempt to survive the Great Potato famines (Document 7b). These two very separate and different cases both show how greatly the societies affected are changed by the shift in population.

After the discovery of the New World, countries realized the economic potential of this new soil. Old World crops such as sugar were transferred to be planted and grown in the New World, but this Columbian Exchange also brought diseases. The Native people living in the New World were not immune to the "new" diseases and could not fight off these diseases and were dying in large numbers. Since there were no longer enough Native people, they could no longer be abused and forced into growing European crops on the plantations. Enslaved Africans were transported overseas to work the fields instead (Document 7). Cash crops, which were grown on these plantations, required many new workers, which enslaved Africans provided. It was believed that Africans were better suited to work on the plantations than the Native people were. The Africans were unfamiliar with the land they found themselves on, and therefore were less likely to run away. However it would become clear how much this forced migration

devastated Africa.

When European slave traders forced huge numbers of Africans to migrate, parts of Africa were devastated economically and socially. In order to capture men and women from African villages, the European slave traders relied on Africans to round up people and bring them to the ports. They gave certain African tribes weapons in order to work against other tribes and villages and this caused huge distrust among African communities (Doc 3). African leaders made alliances with each other and made deals with Europeans and captured their African enemies with European guns. These leaders played one European group against another to gain European products and to increase their profits. Some African civilizations gained power from the slave trade and others failed. Enslaved Africans who were forced to leave Africa lost their families, but managed to bring small doses of their traditional culture to the New World. Oral storytelling and other African traditions such as music, foods, and language can still be seen in North and South American culture (Doc 2b). African and Native culture intertwined with European culture to create things such as Creole food and the Gullah language.

The Irish emigrated of their own free will, unlike the Africans sold in the slave trade. Ireland was a part of Great Britain, and the British were harsh landlords. Britain used land taxation to keep many Irish poor and desperate. They took away land ownership from the Irish forcing them to become tenant farmers. These farmers were forced to send most of their crops to their English overseers. This then resulted in the Irish depending on the easiest crop that could be grown — the potato. The potato was plentiful and supported the growing population

(Doc 7a). The potatoes provided enough, in terms of nutrition, at the time and could be grown in bulk to feed large families (Doc 7a). But the Irish were also overly dependent on the crop and were almost totally devastated and deprived of food by the Irish Potato Famine that started in 1845 (Doc 7b). Many people couldn't handle the British tax on crops and land and lost their land and became homeless. The British did attempt to help the Irish by setting up workhouses but the Irish despised the workhouse. Often the Irish were forced to convert to Protestantism before they were given minimal food and housing. In the end starvation forced them to migrate in huge numbers to the U.S., Canada, and Australia because they feared they would die if they didn't leave.

The idea of starting a new life in another place was extremely scary but appealing to the Irish people starving in their homeland, and although it was a last resort, many chose to leave (Doc 8). Huge numbers of able workers entered the U.S.'s work force and, were, in many cases, beneficial. The U.S. had many new workers willing to take low paying jobs which would help the industrial revolution occurring in the U.S. The U.S. government used the Irish to fight in wars as well (Doc 9a). The Irish were, in many cases, persecuted and abused because they were different, but there were many railroads and bridges that might not have been built without the help of these immigrants (9b). In the long run the Irish immigrants and their families were able to integrate into American society and culture. Similar to the African migration, the Irish integrated some of their culture into American society, such as celebrating St. Patrick's Day. But as for the effects on the Irish homeland, the situation wasn't as pretty. Without

people to work in the shops and without a customer base for the shops, small businesses all across Ireland shut down (Doc 9a). The Irish economy was destroyed and the houses and villages and towns were nearly totally deserted (Doc 9a). Ireland's population still hasn't recovered from the large numbers of the people who either died or migrated during the famine. Even today there are fewer people in Ireland than before the famine.

Trends and similarities can be seen through both the trans-atlantic slave trade and the mass emmigration out of Ireland, despite both occurring as a result of very different circumstances. Both migrations led to a huge decrease in population in their respective homelands, and a decline in development of their homelands' economies. An industrial increase occurred in the places migrated to.

Anchor Level 4-B

The response:

- Develops all aspects of the task for the forced migration of Africans and the emigration of the Irish
- Is both descriptive and analytical (*forced migration of Africans*: huge percentage of people forced to migrate to New World to work on plantations; native peoples living in New World were not immune to “new” diseases; no longer enough native people to force into growing European crops on plantations; when European slave traders forced huge numbers of Africans to migrate, parts of Africa was devastated economically and socially; *emigration of Irish*: forced to send most of their crops to English overseers; potato was plentiful and supported growing population; overly dependent on potato and were almost totally devastated and deprived of food by potato famine; many migrated because they feared they would die if they did not leave; United States used the Irish to fight in wars; many railroads and bridges might not have been built without their help; without people to work and without customer base, small businesses across Ireland shut down)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*forced migration of Africans*: Columbian exchange brought diseases to New World; unfamiliar with new land in New World, and were less likely to run away; European slave traders relied on other Africans to round up people and bring them to the ports; African leaders made alliances with each other, made deals with Europeans, and captured enemies with European guns; African and native culture intertwined with European culture to create things such as Creole food and Gullah language; *emigration of Irish*: British used land taxes to keep many Irish poor and desperate; British took away land ownership and forced them to become tenant farmers; British attempted to help by setting up workhouses; often Irish forced to convert to Protestantism before they were given minimal food and housing; Ireland still has not recovered)
- Supports the theme with relevant facts, examples, and details (*forced migration of Africans*: Old World crops such as sugar; brought traditional culture such as oral storytelling; *emigration of Irish*: potatoes were nutritious; famine started in 1845; migrated in huge numbers to United States, Canada, and Australia)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how the migrations of the Africans and Irish resulted in a shift in population greatly affecting these two societies and a conclusion that discusses the trends occurring because of these two migrations

Conclusion: Overall, the response fits the criteria for Level 4. A detailed somewhat repetitive presentation of document information is enhanced by relevant outside information and some good analytical conclusions. While a comparative element is employed to examine the positive and negative effects on countries involved in both migrations, additional facts and details would have benefited the discussion.

Throughout history, migrations have had large impacts on certain societies. Migration is the moving of people from one geographic location to another. Two such scenarios are the migration of the Africans from Africa to the Americas and the emigration of the Irish from Ireland to North America and Australia.

The migration of the Africans to the Americas in the 1500s to the 1800s was forced. They were made to leave their homeland out of no desire of their own. The reason for this is that the Americas were lacking enough labor. A reason for this is because the Europeans inadvertently brought diseases such as smallpox and measles into the Americas that the Native Americans did not have immunities for. Therefore, with the introduction of more and more Europeans into the Americas, more and more Native Americans, who made up almost all of the work force in this area at the time, died due to these diseases and illnesses. These diseases eventually caused the labor system called *encomienda* to collapse. *Encomienda* was developed by the Spanish government. Basically the Spanish king gave land and the native people on the land to the Spanish conquistadors to develop on the King's behalf. However, as more and more natives died of disease, ran away, or just died the Spanish needed to find a new labor force. Even though some Europeans were immigrating into the New World, not enough came for the purpose of doing labor in the fields. Most would run businesses or have their own farms or plantations. This extreme need for labor led to the rise of the Atlantic slave trade. Enslaved Africans were brought to the Americas on slave ships. The trip between Africa and the Americas was called the Middle Passage and many slaves died during the trip because of bad conditions on the ships. The

makeup of the population of the Caribbean, South America, and the United States changed because of the slave trade.

As a result of millions of Africans coming to the Americas, African oral storytelling spread throughout the Caribbean, Latin America, the United States, and Europe. African languages, foods, and music were brought to areas where the slaves were taken. African cultures mixed together with Native cultures as well as European cultures to form unique cultures in the Americas. The effects of the slave trade on Africa were devastating, especially to some African kingdoms. In those African kingdoms, economic development was undermined and slowed because their strongest people were taken away. Wars stimulated by the slave trade meant some Africans lived in fear of being kidnapped. Many groups of people did not trust each other. Development in some areas slowed drastically because of the drainage of accumulated skills and abilities. The Americas, with their newfound source of labor, obviously benefitted greatly from the slave trade because they had a supply of workers to grow crops and mine silver.

The emigration of the Irish to the Americas was mainly the result of a food problem. The Irish relied way too heavily on the potato to provide food for them. Tenant farmers were the most vulnerable because they struggled to make ends meet. Most of the harvest was sold to pay rent to absentee landlords in Britain. This meant while they were growing other crops, they ate and relied on potatoes to feed their families. They were accustomed to a very cool, wet climate that was ideal for growing potatoes. The average man ate 45 potatoes a day, the average woman ate 36, and the average child, 15. In 1842, the potato crop started to fail and there was major flooding. The woes only continued from

1845 to 1847 when the climate was dull and moist. And the blight hit in 1846 which made the potatoes rot. There was an extreme lack of potatoes, and a majority of the Irish farm laborers were starving because the potato was almost all they ever ate. The other crops that were grown in Ireland were exported. The Irish were still forced to send the British grains and other foods while they were starving from the failure of the potato crop. Many Irish felt the British government did little to help them while they starved. As a result, many, many Irish emigrated out of the country, heading for the Americas in search of new opportunities. Some even went to Australia.

The immigration to America of the Irish had a positive impact on America. Many Irish-Americans fought in the Civil War. Others were very helpful in building the Transcontinental Railroad and worked on other projects having to do with American infrastructure. America's economy was stimulated by the migration of the Irish. However, while the Irish were not usually starving in America, they did face discrimination. The country of Ireland suffered because of the potato famine. Large areas of land were abandoned, making whole towns dysfunctional and empty. The butter, bacon, and cattle trades failed due to a lack of demand. Many warehouses which once stored goods stood empty. Ireland struggled during the years that followed the famine and the emigration of its people, while America was glad to take in these immigrants and use their labor to build up an even stronger nation.

A similarity exists between the forced migration of the Africans and the emigration of the Irish. Both of these migrations benefitted the Americas. As for the Africans, their migration provided the Americas

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

with labor on plantations and in mines and the Irish provided laborers to build a vital American railroad and soldiers to fight in one of the most important wars in American history.

In conclusion, the forced migration of the Africans and Irish migration had huge effects. The beneficiary of both migrations would turn out to be the Americas. Africa and Ireland themselves would struggle after these events. These migrations both occurred because of a need, one because of a shortage of the labor in the Americas that was needed on European-owned plantations in the case of the Africans and one because of a potato famine in which people needed to move to find food and jobs in the case of the Irish.

Anchor Level 4-C

The response:

- Develops the task unevenly by discussing the forced migration of Africans more thoroughly than the emigration of the Irish
- Is both descriptive and analytical (*forced migration of Africans*: as more and more natives died of disease or ran away, Spanish needed to find new labor source; not enough Europeans immigrating to New World for the purpose of doing labor in the field; extreme need for labor led to rise of Atlantic slave trade; African culture mixed with native cultures and European cultures to form unique cultures in the Americas; in some African kingdoms, economic development undermined and slowed because strongest people taken away; *emigration of Irish*: relied too heavily on potato to provide food; many emigrated to Americas and Australia searching for new opportunities; while not usually starving in America they did face discrimination; large areas of land in Ireland abandoned making whole town dysfunctional and empty; Ireland struggled following famine and emigration of its people)
- Incorporates relevant information from documents 1, 2, 3, 7, and 9
- Incorporates relevant outside information (*forced migration of Africans*: Europeans inadvertently brought diseases such as smallpox and measles which natives did not have immunities for; trip between Africa and Americas called Middle Passage; wars stimulated by the slave trade meant some Africans lived in fear of being kidnapped; *emigration of Irish*: tenant farmers were the most vulnerable because they struggled to make ends meet; most of harvest sold to pay rent to absentee landlords in Britain; many Irish felt Britain did little to help the Irish)
- Supports the theme with relevant facts, examples, and details (*forced migration of Africans*: made to leave their homeland because Americas were lacking labor; millions ended up in Americas; oral storytelling spread throughout Caribbean, Latin America, the United States, and Europe; *emigration of Irish*: emigrated mainly because of a food problem; average man ate 45 potatoes a day, average woman ate 36, and average child 15; many Irish Americans fought in American Civil War; in Ireland butter, bacon, and cattle trades failed due to lack of demand)
- Demonstrates a logical and clear plan of organization; includes an introduction that includes a definition of migration and a conclusion that discusses how both migrations occurred because of a need

Conclusion: Overall, the response fits the criteria for Level 4. Relevant outside information is effectively employed along with document information demonstrating a good understanding of the task. A limited comparison is attempted between both migrations. Additional analytic statements as well as supporting facts and details would have strengthened the discussion of the treatment of emigration of the Irish.

Throughout our world's history, people have migrated and changed location. This can be because of a direct expulsion, such as the expulsion of Jews from Spain. Or, economical and societal factors can influence migration. The forced migration of Africans during the trans-Atlantic slave trade and the Irish emigration, resulting from labour shortages and the potato famine, respectively, caused profound changes in regions and societies, such as the expansion of slavery or the economic decline in Ireland.

The African people were forced to migrate to the New World. The demand for labour was steadily increasing, so the development of the trans-Atlantic slave trade arose. According to Will Hardy the, "[enslaved Africans] played a crucial part in the development of the New World, above all making up for the shortages of labour." (Doc 1). The deaths of many Native Americans made it necessary to find a new source of labor. There were not enough Europeans migrating to the New World to supply sufficient labor. The plantation system developed during colonial times. It was a form of agricultural production used to grow sugar and other cash crops in large quantities so that they could be sold on the international market. Plantation agriculture required a massive workforce that was filled by African slaves (Doc #1). Additionally, Africans were employed in the military (Doc #2a). The need for labor increased with the increased exchange of food crops across the Atlantic, and the demand for tropical goods (Doc #2a). This started a trading pattern known as the Triangle Trade. Goods were transported from the Americas to Europe to Africa in a triangular form, therefore the name, Triangle Trade. In this Triangle Trade system cash crops produced by slaves went to Europe. From Europe finished goods went to Africa

and from Africa slaves went to the Americas. The trade within the triangle always seemed to remain pretty constant—slaves always left Africa and went to the Americas and cash crops always left the Americas to be purchased, consumed, or manufactured by Europeans. The slaves were bought by trading guns, tools, textiles, liquor, or other products.

The Trans-Atlantic Slave Trade's effect on Africa and the America's is substantial. According to Hillary McDonald Beckles, the trans-Atlantic slave trade led to the undermining of African economic potential, as well as the derailment of its development (Doc #3). Additionally, it destroyed systems of government, generated fear, fighting, distrust, and civil practices, and drained the population, resulting in the loss of accumulated skill and human resources needed for development (Doc #3). Africans were taken from their communities and sent to faraway cruel places that treated them as property. In Africa the basic loss of population caused some communities to disintegrate. The effect on the Americas included a booming plantation economy fueled by increases in the production of sugarcane, indigo, rice, tobacco, cocoa, and other crops (Doc #2a). Also, an influx of African culture was brought about, including "oral storytelling featuring the tortoise, hare, and spider" in the United States, Latin America, the Caribbean, and Europe (Doc #2b). Africans became an essential part of the population and slavery played an important role in the political, economic, and social development of many colonies. Conversely, African cultures and communities suffered, given that the majority of its healthy, strong population was forcibly taken to other parts of the world.

Ireland could only support crops that grew in a wet or moist climate,

one such crop is the potato (Doc #7a). Many Irish tenant farmers grew potatoes because they were high yielding and highly nutritious. The potato became a dietary staple of the large and poor Irish population because it was cheap. (Doc #7a). In 1845-1847, Ireland had moist summers which meant they were unable to grow potatoes without "Blight", which effected the potato by making them inedible (Doc #7b). Blight is a disease that infected the potato crop causing it to rot, so many people started to starve. However according to Tom Verde, "the populations over-reliance on the potato compounded the crisis." (Doc #7a). Emigration was considered a "remedy" to the starving populace, according to a cartoonist from "Punch" (Doc #8). The cartoonist suggests emigrating to the U.S, Canada, or Australia would lead them to have a better life. (Doc #8). The Irish sought help from the British, but the British help often was badly timed, poorly delivered, or disliked. Some Irish blamed the British and their policies for the famine deaths. Overtime this dislike of the British led to a rise in nationalism and a desire for self-rule.

Thousands of starving Irish people migrated to America. They sought work to support their starving families. Their migration helped America flourish, meanwhile Ireland, left bereft of people struggled to recover. Many Irish shops packed up and went out of business because they didn't have any customers left (Doc #9a). According to Susan Campbell Bartoletti, "large tracts of land were deserted." and, "All over Ireland, the butter, bacon, and cattle trades foundered. Once busy warehouses stood idle and empty on the docks." (Doc #9a). On the other hand, America welcomed their labour, particularly on the construction of the Transcontinental railroad (Doc #9b). Completed in 1869, it would

have been impossible without the thousands of Irish immigrants, according to Michael V. Uschan (Doc #9b). Also, Uschan believes that the completion of the Transcontinental railroad had a “huge impact on the growth of the country as settlers began to travel west in increasing quantities.” (Doc #9b)

The migration of people throughout history is inevitable. The absence of part of the population can sometimes prove detrimental. Whereas, the receiving country often prospers with the addition of a new labor supply. Sometimes, the immigrants bring disease and other foreign influences that have a negative affect on the place migrated to. In sum, the migration of people can bring positive and negative influences to regions and societies that they leave from or that they go to.

Anchor Level 3-A

The response:

- Develops all aspects of the task with some depth for the forced migration of Africans and the emigration of the Irish
- Is more descriptive than analytical (*forced migration of Africans*: deaths of many Native Americans made it necessary to find a new source of labor; not enough Europeans migrating to New World to supply sufficient labor; need for labor increased with increased exchange of food crops across Atlantic and demand for tropical goods; drained the population resulting in loss of accumulated skill and human resources; *emigration of Irish*: Ireland could only support crops that grew in wet, moist climate, one such crop was the potato; became a staple in diet of poor large Irish population because it was cheap; between 1845 and 1847 Ireland's moist summers meant they were unable to grow potatoes without blight; emigration was considered a remedy to starving populace; emigration helped America flourish while Ireland struggled to recover)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*forced migration of Africans*: cash crops produced by slaves went to Europe; from Europe, finished goods went to Africa; slaves were bought with guns, tools, textiles, liquor, or other products; *emigration of Irish*: blight is a disease that infected potato crop causing it to rot; British gave help but was often badly timed, poorly delivered, and disliked)
- Includes some relevant facts, examples, and details (*forced migration of Africans*: triangular trade; led to increases in production of sugarcane, indigo, rice, tobacco, cocoa; *emigration of Irish*: emigrated to United States, Canada, or Australia to have a better life; Transcontinental Railroad)
- Demonstrates a satisfactory plan of organization; includes an introduction that states reasons for and effects of African and Irish migrations and a conclusion that discusses positive and negative effects of migration on the societies from which they leave or to which they go

Conclusion: Overall, the response fits the criteria for Level 3. Document information is used to establish a framework for a discussion supported by limited outside information. Additional development along with facts and details would have strengthened the response.

As the world has progressed, people have found a need to move, for various reasons. Whether it was movement to the next nation over, or movement across the world; each would have an impact on the land they left. Two of such great migrations were the forced migration of Spanish Jews (1492-1598) and the Emigration of the Irish (1845-1853). Forced or not, both had a great impact on the economic well-being of the land they left behind.

In Spain, the Muslims had lived and ruled since the Middle Ages. They built an economically and culturally successful empire under the rule of the Moors. However, for most of this time the Reconquista was going on – sometimes more successful than others. But by early 1492 the Moors had lost control of Granada (Doc 4). In the spring of 1492, Ferdinand and Isabella ordered all Spanish Jews to leave their lands (Doc 4). After centuries of Anti-Semitism, these Jews had believed they had found a safe home; Spain being the largest European Jewish Settlement (Doc 4). However, the Jews were just removed from Spain due to the anger and hatred that the King and Queen harbored towards all heretics and non-believers of Christianity. This, however would come to have a lasting negative impact on Spanish economy, as the Jews were industrious and hard-working people (Doc 6). The Jews had been extremely important to the Muslim Spanish Golden Age. When the Spanish kicked out the Jews and Muslims the Spanish lost many artisans and skilled workers. The Queen ordered the Jews not to sell their religious sites (Doc 5), giving these sites to the Christians, also leaving empty homes, taking the Jews out of the economy. With no Jew producing products, skills were lost. Jewish jobs and shops were abandoned as well, taking even more money out of the system. This

forced migration led to an economic decline in Spain. Jews had to find new places to restart their lives after being kicked out of Spain. Many went to cities in other countries such as Venice and Constantinople. They brought their skills and talents to these cities benefitting their new country greatly. Less than 400 years later, a different kind of migration would take place, and not too far from Spain.

In 19th century Ireland, the potato had become the most important food resource for the Irish. Especially when it was mixed with milk or buttermilk, it provided all nutrients necessary to sustain human life. (Doc 7a.) However, the society's over dependence on the crop led to its down fall in the mid-1800s. Many Irish ate potatoes for every meal. An average man ate 45 potatoes a day and an average woman about 36 (Doc 7a). A few bad seasons, in 1842, and again from 1845 to 1847, bad summer weather led to the start of the blight. This disease affected the potato crop rotting them and causing them to be inedible. The destruction of the crop led to the end of many Irish lives (Doc 7b). There was other food that was still growing and was not affected by the blight, however, this food was not available to the poor and working-class Irish citizens. Typically this other food was sent to Britain to pay rent or taxes as they were the Irish's landlords. (Doc 7a). Without many options, the starving Irish felt they needed to leave their homes and decided to emigrate into the U.S., Australia, and Canada. While Ireland was left with a crumbling economy, as many died or left, shops had no customers, and nobody to work on the docks. (Doc 9a) However, places such as the United States flourished. The Irish were a hard-working people, and contributed to great successes in the Civil War, and the building of the Transcontinental railroad. However it

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

was not always easy because the Irish were often discriminated against. Many Irish were accused of taking away jobs and often worked at low paying or dangerous jobs.

In the end migrations affected Spain's and Ireland's economy negatively.

Anchor Level 3-B**The response:**

- Develops all aspects of the task with some depth for the forced migration of Spanish Jews and the emigration of the Irish
- Is more descriptive than analytical (*forced migration of Spanish Jews*: lasting negative impact on Spanish economy as Jews were industrious and hardworking; with no Jews producing products, skills were lost; Jews had to find new places to restart their lives after being kicked out of Spain; *emigration of Irish*: potato became the most important food resource especially when mixed with milk or buttermilk; Ireland's overdependence on potato led to its downfall in the mid-1800s; a few bad seasons and bad summer weather led to start of the blight; destruction of potato crop led to the end of many lives)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*forced migration of Spanish Jews*: economically and culturally successful empire had been built under the rule of Moors; Jews were extremely important to success of Muslim Golden Age; went to cities such as Venice and Constantinople; *emigration of Irish*: blight was a disease that affected potato crop rotting them and causing them to be inedible; crops other than potato typically sent to Britain to pay rent or taxes as they were the Irish's landlords)
- Includes some relevant facts, examples, and details (*forced migration of Spanish Jews*: in spring of 1492 Ferdinand and Isabella ordered all Jews to leave their lands; Spain was largest European Jewish settlement; ordered by Queen not to sell their religious sites; *emigration of Irish*: average man ate 45 potatoes a day and average woman about 36; families emigrated to United States, Australia, and Canada; Civil War; Transcontinental Railroad)
- Demonstrates a satisfactory plan of organization; includes an introduction that states whether forced or not, migrations have had an impact on the land the people left behind and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Limited relevant historical information is employed to support document information demonstrating an understanding of the forced migration of the Spanish Jews and emigration of the Irish. While an analytic connection of both migrations to economic circumstances is established, additional supporting facts and details would have strengthened the discussion.

Throughout history, the peoples of nations all over the world have migrated for a variety of reasons. However, the impacts of these migrations often have the same effects, as seen through migrations of Africa and Ireland. Although both ethnicities migrated for different reasons, the migrations aided in the development of nations and had a negative impact on their places of origin.

The African migration was a forced one, with the Africans having no choice in the matter. European powers traded with the Chiefs of coastal African tribes, who rounded up their African enemies in order to supply the growing European colonies in the Americas with the labor needed to support their mercantilist philosophies. Native Americans were not plentiful enough to provide labor due to their lack of immunity to European diseases and to overwork which killed many of them. The Europeans looked towards a people with whom they had regular interactions and therefore had immunity to diseases to fill their demand for labor, Africans. As a result of the forced migration of the Africans, the trans-Atlantic slave trade occurred. The trans-Atlantic slave trade brought slaves to the Americas. Slaves were taken from mostly west African port cities, crammed onto ships and forced to endure the Middle Passage which was gruesome. The slave trade undermined African economic potential and derailed development. (Doc 3) African tribes fought wars between each other. The trust between states collapsed because of the capture and loss of their own people. Many Africans were forced to move from their homeland to European colonies in the Americas. At the cost of their own development, Africans were being used to support the growth of European colonies and European economies through labor in agriculture. (Doc 1)

Europeans greatly profited from this system of trade and the production of cash crops.

Although the Irish migration was not as severe as the forced African migration, it still had its effects. After the introduction of the “lumper potato” into the Irish diet, it quickly became a staple food and became heavily relied upon as a source of food. (Doc 7a) The lumper was easy and cheap to grow. Because there was food available, the population ballooned and this overgrowing population relied almost solely on the potato. Once the potato crop had been virtually eradicated by the Potato Blight, a disease that hit the potato crops in Ireland, the Irish peasantry was left with almost nothing to eat. Men, women, and children starved. Many people lost their houses and many were forced to live in workhouses. Life for most poor Irish was harsh. As a result, many families emigrated to locations such as the United States to find work and food. As a result of this migration from Ireland, Irish business owners could not get enough customers to support their business and were forced to sell their businesses, which in turn impacted the Irish economy negatively. (Doc 9a) While life in Ireland was difficult, the Irish that emigrated aided in the construction of the Transcontinental Railroad in the United States and acted as a source of labor to aid the American economy. (Doc 9b)

To conclude, peoples have migrated around the world for a variety of reasons. Even so, the effects of the migrations are generally similar. Both the Africans and Irish migrated and aided in the development of economies in the Americas. However, it was done at the cost of the development of their own places of origin.

Anchor Level 3-C

The response:

- Develops all aspects of the task with some depth for the forced migration of Africans and the emigration of the Irish
- Is more descriptive than analytical (*forced migration of Africans*: Native Americans were not plentiful enough to provide labor due to lack of immunity to European diseases and overwork which had killed many of them; Europeans looked toward a people with whom they had regular interactions with and immunity to diseases to fill their demand for labor; slave trade undermined African economic potential and derailed development; Europeans profited from system of trade and production of cash crops; *emigration of Irish*: lumper potato became heavily relied upon as a source of food; ever-growing population relied almost solely on one crop; potato crop virtually eradicated by blight; life for most poor Irish was harsh; many families migrated to United States to find work and food; business owners in Ireland could not get enough customers to support their business and were forced to sell; were a source of labor which aided American economy)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*forced migration of Africans*: European powers traded with the chiefs of coastal African tribes to supply growing European colonies in Americas with needed labor; slaves taken from mostly west African port cities crammed on ships and forced to endure Middle Passage; *emigration of Irish*: many people lost their homes and were forced to live in workhouses)
- Includes some relevant facts, examples, and details (*forced migration of Africans*: trans-Atlantic slave trade; many forced to move from African homeland to Americas; *emigration of Irish*: lumper potato was easy and cheap to grow; men, women, and children starved; aided in construction of Transcontinental Railroad in United States)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state African and Irish migrations aided in the development of nations but had a negative impact on the places of origin

Conclusion: Overall, the response fits the criteria for Level 3. The discussion for both migrations is framed by document information and limited relevant outside information demonstrating an understanding of the task. Overgeneralizations and repetition weaken the response.

Migrations are what change history. They help. They hurt. Migrations are when large groups of people move a great distance. African slaves migrated to the Americas. Starving Irish migrated to the Americas. Both the Irish and the Africans migrated to the Americas. For the Irish it was a choice but not for the Africans. Both helped the Americas, but hurt their homeland.

The Irish migrated due to crop failure of the potato (7b). The potato was the Irish staple. It sustained life. The potato grew easily in the Irish climate (7a). But when the floods hit there was starvation (7a). People were starving. Irish thought life in America would be easier than life at home as evidenced by document eight.

The Africans were forced to come to the America's unlike the Irish. The Americas needed cheap labor, but their diseases had killed most native Americans. This "required" outside labor. Africans slaves were then shipped over in the middle passage. They worked on plantations, against their will (Doc 1).

The African and Irish migrations both helped America, and hurt the home countries. The Africans who came to the Americas worked on plantations, and grew crops (Doc. 2). The Irish who came built railroads, and fought in the military (Doc 9b). Both groups of people benefited the Americas. Ireland suffered, with its loss of workers. Shops were left vacant, and factories shut down (Doc 9a). This decreased local economy and made life harder for those who stayed. The Africans who were ripped from their villages left gaping holes in society, such as the loss of skilled men and women (Doc. 3). Both Africa and Ireland suffered due to the migration to the Americas.

The Irish and Africans migrated to the Americas. The Irish

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

voluntarily came. The Africans were forced. Both Irish and African immigrants boosted the economy of the Americas through hard work. Both left unfilled holes back home, which lead to economic instability. The Irish and Africans came to the Americas for different reasons, but both helped the American economy, while hurting their own.

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

- Minimally develops all aspects of the task
- Is primarily descriptive (migration was a choice for the Irish but not for Africans; both migrations helped the Americas and hurt their homeland; *emigration of Irish*: potato was Irish staple; potato grew easily in Irish climate; when floods hit Ireland there was starvation; thought life in America would be easier than life in Ireland; built railroads and fought in military in America; migration decreased local Irish economy and made life harder for those who stayed; *forced migration of Africans*: Americas needed cheap labor; diseases had killed most Native Americans; those ripped from their villages left gaping holes in African society such as loss of skilled men and women)
- Incorporates limited relevant information from documents 1, 2, 3, 7, and 9
- Presents little relevant outside information (*forced migration of Africans*: African slaves shipped over on the Middle Passage)
- Includes few relevant facts, examples, and details (*emigration of Irish*: migrated due to crop failure of potato; shops left vacant and factories shut down; *forced migration of Africans*: worked on plantations)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that discuss the effects of the Irish and African migrations on the Americas and their respective homelands

Conclusion: Overall, the response fits the criteria for Level 2. The response is framed by relevant document information and includes a limited comparison of the forced migration of Africans and the migration of Irish. The discussion demonstrates a basic understanding of the task. The inclusion of additional supporting facts and details would have strengthened the response.

People, throughout the course of history, have both immigrated and emigrated to and from countries. There are a variety of reasons behind these migrations. Such reasons include the forced migration of Africans and the emigration of the Irish.

The New World was discovered in 1492. Europeans that reached the Americas brought over diseases that spread and killed a great number of the local population (Doc. 1). This local population are known as Native Americans and originally served as the European's source of labor. Too few Europeans chose to travel to the Americas for labor. Because of this, the Europeans turned to the Africans which had a great population (Doc. 1). The forced migration of blacks became known as the Atlantic Slave Trade.

Africans played a crucial part in developing the New World economically and was the backbone of the workforce (Doc. 1). The enslavement of millions of Africans led to the production and transfer of their most important development—sugarcane (Doc. 2a). This boosted the economy of the Americas. Increased demand for goods meant an increased demand in labor (Doc 2a). Without the Africans, these demands would not have been met and the economy would suffer. Although the Africans were forced to migrate, they held fast to their traditions and culture. Europeans attempted to suppress or even eradicate African culture, but skills and traditions carried on such as their literary tradition of oral storytelling (Doc. 2b).

The Potato crop was introduced to Ireland in the late 16th century and early 17th century. The people of Ireland soon began to depend heavily on potatoes. It was enough to sustain life if enough was eaten (Doc. 7a). Factors such as having a very wet summer led to flooding

and failure in the potato crop (Doc. 7b). This caused the Irish potato famine that lasted from 1845 to about 1853. Due to the potato famine, the Irish were advised to seek out new lives in the U.S, Canada, or Australia (Doc. 8) so the Irish migrated to these countries in hopes of a better life.

Because many Irish fled, Ireland became deserted. Shopkeepers and merchants closed their doors and warehouses were empty. City-shops were also shuttered (Doc. 9a). However, the hard work and bravery of Irish Americans helped shape the United States in the 1800s. They fought in the Civil War and the construction of the Transcontinental Railroad would not have been possible without them (Doc. 9b).

Many different reasons contribute to the migration of people. Of these reasons are the demand for labor, such as the forced migration of Africans, and crop failure in the case of the emigration of the Irish. However, these migrations can help shape their new destinations.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*forced migration of Africans*: Europeans that reached the Americas brought diseases that spread and killed a great number of the local population; too few Europeans chose to travel to the Americas for labor; Africans played a crucial part in developing the New World economically and were backbone of workforce; increased demand for goods meant increased demand in labor; Europeans attempted to suppress or even eradicate African culture but their skills and traditions such as oral storytelling carried on; *emigration of Irish*: began to depend heavily on potatoes; their hard work and bravery helped shaped United States in 1800s)
- Incorporates limited relevant information from documents 1, 2, 7, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*forced migration of Africans*: local population known as Native Americans; Atlantic slave trade; sugarcane boosted economy of Americas; *emigration of Irish*: potato crop introduced to Ireland in late 16th and early 17th centuries; very wet summers led to flooding and failure of potato crop; potato famine from 1845 to about 1853; city shops shuttered; Civil War; Transcontinental Railroad); includes an inaccuracy (*forced migration of Africans*: enslavement of millions of Africans led to production and transfer of their most important development, sugarcane)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states reasons for the migrations of the Africans and the Irish

Conclusion: Overall, the response fits the criteria for Level 2. Relevant information is selected from the documents and is strung together to discuss the forced migration of Africans and the migration of the Irish demonstrating an understanding of the task. Overgeneralizations and faulty connections weaken the response.

People have migrated or moved for many different reasons in history. Some were forced like that of the Africans, and some were because of starvation such as the Irish.

Even in Africa, whites were superior. The native people didn't have equal rights. This fact, along with the fact that labourers were needed to work in the New World (Doc 1), contributed to the beginning of the slave trade. When they reached the New World, they had an impact on many societies and regions. Their literary traditions, mostly storytelling, began to spread, influencing societies to the point where we still hear the stories today (Doc 2b). It also affected African regions in the following ways; widespread fear began to spread, warfare began, and there was a great decrease in trust. (Doc 3).

In Ireland, the potato is the staple of their diet. In 1845, when the potato crop started to fail (Doc 7b), people began dying of starvation. People who could afford to leave, fled to the United States, mainly. People who could not afford to leave tried to survive off of what they had, most of the time resulting in starvation. So many people leaving impacted Irish society because shopkeepers and merchants were forced to close their doors due to lack of customers (Doc 9a). Meanwhile, in the United States, Irish Americans helped to build the Transcontinental Railroad, which otherwise would have not been built without their help (Doc 9b).

In summation, people can migrate to other areas for different reasons and it can not only affect the places they left behind, but also where they end up.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*forced migration of Africans*: native Africans did not have equal rights; literary traditions began to spread influencing societies to the point where stories are still heard today; in Africa widespread fear began to spread, warfare began, and trust decreased; *emigration of Irish*: people who could afford to leave fled mainly to United States; people who could not afford to leave tried to survive off of what they had which resulted in starvation)
- Incorporates limited relevant information from documents 1, 2, 3, 7, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*forced migration of Africans*: laborers were needed in New World which contributed to beginning of slave trade; *emigration of Irish*: potato was staple of Irish diet; potato crop started to fail in 1845; shopkeepers and merchants forced to close their doors due to lack of customers)
- 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. Restatements of document information, simple explanations, and overgeneralizations are the basis of the response. Limited development weakens the response.

Many circumstances with held people in their home countries from having a good life; therefore, they moved on to start a new beginning in other foriegn countries. Many emigrations took place in history due to rough working and living conditions.

A huge emigration that took place was those who came from Ireland. According to document 8, which shows a photograph of an Irish family, if you were an Irish family then you should immagrate to the united States, Australia, or Canada. The photograph shows that if you were to stay in Ireland then you will not have luck in stores, selling things, any you will and your family will be hungry, or starving, but if your family takes place in emigration then you will have a good life filled with food and a home in a new country.

However many did move on in order to gain a better life, it left there home country of Ireland in a bad spot. According to document 9a, Ireland, now that so many people had left, was in shambles. As large areas began to be left behind, shopkeepers and merchants had to close their doors due to no customers. City shops were shuttered up and broken windows with paper stuffed in them. Public houses closed. Notices and handbills were posted over doors, and walls. Also once-busy warehouses stood idle and empty on the docks. Ireland was suffering greatly due to the loss of so many Irish people leaving.

Another large emigration that occured was the expelling of Jewish. The real motive for this, according to document 4, was the religious zeal of the Church, the queen, and the masses. However the official reason was the Jewish encouraged the Jews who converted to Christianity to avoid persecution to persist in their Jewishness, and thus, would not allow them to be good christians.

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

The expelling of the Jewish may had seemed as though it were a good idea, but it actually made for the expulsion of stable and industrious (hardworking) laborers, industry became more declined.

The emigration and expelition of the Jewish and the Irish did wind up bad for their home countries as proven. However in some cases it did prove to wind up being good for them.

Anchor Level 1-A

The response:

- Minimally addresses some aspects of the task
- Is descriptive (*emigration of Irish*: will be hungry or starving if they remain in Ireland; were told if they emigrate they will have a good life filled with food and a new home; *forced migration of Spanish Jews*: motive was religious zeal of Church, Queen, and masses; official reason given for driving out Jews was the Jews encouraged Jews who had converted to Christianity to avoid persecution to persist in their Jewishness even though this would not allow them to become good Christians); includes faulty and weak interpretation (*emigration of Irish*: reference to document 8 as a photograph)
- Includes minimal information from documents 4, 6, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*emigration of Irish*: shopkeepers and merchants had to close doors due to no customers; notices and handbills pasted over doors and walls; once-busy warehouses stood idle and empty; *forced migration of Spanish Jews*: expulsion of stable and industrious laborers led to decline)
- Demonstrates a general plan of organization; includes an introduction that states many conditions in home countries prevented people from having a good life and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Relevant document information related to the emigration of the Irish and the forced migration of the Spanish Jews is strung together demonstrating a minimal understanding of the task. No historical circumstances are provided for the Irish famine. The response is limited in scope and lacks development.

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

Throughout history people have migrated for a variety of reasons. One is the emigration of the Irish. The reason why they left their homeland is that they had a potato famine. In document 7b shows why their only food source failed to grow. After people started leaving Ireland went even more downhill. The businesses were closing. There were no workers. This is shown on document 9a.

Another migration was the Africans. In document one, it talks about how the Atlantic slave trade helped the new world build its great things. This shows how this migration has affected society. The migration of the Africans destroyed Africa. In document 3 it shows how Africa was torn to pieces like how it generated high levels of fear and warfare through the country. Even in present day Africa needs help to rebuild.

Therefore this is the migration of the Irish and African throughout history.

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

- Minimally addresses some aspects of the task
- Is descriptive (*emigration of Irish*: when people started leaving, Ireland went even more downhill; *forced migration of Africans*: migration destroyed Africa by tearing it to pieces; migration generated high levels of fear and warfare)
- Includes minimal information from documents 1, 3, 7, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*emigration of Irish*: potato famine; businesses closed because there were no workers; *forced migration of Africans*: Atlantic slave trade helped New World); includes an inaccuracy (*forced migration of Africans*: Africa referred to as a country)
- Demonstrates a general plan of organization; includes a general introductory and concluding sentence

Conclusion: Overall, the response fits the criteria for Level 1. There is an attempt to address the task with brief statements that describe what a document says. No historical circumstances are provided for the forced migration Africans. Overgeneralizations and a lack of development characterize this response.

For many centuries, people have migrated for a variety of reasons. Some chose to migrate in hopes of a better life and others had no choice. Beginning in the 1500s, many Africans were forced to migrate to the Americas as part of the Atlantic Slave Trade. Later, in the 1840s, an overwhelming amount of Irish natives, migrated to Australia and the Americas, with dreams of a better life. Due to these migrations of people, suffering occurred.

Beginning in the early 1500s, the Atlantic Slave Trade was born out of the development of the New World. This time period followed Columbus' discovery of new lands. In fact Columbus brought natives from America back to Europe to show the potential and profitability of his new discovery. In less than a decade after his discovery, the fusion and spreading of ideas, traditions, crops, and customs was occurring as part of the Columbian Exchange. Products, goods, and diseases went from the Old World to the New World and vice versa. This introduced diseases into the New World that killed off Native Americans intended to be a workforce. With a decrease in the population of Native Americans, Europeans were looking for a new labor source and found it in Africa.

In the 16th century, many crops were introduced to Hispaniola and Brazil. Indigo, rice, tobacco, coffee, cocoa, cotton, and most importantly sugar cane which became the most successful profitable crop. These cash crops were in high demand in Europe so colonists hoped to produce them in great quantity and make as much money as possible. However, along with the introduction of these crops came the need for labor.

Due to the lack of Native American workers in Hispaniola, Brazil,

and other regions, enslaved Africans were taken away from Western Africa and sent on slave ships to be sold and to fulfill the required labor. (Document 2a) Many Africans were uprooted from their lives, families, and homelands and were sold as merchandise. They were treated like property by slave traders and slave holders. Slaves were seen as an investment not as human beings.

European nations gained power and huge profits from both the slave trade and the sale of sugar. They became rich from the sale of cash crops produced with the help of African slaves. They paid little mind to the fact that they inflicted great losses and suffering on African people.

Africa felt the consequences of the Atlantic Slave Trade, over its 300 year span in different ways. In some areas of Africa, "economic potential" was diminished because West African people had been removed from their homes and forcibly displaced to strange and foreign lands. (Document 3) Power shifted in West Africa from the interior to the coast where traders bought and shipped slaves.

On the other hand, Ireland was dealing with crises of its own. A great potato famine had struck in the 1840s. Potatoes were "cheap, high-yielding, and nutritious." (Document 7a) They served as the main source of food for the vast majority of Irish. It was recorded that the average man ate 45 potatoes a day, the average woman 36, and the average child 15. The weather in Ireland was often unpredictable. During the 1840s, they had to deal with the "flooding of fields" one year and a "dull-moist summer" the next. Potato plants developed black spots on their leaves and the potatoes turned black and slimy. The smell was terrible. The plants had a fungus that people called a

Document-Based Essay—Practice Paper – A

blight. This blight infected almost the entire potato crop causing it to rot in the fields. (Document 7b) The Irish were desperate for food and ate the seed potatoes normally saved to grow the next year's crop. This may have lengthened the famine.

At some point it just became too much to handle. The potato crop was gone and in turn the people were suffering. To those suffering, it seemed as if they had no choice but to flee. Many Irish families decided to migrate to the Americas and Australia. Those that fled to the United States, Canada, and Australia worked as cheap labor. They were happy to be away from the famine and to be able to provide food for their families. In the United States, some families were able to thrive. They went from starving and homeless to fairly prosperous and able to feed their families. (Document 8) However, because of this migration, there were fewer inhabitants in Ireland. Ireland's lands were deserted, "shopkeepers and merchants were forced to close their doors," and public houses closed. (Document 9a) Some places in Ireland became "ghost towns."

As a result of migration, both forced and voluntary, the homelands of these people in Africa and in Ireland suffered greatly. Parts of West Africa were no longer able to sustain development and some of their societies crumbled. On the other hand in Ireland, the results of migration were not much different. The loss of people led to a drop in economic development. Retrospectively, a great loss of people can lead to suffering and to economic decline in societies and nations.

The effects of a migration of people, either willingly or due to external forces, can have a lasting impact on both the region and the society. This effect can be seen throughout history, such as the expulsion of the Jewish people from Spain, or the migration of the Irish during the potato famine.

In 1492, the expulsion of the Jewish people from Spain began and lasted until 1598. One of the main reasons for this expulsion was the religious zeal started by the Church which was then taken up by both the Queen and the people of Spain. According to document 4, "The real motive was the religious zeal of the Church, the Queen, and the masses." (Document 4). The main reason for the expulsion was to ensure that the Church retained its positions and its converts from Judaism. The expulsion of the Jewish people from Spain most definitely had lasting effects on the region of Spain.

One of the biggest effects on Spain was the loss of knowledge on how to farm the land, which led to many "escaping" to the West Indies, as described in Document 6. "The methods used in agriculture by the Jews and the Moslems were also soon forgotten, a factor which left many at the mercy of a dry climate and poor soil..." (Document 6) The lack of agriculture resulted in many leaving Spain for the West Indies, causing a lasting impact on both the Spanish region and its people.

In 1846, the Ireland potato famine caused a mass migration to the United States of America, Canada, and Australia. This was mainly due to the reliance on potatoes for the proper nutrients by the average Irish citizen, as described in Document 7a. "Thus, the average Irish male ate 45 potatoes a day; an average woman, about 36; and an

Document-Based Essay—Practice Paper – B

average child 15." (Document 7a). Most of the agriculture and economy of Ireland was dependent on the potato crop, causing massive starvation in the population during the famine. This resulted in the mass migration to other countries.

The effects of the migration were rather beneficial in the United States, as described in Document 9b. "The construction of the Transcontinental Railroad, completed in 1869 would not have been possible without thousands of Irish Americans" (Document 9b). The mass migration allowed for the construction of the Transcontinental Railroad, which had lasting effects on the region, economy, and society of the United States of America. However, the effects it had on Ireland were not so beneficial, as described in Document 9a. "All over Ireland, the butter, bacon, and cattle trades foundered [failed]." (Document 9a). Due to the mass migration, many businesses and trades failed without consumers to supply the demands for the products. This had a lasting effect on the economy and people of Ireland.

In conclusion, a migration of people from a region has a tendency to have a lasting effect on both the region and the people. This trend is relatively obvious in the migration of the Irish during the potato famine, and the expulsion of the Jewish people from Spain.

In history, any kind of mass immigration or emigration can drastically alter regions of the world. Two examples of these migrations are the forced migration of the Africans (1500-1800), and the emigration of the Irish (1845-1853).

Beginning around 1500, Africans were being shipped from their homeland to North, Central, and South Americas to work in mines and on plantations. They were slaves, and were worked brutally, from dawn till dusk. African slaves lived difficult lives because of overwork and abuse. When Europeans came to the Americas, they brought with them diseases that killed off much of the Native population (Doc 1). The Europeans had to make up for this people/labor shortage somehow, so they forcibly took people from their homelands in Africa, and sent them to the Americas. In total, millions of slaves were sent to the Americas. They worked on plantations which benefited the mother country and the slave owners. Europeans were first interested in gold and silver but soon realized that profits could be made growing cash crops on plantations. However, the removal of the slaves left a labor vacuum in Africa. The loss of so many people limited economic and social progress in areas of Africa, and derailed governments. It set Africa behind in progress and development, and decimated kingdoms and people. (Doc 3) The area most affected was western Africa where most of the slave trading posts were located.

In the mid-1800's, Ireland experienced a severe and devastating potato famine. This famine was caused by a few environmental factors, such as a wet summer the year before (Doc 7b). Another reason is because of the blight that affected the potato crop causing the potatoes to rot. Also, the Irish people depended wholly on potatoes for

Document-Based Essay—Practice Paper – C

their food source, as it was one of the only crops they could keep because other crops were sold to their non-present British landlords. (Doc. 7a) Potatoes were very nutritious and high yielding which were the major reasons why many Irish became so dependent on this crop. The British landlords controlled the best land and demanded crops be sold for export or to pay rent. The famine caused more than a million people to die from starvation, disease, or exposure. Soon, people began to realize that they could no longer survive in Ireland, and so they started to immigrate to the U.S, Australia, and Canada. This created a labor vacuum in Ireland, while simultaneously providing the U.S with many laborers. (Doc. 9a) In the beginning the Irish lived in tenements in cities such as Boston and NYC. Eventually these immigrants found work as soldiers fighting in the Civil War and as laborers on the Trans-continental Railroad. (Doc. 9b). While the U.S thrived on cheap labor and expanding industry and development, Ireland suffered economically.

While migrations can have both positive and negative effects on regions, one thing is true: they alter history and countries' developments forever.

Document-Based Essay—Practice Paper – D

Throughout the world and history many different ethnic groups have migrated from their homes. Some of these groups include the forced migration of Spanish Jews (1492-1598) and emigration of the Irish (1845-1853).

The migration of the Spanish Jews was very "force upon". In document 4 it says "Isabella of Spain expelled all the Jews from their lands and thus, by a stroke of the pen, put an end to the largest most distinguished Jewish settlement in Europe." This proves that the migration of the Jews was forced upon. In Document 5 it says "I ordered that those Jews might not sell the synagogues and cemeteries that they owned and that these were to serve the needs of the Spanish Christian cities..." This is telling us what they did after the Jews left.

The immigration of the Irish was not "forced upon" however it was by choice. The main reason the Irish left was because of the potato famine. In document 7a it says "Despite the loss of this beloved and critical resource, Ireland was by no means bereft of [lacking] food." This quote is telling us that without the potatoes Ireland was losing food which gives the Irish people a good enough reason to leave. In document 9a it talks about the aftermath of the Irish emigration. It says "The new wave of emigration affected nearly every village and town, as large tracts of land were deserted." Without the Irish there the cities were left practically empty meaning the economy of Ireland was bound to come crashing down.

Migration can still be happening even to this day. Migrations might benefit the people however not the country they are leaving behind. Without migrations of certain ethnic groups we might not even be here to this day.

Throughout the span of history, people have been discriminated against. Whether it be due to religion, skin color, or heritage, minority groups have always had to face persecution. Sometimes that persecution leads to a forced migration. This occurred with the migration of Africans and Spanish Jews. These two groups were treated unfairly for different reasons, and their fates had different outcomes, but they both had similar experiences.

The transAtlantic slave trade was most in use from (1500-1800). The shipment of African slaves across the Atlantic Ocean to the Americas was primarily done to increase the labor force in the Caribbean and South America (Document 1). Native Americans who had been the first labor force had died in large numbers leading to the need to import Africans. Another reason for the migration was the introduction of sugarcane to the New World, causing the demand for this tropical good to skyrocket and the demand for more workers to do the same. (Document 2a). While sugar was very profitable, it was difficult to produce. Slave labor was the backbone of sugar production, which meant that there was a constant need for more slaves. For these reasons, and because of the fact that European diseases had wiped out the local inhabitants, millions of African slaves were shipped overseas to work for Europeans (Document 2a). In the Americas, Africans worked and died on the plantations. They introduced parts of their home culture into the Americas, changing and creating new cultures.

In Spain from 1492-1598, the royal family sought to banish all Jews from Spain or convert them to Christianity. The Spanish were Catholics and had just completed their "crusade" against the Spanish Moors by driving them out of Granada. Isabella and Ferdinand were very nationalistic and wanted to unite the people under one culture

and religion. They were ready to kick more people out of Spain who were not Spanish Catholic. (Document 4). Even though the Jews did not do much wrong they were targeted because they were a different religion and were seen as different. The Jews who left weren't even allowed to sell their synagogues and cemeteries, because the Queen stated that the country would use them for new Christian churches (Document 5). This massive Jewish expulsion led to economic problems for Spain, for they had lost a section of their working class that was stable and hardworking (Document 6). The Jews were once again forced out of their homes, another historical example of discrimination and persecution against the Jewish people. Overall, the migration of the Jews from Spain caused Spain more problems than solved them.

Both the migration of the Jews from Spain and the Africans from Africa caused the societies from which they left to weaken. In Africa, the absence of most of the strong, young males contributed to the halt of economic and social development, that would continue to affect parts of the continent for centuries (Document 3). Agriculture in Spain failed after the Jewish migration, for many effective agricultural practices were forgotten after the Muslims and Jews left. Their industry failed to, with many Spanish finding themselves unemployed. Both parties suffered during the process of emigration.

The absence of such a large and important part of any population has disastrous consequences on the economy of that place. But the population that is forced to move also is hurt. People had to leave their lives behind and start over again in a completely new place, where they either continued to be discriminated against, or were made slaves. The forced migration of the Africans and Jews caused lasting changes.

Practice Paper A—Score Level 4

The response:

- Develops the task unevenly by discussing the forced migration of Africans more thoroughly than the emigration of the Irish
- Is both descriptive and analytical (*forced migration of Africans*: with a decrease in population of Native Americans, Europeans were looking for a new labor source and found it in Africa; cash crops in high demand in Europe so colonists hoped to produce them in great quantity; many Africans uprooted from lives, families, and homelands and were sold as merchandise; Europeans paid little mind to the fact that they caused great losses and suffering to African people; in some areas Africa's economic potential diminished; *emigration of Irish*: potatoes served as main source of food for vast majority of Irish; weather in Ireland unpredictable; during 1840s had to deal with "flooding of fields" one year and a "dull, moist summer" the next; blight basically infected almost entire potato crop causing it to rot in the fields; worked as cheap labor in United States, Canada, and Australia happy to be away from famine; some Irish families in United States went from starving and homeless to fairly prosperous)
- Incorporates relevant information from documents 2, 3, 7, and 9
- Incorporates relevant outside information (*forced migration of Africans*: Columbus brought natives from America back to Europe to show potential and profitability of new discovery; less than a decade after Columbus' discovery, the fusion and spreading of ideas, traditions, and customs occurred as part of Columbian exchange; slaves treated like property by slave traders and slave holders; *emigration of Irish*: potato plants developed black spots; potatoes turned black and slimy beneath the ground; turned to eating seed potatoes normally saved to grow next year's crop which may have lengthened famine)
- Supports the theme with relevant facts, examples, and details (*forced migration of Africans*: indigo, rice, tobacco, coffee, cocoa, and cotton introduced; forced to migrate to Americas as part of Atlantic slave trade; sugar cane most profitable crop; *emigration of Irish*: 1840s potato famine struck Ireland; potatoes were cheap, high-yielding, and nutritious; average man ate 45 potatoes a day, average woman 36, and average child 15)
- Demonstrates a logical and clear plan of organization; includes an introduction that states reasons for the African and Irish migrations and a conclusion that recognizes large loss of people from societies or nations can lead to suffering and economic decline

Conclusion: Overall, the response fits the criteria for Level 4. Document information is used to frame the response and is combined with outside information about the African migration and the historical circumstances for the emigration of the Irish to demonstrate a good understanding of the task. More analytic statements and further development of how the emigration of the Irish affected regions or societies would have strengthened the effort.

Practice Paper B—Score Level 2

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*forced migration of Spanish Jews*: reason for expulsion was religious zeal started by the Church which was then taken up by the Queen and people of Spain; main reason for expulsion to ensure that Church retained its positions and its converts from Judaism; one of the biggest effects on Spain was loss of knowledge on how to farm land which led many to “escape” to West Indies; *emigration of Irish*: most of the agriculture and economy of Ireland depended on potato crop causing massive starvation in population during famine; construction of Transcontinental Railroad would not have been possible without thousands of Irish Americans; many Irish businesses and trades failed without consumers to supply demands for products)
- Incorporates limited relevant information from documents 4, 6, 7, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*forced migration of Spanish Jews*: expulsion of Jewish people from Spain began in 1492 and lasted until 1598; *emigration of Irish*: potato famine caused mass migration to United States, Canada, and Australia; average Irish male ate 45 potatoes a day, average women 36, and average child 15)
- 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. While the response relies on document information, the inclusion of some relevant details indicates a limited knowledge of the task. The historical circumstances for the emigration of the Irish are not clearly developed. The response does not identify the failure of the potato crop as the cause of the famine. Repetitive statements and generalizations about the effects of both migrations on regions and societies weaken the discussion.

Practice Paper C—Score Level 3

The response:

- Develops all aspects of the task with some depth for the forced migration of Africans and the emigration of the Irish
- Is more descriptive than analytical (*forced migration of Africans*: slaves were worked brutally from dawn to dusk; Europeans brought diseases to Americas that killed off much of native population; forcibly taken from homelands in Africa and sent to Americas; worked on plantations which benefited mother country and slaveowners; loss of so many people limited Africa's economic and social progress in areas in Africa and derailed governments; *emigration of Irish*: wholly dependent on potato for food source; people began to realize they could no longer survive in Ireland; migration created labor vacuum in Ireland while simultaneously providing United States with laborers; while United States thrived on cheap labor and expanding industry and development, Ireland suffered economically)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*forced migration of Africans*: shipped from homeland to work in mines; lived difficult lives because of overwork and abuse; Europeans first interested in gold and silver but soon realized that profits could be made growing cash crops on plantations; *emigration of Irish*: blight caused potatoes to rot; non-present British landlords demanded crops be sold for export or to pay the rent; as result of famine more than a million people died from starvation, disease, or exposure; in the beginning, Irish lived in tenements in Boston and New York City)
- Includes some relevant facts, examples, and details (*forced migration of Africans*: shipped to North, Central, and South America to work on plantations; removal of slaves left labor vacuum in Africa; *emigration of Irish*: potatoes nutritious and high yielding; migrated to United States, Australia, and Canada; Transcontinental Railroad; Civil War)
- Demonstrates a satisfactory plan of organization; includes an introduction that states any kind of migration can dramatically alter the regions of the world and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Methodical interpretation of document information demonstrates an understanding of the task but would have benefited from additional explanation. Relevant outside information is provided but is not always well integrated and often lacks supporting facts and details.

Practice Paper D—Score Level 1

The response:

- Minimally addresses some aspects of the task
- Is descriptive (*forced migration of Spanish Jews*: Queen Isabella put an end to the largest most distinguished Jewish settlement in Europe; *emigration of Irish*: emigration by choice; emigration affected nearly every village and town as large tracts of land were deserted; cities left practically empty meaning the economy of Ireland was bound to come crashing down)
- Includes minimal information from documents 4, 5, 7, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*forced migration of Spanish Jews*: Queen Isabella of Spain expelled Jews from their lands; ordered Jews not to sell synagogues and cemeteries they owned; *emigration of Irish*: main reason they left was potato famine)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Document quotations with minimal explanations are used to address all aspects of the task. No historical circumstances are provided for the forced migration of Spanish Jews. An awareness of relevant information is evident but in most cases application is weak.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task with some depth for the forced migration of Africans and the forced migration of Spanish Jews
- Is more descriptive than analytical (*forced migration of Africans*: shipment of slaves across Atlantic to Americas primarily done to increase labor force in Caribbean and South America; introduction of sugar cane to New World caused demand to skyrocket and increased demand for workers; European diseases had wiped out local inhabitants; absence of strong young males contributed to halt in economic and social development; *forced migration of Spanish Jews*: royal family sought to banish all Jews from Spain or convert them to Christianity; Spanish Catholics had just completed “crusade” against Spanish Moors by driving them out of Granada; massive Jewish expulsion led to economic problems for Spain because they lost a section of working class that was stable and hardworking; agriculture failed because many effective agricultural practices were forgotten after Muslims and Jews left)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*forced migration of Africans*: sugar was very profitable but difficult to produce; millions of slaves shipped overseas to work for Europeans)
- Includes some relevant facts, examples, and details (*forced migration of Africans*: trans-Atlantic slave trade most in use from 1500 to 1800; Native Americans who had been first labor force had died in large numbers; *forced migration of Spanish Jews*: Isabella and Ferdinand very nationalistic; not allowed to sell synagogues and cemeteries because Queen wanted to use them for new Christian churches)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses persecution sometimes leads to forced migration and a conclusion that discusses the effects of forced migration

Conclusion: Overall, the response fits the criteria for Level 3. Although document information frames the treatment of both migrations, the inclusion of limited relevant outside information demonstrates an understanding of the task. Some analytic statements and elements of comparison are included but are not well supported in the discussion.

Global History and Geography Specifications August 2017

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Cultural and Intellectual Life— Individuals	Standards 2, 4, and 5: World History; Economics; Civics, Citizenship, and Government
Document-based Essay	Human Rights; Environment and Society; Factors of Production; Needs and Wants; Power; Conflict; Human and Physical Geography; Movement of People and Goods; Diversity; Change; Culture and Intellectual Life	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

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

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

The *Chart for Determining the Final Examination Score for the August 2017 Regents Examination in Global History and Geography* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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