

# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME  
**2 OF 2**  
DBQ

## GLOBAL HISTORY AND GEOGRAPHY

Friday, January 25, 2013 — 9:15 a.m. to 12:15 p.m., only

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

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

#### Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

#### Mechanics of Rating

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

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### Rating the Essay Question

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

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

### Rating the Scaffold (open-ended) Questions

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

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

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

**Global History and Geography**  
**Part A Specific Rubric**  
**Document-Based Question**  
**January 2013**

**Document 1**

... In the Mediterranean world, where there were not only salt deposits but a strong enough sun to dry sea salt, salting to preserve food was not a new idea. In preclassical times, Egyptians and Romans had salted fish and developed a thriving trade. Salted meats were popular, and Roman Gaul had been famous for salted and smoked hams. Before they turned to cod, the Basques had sometimes salted whale meat; salt whale was found to be good with peas, and the most prized part of the whale, the tongue, was also often salted...

Source: Mark Kurlansky, *Cod*, Penguin Books

**1 According to Mark Kurlansky, why did people use salt?**

**Score of 1:**

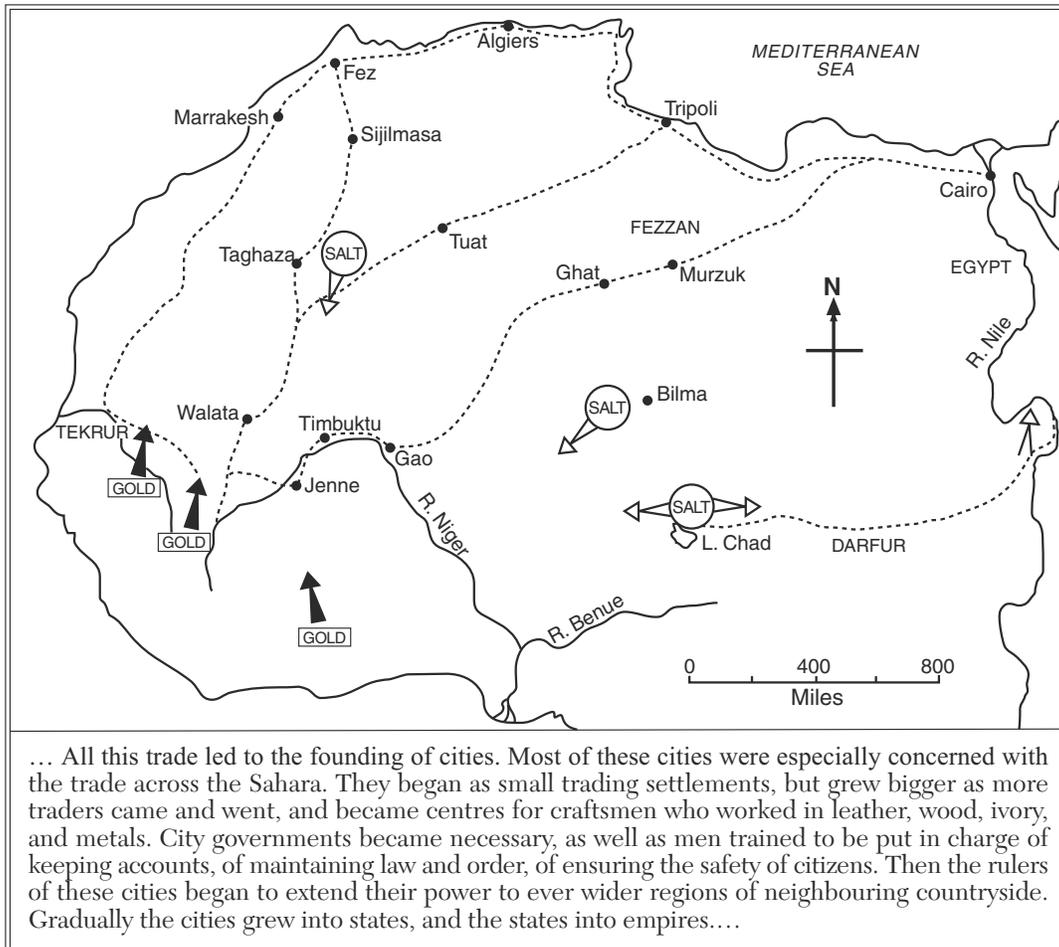
- States why people used salt according to Mark Kurlansky  
*Examples:* to preserve food/fish/meats/ham/whale meat/cod; to preserve food so that it can be traded; because salted meats were popular

**Score of 0:**

- Incorrect response  
*Examples:* it was a new idea; it was famous in Roman Gaul; they turned to cod
- Vague response  
*Examples:* it could be dried; salt whale was found to be good with peas; there were deposits; popular
- No response

## Document 2

### Trans-Saharan Gold-Salt Trade in Early Times



Source: Basil Davidson, *A History of West Africa to the Nineteenth Century*, Anchor Books (adapted)

## 2 Based on this document, what was *one* result of the gold-salt trade in West Africa?

### Score of 1:

- States *one* result of the gold-salt trade in West Africa based on this document  
*Examples:* it led to the founding/growth of cities; small trading settlements began; small settlements grew into cities; cities became centers for craftsmen who worked in leather/wood/ivory/metals; city governments/trained men became necessary to keep accounts/maintain law and order/ensure safety of citizens; rulers of cities extended their power to ever-wider regions; gradually cities grew into states and states into empires; growth of cities/states/empires; established connections between West Africa and North Africa; established connections between West Africa and coastal cities on the Mediterranean Sea; trade across the Sahara increased

### Score of 0:

- Incorrect response  
*Examples:* craftsmen worked in leather/wood/ivory/metal; city governments were not needed; they ignored the neighboring countryside
- Vague response  
*Examples:* it was necessary; developments happened; men were trained; centers
- No response

### Document 3

... One of the chief trade centers for salt in the ancient world was the fabled city of Timbuktu. Located on the southern edge of the Sahara Desert, the city thrived on profits from the salt trade....

The salt trade made the city prosperous; in Africa, salt ranked with gold and slaves in value. For merchants to risk camels over hundreds of miles of burning sand, the profits must have been enormous. Nor did the city squander [waste] its wealth. Timbuktu's salt trade supported schools and libraries; merchants lived in fine houses; the king paid handsome salaries to judges, doctors, and clerics—all from profits on the three-hundred-pound salt cargo that each camel carried....

Source: Robert Kraske, *Crystals of Life: The Story of Salt*, Doubleday & Company

### 3 According to Robert Kraske, what are *two* ways the profits of the salt trade affected the city of Timbuktu?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way the profits of the salt trade affected the city of Timbuktu according to Robert Kraske  
*Examples:* the city thrived/it made the city prosperous; it supported schools *or* libraries; profits allowed merchants to live in fine houses; the king paid handsome salaries to judges *or* doctors *or* clerics; it became a chief center of trade

**Note:** To receive maximum credit, two *different* ways the profits of the salt trade affected the city of Timbuktu must be stated. For example, *the city thrived on profits* and *it made the city prosperous* are the same way expressed in different words. In this and similar cases, award only *one* credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* it was located on the southern edge of the Sahara Desert; merchants risked camels; the city squandered its wealth; salt ranked with gold/slaves in value; camels traveled hundreds of miles
- Vague response  
*Examples:* they were handsome; it allowed things to happen; it was supported
- No response

## Document 4

... At the time [1450s] that the Portuguese and the Spaniards set out to establish a sugar industry on the Atlantic islands they controlled, sugar was still a luxury, a medicine, and a spice in western Europe. The peoples of Greece, Italy, Spain, and North Africa were familiar with sugar cane as a crop and, to some extent, with sugar itself as a sweetener. But as sugar production in the Mediterranean waned [decreased], knowledge of sugar and the desire for it waxed [increased] in Europe. The movement of the industry to the Atlantic islands occurred when European demand was probably growing. Individual entrepreneurs were encouraged to establish sugar-cane (and other) plantations on the Atlantic islands, manned with African slaves and destined to produce sugar for Portugal and other European markets, because their presence safeguarded the extension of Portuguese trade routes around Africa and toward the Orient...

Source: Sidney W. Mintz, *Sweetness and Power: The Place of Sugar in Modern History*, Penguin Books (adapted)

### 4 According to Sidney Mintz, what was *one* way western Europeans used sugar?

#### Score of 1:

- States *one* way western Europeans used sugar according to Sidney Mintz  
*Examples:* as a medicine; as a spice/to flavor food; as a sweetener/to sweeten food; sugarcane was a crop used by the Portuguese and Spanish to establish a sugar industry in the Atlantic islands; to safeguard the extension of their trade routes; as a sign of wealth/as a luxury item; the Portuguese used sugar production on plantations to help extend trade routes/power

#### Score of 0:

- Incorrect response  
*Examples:* sugar production in the Mediterranean waned; the desire for sugar in Europe waxed; it was moved to the Atlantic islands; there was demand for it
- Vague response  
*Examples:* industry; for the peoples of Greece/Italy/Spain; to safeguard; to encourage and control; as an extension; Portuguese trade routes
- No response

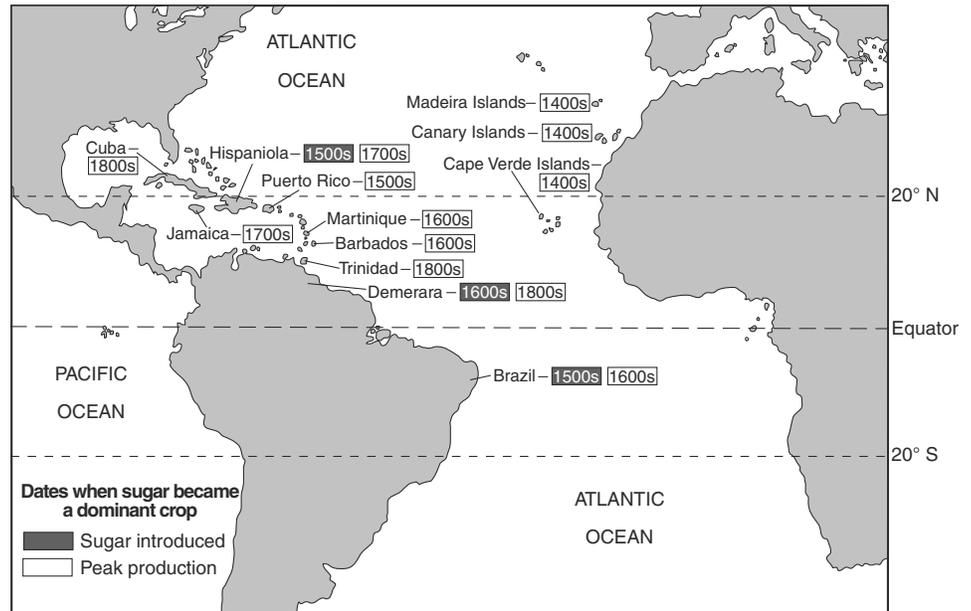
## Document 5a

... Sugar grows best where heat and water are plentiful all year round. The Mediterranean is therefore less than ideal. Even the southern Mediterranean has a cool season in the winter and a dry season in the summer. With the European maritime revolution beginning in the fifteenth century, Europeans had easy access to the Atlantic islands, and some of them had a far better environment for sugar cultivation....

Source: Philip D. Curtin, *The Rise and Fall of the Plantation Complex: Essays in Atlantic History*, Cambridge University Press

## Document 5b

### Sugar Crosses the Atlantic



Source: Aronson and Budhos, *Sugar Changed the World*, Clarion Books (adapted)

**5** Based on this excerpt by Philip D. Curtin and the information on this map, what was *one* reason for the expansion of sugar production into the Atlantic islands and into regions of the Americas?

### Score of 1:

- States *one* reason for the expansion of sugar production into the Atlantic islands and into regions of the Americas based on these documents  
*Examples:* sugar grows best where heat and water are plentiful all year round; the Mediterranean's cool season in winter and dry season in summer was less than ideal to grow it; the environment of the Atlantic islands was better for sugar cultivation; a maritime revolution gave Europeans access to the Atlantic islands; Europeans had easy access to the Atlantic islands; some sections of the Americas had a better environment/climate for sugar cultivation; Brazil/Demerara/Hispaniola/Jamaica/Martinique/Barbados/Trinidad had an environment/tropical climate that would support sugar production

### Score of 0:

- Incorrect response  
*Examples:* sugar does not grow in hot weather; the Mediterranean climate was ideal; plantations rose and fell; it was the 15th century
- Vague response  
*Examples:* sugar grows best; it was plentiful; it changed the world
- No response

## Document 6

... The sugar industry was established in northeast Brazil [by the Portuguese] in the 16th century and it brought great prosperity to the region until competing sources of sugar were created in the Caribbean by the French (Haiti) and the British (Jamaica) in the eighteenth century. The sugar industry consisted of sugarcane plantations and plants for processing the sugarcane into sugar. The sugarcane plantations [in Brazil] were worked by slaves brought from the Portuguese-controlled areas of southern Africa (Angola and Mozambique)...

Source: Thayer Watkins, "The Economic History of Brazil," online at San José State University

### 6 According to Thayer Watkins, what were *two* changes that occurred in the Americas as a result of the establishment of the sugar industry?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* change that occurred in the Americas as a result of the establishment of the sugar industry according to Thayer Watkins  
*Examples:* it brought great prosperity to the region/northeast Brazil; plants/factories for processing sugarcane into sugar were built; sugarcane plantations were worked by enslaved Africans/the use of enslaved labor; enslaved Africans were brought from Africa/Angola/Mozambique/Portuguese-controlled areas of southern Africa to work on plantations in Brazil; plantations were established; it created competition in the sugar industry between European powers/the Portuguese in Brazil with the French in Haiti/the British in Jamaica

**Note:** To receive maximum credit, two *different* changes that occurred in the Americas as a result of the establishment of the sugar industry must be stated. For example, *it brought great prosperity to the region* and *it brought great prosperity to northeast Brazil* is the same effect expressed in different words. In this and similar cases, award only one credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* sugar was created; the Portuguese controlled areas of southern Africa; it happened in the 16th century; Brazil captured enslaved Africans in Angola/Mozambique; Haiti and Jamaica competed; Portugal grew sugarcane in southern Africa
- Vague response  
*Examples:* the industry was established; there were competing sources; plants were processed; sugar industry consisted of sugarcane plantations and processing plants
- No response

## Document 7

... The cotton industry commanded the central role in Britain's early industrialization. Cotton, as a fiber, had characteristics relatively easy to mechanize; it broke less often than wool and, particularly, linen. Further, cotton was a new product line in Europe, more open to innovation. It had been widely used in India, and an Asian market for cotton cloth already existed. In England, however, its novelty facilitated the introduction of new machines, though the raw fiber had to be imported. Workers were displaced indirectly by the rise of cotton because traditional linen production declined. The lack of a large established labor force in cotton obviated [made unnecessary] the need to prompt many traditional workers to change their ways directly, and this fact limited resistance. At the same time, cotton had great appeal as a product: It could be brightly colored for a population increasingly eager to make a statement through clothing, and it was easily washed, which appealed to people who were developing more stringent [demanding] notions of personal cleanliness. Cotton was in demand, and this invited new techniques to produce the cloth in quantity...

Source: Peter N. Stearns, *The Industrial Revolution in World History*, Westview Press

### 7a According to Peter N. Stearns, what was *one* effect of the cotton trade on Great Britain?

#### Score of 1:

- States *one* effect of the cotton trade on Great Britain according to Peter N. Stearns  
*Examples:* cotton commanded a central role in Britain's early industrialization; it facilitated the introduction of new machines; it increased the need for more raw cotton fiber; workers were displaced indirectly by the rise of cotton; traditional linen production declined; it prompted some traditional workers to change their ways because laborers were needed in the cotton industry; cotton's appeal helped increase demand; demand for cotton increased; the demand for cotton invited new techniques to produce the cloth in quantity

#### Score of 0:

- Incorrect response  
*Examples:* cotton, as a fiber, had characteristics relatively easy to mechanize; there was limited resistance; it led to more stringent notions of personal cleanliness; it had been widely used in India; cotton broke less often than wool or linen
- Vague response  
*Examples:* it was an industry; it was widely used; it played a central role; appealing; an Asian market existed
- No response

**7b According to Peter N. Stearns, what was *one* reason cotton was in demand in England?**

**Score of 1:**

- States *one* reason cotton was in demand in England according to Peter N. Stearns  
*Examples:* cotton was relatively easy to mechanize; its fiber broke less often than wool or linen; it was a new product line in Europe; cotton was more open to innovation; it could be brightly colored; it was easily washed; it appealed to people with notions of personal cleanliness because it could be easily washed

**Score of 0:**

- Incorrect response  
*Examples:* it had been widely used in India; an Asian market for cotton cloth already existed; it commanded a central role; it had to be imported
- Vague response  
*Examples:* it made a statement; new techniques; innovation; cotton was clean; broke less
- No response

## Document 8a

Prior to the British Industrial Revolution, India was a major producer of textiles.

... India had not only a large and inexpensive workforce, but also centuries of expertise with cotton textiles. The assembly of millions of short, fragile cotton fibers into a durable thread is no mean [ordinary] task. Before 1750, English spinners could not produce cotton thread strong enough to use in the lengthwise fabric warp, so domestically made cloth was usually a mix of linen or wool warp and cotton weft; only the more highly skilled Indian spinners manufactured thread adequate for bolts of pure cotton fabric. Thus, before the invention of practical spinning machines in the eighteenth century, almost all of the West's cotton cloth came from thread spun in India...

Source: William J. Bernstein, *A Splendid Exchange: How Trade Shaped the World*, Grove Press

### 8a According to William J. Bernstein, what was *one* reason the West imported cotton cloth from India before 1750?

#### Score of 1:

- States *one* reason the West imported cotton cloth from India before 1750 according to William J. Bernstein

*Examples:* India had a large/inexpensive workforce skilled in making cotton textiles; India had centuries of expertise in making cotton textiles; the West did not have the technology available/skills to produce a strong cotton thread/pure cotton textiles; English spinners could not produce cotton thread strong enough to use in the lengthwise fabric warp; the more highly skilled Indian spinners were able to manufacture thread adequate for bolts of pure cotton fabric; Indian cotton thread was better; India made the best cotton cloth; practical spinning machines had not yet been invented in the West; the West lacked the expertise to produce pure cotton cloth

#### Score of 0:

- Incorrect response  
*Examples:* cloth was usually a mix of linen or wool warp and cotton weft; spinning thread is no mean task; India's workforce was expensive; spinning machines were practical
- Vague response  
*Examples:* it was not strong; cotton cloth came from thread; expertise; highly skilled; labor
- No response

## Document 8b

The British desire for raw cotton from India influenced the development of the British textile industry and Great Britain's relationship with India.

... Inevitably, Indian cotton had the makings of a contentious [controversial] political issue. By depriving India of the fruits of its own labor, England all but guaranteed that the crop would one day come to symbolize colonial subjugation [control] and provide a rallying point against it. When that day finally arrived in the early 1900s, a frail warrior with the heart of a lion, Mahatma Gandhi, intertwined the destinies of homespun cotton and self-rule so adroitly [skillfully] that he made one indistinguishable from the other. Freedom became the cotton cloth you wove and wore, a tangible [visible] protest against tyranny from abroad...

Source: Stephen Yafa, *Cotton: The Biography of a Revolutionary Fiber*, Penguin Books

### 8b According to Stephen Yafa, what effect did the British cotton textile industry have on India?

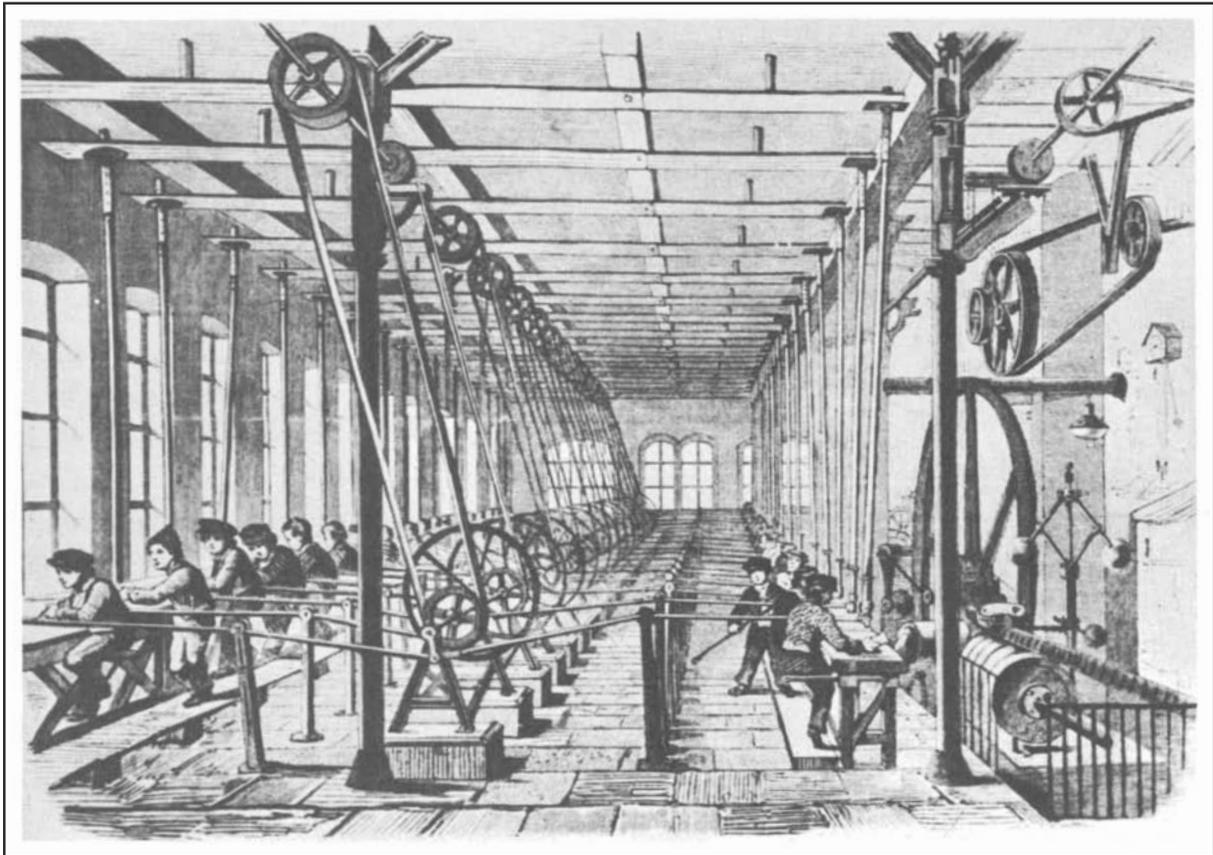
#### Score of 1:

- States an effect the British cotton textile industry had on India according to Stephen Yafa  
*Examples:* it deprived India of the fruits of its own labor; it came to symbolize colonial subjugation/control/rule/oppression; it provided a rallying point against colonial subjugation/control; the cotton cloth Indians wove and wore was a tangible protest against tyranny from abroad; it led Mahatma Gandhi to use homespun cotton cloth as a symbol of freedom/to speak against British cotton/textile policies; the British textile industry became a contentious/controversial political issue; it turned Indian cotton into a controversial/contentious issue; it led to protests against British economic/political policies; India was used as a source for raw cotton by the British textile industry

#### Score of 0:

- Incorrect response  
*Examples:* England all but guaranteed the crop; the British desired raw cotton; it led to homespun cotton; Gandhi made cotton indistinguishable
- Vague response  
*Examples:* it intertwined the destinies; it influenced the development; the crops were guaranteed; frail warrior; heart of a lion; controversial; self-rule
- No response

## Document 9



Source: Jack Abramowitz, *World History Study Lessons*, Follett Publishing Company (adapted)

### 9 Based on this image, state *one* impact the importation of cotton had on Great Britain.

#### Score of 1:

- States *one* impact the importation of cotton had on Great Britain based on this image  
*Examples:* people/young people worked as laborers in factories; child labor was used in factories; large factories were built; created jobs in factories; factories produce cotton textiles/cotton thread; it led to the use of new machines/inventions

#### Score of 0:

- Incorrect response  
*Examples:* factories had many windows; hats had to be worn in factories; electricity was not used; workers sat down
- Vague response  
*Examples:* there were children/machines/belts; textiles
- No response

**Global History and Geography**  
**Content-Specific Rubric**  
**Document-Based Question**  
**January 2013**

**Historical Context:** Throughout history, the need and desire for certain products has led to long-lasting effects on people, societies, and regions. Some of these products include *salt*, *sugar*, and *cotton*.

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

- Explain why people needed or desired this product
- Discuss how this product influenced a people, a society, *and/or* a region

**Scoring Notes:**

1. This document-based question has a minimum of *four* components (why people needed or desired *each* of *two* products and how *each* product influenced a people, a society, and/or a region).
2. The influence of a product may be immediate or long term.
3. The response may discuss how a product influenced a people, influenced a society, influenced a region, or any combination.
4. The response may discuss why a product was desired and how it influenced a people, a society, or a region from a variety of perspectives as long as the positions taken are supported by accurate historical facts and examples.
5. Only *two* products should be chosen from the historical context. If more than two products are chosen, only the first *two* should be rated.
6. For the purpose of meeting the criteria of using *at least four* documents in the response, documents 5a, 5b, 8a, and 8b may be considered separate documents *if* the response uses specific, separate facts from each document.

**Score of 5:**

- Thoroughly develops *all* aspects of the task evenly and in depth for *each* of *two* products by discussing why people needed or desired this product and how *each* product influenced a people, a society, and/or a region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *salt*: connects the need and desire for salt in the preservation and enhancement of food to the expansion of trans-Saharan trading caravans and the growth of Mali and Songhai into Muslim Empires that promoted Islamic centers of learning as a result of profits from the gold-salt trade; *cotton*: connects the desire for a fiber that was easier to mechanize to its role in Britain's industrialization, the impact on British working conditions, colonial India's economy, and India's independence movement
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to the movement of goods (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *salt*: camel caravans; Timbuktu; Islam; Mansa Musa; schools; universities; libraries; mosques; *cotton*: spinning jenny; Watt's steam engine; domestic system; factory system; child labor; cash crops; famine; civil disobedience; boycott; Gandhi; imperialism
- 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 product more thoroughly than another or by developing one aspect of the task less thoroughly than the others
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *salt*: discusses how salt was needed to preserve food and how the development of the gold-salt trans-Saharan trade led to the spread of Islam and to the development of empires that used profits from this trade to establish centers of learning; *cotton*: discusses how the ability of cotton to be woven through mechanization, colored, and washed led to increasing demand and the growth of the British textile industry and how British reliance on Indian cotton influenced the independence movement in India
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 3:**

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

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

**Score of 2:**

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

**Score of 1:**

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

**Score of 0:**

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

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

**Salt**

*Key Ideas from the Documents*

*Relevant Outside Information*  
(This list is not all-inclusive.)

<b>Reason People Needed or Desired</b>	<b>Reason People Needed or Desired</b>
<p><b>Doc 1</b>—For preservation of food/fish/meats/ham/whale meat</p> <p><b>Doc 2</b>—To make a profit from its trade, to increase their power by controlling the trade of it</p>	<p>For maintaining health in hot dry climates or on long voyages</p> <p>For replacing body salts lost through perspiration</p> <p>For flavoring food</p>
<b>Influence</b>	<b>Influence</b>
<p><b>Doc 1</b>—A thriving trade in salted fish developed by Egyptians and Romans</p> <p><b>Doc 2</b>—Development of trans-Saharan gold-salt trade</p> <p>Cities founded as a result of trade</p> <p>Growth of small trading settlements as traders came and went</p> <p>Development of cities as centers for craftsmen who worked in leather/wood/ivory/metals</p> <p>Development of city governments to keep accounts, maintain law and order, and ensure the safety of citizens</p> <p>Use of profits by rulers to extend their power to wider regions</p> <p>Growth of cities into states and empires</p> <p><b>Doc 3</b>—Rise of Timbuktu as a chief trading center for salt in the ancient world</p> <p>Prosperity in Timbuktu (profits used to support schools and libraries; fine houses for merchants because of profits; handsome salaries for judges, doctors, clerics)</p>	<p>Trade in other commodities because of trans-Saharan trade (spices)</p> <p>Use of salt profits in development of and growth of kingdoms/empires (Ghana, Mali, Songhai)</p> <p>Growth of Timbuktu as a university and religious center</p> <p>Islam carried to Mali and Songhai by Muslim merchants</p> <p>Profits used to build mosques in Mali and Songhai</p> <p>Gandhi’s Salt March to protest the salt tax and restrictions on the Indian manufacturing and harvesting of their own salt</p>

# Sugar

## *Key Ideas from the Documents*

## *Relevant Outside Information* (This list is not all-inclusive.)

<b>Reason People Needed or Desired</b>	<b>Reason People Needed or Desired</b>
<p><b>Doc 4</b>—For use as a medicine, spice, sweetener in western Europe            Considered a luxury            Knowledge of sugar yields desire for sugar</p> <p><b>Doc 6</b>—For the great prosperity it brought</p>	<p>For the production of molasses and rum</p>
<b>Influence</b>	<b>Influence</b>
<p><b>Doc 4</b>—Sugar-cane plantations established on the Atlantic islands            Enslaved Africans used to produce sugar for Portugal and for European markets            Growth of sugar-cane on plantations on the Atlantic islands to safeguard the extension of Portuguese trade routes around Africa toward the Orient</p> <p><b>Doc 5</b>—Spread of cultivation of sugar to the Atlantic islands due to its climate (year-round heat and plentiful water)            Development of sugar production in Cuba, Hispaniola, Puerto Rico, Jamaica, Martinique, Barbados, Trinidad, Demerara, and Brazil</p> <p><b>Doc 6</b>—Prosperous sugar industry established in northeastern Brazil in the 16th century            Loss of Portuguese sugar dominance in the Americas with competition from European sugar growers in the 18th century (French in Haiti, British in Jamaica)            Plants established for processing sugarcane into sugar            Enslaved Africans brought to Brazil from Portuguese-controlled areas of Angola and Mozambique</p>	<p>Brazil is world’s leading sugar cane producer            Development of encomienda system by Spanish            Rise of African slavery as a result of loss of native labor and increased demands for labor on sugar plantations            Brutal conditions faced by enslaved Africans on sugar plantations            Details of effects of slavery on Africa            Development of trans-Atlantic “Triangular Trade” (details about “Middle Passage”)            Establishment of European colonial governments, mercantile economies, and spread of European culture in the Americas with the growth of the plantation system            Change in diet of Europeans as more sugar introduced into foods            Independence movements driven by harsh conditions on sugar plantations (Haiti, Cuba)</p>

# Cotton

## *Key Ideas from the Documents*

## *Relevant Outside Information* (This list is not all-inclusive.)

<b>Reason People Needed or Desired</b>	<b>Reason People Needed or Desired</b>
<p><b>Doc 7</b>—For its characteristics (easier to mechanize, more open to innovation) For its fiber (broke less often than wool and linen) For its appeal as a product for clothing (could be brightly colored, easily washed)</p>	<p>For helping to clothe the increasing populations in Britain and its colonies For its role in expanding Britain’s economic power For profit</p>
<b>Influence</b>	<b>Influence</b>
<p><b>Doc 7</b>—Decline in traditional linen production Some workers displaced, but many changed skills to fit new needs Increased trade through importation of raw fiber Development of new techniques and machines as a result of producing cloth in quantity <b>Doc 8</b>—Britain’s reliance on India’s large and inexpensive workforce and expertise with cotton before 1750 Britain depriving India of the fruits of its labor (profits from spinning cotton thread, weaving cotton fabric) Cotton symbol of British colonialism/subjugation Cotton rallying point against British rule Gandhi’s intertwining destinies of homespun cotton and self-rule to make them indistinguishable Use of homespun cotton garments as a protest against tyranny from abroad <b>Doc 9</b>—Factories built Use of mechanization and child labor to produce cotton</p>	<p>Creation of new inventions to make cotton production easier (flying shuttle, spinning jenny, power loom, steam engine) Decline of domestic system with development of factory system in Great Britain Growth of cities/urbanization because of need for workers Abuse of workers in textile factories Legislation to improve working conditions, sanitation, housing Search for new markets and raw materials (Asia, Africa) Expansion of competition between European powers (imperialism) Increase in demand for cotton because of population growth in Britain and its colonies Cash crops such as cotton and indigo produced in place of food (India, Egypt) British textiles boycotted in India (details about Homespun Movement)</p>

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

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Since the beginning of trade, certain items worth much more than others, have sparked the creation of new political, social, and economic trends. Two of these items include cotton and sugar. These two naturally occurring substances caused trade to occur, economies to flourish, power to shift, and laws to be made. Sugar was desired for taste and trade, and caused slave trade and colonialization. Cotton was needed for better clothes, which caused trade, colonialization, laws, and a revolution. Both products have historical background that define certain cultures.

Sugar has been an important crop to most people around the world, throughout history. As stated in Document 4, most people from regions had many uses and individual desires for sugar. In Western Europe, it was a luxury to have sugar. Only the rich could afford it, which showed social status. A medicinal use was also found with sugar, which increased its demand. Finally, the practical taste as a sweetener made it known to Europeans. Greece, Spain, Italy, and North Africa also desired sugar because of its value as a crop and ability of being traded. These compounded interests, along with economic profit available led people to try to expand the area in which sugar was readily grown. The contact between the Europeans and South and Middle America led to a new economic, political, and social relationship caused by sugar.

When the value of a product is great enough, the impact it has on the society, the economy, and the political body of a region can be outstanding. Sugar impacted all three of these aspects of life in Latin America. The economy was changed because of the value of sugar. Once it was introduced in Latin America, the Spanish and Portuguese reaped the benefits. They grew a product on haciendas or plantations that was in high demand all over the world. They traded and sold sugar and had great economic success. Once sugar cultivation had expanded enough, society was forced to change.

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

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Plantations and processing plants gave rise to the need for cheap labor. As said in Document 6, after the encomienda system, which used native labor, proved insufficient, Africans were sold into slavery by the European nations and brought to the plantations in the Americas. A new way of life emerged: rich people of Spanish ancestry, called peninsulares and creoles, were at the top of hierarchical society, Mestizos and Mulattos in the middle, and Africans and natives at the bottom. Latin America had changed drastically. Finally, by the early 1800s and after many years of social unhappiness, political uprisings occurred. The underclass groups rose up and won their independence from the Europeans. Africa was also transformed by sugar. To meet the need for labor, Europeans brought Africans from coastal slave ports, giving African slave traders products such as guns and rum. Europeans encouraged African tribes to fight and capture their enemies and bring them back to be sold to the Europeans as slaves. This damaged the political, economic, and social structure of Africa and the relations of many different African tribes. The economy, society, and politics in Latin America and Africa were changed and affected by sugar.

The need or want for an agricultural product can cause severe competition and tensions. The need for and desire for cotton was evident in Europe and other regions. Some of the desires were that it was, as stated in Document 7, easy to mechanize. Cotton fiber broke less than wool or linen, making it a stronger, easier to produce, and more durable thread. It was also a new product line in Europe. More people began trying and using cotton. It was "open to innovation" meaning much could be done with it. Cotton could be brightly colored with dyes, and also washed more easily. Being that the Medieval Era was long since over, people cared about how they looked and about cleanliness. Cotton was easily washed. Eventually, as demand increased, Europeans expanded their markets.

The growing and the manufacturing of cotton led to changes in India's and Britain's

relationship. Being that the English couldn't spin cotton too well before the introduction of machines, the English imported cotton cloth from India. This was one of the contacts between the two countries. Document 8a describes this relationship. English spinners couldn't produce cotton thread strong enough, so pure cotton cloth had to be imported. This trade led to some economic gains for Indian merchants. After a while, machines were introduced in Britain that could spin cotton. This allowed the British to spin their own cotton, so they could just buy the unprocessed crop from India, not the cloth itself. As shown in Document 7, these machines displaced some British workers, so unemployment rose. However, once industrialization occurred, employment in factories rose, and the need for large numbers of workers, including child laborers, grew in cotton mills. As shown in Document 9, children were often employed to spin cotton and work the looms. This social change sparked a number of political laws to be passed regulating labor. It also led to growing dissatisfaction of the working class which eventually caused the rise of the Labor Party in Britain as well as the growth of unions. Society, the economy, and politics in Britain changed, and it did in India also. As stated in Document 8b, the Indians were seen as having a lower social standing by their British colonizers. They went from needed trading partners to second class colonists serving the British Crown. The British flooded the Indian market with British cotton cloth and devastated the Indian cloth industry. Cotton cloth became a focal point in the social and political revolution that Mohandas Gandhi initiated. Indians spun their own cloth in order to hurt the British economically and eventually won independence from Britain.

Ever since "cash crops" existed, motives and desires caused changes and expansion. Sugar was part of life in the Western world and great demand caused people to go to great lengths to reap profits. Colonization, slave trade, and revolution all happened in Latin America, largely due to sugar. Cotton was needed for European clothing and so India was exploited for it. Eventually, social and political changes occurred in Britain and India due to cotton's influence and man kind's need to make a profit.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task for sugar and cotton
- Is more analytical than descriptive (*sugar*: only the rich could afford it showing social status; available economic profit led people to try and expand the area where it was grown; once it was introduced in Latin America, the Spanish and Portuguese grew a product that was in high demand all over the world; once sugar cultivation had been expanded, society was forced to change; plantations and processing plants gave rise to the need for cheap labor; *cotton*: it was a strong, easy to produce, and durable thread; it was “open to innovation” meaning much could be done with it; people cared about how they looked and about cleanliness; the British could not spin cotton too well before the introduction of machines so it had to be imported from India; machines allowed the British to spin their own cotton and just buy the unprocessed crop from India; machines displaced some workers so unemployment rose; once industrialization occurred employment in factories rose, and the need for large numbers of workers including child laborers grew; the British flooded the Indian market with British cotton cloth and devastated the Indian cloth industry)
- Incorporates relevant information from documents 4, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*sugar*: after the encomienda system which used native labor proved insufficient, Africans were sold into slavery and brought to plantations in the Americas; slavery resulted in a new way of life with rich people of Spanish ancestry called peninsulares and creoles at the top of the hierarchy, mestizos and mulattoes in the middle, and Africans and natives at the bottom; Europeans encouraged African tribes to fight and capture their enemies to bring them back to be sold to the Europeans as slaves; the slave trade damaged the political, economic, and social structures of Africa and the relations of many different African tribes; *cotton*: machines were introduced in Britain that could spin cotton; children were often employed to spin cotton and work the looms; employment of children sparked a number of political laws regulating labor; led to growing dissatisfaction of the working class which eventually caused the rise of the Labor Party in England as well as the growth of unions; Indians went from needed trading partners to second class colonists serving the British crown; eventually cotton was a focal point in the social and political revolution that Gandhi initiated; Indians spun their own cloth in order to hurt the British economically and eventually won independence from Britain)
- Richly supports the theme with many relevant facts, examples, and details (*sugar*: desired for taste and trade; caused slave trade, colonization, laws, and a revolution; luxury in western Europe; had a medicinal use; desired by Greece, Spain, Italy, and North Africa because of its value as a crop and ability to be traded; *cotton*: it was easy to mechanize; it broke less than wool or linen; it could be brightly colored with dyes; it could be washed easily)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses sugar and cotton caused trade to occur, economies to flourish, power to shift, and laws to be made and a conclusion that discusses “cash crops” such as sugar and cotton caused changes and expansion

**Conclusion:** Overall, the response fits the criteria for Level 5. Analytical historical outside information complements the use of document information. The recognition that economic, social, and political changes resulted from the need to make a profit from sugar and cotton leads to a meaningful discussion.

Once the Neolithic Revolution took place civilizations have been set up and the nomadic life was halted in many places. As cities grew and populations increased in those regions high demand for products also increased. To receive all the necessities, people began to trade what they had for what they needed or wanted. Certain products such as fruits or vegetables grew better in specific climates or soil. Also raw materials were often processed more efficiently in different areas or countries. When products are more rare and the demand grows higher and trade increases, competition for the best product increases as well. Two examples of this are the salt trade and the desire for cotton.

In early history salt was considered to be as valuable as gold. This was because salt was so hard to get in some parts of the world and was very useful. Salt was so highly demanded because it was used for the preservation of meat. (Doc 1). For example when Vasco de Gama sailed around the Cape of Good Hope he needed salt to preserve meat so his crew could receive the nutrients they needed and to prevent them from getting ill. Many saw salt as necessary for life. In ancient times, when the Romans and Egyptians salted fish or ham, they not only preserved it, but they also made it taste better. Their need and desire for salt increased demand which helped trade flourish within the Mediterranean region. (Doc 1) Salt was also influential in African societies. Areas in Africa that had large supplies of salt established wealthy economies based on trading salt. Because of this trade, cities were set up and grew. (Doc 2) An example of a wealthy city due to the salt trade was Timbuktu in the kingdom of Mali. Because merchants risked their lives

to trade salt for big profits, they brought a lot of money into the city and the Kingdom. The money was used to help establish schools and libraries, and some people had nice houses because the King paid them so well. (Doc 3).

These high paying jobs included judges, doctors and clerics. (Doc 3).

Timbuktu became an important learning center. The conversion of many to Islam mainly because of the gold-salt trade, turned Mali into an important Islamic cultural region. One of its most famous Muslim kings was Mansa Musa. He was so rich from the salt trade that he flooded the market with massive amounts of gold on his hajj to Mecca. Salt was a very influential product in civilizations throughout history.

Another example of a widely needed product is cotton. When cotton was first being spun into cloth, many people couldn't spin it so it would be strong enough for cloth and or fabric. They would just mix it with wool or linen to make clothing. (Doc 8a) Cotton clothing was in such high demand because it was easier to wash, which helped with cleanliness among societies. (Doc 7) Also colors could be added to cotton clothing to brighten the appeal. (Doc 7) With industrial society developing and the growth of the middle class, many people bought luxury items like cotton that could serve not only practical purposes but also could be fashionable. Cotton clothing became very popular very fast; it was lighter, prettier, and just plain cheaper. It was easy to make and the demand increased. When the process of spinning cotton into clothes was widely expanded the linen production decreased, forcing workers to break off from their traditional ways of life. An example of this occurs when Britain before 1750 was dependant on India to spin cotton cloth

because only India's skilled weavers could make strong cotton cloth. (Doc 8a) As the demand for cotton went up, the spinning jenny and the power loom were invented in Britain and eventually factories were established where cotton could be woven into clothing. (Doc 8b) This changed Britain's relationship with India. (Doc 8) Now India was buying cloth from Britain instead of Britain buying from India. Cotton cloth from Britain was produced faster and more cheaply. India lost most of the demand for its cloth and was forced to sell raw cotton to Britain for manufacturing. This also affected British society because now some women were working in dangerous factories and were paid very little. This dramatically altered the roles in society. Even small children were working in the factories. (Doc 9) This caused diseases to spread quickly and strikes to occur. Because of the diseases and the strikes, the government started considering political changes to help protect the British working ~~class~~ <sup>class</sup>. Eventually, they passed laws that improved working conditions and gave workers more rights. The Indians were also greatly affected because India became a colony under the British Crown and was forced to follow British rules. Goods produced by traditional Indian industries could not compete with cheaper British manufactured goods. As a result, the Indian economy and the Indian people suffered.

Various ~~products~~ <sup>products</sup> and raw materials have ~~sometimes~~ <sup>sometimes</sup> been in high demand and other times in low demand. When more people want the product, the price goes up, when the product or material is scarce, often the merchant makes a good profit. Supply and demand has influenced the value of products and

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

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raw materials. This has affected the establishment and alteration of cities, empires, and countries. Trading has and always will play a huge role in world history.

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

- Thoroughly develops all aspects of the task for salt and cotton
- Is more analytical than descriptive (*salt*: was considered as valuable as gold; high demand for salt helped trade flourish in the Mediterranean region; because of trade, cities were set up; merchants risked their lives to trade it for big profits; brought a lot of money into the city and the kingdom; some people had nice homes because the king paid them so well; *cotton*: many people could not spin it to be strong enough for cloth and fabric so people would mix it with wool or linen; linen production decreased forcing workers to break off from their traditional ways of life; cotton from Britain was produced faster and more cheaply; traditional Indian industries could not compete with cheaper British manufactured goods and this hurt the Indian economy and people)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*salt*: hard to get in some parts of the world; when da Gama sailed around the Cape of Good Hope he needed it to preserve meat to prevent his crew from getting ill; gold-salt trade brought Islam to Mali; gold-salt trade turned Mali into an Islamic cultural region; Mansa Musa was so rich from the trade that he flooded the market with massive amounts of gold on his hajj to Mecca; *cotton*: with the development of industrial society and the growth of the middle class, many people bought luxury items like cotton that could serve not only practical purposes but could also be fashionable; spinning jenny and power loom were invented in Britain and eventually factories were established where cotton could be woven into clothing; India lost most of the demand for its cloth and was forced to sell raw cotton to Britain for manufacturing; some women were working in dangerous factories and were paid very little, dramatically altering their roles in society; because of diseases and strikes in factories, the British government started considering political changes to help protect the British working class; laws were passed that improved working conditions and gave workers more rights; India became a colony of the British crown and was forced to follow their rules)
- Richly supports the theme with many relevant facts, examples, and details (*salt*: used for preservation of meats; make food taste better; Romans and Egyptians salted fish and ham; Timbuktu became wealthy; money from trade used to help establish schools and libraries; high paying jobs included judges, doctors, and clerics; *cotton*: it was easier to wash which helped with cleanliness; colors could be added to brighten its appeal; it was lighter, prettier, and just plain cheaper; small children worked in factories)
- Demonstrates a logical and clear plan of organization; includes an introduction that uses the Neolithic Revolution as a starting point to discuss the development of trade and a conclusion that discusses how supply and demand affects cities, empires, and countries

**Conclusion:** Overall, the response fits the criteria for Level 5. The basic framework for this response relies on document information. However, the integration of analytic statements and numerous historical details demonstrate an understanding of and thorough treatment of the task.

Throughout history the need and desire for certain products has led to a long lasting effect on people, society, and different regions. Some of these products are salt and cotton which are two very important products which are a necessity for some.

The first very important product which has been used for thousands of years is salt. In the Mediterranean world salt was very important and was used to preserve their food. This is a technique which has been used already for a very long time. They also used salt to help them flavor the food in places such as Gaul (Doc 1). Salt was obviously very important in this region for the preservation of food, not only were people able to build up a stockpile of food but it allowed them to expand their population and help to create a food surplus with all the extra meats that they had. The Trans Saharan Gold-Salt Trade in Africa was also a major and very important thing that happened. This led to the rise in trading empires, jobs, and wealth (Doc 2). Salt is very important in Africa as a major economic booster. It allowed cities to gain wealth through the trade of salt for gold allowing people to have jobs in developed areas and create communities. Timbuktu was a major trading city in Africa and was one that salt helped to be prosperous. From the trade they were able to invest in their education and be paid very well and live in nice homes (Doc 3). This is a very good example of how good the trade was in Africa and that it allowed major cities to be very prosperous and have a higher level of education and life. Civilizations such as the Mali Empire grew in importance and became world centers of learning in the most unlikely of

areas. People were willing to cross the greatest desert in the world to travel to and experience cities like Timbuktu and Jenne. A negative effect however of a salt monopoly would be in British India where salt was taxed by the British. Indians needed salt to live. The salt tax became a symbol of British control and abuse in India. But thanks to nationalist leader Gandhi, who went on a Salt March to the Indian Ocean where he made his own salt in an attempt to rise up against the British, he helped to show the impact that a product such as salt can have.

The next very important product which is still in use today is cotton. When cotton was first introduced to England, it did have a slight negative economic impact, due to the decrease in production of traditionally made linen. However cotton was in very high demand, because it was easy to clean and because of how easy it was to dye (Doc 7). Cotton was very important in Britain especially around the Industrial Revolution when the need for textile production was at an increased rate in order to meet the needs of the growing British population. Because it could be kept clean easily and dyed cotton was quickly adopted and became a major part of society. Originally however when cotton was first introduced to Britain, British spinners could not spin cotton into a thread like the Indians could. This led to the importation of spun cotton from India for years (Doc 8a). Due to not being able to produce cotton sufficiently in Britain they had to import spun cotton which did tend to hurt the economy. However, this changed when British inventors and

entrepreneurs invented new methods of production that allowed the British factories to bypass the Indian skilled spinners. By the mid 1800s, the British were only using India as an important source of raw cotton for their factories. Cotton was also used as a revolutionary force in India. When Britain took control of India after the Sepoy Rebellion, they forced them to buy British made cloth which they did for many years until nationalist leader Mahatma Gandhi started the Homespun Movement which was Indian people making their own Indian cloth from Indian grown <sup>raw</sup> cotton and not kneeling to British demands (Doc 8b). The Indians wanted to be free from British rule, therefore by participating in the Homespun Movement they were able to boycott imported British cotton and make their own, somewhat like how during the American Revolution the colonists boycotted British goods such as tea. A negative effect of cotton and the Industrial Revolution in Great Britain is that men, women, and kids were forced to work long hours in factories. This was very unsafe back then and often resulted in injury or death (Doc 9). Due to the Industrial Revolution the need for children in the work-force greatly increased leading to many deaths and injuries and they were often paid very little. However, there is a positive effect as well. These horrible conditions caused the workers to join together and fight for their rights. Eventually, the British government passed a series of laws that protected the working class.

Throughout history products such as salt and cotton have had major effects on societies and regions. They have led to prosperity, revolutions, and even death. From these results you can see just how important products such as these are.

## Anchor Level 4-A

### The response:

- Develops all aspects of the task for salt and cotton
- Is both descriptive and analytical (*salt*: it was a major economic booster in Africa; it allowed cities to gain wealth through the trade of salt for gold; it helped Timbuktu become a prosperous, major trading city in Africa; trade allowed residents to invest in education, be paid very well, and live in nice homes; *cotton*: at first it had a slightly negative economic impact in England due to the decrease in production of traditionally made linen; it was in very high demand because it was easy to clean and dye; at first British spinners could not spin it into a thread like the Indians could leading to the importation of spun cotton from India for years; a negative effect of cotton and the British Industrial Revolution is that men, women, and children were forced to work long hours for little pay)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*salt*: civilizations such as the Mali Empire grew in importance and became world centers of learning; people were willing to cross the greatest desert in the world to experience cities like Timbuktu and Jenne; a negative effect was the salt monopoly in British India; the salt tax became a symbol of British control and abuse in India; nationalist leader Gandhi went on a Salt March to the Indian Ocean where he made his own salt in an attempt to rise up against the British; *cotton*: textile production increased in order to meet the needs of the growing British population; by the mid 1800s, the British were only using India as an important source of raw cotton for their factories; when Britain took control of India after the Sepoy Rebellion, it forced the Indians to buy British made cloth until Gandhi started the Homespun Movement which was Indian people making their own cloth from Indian grown raw cotton and not kneeling to British demands; the Homespun Movement allowed the Indians to boycott British cotton, somewhat like the colonists during the American Revolution; factory conditions during the British Industrial Revolution were very unsafe and often resulted in injury or death; the positive effect of the horrible conditions caused the workers to join together and fight for their rights; eventually the British government passed a series of laws that protected the working class)
- Supports the theme with relevant facts, examples, and details (*salt*: used for thousands of years; important in the Mediterranean world to preserve food; used to flavor food in such places as Gaul; led to the trans-Saharan gold-salt trade in Africa; led to the rise in trading empires, jobs, and wealth; *cotton*: important in Britain during the Industrial Revolution; still in use today)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states products such as salt and cotton have led to prosperity, revolutions, and even death

**Conclusion:** Overall, the response fits the criteria for Level 4. Although some repetitive statements are included in the response, a good knowledge of historical concepts is demonstrated and is used effectively in the analysis of document information, as in the influence of both salt and cotton in India. Evaluative statements about the positive and negative aspects of salt and cotton are brief and further development would have enhanced the discussion.

The desire for goods have been the cause of many disputes among different nations. When one nation does something that benefits them, sometimes it hurts someone else. However that is not always the case, some people go to great lengths to have fair and profitable trade to both sides. During the age of exploration and the Industrial Revolution world powers (mainly Europe) tended to lean towards the former and concern themselves only by what they want.

One of the things that Europeans increasingly wanted was sugar. Originally produced in the Mediterranean region, it was eventually grown by Europeans on the Atlantic islands and in the Americas. After the colonization of the Americas sugar really began to be popular, and available. The Americas provided an excellent area to make huge plantations because of the excellent climate for sugar production. So much of the area was devoted almost solely to the production of sugar. A map of how sugar crosses the Atlantic clearly shows that although sugar production was first introduced to islands off the coast of Africa it soon spread and expanded to much of the Caribbean and other parts of the Americas (doc 5 b). ~~This brought changes to Europe and the Americas. Europe greatly benefited from the sugar plantations. They used sugar for many things besides just sweetening things, including as medicines and spices (doc. 4) European nations, first Spain and Portugal and later Britain and France, profited tremendously from sugar. However not everyone associated with the sugar cane economy benefited from it. Originally Europeans tried to force Native Americans to work for them, but eventually they realized that it was unprofitable because a large percent fell ill from European diseases and died. Because of this and other reasons including efforts by reformers such as the de la Casca, the Spanish and other Europeans abandoned the uses of natives and looked~~

to Africa for a labor source. Enslaved Africans provided a solution to the Europeans' problem because for one reason they were already immune to many of the diseases that killed off so many Native Americans. The Portuguese brought over large numbers of slaves from their African territories to work the Brazilian plantations and in the sugar cane processing plants. (doc 6). Unfortunately the practice of using African slaves spread throughout the Americas and they were used to grow other things as well as sugar including the growing of cotton. Millions of Africans were taken from their homes and transported to the Americas to work on plantations.

Cotton did not become widely used in Europe until the industrial revolution. However cotton had been used in India for a long time before it became popular in Europe. One reason that Europeans turned towards cotton was the many benefits that it had over wool because it "broke less often", "could be brightly colored", and "was easily washed". (doc 7) These advantages appealed to many people especially during the time period where cleanliness and colorful clothing was desirable. However for a while ~~Europeans~~ Europeans were unable to spin the cotton into long thread making it ~~impossible~~ impossible to make a garment made solely of cotton. ~~it was not until~~ Before the invention of mechanically spinning machines, "almost all of the west's cotton cloth came from thread spun in India," (doc 8a) India had been making cotton thread and cloth long before the Europeans and because they had learned to spin it by hand. However England soon developed spinning machines that allowed them to spin their own cotton thread and that helped them to dominate the textile industry.

Within a short period the textile factories in England overran the rest of the weavers in Europe and even in India putting many skilled weavers out of work because they could not compete with the factories low price for cotton cloth. The factories were able to sell at such low prices because they were able to produce so much at a low cost because they did not need skilled labor. Factories allowed companies to hire many unskilled laborers for very cheap wages. A picture of a cotton factory clearly shows how many workers were packed in a factory doing the same exact thing (doc 9a). Because of this the workers had very ~~few~~ little rights and were unable to complain because they would just be fired and replaced by someone else.

The introduction of sugar and cotton had many positive economic effects in Europe. Within a few decades, goods that were unavailable in many parts of Europe became the basis of the economy. Although European governments and merchants greatly benefited from the production and distribution of both cotton and sugar, the common people did not. In Europe many commoners were employed in the factories for very long hours in horrible conditions even as children. Although eventually the middle class grew, working conditions got better and the quality of life of everyone including the poor increase, the start of the industrial revolution was very bad for the common people. Like wise in the Americas, natives and then Africans were forced to work in horrible conditions for the benefit not of themselves, but of high ranking Europeans. The demand for certain goods greatly effects both the people who want the goods as well as those who provide them.

## Anchor Level 4-B

### The response:

- Develops all aspects of the task for sugar and cotton
- Is both descriptive and analytical (*sugar*: although sugar production was first introduced to islands off the coast of Africa it soon spread and expanded to much of the Caribbean and other parts of the Americas; the Portuguese brought over large numbers of slaves from their territories; *cotton*: it had been used for a long time in India before it became popular in Europe; it appealed to many people especially because cleanliness and colorful clothing were desirable; for a while Europeans were unable to spin it into long thread making it impossible to make a garment made solely of cotton; before the invention of mechanical spinning machines almost all of the cotton cloth came from thread spun in India; England developed spinning machines that allowed them to spin their own cotton thread and helped them to dominate the textile industry)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*sugar*: where sugar was produced greatly changed Europe and the Americas; originally Europeans tried to force Native Americans to work for them, but eventually they realized that it was unprofitable because a large percent fell ill from European diseases and died; because of efforts by reformers such as de las Casas, the Spanish and other Europeans abandoned the use of natives and looked to Africa for a labor source; millions of Africans were taken from their homes and transported to the Americas; *cotton*: it did not become widely used in Europe until the Industrial Revolution; within a short period the textile factories in England overran the rest of the weavers in Europe and even in India putting many skilled weavers out of work; factories were able to sell at such low prices because they did not need skilled labor; factories allowed companies to hire many unskilled laborers for very cheap wages)
- Supports the theme with relevant facts, examples, and details (*sugar*: originally produced in the Mediterranean region; eventually grown by Europeans on the Atlantic Islands and the Americas; Europe greatly benefited from sugar plantations; used as a sweetener, for medicines, for spices; tremendous profits for European nations, first Spain and Portugal and later Britain and France; *cotton*: it broke less often than wool; it could be brightly colored; it was easily washed)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses that the desire for goods has been the cause of many disputes among different nations and a conclusion that discusses that although European governments and merchants greatly benefited from the production and distribution of cotton and sugar, the common people did not benefit

**Conclusion:** Overall, the response fits the criteria for Level 4. The inclusion of positive and negative effects on both the area where the product was produced and the area where it was consumed indicates a good understanding of the task. Some analytical statements and good outside historical details are provided within the discussion; however, some of these details could have been further developed.

Products such as cotton & sugar, are products that are in ones everyday life. Most people had sugar in their cereal & are wearing cotton right now. There are many reasons as to why these products were needed, and the long term effects that come with their production.

Sugar is a very important product that is still in everyday use. In Document 4, one finds out that sugar became popular in the 1450's as the sugar industry began to develop. The main reasons that sugar was needed was for spice & medicine. Sugar was also considered a luxury. At this time in Western Europe, the renaissance was occurring, and luxury products were very much in demand, this is why sugar became a valuable resource. Also during this time in history, exploration was on the rise, in document 5a it is stated that sugar grows best when water and heat are plentiful all year round, the Americas have this sort of tropical climate and the Americas became the prime sugar growing area. Due to prime sugar growing areas in the Americas, colonization spread rapidly through South America & the Caribbean. This colonization was due to Western Europe's desire for raw materials. Because the areas of the Americas were used for sugar production, many plantations sprung up across the Americas. Plantations grew & grew, and the

Americas became a agricultural society, influenced by their mother countries' mercantilism. This led to the diffusion of culture and catholicism brought to the Americas by conquistadors and missionaries. Sugar production also led to the increase in slave labor. The arrival of the Europeans brought many diseases to the Native Americans, and wiped out many of them. This helped to eventually end the encomienda system, which basically exploited the natives and forced them to work on sugar plantations. In document 6, it is noted that the portuguese had imported slaves from their South African colonies bringing millions of Africans to the Americas to work on the plantations. Sugar production brought colonization, cultural diffusion, new political & economic systems as well as slaves into the Americas. And sugar itself is a product still in high demand and still produced in the Americas today.

Cotton is another product that is still in high demand today. Cotton became popular in the 16<sup>th</sup> century in Western Europe. In document 7, it is stated that cotton had great appeal as a product, it could be brightly colored to make a statement, as well as easily cleaned to help maintain cleanliness. Cotton was also a very light weight article of clothing as opposed to wool, which was

used most commonly in Europe in the past. Cotton became a product high in demand at the start of the industrial revolution, which increased urbanization & increased population. Mass production of products such as cotton became popular. Because industrialized Great Britain lacked the necessary natural resources, the colonies such as India became one of the areas for growing cotton. Also in document 8a, it states that before the industrial revolution India had a cheap & large workforce, which suited cotton production, a negative outcome though is that after industrialization cotton production became the symbol of India's colonization as shown in document 8b. Cotton production in India, eventually benefitted the Western Europeans especially after India stopped manufacturing cotton cloth and served as the producer of raw cotton. The Indians became the consumers of British-made cotton clothes under the money economy established by the British. By the 1900's the Indian cloth industry was destroyed and they were growing cotton instead of food. This is what led to Indian rebellions against British rule and eventually independence. The cotton production also facilitated factory growth in Britain. When factories grew, the need for labor increased, and when the need for labor increased, cities

grew, and urbanization occurred. Slums developed, child labor occurred, and soon reforms were passed in Britain. Cotton production led to changes in India and Britain.

Both sugar & cotton are products that are still used today. Their production led to many changes. The British colonized to get cotton from India and they used it to industrialize. Attempts to increase sugar production caused colonization in the Americas, and led to the massive use of slaves. Both sugar and cotton are valuable resources, that have been used for centuries and have caused change.

## Anchor Level 4-C

### The response:

- Develops all aspects of the task for sugar and cotton
- Is both descriptive and analytical (*sugar*: Portuguese imported slaves from their South African colonies bringing millions of Africans to the New World to work on the plantations; it is still produced in the Americas and in high demand today; *cotton*: it had great appeal as a product; it could be easily cleaned to help maintain cleanliness; it was lighter in weight compared to wool; because industrialized Great Britain lacked the necessary natural resources, colonies such as India became one of the areas for growing cotton; India had a cheap, large workforce which suited cotton production; cotton production became the symbol of India's colonization; cotton production eventually benefited western Europeans especially after India stopped manufacturing cotton cloth and served as the producer of raw cotton; Indians became consumers of British-made cotton clothes under the money economy established by the British; production facilitated factory growth in Britain)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*sugar*: luxury products were very much in demand in western Europe during the Renaissance and it became a valuable resource; Americas became the prime growing area; colonization was due to western Europe's desire for raw materials; the Americas became an agricultural society influenced by mother countries and mercantilism; it led to the diffusion of culture and Catholicism brought to the Americas by conquistadors and missionaries; the encomienda system basically exploited the natives and forced them to work on plantations; *cotton*: mass production of products such as cotton became popular and highly demanded during the Industrial Revolution; when factories grew the need for labor increased, cities grew, and urbanization occurred; slums developed, child labor occurred, and soon reforms were passed in Britain; Indian rebellions against British rule eventually led to Indian independence)
- Supports the theme with relevant facts, examples, and details (*sugar*: needed for spice and medicine; considered a luxury; it grows best when water and heat are plentiful all year round; tropical climate; helped spread colonization rapidly through South America and the Caribbean; led to the increase in slave labor; *cotton*: it could be brightly colored to make a statement); includes a minor inaccuracy (*cotton*: became popular in the 16th century in Western Europe)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss that sugar and cotton are still part of our everyday life

**Conclusion:** Overall, the response fits the criteria for Level 4. The response relies on document information to frame the discussion and includes good historical outside information. While connections are made between document information and details, they are sometimes repeated and are not always thoroughly developed.