

FOR TEACHERS ONLY

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

TRANSITION EXAM IN GLOBAL HISTORY AND GEOGRAPHY—GRADE 10

Thursday, August 16, 2018 — 12:30 to 3:30 p.m., only

VOLUME
1 OF **2**
MC & THEMATIC

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

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

Scoring the Part I Multiple-Choice Questions

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

Multiple Choice for Part I Allow 1 credit for each correct response.

Part I			
1 4	8 2	16 1	24 1
2 2	9 2	17 1	25 3
3 4	10 1	18 4	26 3
4 1	11 3	19 4	27 2
5 4	12 3	20 2	28 1
6 1	13 2	21 3	29 2
7 3	14 4	22 2	30 3
	15 1	23 4	

Contents of the Rating Guide

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

- Scoring Key

For **Part II** (thematic) essay:

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

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

Transition Exam in Global History and Geography—Grade 10
Content-Specific Rubric
Thematic Essay
August 2018

Theme: Needs and Wants

Societies and leaders have used different methods to obtain resources and products they needed or desired from other societies. These methods have included trading, engaging in imperialism, and waging war. These interactions have had positive and negative effects on the people in different societies and regions.

Task: Select *two* societies or leaders that traded, engaged in imperialism, or waged war to obtain a specific resource or product and for *each*

- Explain why the society or leader used that method to obtain the resource or product
- Discuss how this method of obtaining the resource or product affected the people in a society or region

You may use any society or leader that used these methods to obtain resources and products from your study of global history and geography. Some suggestions you might wish to consider include Great Britain’s need for tea or cotton, King Leopold II of Belgium’s desire for rubber or ivory, Japan’s need for coal or iron ore, Hitler’s desire for more land for the German people, India’s desire to control salt production, and Syria’s need for water from the Euphrates River.

You are *not* limited to these suggestions.

Do *not* make the United States or a United States leader the focus of your response.

Scoring Notes:

1. This thematic essay has a minimum of *four* components (discussing why *each* of *two* societies or leaders that traded, engaged in imperialism, or waged war, used this method to obtain a specific resource or product and how this method affected the people in a society or region)
2. The response may discuss the method used from a variety of perspectives as long as the position taken is supported by accurate facts and examples, i.e., Gandhi’s nonviolent tactics such as the Salt March can be viewed as “waging war” on the British colonial regime and should be scored accordingly.
3. The reason a society or leader used a specific method and how this method of obtaining the resource or product affected the people in a society or region may be discussed from any perspective as long as the position taken is supported by accurate historical facts and examples.
4. If more than two societies or leaders are discussed, only the first two may be scored.
5. The response may include treatment of a topic drawn from the ninth-grade curriculum as long as the response meets the requirements of the task, e.g., Rome traded over the Silk Road to obtain silk and spices that improved the lifestyle of many Europeans; Spain colonized South America to obtain precious metals that had serious effects on the indigenous peoples.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **two** societies or leaders that have used trading, engaged in imperialism, or waged war by discussing why the society or leader used that method and how this method of obtaining the resource or product affected the people in a society or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Japan*: connects Japan's need for coal and iron ore for industry and its expansion through imperialism and aggression in Manchuria, eastern China, and Southeast Asia to Japan's continued aggression for industrial resources that resulted in World War II and led to Japan's eventual defeat and occupation by the United States; *King Leopold II*: connects colonial claims by Leopold II, the increasing competition between European imperialist powers, and Leopold's personal ownership of the Congo to his desire for profits, the abuse and murder of villagers forced to harvest rubber, and the subsequent instability of numerous post-independence governments scarred by imperialism
- Richly supports the theme with relevant facts, examples, and details e.g., *Japan*: Meiji Restoration; steel production and shipbuilding; dependence on imports; desire for respect of European powers; Nanking; Pearl Harbor; millions of casualties; atom bomb; Hiroshima; Nagasaki; *King Leopold II*: exploration by Henry Stanley; Berlin Conference; Scramble for Africa; claim to all lands; negative reaction of missionaries; Congo under Belgium control; ethnic tensions and conflict)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one society or leader more thoroughly than the other
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information) e.g., *Japan*: discusses how Japan's need for coal and iron ore arising from industrialization and Japan's aggression throughout East and Southeast Asia to obtain these resources led to World War II and Japan's eventual surrender after the United States used nuclear weapons on Japan; *King Leopold II*: discusses how Leopold's personal claims to the Congo and the competition for colonies by European powers led to the exploitation of villagers in the Congo and the lasting effects of colonial rule in the region
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

- Minimally develops *all* aspects of the task *or* develops *at least two* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

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

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

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

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

Beginning in the 19th century in order to grow and become world powers, nations realized that they needed to industrialize. Industrial production required vast amounts of raw materials. One example of this is Great Britain's need for cotton to be used in their textile mills. Likewise during the Meiji restoration Japan's desire to industrialize rapidly required coal and iron ore.

Under the Tokogawa shogunate, Japan practiced isolationist policies to support a sense of national unity by limiting outside influences. However, when Commodore Perry arrived and demanded the Japanese sign a treaty that favored the United States, some Japanese leaders realized Japan risked being carved up as China had been. Japan's leadership changed and the Meiji Emperor came to power. Japan's government understood that to compete with Europeans and end the unequal treaty with the U.S., they had to industrialize. Since Japan's access to vital industrial resources was extremely limited, Japan invaded Korea and Manchuria to obtain resources. Japan practiced imperialism and began to build an empire. Korea was annexed by Japan in 1910 and Japan extracted raw materials like coal for blast furnaces and iron ore that could be used to build ships and weapons. As Japan continued to industrialize and militarize, they required more resources which led to more war. Territorial expansion continued, culminating in World War II. Japan's war for resources such as oil, tin, rubber and iron ore had a tremendous affect on not just the people of Japan but the people of the Pacific Rim as well. Japanese civilians and soldiers adhered to the government's call for nationalism which stressed loyalty and total commitment. Government propaganda inspired devotion to their emperor as a god. Japanese militants stressed

self-sacrifice as a duty. This same spirit was carried into battle by Japanese soldiers who saw themselves as superior to their enemies. Brutality of the worst sort was seen in the Rape of Nanjing. The bombing of wooden structures killed hundreds of thousands. The brutality that came with occupation in Southeast Asia included slaughter of women and children. War resulted in the dehumanization of both Japanese troops and their victims.

They used to say that the “sun never sets on the British Empire” because it controlled so much of the world. It was able to establish a strong grip on world trade for various reasons. After the defeat of the Spanish Armada, Britain became an established sea power. Britain was an island nation and was naturally supportive of long-distance navigation to places like East Asia and the Americas. The government supported joint-stock companies which spread throughout the world. The government granted charters that led to profits for these companies but also expanded Britain’s global influence. With these factors, Great Britain engaged in imperialism, specifically in India. British imperialism in South Asia began with the British East India Company in the 17th century. This started with the control of a few ports but led to controlling large portions of India. The East India company sought resources. As the demand for cotton textiles increased in Britain, the demand for cotton also increased. Inventions such as the spinning jenny and the power loom during the Industrial Revolution further increased demand for cotton. The British flooded Indian markets with cheap British textiles, putting Indian weavers and textile workers out of work. Following the Sepoy Rebellion, the British East India Company was removed from power and Britain’s rule in India became known as the Raj. It was hated by many Indians.

Great Britain's ethnocentric policies denied rights to the diverse people of India. The British thought they were better than everyone else, not just economically but socially too. They did not accept certain aspects of India's diverse cultures, which angered the Indians. British imperialist rule used the promise of self-rule to maintain their authority. The Indian National Congress strengthened British authority by agreeing to limited Indian participation in government. The British also used force, for example, the massacre of peaceful protestors at Amritsar. This was a turning point. After the massacre, many believed the British needed to leave India. Mohandas Gandhi began a campaign of noncooperation and peaceful protest against imperialism. Gandhi rallied millions of Indians against British economic control through the homespun movement and later the Salt March. The first was a boycott of British textiles and a return to the spinning wheel to hurt the British economy. The march to the sea to produce salt from sea water was in defiance of the British salt monopoly. These acts and the costs in lives and money of World War II led to Britain's partition of the Raj and independence. By establishing the Raj in India, Great Britain created social and political unrest.

For Japan, the cost of imperialism through war was devastating both for those under Japanese control and for the Japanese themselves. For Great Britain, the results of their imperialism in South Asia marked the beginning of the end of their global colonial empire.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing why Japan and Great Britain engaged in imperialism to obtain resources and how the practice of imperialism affected the people of Southeast, South, and East Asia
- Is more analytical than descriptive (*Japan*: Tokugawa isolationist policies to support sense of national unity; Japan's government understood that to compete with Europeans and end the unequal treaty with the United States they needed to industrialize; without industrialization, they ran risk of being carved up as China had been; extracted raw materials like coal for blast furnaces and iron ore to be used to make ships and weapons; government's call for nationalism stressed loyalty and total commitment; war resulted in dehumanization of both Japanese troops and their victims; cost of imperialism through war devastating; *Great Britain*: "the Sun never sets on the British Empire"; controlled much of world; after defeat of Spanish Armada, Britain became an established sea power; supportive of long-distance navigation to East Asia and the Americas; support for joint-stock companies which spread throughout world; as the demand for cotton textiles increased in Britain, the demand for cotton also increased; British flooded Indian markets with cheap British textiles, putting Indians out of work; used promise of self-rule to maintain authority; Indian National Congress strengthened British authority by agreeing to limited Indian participation in government; Raj created social and political unrest)
- Richly supports the theme with relevant facts, examples, and details (*Japan*: Meiji Restoration; Commodore Perry; Manchuria; Korea annexed by Japan in 1910; oil; tin; rubber; World War II; government propaganda; Rape of Nanjing; *Great Britain*: British East India Company; spinning jenny; power loom; Industrial Revolution; Mohandas Gandhi; noncooperation; homespun movement; Salt March)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: The response fits the criteria for Level 5. The discussion develops the role industrialization played in the desire for resources and in the practice of imperialism. Integrated, accurate historical details woven throughout the response support the discussion.

During the Age of Exploration the New World was “discovered.” Countries such as Spain benefitted enormously from new products traded between the Americas and Europe. This encounter led to one-sided social, political and economic relations between Spain and its colonies. The British also engaged in imperialism to obtain cotton for their textile mills during the Industrial Revolution. Both Spain and Britain benefitted from imperialism, however those they colonized often suffered.

Spain engaged in imperialism in the Americas for a number of reasons. The monarchy supported establishing an overseas empire to secure sources of precious minerals such as gold and silver. The power and prestige of a country was based on the amount of gold and silver in a country’s treasury. The Roman Catholic church supported Spanish imperialism because of the potential for converts to Christianity. Spanish imperialism had a severe social impact on Native Americans in the New World. Native Americans were subjugated under Spanish rule because there was little respect for their culture. Their languages were suppressed and replaced by the Spanish. Many were forcibly converted to Christianity by missionaries. Native American artifacts made of gold and silver were stolen by the Spanish and melted for their precious metals. Native Americans were also forced by the Spanish to work in gold and silver mines under poor conditions. Diseases like smallpox decimated the Native American population. Spanish conquests aided by armor, horses, and gunpowder resulted in the fall of the Incan and Aztec Empires. While indigenous populations suffered extreme losses, Europeans in the Old World prospered. The Columbian Exchange introduced new foods such as potatoes, tomatoes,

maize, and squash, which altered the European diet and increased population growth. Spain became wealthy from the influx of precious metals of gold and silver from the New World.

By the late 19th century India had become the “crown jewel” of the British empire. At least that was the British point of view. For many Indians this meant they were victims of British rule. Britain's first prolonged contact with South Asia was through the East India Company that served as an early agent of British imperialism. As far back as Elizabeth I, Britain granted exclusive trading rights in India to the East India Company. From trade in spices and cotton, the company expanded its economic power to include political control of the subcontinent. As Britain industrialized, cotton textiles became fashionable in Britain. Demand for cotton increased. New methods of producing cotton textiles added to the demand for cotton. A rebellion in 1857 led to the removal of the British East India Company. This resulted in putting India under the rule of Queen Victoria. Colonial rule didn't mean things got better for Indians. British landlords demanded Indians produce cotton and indigo. They also demanded the Indians pay taxes in cash—not crops. In some villages they could not sell their crops and this caused them to go hungry because they were growing cash crops instead of food. While improvements like railroads eventually became useful to the Indian people, their original purpose was the movement of products and troops from the interior to the coast, emphasizing the goals of profits and control. Gandhi recognized that millions of Indians had lost their way of making a living because of British policies. He encouraged Indians to fight back by boycotting and burning British textiles. It took many years of civil disobedience

Anchor Paper – Thematic Essay—Level 5 – B

before the British were removed from power.

Native populations in the Americas and in India were hurt in many ways by imperialism. To obtain desired resources, Spain and Britain gained territory, gained political power, and gained wealth at the expense of those they ruled.

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

- Thoroughly develops all aspects of the task evenly and in depth by discussing why Spain and Great Britain have engaged in imperialism to obtain resources and discussing how the use of imperialism affected the people of Latin America and India
- Is more analytical than descriptive (*Spain*: monarchy supported overseas empire to secure precious metals; Roman Catholic Church supported imperialism because of potential converts to Christianity; Native Americans were subjugated by the Spanish because there was little respect for Native American culture; Native American artifacts were stolen and melted for their precious metals; diseases like smallpox decimated Native American population; conquest aided by armor, horses, use of gunpowder; while indigenous populations suffered, Europeans in Old World prospered; new foods such as potatoes, tomatoes, maize, squash altered European diet and increased population growth; *Great Britain*: engaged in imperialism to obtain cotton for textile mills; India became “crown jewel” of British empire; for many Indians, this meant they were victims of British rule; granted exclusive trading rights to the East India Company; Company expanded power to include political control of subcontinent; rebellion in 1857 resulted in putting India under the rule of Queen Victoria; new methods of producing cotton textiles added to the demand for cotton; in some villages Indians could not sell their crops and this caused them to go hungry; original purpose of railroads was to move products and troops emphasizing goals of profit and control)
- Richly supports the theme with relevant facts, examples, and details (*Spain*: Age of Exploration; one-sided relations between Spain and its colonies; forcible conversion to Christianity; native loss of language; silver and gold mines; fall of Inca and Aztec empires; Columbian Exchange; *Great Britain*: Elizabeth I; trade in spices; British landlords; indigo; taxes paid in cash; Gandhi; boycotting and burning British textiles)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: The response fits the criteria for Level 5. The discussion focuses on the one-sided nature of imperialism, detailing the divisive, repressive, and exploitive nature of Spanish and British rule. The response integrates analytic statements and good historical details to support the thesis. Although Spain’s colonization of Latin America to obtain precious metals is not within Units Five through Eight of the 10th-grade curriculum, discussion of this 9th-grade subject meets the criteria required in the task.

During the 19th and 20th centuries the world was marked by the forces of imperialism and war. European powers industrialized, causing these nations to seek new resources and territory. As countries competed and sought more land, they became engaged in wars. Great Britain used the policy of imperialism as a method to obtain desired resources and Germany led by Hitler engaged in warfare to expand German territory.

Great Britain imposed its presence upon China to expand its influence. In China, British imperialism resulted in the Opium War, caused by British desire to access Chinese luxury goods such as tea, silk, and porcelain. British merchants also wanted to trade more freely in China without having to pay for goods in silver as the Chinese government required. They attempted to get around obstacles to trade by expanding the existing opium trade. When China resisted this practice by banning the sale of opium and burning a shipment of it, Great Britain demonstrated its power by waging and winning the Opium War. This war resulted in unequal treaties that favored the British and forced open Chinese ports. The canton system was abolished, which permitted the British to openly access ports and engage in trade more freely. Initially five ports were opened and eventually more were added. Other terms of the Treaty of Nanking weakened and degraded China. China was required to pay Britain a large indemnity. They had to cede Hong Kong to Britain. Later on British citizens were granted extraterritoriality (not subject to Chinese law or courts). China was affected by Britain's imperialism. Its sovereignty was weakened and other European powers pressured China to grant them the same rights Britain had. As a result, China was carved into

European spheres of influence.

Germany, under rule by Hitler, used threats and warfare to obtain more land. Hitler took over Austria and used threats before taking over Sudetenland. Hitler's goal was to unite German speaking people into a strong German empire. In the case of the Sudetenland, the British and French used appeasement and gave into Hitler's threats because they feared war. His later invasion and occupation of Czechoslovakia convinced Britain and France they would have to go to war to stop Germany's expansion. World War II started with the German invasion of Poland in 1939. Hitler justified the invasion of eastern Europe by saying Germany was gaining "lebensraum" (living space). The cost of the war in eastern Europe was the lives of millions of people. The conquest of eastern Europe was characterized by the Nazi belief in German superiority and antisemitism. Starting in 1941 Hitler's "Final Solution" led to death camps in Poland for Jews and others. It is estimated that six million Jews and millions of others were murdered. Hitler's effort to create a German empire and a master race ended in defeat in 1945.

Great Britain's imperialism to obtain resources and Germany's military aggression to obtain land are examples of how many nations throughout history will go to extremes to fulfill their needs or desires.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Great Britain more analytically than Germany
- Is both descriptive and analytical (*Great Britain*: attempted to get around obstacles of trade by expanding the existing opium trade; when sale of opium banned and a shipment was burned, Great Britain demonstrated its power by waging and winning Opium War; unequal treaties favored British and forced open Chinese ports; China required to pay Britain a large indemnity and cede Hong Kong; sovereignty was weakened and other European powers pressured China to grant them the same rights Britain had; China was carved into European spheres of influence; *Hitler*: used threats and warfare to obtain more land; Hitler used threats before taking over Sudetenland; Hitler's goal was to unite German-speaking people into a strong German empire; British and French used appeasement because they feared war; Hitler justified invasion of eastern Europe by saying Germany was gaining "lebensraum"; estimated six million Jews and millions of others were murdered)
- Supports the theme with relevant facts, examples, and details (*Great Britain*: desire for tea, silk, and porcelain; pay for goods in silver; Chinese Canton system abolished; extraterritoriality; *Hitler*: invasion of Poland in 1939; Nazi belief in German superiority; anti-Semitism; Final Solution; master race; Hitler defeated)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Well-placed analytic statements are supported by historical details and examples demonstrating a good understanding of the task. The treatment of Germany contains many details and is more descriptive than the treatment of Great Britain.

Throughout history, empires have risen and fallen, have conquered and have been conquered, have gained and lost power. In this ebb and flow, many have needed resources from areas around the world for their own markets and goods, leading to wars, imperialism, and trade agreements. Both Great Britain and Hitler, the chancellor of Germany, used war to obtain their desired resources, leading to many drastic affects on their chosen region of interest.

In the early half of the 1800s, China was controlling its contact with the “outside world”, feeling little need for goods produced in other countries. British merchants, however, had other ideas. Tea, silk and porcelain were desired luxury goods from China. British merchants and their British customers wanted access to these goods. The Chinese government was not open to trade deals or agreements, believing the British had few goods of value. This one-sided trade drained Britain’s silver. To gain a more favorable balance of trade, Britain turned to another method of invading Chinese markets—drugs. Opium, produced in the nearby British colony of India, was shipped to China, leading to the addiction of millions of Chinese citizens and creating a nationwide problem. Production decreased, workers didn’t go to work, and the number of people stealing money and goods to exchange for the drug went up.

The affects of the opium crisis could be seen everywhere, with opium dens operating all over and hooking people to the drug. At its height, millions were addicted. Through Commissioner Lin, the government of China demanded multiple times that the British stop this harmful trade. The British said “no”. The Chinese government then burned shipments of opium, giving the British the excuse they needed to

attack and subsequently crush the Chinese. China lost drastically, and Britain forced them to open their ports to British ships and diplomats, thus weakening Chinese sovereignty. China was forced to pay for the opium that was destroyed and lost Hong Kong to Britain, supposedly forever. Later on, the British were granted rights of extraterritoriality and most favored nation status, further weakening China. Britain had access to the tea they desired without having to drain their treasury of silver, however, China paid a high cost for this trade.

After World War I, Germany was in shambles. Hitler, a young politician with a passionate speaking voice came to power. His book *Mein Kampf* captured people's attention with its promise of an expanded German empire of the "Aryan race." Living space for the German race was one of Hitler's goals. How did he achieve it? By waging war on other nations. By 1939 Hitler had already violated the Versailles treaty by rebuilding the German military, annexing Austria, and occupying Czechoslovakia. Britain and France had not effectively opposed Hitler's actions up to that point so he believed that they wouldn't oppose him attacking Poland. His invasion of Poland started World War II in Europe. His invasion of Russia supposedly would provide living space and an expanded empire in eastern Europe.

Hitler's use of war on other countries of Europe had an especially bad impact on the Jews. In each area he conquered, he rounded up the Jews. Until the Allies eventually won World War II, Hitler operated killing centers such as Auschwitz that used Jews and any others opposed to his regime as slave labor, using starvation and mass genocide in an attempt to exterminate an entire people. Now named the

Anchor Paper – Thematic Essay—Level 4 – B

Holocaust, it is the time period where over 6 million Jews died from utterly disgusting forms of torture, starvation and gassing. These deaths are still felt today, a missing generation, an almost lost culture. It is hoped that, today countries remember the Holocaust to try to prevent other genocides from happening.

Both Hitler and Great Britain used war in order to reach and obtain their desired resource. China and the entire Jewish population were affected negatively by their aggressors attempts, showing the need for moral governments and leaders.

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

- Develops all aspects of the task but does so somewhat unevenly by discussing Great Britain more thoroughly than Hitler
- Is both descriptive and analytical (*Great Britain*: tea, silk, and porcelain were desired luxury goods from China; one-sided trade drained Britain's silver; turned to another method of invading Chinese markets—drugs; opium leading to addiction of millions of Chinese; production decreased and number of people stealing money and goods to exchange for the drug went up; Chinese burning of opium gave British the excuse they needed to attack Chinese; China forced to open ports to British; China forced to pay for opium that was destroyed; Hong Kong was lost to Britain; *Hitler*: *Mein Kampf* captured people's attention with promise of expanded German empire for Aryan race; violated Versailles Treaty by rebuilding German military, annexing Austria, and occupying Czechoslovakia; Britain and France had not opposed action so he believed they would not oppose him attacking Poland; use of war extended to a certain people—the Jews; used Jews and any others opposed to his regime as slave labor, using starvation and mass genocide in an attempt to exterminate an entire people; deaths still felt today, a missing generation, almost lost culture; hoped that today countries remember the Holocaust to try to prevent other genocides)
- Supports the theme with relevant facts, examples, and details (*Great Britain*: China limited contact with outside world; Commissioner Lin; weakened Chinese sovereignty; extraterritoriality; most favored nation status; *Hitler*: Germany in shambles after World War I; living space; World War II in Europe; Auschwitz)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The strength of the response is in the use of analytic statements and the extensive use of details, especially in the discussion of China. More details about why Hitler desired living space would have enhanced the response.

When the resources of a country's territory were not sufficient for the people, countries and sometimes leaders looked outward and took initiative to obtain these resources elsewhere. This is evident when Britain sold opium to China during the Qing Dynasty so that they could buy valuable exports, such as tea and silk. It is also evident when King Leopold II of Belgium desired an African colony and the resources he could exploit. In 1885, the Berlin Conference legitimized Leopold's claim to the Congo and this eventually gave him access to its ivory and rubber. Though these European countries were successful in obtaining their goals, their actions had negative consequences on China and Congo.

China had been known for centuries for their luxury goods. The Silk Road, one of the largest land trade routes in history, was established long ago and used by many to get silk and other valuable Chinese exports. In the late 1700s, Britain did not have exports that the Chinese considered valuable enough to import. However, Britain was set on trading with China even though China would not buy their goods. The Chinese demanded silver for payment when Britain bought tea and silk. Britain exploited their colony, India, to grow and harvest opium, a powerful and addictive narcotic. British merchants sold this opium in China to make a profit. Tragically, many Chinese became addicted and it caused economic and social problems for the Qing Dynasty. The Chinese government politely asked Britain to stop bringing opium to China, but the British rejected China's request, causing more tension. The government tried to purge the country of Britain's opium, but this eventually led to the Opium War between China and Britain. Britain was victorious and immediately

established a sphere of influence in China. With the Treaty of Nanjing, China was forced to open ports and turn over Hong Kong to Britain. This was the beginning of a series of "unequal treaties" that gave Europeans trade advantages over the Chinese. An anti-foreign movement called the Boxer Rebellion attempted to end European imperialism within China. The rebellion weakened the Qing Dynasty and soon after Sun Yatsen's nationalist revolution took over.

By the end of the nineteenth century, competing European imperialists claim to territory in Africa threatened war. To avoid war, a conference of European powers was held in Berlin to settle disputes and establish rules for colonizing in Africa. Leopold's claim to the Congo was approved. He was supposed to watch over the Congo by combatting the slave trade, supporting the efforts of missionaries, and protecting free trade. Leopold's desire to make a profit in the Congo led him to gain control of all vacant lands in the Congo and access all its resources of rubber and ivory. Companies working in the Congo abused native workers to get those resources. Brutality, torture and murder terrorized the Congolese into meeting rubber quotas. This was one of the worst examples of abuse carried out under European imperialism in Africa. Missionaries, merchants, and even some British officials reported on these abusive practices. Efforts continued for several years before control of the Congo was transferred from King Leopold to the Belgian government.

All in all, European countries were not considerate of the people living in other countries as they took advantage of these conquered nations and their people to gain natural resources and goods.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Britain more thoroughly than King Leopold II
- Is both descriptive and analytical (*Britain*: Silk Road used to get valuable Chinese exports; China would not buy their goods and demanded silver for payment; exploited their colony, India, to grow and harvest opium; Britain sold opium to China; addiction caused economic and social problems for the Qing dynasty; unequal treaties gave Europeans trade advantages over the Chinese; Boxer Rebellion attempted to end European imperialism within China; rebellion weakened Qing dynasty and Sun Yat-sen's nationalist revolution took over; *King Leopold II*: by end of 19th century, competing European imperialists claim to territory in Africa threatened war; Leopold's claim to Congo was approved; Leopold's desire to make a profit in the Congo led him to gain control of all the vacant lands and access to its ivory and rubber; brutality, torture and murder terrorized the Congolese into meeting rubber quotas; worst example of abuse carried out under European imperialism in Africa)
- Supports the theme with relevant facts, examples, and details (*Britain*: silk; Opium War; spheres of influence; Treaty of Nanjing; Hong Kong; *King Leopold II*: ivory, missionaries, merchants, and British officials; Belgian government)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 4. Good details and some well-placed analytic statements are used in the discussion of Britain's use of war and imperialism to gain access to tea and silk. The discussion of King Leopold II's use of imperialism to make a profit and gain resources is repetitive and less developed.

Needs and wants are a common topic in everyday life. Nations and individuals think the same way. They have needs and they have wants. In Germany in 1933, Hitler rose to power and used war. When the Americas were discovered Spain among other European countries engaged in Triangular Trade with Africa and the Americas. Both countries had different needs and wants and used different methods to obtain them.

In 1933, when Hitler came to power one of his goals was to acquire more land for Germany. Hitler believed in Lebensraum, that the German people need the proper amount of living space. More living space was a primary “want” for Hitler. He began to obtain this want through warfare. Hitler followed a policy of aggression and occupied the Rhineland, annexed Austria, and invaded Poland to regain land lost due to the Treaty of Versailles. Hitler felt that the Treaty of Versailles was unfair and harsh towards Germany. He also was aware that other European powers, still recovering from World War I would do anything to avoid another World War. This is why Hitler began invading other countries, he knew other European powers would not challenge him. Hitler’s early success increased nationalism in Germany. The invasion of Poland, September 1st 1939, began World War II. Hitler later invaded the USSR to obtain additional living space. World War II was a total war, which means that all available resources went into the war and Germany was constantly requiring more resources. Extreme amounts of money were poured into the war and into the military, straining the economy. As the allies began to win the war, continuous bombing left German cities ruined, the city of Dresden especially. Germany was eventually forced to surrender

unconditionally. Instead of gaining land, Germany was occupied by the Allied powers.

In 1492, Columbus first landed in the Americas. Not long after European powers began competing and racing to colonize the Americas. Spain was one of them. Spain's want was raw materials and to get them they used forced labor. Spain began stripping its colonies in the Americas of their raw materials, especially silver and gold. Unfortunately, many Native Americans who were being used as slaves died from disease and hard labor. Spain needed another source of labor and began to rely on enslaved Africans. This was accomplished through triangular trade, a three way trade between Europe, Africa, and the Americas. Gold, silver and sugar were sent to Spain, manufactured goods were sent to Africa, and enslaved Africans were sent to the Americas. While Spain benefited, Africa suffered. Tribal warfare increased as Africans were captured and enslaved. Tribal customs were corrupted, potential leaders were lost, and some kingdoms were weakened.

Both Hitler from Germany, and Spain had needs and wants. Germany used warfare to obtain their wants for more land and Spain used trade to acquire their wants of raw materials and forced labor. Both instances affected societies in different ways.

Anchor Level 3-A

The response:

- Develops most aspects of the task in some depth
- Is more descriptive than analytical (*Hitler*: believed that German people need the proper amount of living space; began to obtain living space through warfare; occupied Rhineland, annexed Austria, and invaded Poland to regain land lost due to Treaty of Versailles, aware other European powers, still recovering from World War I, would do anything to avoid another war; extreme amounts of money poured into war; continuous bombing left German cities ruined; instead of gaining land, Germany was occupied by the Allied powers; *Spain*: Spain began stripping colonies of raw materials; many native Americans died from disease and hard labor; gold, silver, and sugar sent to Spain; enslaved Africans sent to Americas; while Spain benefitted, Africa suffered; tribal warfare increased; tribal customs corrupted, potential leaders lost, and kingdoms were weakened)
- Includes some relevant facts, examples, and details (*Hitler*: lebensraum; aggression; early success increased nationalism in Germany; World War II; invasion of USSR; Dresden; forced to surrender unconditionally; *Spain*: triangular trade, a three-way trade between Europe, Africa, and the Americas)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response discusses why Hitler and Germany used war in some depth but only briefly mentions why Spain chose to use colonization and trade to obtain resources. The effect of methods of obtaining resources is discussed in some depth for both Germany and Spain. The discussion is primarily descriptive with isolated analysis. Although Spain's colonization of South America to obtain raw materials is not within Units Five through Eight of the 10th-grade curriculum, discussion of this 9th-grade subject meets most of the requirements of the task.

Resources are very important. Every society or government desires resources like water or coal. However, some leaders take this desire for resources to the extreme, and it can have devastating consequences. From imperialism to the second world war, the need for resources has caused lots of violence and chaos. Both King Leopold II and Adolf Hitler desired resources, and their desire had horrific effects on lots of people.

During the late 19th and early 20th centuries, European powers were colonizing Africa, using technologies like steamboats, machine guns and vaccines, Europeans were successful in imperializing most of Africa. King Leopold II wanted a colony of his own, so he could access Africa's abundant natural resources like rubber and ivory. He controlled the Congo territory, far bigger than Belgium, and also not a Belgian colony, but personal property of King Leopold II. Leopold's imperial rule would have devastating effects on the natives to the Congo.

To obtain his resources of rubber and ivory, Leopold chose imperialism. This is because new technologies made it possible, and it was beneficial to the mother country. Raw materials could be taken from the colony and sent to be manufactured in the mother country. Other European powers were practicing the same policy so it was not unusual. This may have been beneficial for Leopold, but it certainly wasn't for the natives of the Congo. Whole villages were treated horribly. They were forced to work for trade companies and people had their hands cut off if they didn't supply enough rubber. In some cases whole villages were threatened and even destroyed when rubber production didn't meet the quotas. This inhuman treatment was devastating to the people of the Congo, and it was all because of Leopold's desire for resources and profits. Because of horrible abuses,

Leopold had to turn the Congo over to the Belgian government. The Congo remained a colony of Belgium until 1960. Since then, dictators and tribal wars have been regular ways of life for the people.

WWI was incredibly destructive, and the Treaty of Versailles caused Germany to lose lots of land. When Hitler rose to power, he wanted to take much of this land back, and unite German speaking people and make them part of Germany. He first annexed the mostly German speaking Austria, who really didn't resist. After an agreement with Britain, Hitler was then given the Sudetenland, a German speaking part of Czechoslovakia. He followed this up by taking all of Czechoslovakia. The international community still didn't have a strong response, but when Hitler invaded Poland, Britain and France declared war. Hitler's desire for more land eventually led to WWII. Hitler used the war to seek Lebensraum or living space, justifying Nazi conquest of parts of the Soviet Union by saying Germany needed the land.

Hitler chose waging war as his way to obtain resources. He did this because he had a powerful military, new strategies, and the other European powers were very hesitant to start another war. Hitler used the Blitzkrieg to quickly invade much of Europe. This "lightning war" was originally very successful for Germany and allowed Hitler to obtain a lot of land. The other reason Hitler was originally successful is that the League of Nations did little to stop him. Britain/France were damaged badly by WWI, and they didn't know if they were ready for another war. They tried appeasement by giving Hitler the Sudetenland, but this only encouraged him. Much of the world was affected by this. WWII led to millions of deaths from soldiers and

Anchor Paper – Thematic Essay—Level 3 – B

civilians all over the world. Much of Europe's and Asia's infrastructure and cities were badly destroyed. Also, genocides like the Holocaust and other human rights violations were committed. Hitler's expansion had terrible consequences for much of the world.

The desire for resources has had very negative effects. From Africa during the age of imperialism, to Europe, Asia, and many other places during WW2. Leopold II used imperialism, and Hitler used war to obtain resources, and both had drastic effects on lots of people.

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

- Develops most aspects of the task in some depth
- Is more descriptive than analytical (*Leopold II*: European powers colonizing Africa used technologies like steamboats, machine guns, and vaccines; Leopold wanted access to Africa's abundant resources like rubber and ivory; Congo not a Belgian colony but personal property of king; whole villages threatened and destroyed when rubber production did not meet quotas; because of abuses, Leopold had to turn Congo over to Belgian government; Congo remained colony of Belgium until 1960; since then, dictators and tribal wars have been regular ways of life for the people; *Adolf Hitler*: after an agreement with Britain, Hitler given Sudetenland, German-speaking part of Czechoslovakia; followed this by taking all of Czechoslovakia; international community still did not have strong response; justified Nazi conquest of part of Soviet Union by saying Germany needed the land; chose war because he had a powerful military, new strategies, and other European powers were very hesitant to start another war; World War II led to millions of deaths; infrastructure and cities badly destroyed)
- Includes some relevant facts, examples, and details (*Leopold II*: imperialism; hands cut off; *Adolf Hitler*: World War I; Treaty of Versailles; blitzkrieg; League of Nations did little to stop him; appeasement; Holocaust)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. A descriptive narrative that includes some good historical details and limited analysis demonstrates an understanding of the task. Less repetition and further development of the effects of war on the people of Europe would have enhanced the response.

There are several different ways resources can be obtained, and through the years societies and leaders have employed these methods to get needed or desired products and resources from other countries. These methods include trading, engaging in imperialism and waging war. The affects of these interactions can be both positive and negative to the people of the societies and regions.

To explore the different methods of obtaining resources and products we go back to 19th century China. In the early 1800s and previous centuries China didn't have to depend on other nations for trade. However Britain saw what they had to gain by opening trading ports with China; the empire had luxury goods like fine silks, porcelain, and more. British merchants set out on a quest to open China up for trade but Britain had nothing the Chinese wanted. China would only accept silver in exchange for their products. British merchants found a way around the demand for silver by increasing the amount of opium shipped to China. Opium's popularity began to grow, and use became widespread. The Chinese government realized the dangers of opium and the chokehold it now had on the people. To avoid the spread of the drug the Manchu government ordered opium shipments be confiscated and destroyed. This angered the British and helped spark the opium wars. The British used war as a means of obtaining markets and luxury goods from China and Britain's trade improved because of it. However China suffered. Chinese ports were opened to the British and Hong Kong became a colony of Britain's. Other powers established spheres of influence along the coast of China. Britain and other countries now had great influence on the economy of China.

A country that used war to gain a desired resource, land, was

Germany under the rule of Hitler. Adolf Hitler believed the Germans were a superior race, a race he called Aryans, he also believed in uniting all the Aryans into one Germany. To do so he planned to conquer the surrounding countries for Germany and to expand its living space. The first few times he gambled that the League of Nations would not stop him—and he was right. Rather than face going to war again the League appeased Hitler. So Hitler struck again, this time he struck Poland going to war using the tactic blitzkrieg—it involved fast moving planes and tanks that caused the country to fall quickly. Western powers realized Hitler needed to be stopped, so Britain and France declared war on Hitler. This began World War II. The war became costly and other nations joined in. As a result both sides suffered heavy losses and the land was damaged greatly.

In conclusion there are many ways for nations to attain resources and products, one of them being to wage war. However war can be costly to both sides and there are never two winners. Many times societies included in the war are permanently affected, for better or worse. The example of these methods can be seen throughout history—two examples being the aforementioned China and Germany.

Anchor Level 3-C

The response:

- Develops most aspects of the task in some depth
- Is more descriptive than analytical (*Britain*: in early 1800s and earlier centuries, China did not have to depend on other nations for trade; Britain saw what they had to gain by opening trading ports with China; China would only accept silver; Chinese government realized the dangers of opium and chokehold it had on people; Manchu government ordered opium be confiscated and destroyed; Britain used war as means of obtaining luxury goods and trade improved; Chinese ports were opened to Britain; Hong Kong became colony of Britain; *Hitler*: believed Germans were a superior race; believed in uniting all Aryans into one Germany; gambled that League of Nations would not stop him; the League appeased Hitler)
- Includes some relevant facts, examples, and details (*Britain*: fine silks; porcelain; had nothing Chinese wanted; sparked Opium Wars; spheres of influence; *Hitler*: living space; Poland; blitzkrieg; Britain and France declared war; World War II)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates an understanding of the task by discussing how and why Britain and Hitler used war to satisfy their wants. Additional details and development, especially in the discussion of Hitler, would have strengthened the response.

Throughout time, different groups have used trade, imperialism, and war to gain resources from other societies. These actions have had both negative and positive effects on the included groups. Two examples of this could be seen in the Triangle Trade in Europe, Africa and the Americas, and in Hitler's desire to make more room for the German people.

In the Triangle Trade, countries in Europe such as England needed raw materials (specifically sugar) to produce and sell goods such as rum. To get this resource, the European countries took control over land in the Americas which happened to be a good climate for growing sugar. The only problem was that there were not enough workers to grow and harvest the sugar. From there, the European countries decided to take people from Africa, and bring them to the Americas to work. The pattern of this Triangular Trade Route was: slaves from Africa to the Americas, then sugar from the Americas to Europe, and finished products to Africa to trade for the slaves. This method was used by the European countries because it made them a lot of money with out them having to pay for labor.

Although the European countries made a fortune through this trade route, it was a different story for the slaves. Families were seperated and the slaves that were brought to the Americas were treated so inhumanely that many of them died from being over worked. In Europe however, the living standard increased.

In Hitler's desire to make more room for the German people he used military force to move (and eventually murder) millions of Jews in Europe. He made concentration camps in which Jews would be worked to death, starve, or be brutally murdered. This movement (the Holocaust)

Anchor Paper – Thematic Essay—Level 2 – A

greatly effected the people of Europe (specifically the Jews). The Jews who were not killed, went into hiding and were scared of being killed as well. This inspired the Zionist movement which wanted a homeland (Israel) for Jews to live in to be safe from anti-semitism.

Throughout history, many methods including trade, imperialism, and wars have been used to gain resources from other countries or groups. Trade was used in the Triangle Trade Route to get sugar from the Americas. War and military use was utilized in Hitler's desire to make more room for the German people.

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

- Develops some aspects of the task in some depth
- Is primarily descriptive (*European nations*: took control over land in Americas; decided to take people from Africa and bring them to Americas; European countries made a fortune; families of slaves were separated; slaves treated so inhumanely that many died from being overworked; *Hitler*: used military force to move millions of Jews in Europe; Jews would be worked to death, starved, or brutally murdered)
- Includes few relevant facts, examples, and details (*European nations*: triangular trade; sugar; *Hitler*: desire to make more room for German people; concentration camps; Holocaust); includes an inaccuracy (*Hitler*: inspired Zionist movement which wanted a homeland (Israel) to live in to be safe from anti-Semitism)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response discusses Europeans' need for raw materials in the triangular trade and mentions the impact of this trade on Europe. The discussion of Hitler's desire to make room focuses on the effect it had on Jews without connecting it to his desire in a meaningful way. Although European nations' colonization of the Americas to obtain sugar is not within Units Five through Eight of the 10th-grade curriculum, discussion of this 9th-grade subject meets the minimum requirements of the task.

When a country is in need of a certain resource that cannot be attained within their own country, they may result to trade, imperialism or waging war on other countries that have the resource they seek. Countries will result to different strategies depending on what they need. For example, Hitler needed more space for the German people, so he waged war on others to conquer their land and put Germans in it. When European countries needed raw materials, they resulted to imperialism to get those resource from the places they colonized.

After World War I came to an end and the Treaty of Versailles was signed, Germany was punished very harshly by the treaty. This eventually led to Adolf Hitler coming to power. He wanted to reconquer the land that was taken from them by the treaty. To do this, he needed to wage war on these countries to take over the land they possessed. But since one cannot take over another country without meeting some resistance, he needed to remilitarize Germany and break the conditions of the Treaty of Versailles. This conquering of land and continuous ignoring of the Treaty led to World War II. Germany eventually lost this war as well.

After many countries began to industrialize, those same countries began to have the need for raw materials and other resources they lacked. France and England were some of the countries with this need. But instead of waging war on other countries of similar military strength, they decided to begin gaining colonies in other parts of the world. Africa would become the main target of this imperialism process. A reason why this strategy was used instead of war was that the countries they went after were not industrialized, therefore

Anchor Paper – Thematic Essay—Level 2 – B

making easier to gain control over. This would later be know as the Scramble for Africa. Because of this imperialism, European countries such as France and England obtained the much needed coal and iron they needed to continue with industrialization.

Different countries with different wants and needs use different tactics to obtain what they need. Whether they wage war on other or use imperialism to get what they want, it will always have an effect on itself and other countries involved. They may not always get what they want, but countries will mostly use tactics that suit their needs.

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

- Develops some aspects of the task in some depth
- Is primarily descriptive (*Hitler*: wanted to reconquer land taken by treaty; needed to remilitarize Germany and break conditions of Treaty of Versailles; *European countries*: instead of waging war on countries of similar military strength, began gaining colonies in other parts of the world; countries they went after were not industrialized therefore were easier to gain control over)
- Includes few relevant facts, examples, and details (*Hitler*: World War I; World War II; *European countries*: Scramble for Africa); includes an inaccuracy (*European countries*: obtained the much needed coal and iron they needed in Africa)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The discussion addresses why Hitler and England used particular methods to obtain resources; however, it lacks any substantial discussion of the effects on the people.

Both Belgium under King Leopold II and Germany under Hitler took part in quests for resources in late nineteenth century Africa, and 1930s Europe that left paths of death and destruction in their wakes.

In the Belgian Congo in the late nineteenth century, King Leopold II of Belgium pillaged the land for highly profitable rubber and ivory. His methods led to the abuse of the people of the Congo, who were forced to harvest rubber and cover their bodies in it as a means of transporting the goods. If they disobeyed who they worked under, they were often threatened and tortured. This quest for goods also led a depletion of rubber resources and changes in the landscape of the Congo, as well as the endangerment of elephants from which the ivory was taken. King Leopold's pursuits in the Congo also outraged the Belgian people, who had been unaware of the brutal working conditions and wanton harvesting of resources that had long been taking place. King Leopold's quest for profitable resources in Africa left a footprint of destruction that is still visible in the region to this day.

Like King Leopold II in the Belgian Congo, Hitler's aggressive pursuit of more land, or "Lebensraum" for the German "Aryan" people left a lasting impression of destruction and violence. After his rise to power in the early 1930s, Hitler began promoting the idea of more land for the German people, and realized this idea, by invading and conquering neighboring European countries, without the international community doing anything to stop him initially. His conquering of more land allowed him more power going into World War II, and left many innocents dead in the process.

Anchor Level 2-C

The response:

- Develops some aspects of the task in some depth
- Is primarily descriptive (*Leopold II*: pillaged the land for highly profitable rubber and ivory; methods led to abuse of people of Belgian Congo; people forced to harvest rubber and cover their bodies in it as a means of transporting the goods; quest for profitable resources in Africa left a footprint of destruction that is still visible in the region today; *Hitler*: aggressive pursuit of land left lasting impression of destruction and violence; realized this idea by invading and conquering neighboring European countries without the international community initially doing anything to stop him; more power going into World War II; left many innocents dead)
- Includes few relevant facts, examples, and details (*Leopold II*: depletion of rubber resources; endangerment of elephants from which ivory was taken; *Hitler*: lebensraum; Aryan); includes an inaccuracy (*Leopold II*: pursuits in the Congo outraged the Belgian people)
- Demonstrates a general plan of organization; includes an introduction and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response discusses how Leopold II's quest for rubber and ivory affected the people of the Congo and why Hitler used war to gain land, demonstrating a basic understanding of the task. Lack of development weakens the effort.

Imperialism, war, and trade help to shape a country. These are the tactics Nations's leaders use to get what they need, or what they can't provide for their people. It helps keep the people happy and content to get what they want. Many wars derived from this, including the Opium War. The effects of this vary, as well as people's reactions.

When Great Britian Industrialized in the 1800's, they had plenty of coal and water power. They wanted more tea and needed more cotton, so they imperialized. The British occupied countries like India and China. There was a lot of tea plantations and Easy labor in India. Great Britian profited a lot from occupying India. The Indians didn't take kindly to the foriegn occupants, and did everything to make them leave.

Japan's geography made it hard for them to sustain thier supply of natural resoures, espeacially while industrializing. As demand for resources grew, Japan also imperialized. They expanded their rule into Korea and China. Japan continued to get the natural resources they need, like coal and iron ore. Like India to Great Brittian, the occupied nations didn't favor the foriegn control.

Imperialism is a successful tactic to get things like labor and resources. Countries besides Japan and England found other ways to get what they needed. There are a lot of effects when a country does so. A lot of cultures mix when nations trade, imperialize, or engage in war.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task
- Is descriptive (*Great Britain*: had plenty of coal and waterpower; wanted more tea and needed more cotton so they imperialized; Indians did not take kindly to the foreign occupants; *Japan*: hard for them to sustain supply of natural resources while industrializing; demand for resources grew; continued to get natural resources they needed like coal and iron ore; occupied nations did not favor foreign control)
- Includes few relevant facts, examples, or details (*Great Britain*: industrialized in 1800s; occupied countries like India; *Japan*: imperialized; expanded rule into Korea and China); includes an inaccuracy (*Great Britain*: occupied China)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response shows a limited understanding of the task. The discussion of both Great Britain and Japan contains some related details but lacks clear connections and is repetitive.

Two civilizations wanted Chinese imports. Those civilizations were the Roman Empire, and England. Rome wanted silk and traded for it. England wanted tea and took control of China for it.

Rome usually traded for silk because silk was a fancy fabric. Rome would trade money, goods such as raw metal, and occasionally weapons. This affected China in a positive way because it brought wealth to China. It gave China the ability to expand and gain power. England was not as helpful.

England tried to use diplomacy to get tea from China. China was in a time of isolationism, and they did not need any British trinkets or goods. England was upset, so they fed the poor opium and later invaded China. China was in captivity until 1999, but England left its mark. England incapacitating then invading China caused a wide spread addiction to opium, harming China as a whole.

In the end, both Rome and England got what they wanted. One civilization attained it peacefully, helping China, and one civilization obtained their wants militantly, hindering China.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task
- Is descriptive (*Rome*: wanted silk and traded for it; brought wealth to China; *England*: tried to use diplomacy to get tea from China; fed the poor opium and later invaded China)
- Includes few relevant facts, examples, or details (*Rome*: silk, a fancy fabric; *England*: China was in a time of isolationism; did not need any British trinkets or goods); includes some inaccuracies (*Rome*: would trade raw metal and occasionally weapons; *England*: China in captivity until 1999; invading China caused widespread addiction to opium)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Although the response is simple and general, the discussion shows a limited understanding of the task. Although Rome's trade with China to obtain silk is not within Units Five through Eight of the 10th-grade curriculum, discussion of this 9th-grade subject meets some of the basic requirements of the task.

Thematic Essay—Practice Paper – A

In history, all societies have a need. Many of these needs are natural resources or expansion of land. Two examples are Hitler's Germany and Japan's need for coal and iron.

After WWI Germany was stripped of land, colonies, and military. This is due to Germany taking the blame for WWI. Under Hitler they restrengthened the army and slowly started to take land. An example of this is the military moving into the Rhineland as well as Czechoslovakia being handed over to Germany. Hitler then invaded Poland which sparked WWII. During WWII many lives were lost and Germany once again was defeated. Hitler's idea to expand Germany was defied and Germany was granted even less land.

In the Tokugawa Shogunate Japan willingly chose isolation and not to modernize. However after the travels of Commodore Matthew Perry, their ideals changed. Instead they went into the Meiji Restoration which included modernizing and industrializing. Both require materials especially industrializing. These materials are iron and coal both something Japan does not have a surplus of. So besides trading, Japan started to imperialize. Examples of this are the Russo-Japanese wars, Invasion of Manchuria, and WWII. Japan with its newly modernized country quickly got rid of the old ways.

In conclusion Both Japan and German societies wanted something. In both cases military actions were used to obtain what they wanted. Both succeed until other actions were forced upon them.

Thematic Essay—Practice Paper – B

Societies and leaders have used different methods to obtain resources and products they needed or desired from other societies. These methods have included trading, engaging in imperialism and waging war. These interactions have had positive and negative effects on people in different societies and regions. Two societies that used methods to obtain resources or products are Japan and Great Britain.

Great Britain used imperialism to obtain tea and cotton. Great Britain did this because they did not have the resources and land to farm the amount of cotton and tea they needed. Another reason Great Britain used imperialism to obtain cotton and tea is that their climate made cotton and tea unfarmable. This affected the people and society of the country. Great Britain imperialized because they would control the government and in some cases use the people as slaves.

Japan also used imperialism to obtain resources they needed. They used it to obtain coal and iron ore. Japan used imperialism to obtain it because they didn't have any on their small island country. This affected the people

From around 1450 up until decolonization in the modern era, Western European powers had engaged in imperialism in order to gain resources. These resources were then used to fuel their economies, making them even more powerful. In order to obtain these resources, Western European nations often took advantage of natives in the lands they colonized. This can be seen in the period 1450 to 1750 through Spain's colonization of South America and extraction of silver. This can also be seen in the period 1750 to mid 1800's when the British East India Company, backed by the British government, exploited India for its cotton.

The Spanish conquered the Inca in South America quite easily due to their more advanced weapons like guns. Also, native populations were weakened by diseases from Europe like smallpox. After Spain colonized, they began to mine for silver, using the natives as forced laborers through the mita system. Spain grew very rich from the silver, which was mainly being mined from Potosi. Spain used this silver to purchase luxury goods from silver-hungry China as well as their European neighbors. The mita system was brutal to the natives, and resulted in many deaths. The Spanish then imported enslaved Africans to continue the use of forced labor to extract silver. The slave trade had longlasting effects on the peoples of coastal west Africa. Africans turned against other Africans to obtain and enslave people. Those captured and enslaved were sold and shipped to the Americas to meet Spain's demand for laborers. African cultures were corrupted and struggled to maintain themselves since so many of the youngest and strongest were taken away.

Industrialization occurred in England around the late 1700's. As

a result, the cotton textile industry boomed. The cottage industry where women would spin cotton at home transitioned into an industry with factories and machines like the spinning jenny. As a result of more efficient manufacturing methods, the demand for raw cotton increased. As the population increased, the supply of textiles no longer met demand. The BEIC (British East India Company) thrived off of this demand, exploiting India for its raw cotton and eventually monopolizing the raw cotton industry. This led to railroads being built in India to speed up export of cotton. The BEIC even hired Indians as sepoy—soldiers to protect their economic interests. Eventually the BEIC's domination clashed with Indian society. Economic policies established monopolies that in many instances put Indian cottage industries out of business. As the BEIC gained more political control, positions of authority increasingly went to the British. These societal issues played a role in bringing about the Sepoy Rebellion. The BEIC was insensitive towards the Sepoy's religions. The BEIC made them tear open bullet cartridges Indians believed were greased with animal fat. Muslim Indians thought the pig was unclean and Hindu Indians thought the cow was sacred. The Sepoy Rebellion caused the British government to impose direct colonial rule on India in order to prevent further conflict. However, rule by Britain failed to solve the problems that the British presence had created. Eventually Indians rejected foreign rule and pushed for independence, led by Mohandas Gandhi.

As you can see Western European nations often chose to exploit imperialized regions rather than establish trading relationships with them. This was because it was much cheaper to exploit than to trade and Western European nations wanted to make the most profit possible to benefit their economy.

In order for civilizations to thrive, actions needed to have been taken that ensured the success of one's nation or empire. However, peaceful survival was thrown away for greed and the desire to become the most powerful. Europe is a prime example of the use of violence in Britain's imperialism and Spain's mistreatment of slaves and natives in its Latin American colonies.

The Trans-Atlantic Slave Trade allowed Spain to ship large numbers of enslaved Africans into their new world colonies. Slaves were a source of labor to produce sugarcane that would be consumed by people in the mother country. This produced large amounts of capital for Spain and other countries growing cash crops like sugar cane. Slave traders bartered guns, alcohol and other items with African leaders on the coast of Africa. In this way Europeans could claim they were not responsible for the violence used when capturing slaves. Although Spain prospered, this was the turning point in the dehumanization of ethnically diverse groups. Following in the footsteps of Spain, other European nations sought to gain wealth in this triangle trade as well. Although racism had been prevalent even before this time, the Early Modern Period and the Age of Exploration significantly increased its effects.

Britain's joint-stock company, the East India Company had an impact on India's economy when Britain industrialized the needed markets for their textiles. From then on, India became a market for British textiles and a supplier of raw cotton. By creating a market monopoly the East India Company made Indians suffer tremendous poverty because they were no longer able to sell their textiles for a profit. Resistance to economic and political domination led to the

Thematic Essay—Practice Paper – D

.Sepoy Rebellion. The East India Company was removed from power and from this point on India was a British colony known as the Raj. Although Great Britain now directly ruled, imperialism still hindered progress. Under the Raj, positions of authority for Indians were limited and Indians could only get low level government jobs. The Raj influenced education, creating a western educated elite to serve British interests. Although the efforts of those like Gandhi used civil disobedience against Britain to gain independence, it wasn't until after WWII that Britain would leave India divided into two different independent countries.

European greed and the desire to become powerful shaped imperialism in Spanish and British colonies.

Throughout world history many conflicts have started over the desire for resources and land. Sometimes it is just one leader that is trying to do what they think is best for their people or an entire empire in search of an economic benefit.

A first and obvious choice would be Great Britain's vast colonial empire, specifically, India. The British East India company began extracting resources from India, primarily tea and cotton by winning the favor of local raj's. Tea was in great demand because it was very profitable once shipped back to Europe. Cotton was in huge demand so it could be woven into textiles. India, having both these natural resources in large quantities, was the perfect place for the British to exploit. After the sepoy Rebellion in the mid-19th century Britain decided to colonize India for its natural resources. Once India became a colony a wave of British oppression descended in the country. Indian artifacts were removed from museums and replaced with British ones. Architecture was modded after British architecture. And only the upper class was educated so the majority of the Indian population remained uneducated and therefore, could do nothing about their lack of rights. This continued on until 1947 when Mohandas Gandhi, leading the Hindu population, and the Muslim League declared India independent from Britain.

A second example for a nation's demand for resources would be King Leopold II's colonization of the Congo. Belgium, being a very small country, was nationalistic and thought the best way to expand their power would be through imperialism and acquiring land in Africa so King Leopold decided to colonize a massive amount of land in the Congo. The Congo was very rich in both ivory and rubber. Both

Thematic Essay—Practice Paper – E

resources were valuable once in Europe, and in high demand. King Leopold enslaved the native Congolese and put them to the hard labor of harvesting rubber. The men hired to enforce his will shot anyone that tried to escape, used brutal punishment on anyone who wouldn't meet their quota or disobeyed orders. Slaves were sometimes even whipped to death but the most common punishment would be the removal of hands and feet. Even after other European nations forced Leopold to end the atrocities the Congo remained a Belgian colony and the Congolese remained oppressed.

In conclusion, over the course of world history many nations and empires have engaged in different methods to gain natural resources. Be it imperialism or war, someone will always be extorted.

Practice Paper A—Score Level 2

The response:

- Develops some aspects of the task in some depth
- Is primarily descriptive (*Germany*: after World War I, Germany stripped of land, colonies, and military; restrengthened army and started to take land; invaded Poland which sparked World War II; *Japan*: Meiji Restoration included modernizing and industrializing; does not have a surplus of iron and coal; started to imperialize; Russo-Japanese war; invasion of Manchuria, and World War II)
- Includes few relevant facts, examples, and details (*Germany*: Rhineland; *Czechoslovakia*; *Japan*: Tokugawa shogunate; Commodore Matthew Perry)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates a limited knowledge of the subject matter in showing how Germany and Japan waged war to gain resources. How war affected people in Germany is mentioned; however, the response lacks the effects of war on a society or region for Japan.

Practice Paper B—Score Level 1

The response:

- Minimally develops some aspects of the task
- Is descriptive (*Great Britain*: used imperialism to obtain tea and cotton; British climate made cotton and tea unfarmable; *Japan*: used imperialism to obtain coal and iron ore because they did not have any on their small island country)
- Includes few relevant facts, examples, or details (*Great Britain*: would control the government)
- Demonstrates a general plan of organization; includes an introduction and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response shows a limited understanding of the task for Great Britain and shows an awareness that Japan lacked iron and coal.

Practice Paper C—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Spain less thoroughly than Britain
- Is both descriptive and analytical (*Spain*: conquered the Inca due to more advanced weapons; native populations weakened by diseases from Europe; used silver to purchase luxury goods from silver-hungry China as well as European neighbors; Africans turned against other Africans to obtain and enslave people; those captured were sold and shipped to the Americas to meet Spain's demand for laborers; African cultures were corrupted and struggled to maintain themselves since the youngest and strongest were taken away; *Britain*: cotton textile industry boomed; cottage industry transitioned to factories and machines; demand for raw cotton increased; British East India Company thrived, monopolizing raw cotton industry; railroads built in India to speed up export of cotton; British East India Company's domination clashed with Indian society; economic policies established monopolies that put Indian cottage industries out of business; political positions of authority went to British; Sepoy Rebellion caused British government to impose direct rule; rule by Britain failed to solve problems that British presence had created)
- Supports the theme with relevant facts, examples, and details (*Spain*: guns; smallpox; mita system; Potosi; *Britain*: spinning jenny; insensitive toward Sepoy's religions; Mohandas Gandhi)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response demonstrates a clear understanding of the task, exploring the willingness of Europeans to turn to imperialism rather than trade by using well-placed analytic statements and good historical details. Although Spain's colonization of South America to obtain silver is not within Units Five through Eight of the 10th-grade curriculum, discussion of this 9th-grade subject meets the criteria required in the task.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth
- Is more descriptive than analytical (*Spain*: trans-Atlantic slave trade; produced large amounts of capital for Spain and European countries; slave traders bartered with African leaders on coast of Africa; Europeans could claim they were not responsible for violence in capturing more slaves; although Spain prospered, this was turning point in dehumanization of ethnically diverse groups; although racism had been prevalent even before this time, the Early Modern Period and Age of Exploration significantly increased its effects; *Great Britain*: East India Company had an impact on India's economy; by creating a market monopoly, East India Company made Indians suffer tremendous poverty; Raj created western-educated elite to serve British interests; after World War II, Britain left India divided into two independent countries)
- Includes some relevant facts, examples, and details (*Spain*: sugar cane; cash crops; triangular trade; *Great Britain*: India became market for British textiles and a supplier of raw cotton; Sepoy Rebellion; Gandhi; civil disobedience)
- Demonstrates a satisfactory plan of organization; includes an introduction that is slightly beyond a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The strength of this response is in the development of how obtaining the resources of slave labor and cotton had an impact on societies. Overgeneralizations and limited development weaken the overall effort.

Practice Paper E —Score Level 2

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Great Britain*: British East India Company extracting resources from India, primarily tea and cotton; India was the perfect place for British to exploit; once India became a colony, a wave of British oppression descended; *Leopold II*: decided to colonize a massive amount of land in the Congo; Congo very rich in both ivory and rubber; used brutal punishment on anyone who would not meet their quota or disobeyed orders); includes weak application (*Leopold II*: enslaved native Congolese)
- Includes few relevant facts, examples, and details (*Great Britain*: winning favor of local rajs; Sepoy Rebellion; *Leopold II*: removal of hands and feet); includes several inaccuracies (*Great Britain*: in the mid-19th century Britain decided to colonize India; Indian artifacts were removed from museums and replaced with British ones; 1947 when Mohandas Gandhi, leading the Hindu population, and the Muslim League declared India independent from Britain; *Leopold II*: Belgium was nationalistic and thought the best way to expand their power would be through imperialism; other European nations forced Leopold to end the atrocities in the Congo)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response includes some relevant facts and details, demonstrating a basic understanding of the task. Development is limited and the many inaccuracies weaken the effort.

Global History and Geography Specifications August 2018

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Needs and Wants	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Conflict; Human Rights; Power; Imperialism; Nationalism; Belief Systems; Justice; Change; Diversity; Political Systems	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 2018 Transition Exam in Global History and Geography—Grade 10* will be posted on the Department’s web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Transition Exam in Global History and Geography 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.