

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
1 OF **2**
MC & THEMATIC

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 24, 2017 — 9:15 a.m. to 12:15 p.m., only

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

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

Scoring the Part I Multiple-Choice Questions

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

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

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

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

Global History and Geography
Content-Specific Rubric
Thematic Essay
January 2017

Theme: Needs and Wants

Throughout history, the need and desire for certain natural resources and products have significantly influenced the development of civilizations, empires, and regions. Availability and access to these natural resources and products has helped and hindered their development.

Task: Select *two* different natural resources and/or products and for *each*

- Explain why people needed or desired this natural resource and/or product
- Discuss how this natural resource and/or product has significantly influenced the development of a civilization, an empire, *and/or* a region

You may use any natural resource or product from your study of global history and geography. Some suggestions you might wish to consider include coal, oil, diamonds, water, salt, wood, rubber, tea, cotton, spices, and sugar.

You are *not* limited to these suggestions.
Do *not* write about the United States and its resources.

Scoring Notes:

1. This thematic essay has *four* components (for each of *two* different natural resources and/or products, discussing why people needed or desired *each* natural resource and/or product **and** how *each* natural resource and/or product has influenced the development of a civilization, an empire, and/or a region).
2. Two natural resources *or* two products *or* one natural resource and one product may be discussed.
3. The same civilization, empire, or region can be used to discuss both natural resources and/or products, e.g., salt and diamonds from Africa *or* oil and water in the Middle East.
4. The discussion may show how the lack of a natural resource or product has helped or hindered the development of a civilization, an empire, or a region.
5. The influence a natural resource or product had on a civilization, an empire, or a region may be the same as long as the details are specific to each, e.g., iron ore influenced industrialization in Great Britain while the need to obtain coal from other regions influenced industrialization in Japan.
6. The influence a natural resource or product had on a civilization, an empire, or a region may be discussed from any perspective as long as the position taken is supported by accurate historical facts and examples.
7. If more than two natural resources and/or products are discussed, only the first two may be scored.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for each of two different natural resources or products, by discussing why people needed or desired each natural resource and/or product and how each natural resource and/or product influenced the development of a civilization, an empire, and/or a region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information) e.g., *salt*: connects how the need for salt, essential for survival, and its exchange for gold in the western coastal region of Africa led to the development of West African kingdoms as important commercial sites, the subsequent increase in the wealth and power of the West African kingdoms, the spread of Islam, and the growth of Timbuktu as an important learning center; *diamonds*: connects how the value of diamonds for commercial use and for luxury items led to the conflict between the British and the Boers in South Africa for control of the diamond mines, the use of black South Africans and Indians to work in the mines, the discriminatory policies of the British and Boers, and the open conflict for control of the South African government
- Richly supports the theme with many relevant facts, examples, and details e.g., *salt*: preservation of food; Sahara; Berbers; Ghana, Mali, Songhai; Mansa Musa; conversion to Islam; *diamonds*: Boer War; Cecil Rhodes; de Beers mining; used for cutting; symbol of status; cost in lives; pass laws
- 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 natural resource or product more thoroughly than the second
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information) e.g. *salt*: discusses how the essential need for salt for life and its exchange for gold led to the development of West African kingdoms, the conversion of the people to Islam, and the growth of Timbuktu as a center of trade and learning; *diamonds*: discusses how the desire for diamonds in South Africa by the British and the Boers as luxury items led to the use of black South Africans and Indians in the mines, the development of discriminatory policies by Europeans, and open conflict between the British and the Boers for control of the government of South Africa
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

Note: If **all** aspects of the task have been developed evenly and in depth for **one** natural resource or 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 with little depth 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.

Throughout the course of history natural resources and products have dictated the survival of civilizations, nations, and empires. Without access to these items places have withered and died. One in demand resource has the power to build cities and change lives forever. Two resources that produced massive changes were sugar in the Caribbean and coal in England. If not for these two items the world as we know it today would be drastically different.

Humans have always had a sweet tooth that cane sugar satisfies but for centuries it was in scarce supply. Sugar was available in ancient Greece and Rome, acquired from as far away as Southeast Asia. Along with its appeal as a sweetener, people believed it had medicinal qualities. However, it was very expensive and scarce because climatic conditions limited production. Being able to afford sugar was a sign of status. As explorers from Spain, Portugal and others sailed to the New World during the Age of Exploration they discovered that the Caribbean islands were a perfect place for growing cane. Used to sweeten up bland European food, sugar was wildly popular and in high demand. To help accommodate these demands, European settlers built huge sugar plantations and refineries which required a large labor force. At first the Spanish-born colonists, called peninsulares, used the native population as a labor source under the encomienda system. Very quickly the native population was devastated by overwork and disease. Desperate for workers, the Europeans turned to a new source of labor, enslaved Africans. These enslaved Africans were taken to the New World via the middle passage. They endured incredible hardship and cruelty from slave traders. Once in the Caribbean, among other places, they would be put to work planting,

harvesting, and refining the sugar. The labor was exhausting and dangerous, the mortality rates skyrocketed, but production of sugar increased. While sugar did help make the European Caribbean elite a wealthy class, it came at a high human cost. Without the sugar trade, slavery may never have grown as prominent as it did. Although the full impact may never be known, it is certain that sugar had a huge impact on the Caribbean.

Sometimes the success of a nation all depends on luck and England was very lucky. England was very rich with coal deposits and in the 18th and 19th centuries coal was an extremely important fuel source. While he did not invent the steam engine, James Watt's improvement on this invention made it a source of power that revolutionized manufacturing, and transportation. To fuel this invention Britain turned to its vast coal resources. Britain needed a source of energy that was superior to water power to drive big machines developed for the textile industry. While water power was fixed in location, coal allowed factories to be built between coal mines and markets. Coal also fueled the steam locomotive and led to the development of railroads, which quickly displaced the canal system. Coal provided the steam power that the Industrial Revolution required. As more and more factories popped up, new industrial cities like Liverpool and Birmingham were built. As more products were created, England grew hugely wealthy and the Industrial Revolution spread elsewhere, leaving the world changed forever. Wherever coal was burned, energy was produced, but pollution problems arose. Eyewitnesses told of coal dust that covered the land, the streets, the buildings, the rivers and even masked the sun and clouded the sky. At the same time,

Anchor Paper – Thematic Essay—Level 5 – A

Laborers were exploited in the coal burning factories to create wealth. While coal fueled the Industrial Revolution in Britain and created great wealth, this wealth came with high human costs. Industrial workers got injured in the steam-powered machines. Coal miners in particular faced dangers like explosions or collapse of tunnels from working in the mines and respiratory diseases became an occupational hazard. Lives were altered and lost.

Without sugar and coal, the world would be a much different place in ways both good and bad. In both cases, a relatively small number of people were the real beneficiaries of the wealth sugar and coal produced.

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

- Thoroughly develops all aspects of the task evenly and in depth by discussing the desire for sugar and coal, the influence of sugar on the development of the Caribbean, and the influence of coal on the development of England
- Is more analytical than descriptive (*sugar*: available in ancient Greece and Rome; belief in sugar's medicinal qualities; being able to afford sugar was a sign of status; Caribbean islands perfect for growing sugarcane; Spanish-born colonists used native population as labor source; native population devastated by overwork and disease; Europeans turned to a new source of labor, enslaved Africans; mortality rates skyrocketed, but production of sugar increased; helped make European Caribbean elite a wealthy class; without sugar trade, slavery may never have grown as prominent as it did; *coal*: James Watt's improvements on steam engine revolutionized manufacturing and transportation; to fuel steam engine, Britain turned to its vast coal resources; allowed factories to be built between coal mines and markets; fueled the steam locomotive and led to development of railroads, which displaced canal system; energy was produced, but pollution problems arose; coal dust covered land, and even sky was clouded; coal created great wealth; workers got injured in the steam-powered machines; coal miners faced dangers of working in mines)
- Richly supports the theme with relevant facts, examples, and details (*sugar*: Spain; Portugal; sugar popular and high in demand; plantations; large labor force; peninsulares; encomienda system; Middle Passage; high human costs; *coal*: England rich in coal deposits; important fuel source; Industrial Revolution; high human costs; explosions; collapse of tunnels in mines; respiratory diseases)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 5. The response integrates analytic statements and subject matter knowledge, demonstrating how efforts to satisfy demands for sugar and coal benefitted some and negatively affected others.

Throughout history, the need and desire for natural resources and products significantly influenced the development of civilizations, empires, and regions. Availability and access to these natural resources and products have helped and hindered the development of regions. The British, a strong world power, have repeatedly desired the natural resources of foreign countries and have wrongly colonized countries and mistreated the peoples in their empire. Britain's desire to control natural resources has negatively affected the development of regions such as the subcontinent of India.

A natural resource that Great Britain sought to control in India was salt. Salt was a valuable resource used for food preparation and food preservation. It was used as a medicine and as a valuable commodity used in exchanges, like money. In India the British monopolized production of salt requiring payment of a salt tax. Control of salt showed the authority of the imperial government. Revenues from the tax helped finance British control. The British monopoly on the sale of salt benefited British businesses at the expense of India's people. All this contributed to a great resentment of British rule.

In 1930 the salt tax became the basis for a nation-wide protest led by Indian nationalist leader, Mohandas Gandhi. The Salt March was a walk to the ocean of over two hundred miles. Thousands of people joined Gandhi in resisting British authority. Gandhi used discontent over the salt tax to try to unify India's diverse population in an act of mass civil disobedience. The description and images of British brutality against unarmed protestors captured the attention of the world and turned public opinion against British colonial rule.

Another natural resource that Britain desired was cotton. Due to the

need for raw materials for the textile industry during the early Industrial Revolution, the British economy relied on imported raw cotton. Demand for textiles was increasing as population increased at home and abroad. Cotton cloth had more appeal than linen and wool. Cotton was also more easily manufactured by machines. It was the increasing demand for textiles and the preference for cotton cloth that fueled the early Industrial Revolution. As demand exceeded supply, there were a series of inventions designed to manufacture cotton cloth at a faster pace and in greater quantity. Improvements to manufacturing technology led to the growth of the factory system. This meant the end of the domestic system in Britain and the displacement of weavers, spinners and others whose skills didn't keep up with the times.

Raw cotton was available from India and became another way in which Britain was able to control the colony. Britain imported the raw cotton from India to fuel its industrial needs. They sold the cheaply manufactured British textiles and clothes to the Indian people. This damaged the economic development of India and put people out of work. In the 1920s and 1930s, Gandhi encouraged the Indian people to boycott British textiles and to return to handweaving their own cotton cloth as a protest against the unfair British economic system and to help restore national pride. Eventually, due to the world urging them to and through the Indian's protests, the British granted the Indian subcontinent its independence. However, the British split the area into India and Pakistan. This negatively affected the region because some Indian people wanted one united India, while others wanted two separate countries. This splitting of the Indian subcontinent led to mass migrations of people and many outbreaks of violence.

Strong world powers who needed natural resources received them through the mistreatment of millions of people and by damaging other's governments and economic systems. Great Britain negatively impacted India and caused many economic & social problems, due to its need and desire for natural resources.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the desire for salt and cotton, the influence of salt on the development of India, and the influence of cotton on the development of Great Britain and India
- Is more analytical than descriptive (*salt*: used for food preparation and food preservation; used as medicine; valuable commodity used in exchanges; in India, British monopolized production of salt, requiring payment of salt tax; control of salt showed authority of imperial government; in 1930, salt tax became basis for nation-wide protest led by Mohandas Gandhi; Gandhi used discontent over salt tax to try to unify India's diverse population; *cotton*: British economy relied on imported cotton; demand for textiles increasing as population increased; increasing demand for cotton cloth fueled early Industrial Revolution; factory system meant end of British domestic system and displacement of weavers, spinners, and others whose skills did not keep up with the times; British sold the cheaply manufactured British textiles and clothes to the Indian people, which damaged the economic development of India)
- Richly supports the theme with relevant facts, examples, and details (*salt*: tax helped finance British control; thousands of people joined Gandhi; British brutality turned public opinion against British colonial rule; *cotton*: linen; wool; easily manufactured by machine; series of inventions designed to manufacture cotton cloth at faster pace and in greater quantity)
- 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 5. The response employs extensive knowledge of history and analysis in demonstrating the importance of salt and cotton to the British Empire. The discussion of salt as a symbol of the abuse of British colonial control that led to the Indian independence movement and the treatment of cotton as the essential resource that drove demand for textiles in Britain that led to additional protests in British India is insightful and effective.

All throughout history, people of different civilizations, regions and empires have needed and wanted certain resources. Two resources that influenced regions were coal and water. Scarcity of water has created tensions in the Middle East. The abundance of coal promoted an Industrial Revolution led by Britain.

Water has been an important resource since the beginning of civilization. Humans, animals, and plants need water to survive. Areas near rivers often have fertile land which can be used to cultivate crops. Water can be used for transportation, rivers were popular trade routes for early civilizations. The critical importance of water has intensified and created problems as seen currently in the Middle East. Here the demand for water is greater than current supply. As population increases, the present supply of water will create more problems, forcing governments to deal with increasing scarcity. While fresh water aquifers are being used up, there is greater dependency on rivers to supply fresh water. The problem is that rivers cross political boundaries and create competing claims for scarce water. Countries like Syria and Iraq are dependent on the Euphrates River and Egypt and Sudan share the Nile River. Turkey has built dams on the Euphrates to meet their water needs. This has created hostilities with Syria and Iraq, who claim this wrongly restricts the flow of water that is rightfully theirs. Similarly, Ethiopia is building a huge hydroelectric dam which the governments of Sudan and Egypt claim threaten their right to water from the Nile. Throughout the region, conflicting claims to water require negotiations. Egypt supposedly has an agreement with Ethiopia and Sudan but time will tell whether it works. On the other hand, claims to the waters of the Euphrates remain contested.

Before the Industrial Revolution, increasing demand for textiles put pressure on the domestic system where things were made in the home by hand. Water power in mills sped up production but this was limited by location and supply. The invention of the steam engine offered new possibilities but the forests that supplied the wood burned in the steam engine were disappearing. Coal was in abundant supply in Britain and as a result became the new fuel of the Industrial Revolution. It was used in steam engines that powered trains, speeding up transportation. Coal-fueled steam engines were used in factories. Large machines would work, powered by coal being shoveled into a red hot oven. Since coal could be mined and shipped, factories could be located away from waterways. This meant people moved into the areas with factories and therefore urban areas increased. The downside of coal was the danger in getting it. Coal mines were dark, cold, and awful for the health of the workers. Miners would often die from disease or mine collapses. Children were often made to work in mines because they could fit in small spaces, and also in factories where their small hands could fix machines. The workers in mines and factories powered by coal fueled the British economy and its empire.

Water and coal are resources that countries need and desire. Access to these resources affects the well-being of these countries. The scarcity of water has emerged as a complicating factor in the relationships of countries in the Middle East. The abundance of coal was responsible for the emergence of an industrial society in Britain.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the desire for water and its influence on the development of the Middle East more thoroughly than the desire for coal and its influence on the development of England
- Is both descriptive and analytical (*water*: humans, animals, and plants need water to survive; demand for water greater than supply; as population increases in Middle East, present supply of water will create more problems, forcing governments to deal with increasing scarcity; fresh water aquifers being used up; problem is that rivers cross political boundaries and create competing claims for scarce water; conflicting claims to water require negotiations; *coal*: increasing demand for textiles put pressure on domestic system; coal in abundant supply in Britain and became new fuel of Industrial Revolution; used in steam engines that powered trains, speeding up transportation; coal mines dark and cold; miners would often die from disease or mine collapses; children often made to work in mines because they could fit in small spaces; coal fueled the British economy and its empire)
- Supports the theme with relevant facts, examples, and details (*water*: Turkey built dams on Euphrates, creating hostilities with Syria and Iraq; Ethiopia building huge dam, threatening claims of Sudan and Egypt for water from Nile; *coal*: water power limited by location and supply; fueled steam engines used in factories)
- Demonstrates a logical and clear 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 4. The response makes good use of details to discuss tensions related to the distribution of water in the Middle East and the importance of coal at the beginning of the Industrial Revolution in Britain. While the degree of development for water is greater than that of coal, treatment of both demonstrates a solid understanding of the task.

Over time, markets have been built up, replaced, or strengthened based on the demand for natural resources or products. The acquisition of products and natural resources have had an important influence on countries, peoples or regions.

Spices such as pepper, cinnamon, and nutmeg have been prominent trading products for many centuries. Following the Crusades, spices were increasingly sought by Europeans to help preserve food, in particular, meat. But they were also desired for the range of flavors, odors, and supposed health benefits associated with them. Spices were also desired because they were valuable possessions and offered the chance for big profits for merchants. By the late 15th century European countries such as Spain and Portugal decided to seek direct access to the sources of spices in South and Southeast Asia. They wanted to find maritime trade routes that bypassed the Ottoman Empire, which was acting as a middle man and driving up prices. This resulted in the Age of Exploration and the globalization of trade. These European countries made direct contact with the suppliers of spices. This was followed by colonization. Over time many of the suppliers of spices wound up being controlled by Europeans and profits from spices shifted from the suppliers to the colonizer.

Another product that can be seen influencing the development of a region is rubber. Rubber was a substance found in Africa, specifically a region called the Congo. In the late 1800s, rubber was in demand because it was used to make bicycle tires. Mass production of automobiles later added to the demand. Rubber was shipped to Europe and the Americas to be used in these new industries. During the "scramble for Africa," Belgian King Leopold II had established the Congo as his own

personal possession. At the Berlin Conference, it was determined that the Congo would remain Leopold's personal possession. He implemented harsh rule over the native Africans, who were forced to work harvesting rubber. They labored under terrible conditions with little support or sympathy from the King or his representatives. Millions of Africans died of brutality and the Congo has never fully recovered. This was a prime example of European influence in Africa, an Africa that would remain colonized by Europeans until the post-World War II period.

The desire for spices by Europeans to preserve their food led to competition between Europeans for colonies in Asia to control the supply and the profits from spices. Exploitation of Africans in the Congo was due to the discovery of rubber which could be used in new European and American industries. The acquisition of products and natural resources have had an important influence on countries, people, and regions.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the desire for spices and its influence on the development of Spain and Portugal more thoroughly than the desire for rubber and its influence on the development of the Congo
- Is both descriptive and analytical (*spices*: used to help preserve meat; desired for range of flavors, odors, and health benefits; spices offered chance for big profits for middle class merchants; by late 15th century, Spain and Portugal decided to seek direct access to sources of spices; Europeans wanted to find maritime trade routes; European countries made direct contact with suppliers of spices, followed by colonization; profits from spices shifted from the suppliers to colonizers; competition between Europeans for colonies in Asia to control the supply and the profits from spices; *rubber*: used in bicycle tires; mass production of automobiles added to demand; Belgian King Leopold II established the Congo as his own personal possession; Leopold implemented harsh rule over native Africans; millions of Africans died of brutality and Congo has never fully recovered; prime example of European influence in Africa, an Africa that would remain colonized by Europeans until post–World War II period)
- Supports the theme with relevant facts, examples, and details (*spices*: pepper, cinnamon, nutmeg; Ottoman Empire; Age of Exploration; globalization of trade; *rubber*: found in Africa; “Scramble for Africa”; Berlin Conference)
- Demonstrates a logical and clear 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 4. A good use of facts and details is shown in the treatment of spices and rubber, highlighting the use of exploration and exploitation to obtain these desired resources. The discussion of spices is more analytic than the more descriptive discussion of rubber.

Over time, the need and desire for products such as spices and sugar has prompted the development of empires. Examples of this are the British and other Europeans' desire for spices in South and Southeast Asia and the Spanish desire for sugar from the Caribbean.

Following the Crusades, the growing spice trade was primarily conducted on the Silk Road from Asia to the Middle East. The desire for products like cinnamon and cloves was closely associated with their medicinal value, flavor, and preservative uses. Many countries wanted spices not only for seasoning but also because huge profits were possible. The British entered the Indian Ocean in search of spices after Spain and Portugal did. With government support, British merchants set up joint-stock companies with the goal of gaining control of the spice trade. The British government made money by granting charters and collecting fees from these companies. British merchants gained power and profits from the spice trade. Competition between the British, French, Dutch, and Portuguese for control over trading ports in South and Southeast Asia, where the spices were grown, was cutthroat. Wars were waged, ships were sunk, and lives were lost because these spices were so valuable.

The Spanish Empire was also affected by the desire for sugar. Sugar cane originated in Asia and made its way into Europe. Also, as in the case of spices, sugar was thought to have medical uses as well as being a sweetener. To produce sugar cane in quantity two climatic conditions were required; heat and moisture. In other words a tropical climate was needed, which Europe didn't have. People liked sugar but supply could not meet the demand. The Spanish desire for power and profit caused them to create sugar colonies in the Caribbean. Growing sugar cane is

very labor intensive. To meet the need for workers, Spaniards developed a plantation system which exploited labor. Working conditions took the lives of many and resulted in the importation of enslaved Africans and an increase in the slave trade to the Americas. The Spanish use of forced labor contributed to a social system with large racial divisions. At the top were the whites of European descent. The lower classes were people of color, who were disadvantaged by the system. The Spanish Empire's desire for sugar caused the Spanish to create colonies in the Americas and have a large demand for slaves.

Throughout history, desire for goods has shaped the development of empires. The desire for spices meant profits, the expansion of various European empires, and fierce competition between them. The Spanish Empire's desire for sugar led to expansion and the exploitation of enslaved Africans.

Anchor Level 4-C

The response:

- Develops all aspects of the task by discussing the desire for sugar and its influence on the development of the Caribbean and the desire for spices and its influence on the development of European empires
- Is both analytical and descriptive (*spices*: cinnamon and cloves tied to medicinal value, flavor, and preservative uses; British entered Indian Ocean in search of spices; British merchants set up joint-stock companies with the goal of gaining control of the spice trade; British government made money granting charters and collecting fees; competition for control of trading ports was cutthroat; *sugar*: originated in Asia and made its way into Europe; sugar thought to have medical uses as well as being a sweetener; supply could not meet demand; Spanish desire for power and profit caused them to create colonies in the Caribbean; Spaniards developed a plantation system; Spanish use of forced labor contributed to social system with large racial divisions; lower classes were people of color)
- Supports the theme with relevant facts, examples, and details (*spices*: Crusades; Silk Road; huge profits; French, Dutch, and Portuguese; wars waged; *sugar*: labor intensive; requires heat and moisture; tropical climate; increased slave trade to the Americas)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that is slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response demonstrates an understanding of the task by discussing the power of demand as an agent of historical change. In discussing the influence of these products, the response concludes that the spice trade led to competition between European powers and that the establishment of the plantation system was harmful to many people in the Caribbean. Additional details would have enhanced the response.

Throughout history, natural resources were much acquired to many civilizations. Natural resources are found everywhere, and most countries benefit from the resources found in its own land. However, the desire for most natural resources comes from other parts of the world. Water and coal are one of the most important resources because they contribute to people, productions, and industrialization.

Water is the most essential resource of life. In ancient civilizations, water was used for various reasons. First and foremost, water was used for hydration of the ancient people. Also, during the Neolithic Revolution, the need of water was so great because the planting of seeds needed water to grow. The ancient people held water sacred to them because it brought them food, transportation, and life. Also, water such as rivers attracted animals, therefore the people were able to hunt animals easier. Water provided transportation by the use of the earliest versions of boats. This led to exploration and trade to other regions. Irrigation canals were made which increased the growth of crops because water was directed toward the plants. However, regions where the river the Nile is located had some troubles with water. When there would be rain, the Nile would flood and end up destroying crops, houses, and even result in drowning. Although, water led to significant changes in civilizations because it produced a different kind of agriculture, new transportation, new culture because of trade, also met the basic needs for people to survive.

Coal was a major resource to England in the early 1800's. The introduction of new machines and factories led to the need of a power source. Luckily, since England knew that coal provided enough energy to keep a fire burning, they knew that it would be the perfect

power source. Coal was easy to transport and performed its job successfully. By it being used in factories, it had enough power to make hundreds of products daily. Coal could produce a lot of products for a cheaper cost. Unfortunately, the burning of coal led to many polluted areas and weakened the factory workers. The coal exhaust was a thick black smoke that stuck to everything. The factory workers would be inhaling the coal fumes daily which led to health problems like trouble breathing. Although there are many consequences from coal, it significantly changed ways of production because it provided the energy for machines and mass production. Coal was a major influence of industrialization.

Overall, natural resources have been the desire to people since the beginning of time. Each region in the world has benefitted from some type of natural resources. Water and coal have changed the way of the people, production, and industrialization. Today, natural resources are still the desires and needs of the people.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth for water and coal
- Is more descriptive than analytical(*water*: used for hydration of ancient people; planting of seeds needed water to grow; people held water sacred because it brought food; provided transportation; irrigation canals increased growth of crops; Nile would flood and end up destroying crops and houses; met basic needs for people to survive; *coal*: introduction of new machines and factories led to need of power source; could produce a lot of products for a cheaper cost; burning of coal led to many polluted areas; factory workers would inhale coal fumes daily)
- Includes few relevant facts, examples, and details (*water*: Neolithic Revolution; exploration and trade; *coal*: major resource in England; easy to transport; thick black smoke; led to health problems; mass production; industrialization)
- 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 includes relevant details and general descriptive statements to discuss the need for water and coal and their influences on regions. However, overgeneralizations detract from the response.

The British and the Spanish desired the respective resources of cotton and sugar to inspire industrial growth and to trade for a profit. Britain desired cotton from its colonies which helped it in industrializing. Spain wanted sugar as a trading resource from its colonies, so it could make money. These resources have significantly influenced both countries by speeding up the development of their empires.

In the late 1700's and throughout most of the 1800's Britain used the natural resource of cotton as part of its industrial growth. This cotton was grown in Britain's colonies mostly in India and the former thirteen colonies. The cotton was used to make textiles in British factories which would then be traded to other countries. This trade influenced Britain because it provided wealth and jobs. It also inspired people during the industrial revolution to create inventions like the cotton gin, the power loom, and the spinning jenny. The first helped with cleaning cotton and the others with the manufacturing of cotton cloth. These machines and machines developed for other industries helped Britain speed its industrialization and develop as an empire. And it all started with cotton.

From the late 1500's to the 1800's, sugar was a huge part in Spain's colonial development. Sugar was in high demand as a luxury good. The Spanish were able to profit from demand in western Europe. Spain started growing sugar cane in the Caribbean shortly after Columbus explored there. Most of Spain's sugar cane was grown in Spanish colonies like Cuba. The sugar was necessary to maintain government revenues of Spain. Spain placed taxes on suppliers and traders. The profits from sugar helped support the Spanish economy. Sugar plantations in the Caribbean relied on imported enslaved Africans as

Anchor Paper – Thematic Essay—Level 3 – B

their main source of labor. Native Americans alone could not supply the workers required because they died of overwork. This resulted in a population made up of more slaves than settlers and brought about a whole new social system.

Britain and Spain both developed as a result of these two raw materials. Cotton was a staple crop for Britain's industrialization. Sugar also played a big part in Spain's trade development from the 1600's through the 1800's. Therefore the desire and need for raw materials can greatly help an empire with its development.

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

- Develops all aspects of the task with little depth for cotton and sugar
- Is more descriptive than analytical (*cotton*: used to make textiles in British factories; trade influenced Britain because it provided wealth and jobs; inspired people to create inventions that helped with cleaning cotton and manufacturing cotton cloth; cotton gin, power loom, spinning jenny, and machines developed for other industries helped Britain speed its industrialization and develop as an empire; *sugar*: Spanish able to profit from demand in western Europe; sugarcane grown after Columbus explored Caribbean; sugar necessary to maintain government revenues of Spain; Spain placed taxes on suppliers and traders; sugar plantations in Caribbean relied on imported enslaved Africans as main source of labor; population made up of more slaves than settlers and brought about a whole new social system)
- Includes some relevant facts, examples, and details (*cotton*: India; former thirteen colonies; Industrial Revolution; *sugar*: luxury good; huge part of Spain's colonial development)
- 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 strength of the response is in the discussion of how Britain and Spain benefited from cotton and sugar, respectively. The development of why people desired or needed cotton is mentioned but lacks depth.

Throughout history civilizations have been dependent on natural resources and products. Most civilizations would not have been able to develop if there was an absence of natural resources. Coal and water were vital resources in civilizations. Coal was significant in Great Britian. Water was also significant in the development of the Early River valley Civilizations. Each of these resources aided these regions.

In the Early 1800's Great Britian was industrializing. This was when the country was changing from an agricultural to an industrial society using machines to increase production, therefore, increasing capital. This would not have occurred without the steam engine that used coal and water to produce steam power. Steam power drove the new machines in the textile industry. Therefore, coal was vital to the industrializing of Great Britian. It was what fueled the machines and also trains of that era. The greater need for coal increased the number of children who were sent to mine coal in often unsafe conditions. This led to an increase in illness and also a decrease in health and sanitation. The burning of coal in the cities left soot over the streets which led to many lung diseases. Coal was also used for trains and Great Britian was urbanized as a result of the fuel of coal.

In the Early River valley civilizations agriculture was the way of life. This made the demand for water extremely high. Water was needed to grow crops and also to drink. These civilizations depended on water to survive and even created irrigation systems as a result. These systems made it possible to water crops during dry seasons. Specifically in Mesopotamia, the fertile silt carried by the Tigris and Euphrates Rivers was what made the land productive. Mesopotamia was one of the earliest River valley Civilizations. Here, irrigation systems protected crops

Anchor Paper – Thematic Essay—Level 3 – C

from floods and helped produce more than enough food to support a growing population. This made mesopotamia an area where civilizations could succeed.

Natural resources have been necessities to civilizations throughout history. When these natural resources were obtained and used, civilizations became increasingly successful.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for coal and water
- Is more descriptive than analytical (*coal*: in early 1800s, Great Britain changing from agricultural to industrial society; would not have occurred without the steam engine that used coal and water to produce power; children sent to mine coal in unsafe conditions; led to increase in illness; burning of coal in cities left soot on the streets; Great Britain urbanized as result of coal; *water*: in early river valley civilizations, agriculture was way of life; demand for water high; irrigation systems made it possible to water crops during dry seasons; irrigation systems protected crops from floods and helped produce food to support a growing population)
- Includes some relevant facts, examples, and details (*coal*: machines increase production; increasing capital; fueled machines and trains; *water*: fertile silt; Tigris and Euphrates; Mesopotamia)
- 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. Although the discussion addresses all aspects of the task with relevant facts and details, the lack of analysis and limited treatment of why people wanted or needed coal and water weaken the response.

All throughout history, natural resources have helped civilizations, empires, & regions develop. Two example of this are coal and salt.

At one time in African history there were three major trading kingdoms in the West. These included Ghana, Mali, & Songhai. All three of these kingdoms grew rich off of the salt trade. In northern Africa, salt was plentiful. The people of the three trading kingdoms traded gold for salt. People needed salt as part of their diet to survive. Without it food would spoil. West Africa's need for salt helped to develop them into major trading empires.

The three kingdoms of Ghana, Mali, & Songhai in West Africa were civilizations based on trade. This allowed these civilizations to become rich and develop even further. Major trading cities, such as Timbuktu developed. Timbuktu became a center of Muslim learning due to the influence from trading with Muslim Arabs from the northern parts of Africa. These three civilizations became advanced, rivaling Europeans at the time. Before Europeans took over the West African kingdoms of Ghana, Mali, & Songhai, they had advanced civilizations, all thanks to trade for the necessity of salt.

Coal was another natural resource that helped to shape many regions. England, during the Industrial revolution, built factories run by steam power. Steam power depended on coal. During this time of industrialization coal was a hot commodity. Coal was used to power many machines, from manufacturing equipment in factories to locomotives. This increased production and the transportation of goods.

The need for natural resources helped to shape many countries we know today. England became an industrial superpower because of the abundance of coal. The African kingdoms of Ghana, Mali, & Songhai,

Anchor Paper – Thematic Essay—Level 2 – A

had very advanced civilizations prior to the arrival of Europeans because of the salt trade.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task with little depth
- Is primarily descriptive (*salt*: kingdoms grew rich off of the salt trade; plentiful in northern Africa; people needed salt as part of their diet to survive; West Africa’s need for salt helped develop them into major trading empires; Timbuktu became center of Muslim learning; West African kingdoms had advanced civilizations thanks to trade for salt; *coal*: England built factories run by steam power; steam power depended on coal; used to power many machines; increased production and the transportation of goods)
- Includes some relevant facts, examples, and details (*salt*: Ghana, Mali, Songhai; major trading cities; *coal*: Industrial Revolution; hot commodity; manufacturing equipment; locomotives)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response addresses all aspects of the task in simple, somewhat repetitive terms. While lacking depth, a basic understanding of the task is evident.

Throughout history, the need and desire for natural resources have influenced the development of civilizations. Availability and access to these products have hindered their development. In China, the desire for opium caused people to become addicted and caused China to lose their favorable balance of trade. In Spanish ruled Latin America, the desire for sugar caused deforestation because of the formation of sugar plantations.

In the 1800s China began trading with Britain for Opium. The Chinese developed an addiction to this drug and were no longer able to keep their society functioning properly. People didn't do their jobs and the economy started to fall apart. The Chinese government wanted to stop trading opium, but Britain wouldn't let them and they were forced to continue trade. The need and development of addiction of opium caused the Chinese to lose their favorable balance of trade and they were forced to sign unequal treaties. China also lost key trade ports and became divided by the spheres of influence.

The colonization of Latin America by the Spanish caused the growth of sugar plantations. Spain wanted to use sugar to trade and make money. The desire for sugar caused the importation of slaves from Africa and a rigid social structure. Europeans were viewed as superior in comparison to the natives. The sugar plantations caused deforestation in Latin America and the exploitation of natural resources.

In conclusion, the need for natural resources had a negative impact on the economy of China and a negative impact on the environment in Latin Americas. The desire for natural resources caused major world powers to colonize weaker countries and exploit them for resources.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*opium*: Chinese developed addiction to this drug and were no longer able to keep their society functioning properly; China lost favorable balance of trade; forced to sign unequal treaties; China lost key trade ports and became divided by spheres of influence; *sugar*: Spain wanted to use sugar to trade and make money; desire for sugar caused the importation of slaves from Africa and a rigid social structure)
- Includes few relevant facts, examples, and details (*opium*: Chinese government wanted to stop trading opium; *sugar*: sugar plantations caused deforestation)
- Demonstrates a general 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 2. The response relies on the listing of relevant facts and details to discuss the influence of opium on China and sugar on Spanish colonies. The explanations of why people wanted or needed these resources are limited.

Throughout history, Mesopotamia and Great Britain had a desire for natural resources. Mesopotamia was settled between rivers for the abundant water supply. This required them to understand irrigation. During the Industrial Revolution, Great Britain needed coal to develop their industries. In both cases this helped their development.

Mesopotamia was the site of some of the first known civilizations in the world. During the Neolithic Revolution there was a transition from nomadic hunter-gatherers to settled agricultural communities. People were drawn to rivers for fresh water. The Tigris and Euphrates rivers, located in the heart of the fertile crescent in Mesopotamia were the source of that water. Sumer and Babylon are two civilizations that were dependent on that water. The need for farmable land was a necessity for early civilizations. The rivers flooded annually which made Mesopotamians develop intricate dikes and irrigation systems to water crops in the dry season and protect crops when the rivers flooded. The floods produced silt, which was great for growing crops. The abundance of food increased population and advanced civilizations.

Similarly, Great Britain also had a need for natural resources. In the 1800s, the Industrial Revolution took place. This began with textile mills in Britain. The new factories needed coal to run steam powered machines. Railroads were being built throughout England which added to the need for coal. Coal-burning steamships connected Britain's colonies and expanded Britain's empire.

The need for water in Mesopotamia and the desire for coal in Britain led to progress for both civilizations.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for water and coal
- Is descriptive (*water*: people drawn to rivers for fresh water; farmable land was a necessity for early civilizations; Mesopotamians developed dikes and irrigation systems to water crops in dry season and protect crops when the rivers flooded; abundance of food increased population and advanced civilizations; *coal*: new factories needed coal to run steam-powered machines; railroads being built added to need for coal; coal-burning steamships connected Britain's colonies and expanded Britain's empire)
- Includes some relevant facts, examples, and details (*water*: Neolithic Revolution; Tigris and Euphrates; Fertile Crescent; Mesopotamia; Sumer; Babylon; silt; *coal*: Industrial Revolution; textile mills)
- 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 2. The response includes relevant facts and details in addressing all aspects of the task. However, development is limited.

Throughout history, natural resources and the products that countries produced would mold and shape them into how we know them today. Without the use of gold and coal in the world Africa and England would be very different. In the Mali and British Empires these resources would change them and the world.

Gold perhaps the most famous natural resource was most significantly found in Sub-Saharan Africa. Many people desired gold, because of its value and so it made the Mali Empire extremely rich. This created a giant swarm of trade in Mali, because everyone wanted there gold and that led to trade. Without gold the Mali Empire and the Sub-Saharan region would have not been what we know it today, gold shaped all of Africa.

Similarly up North in a place called England coal was changing the British Empire as well. Many people desired coal, because it was used to run machines and engines. This would allow Britain to be the first in starting the Industrial Revolution. This meant that Britain would surpass everyone else for decades and make them the largest empire in history.

Gold and coal transformed Africa and Britain into how we know it today. Without these natural resources the world would be very different. Would England become the most powerful and would Sub-Saharan Africa anything at all except for Bantu migrations. These things changed the world.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task
- Is descriptive (*gold*: desired because of its value; created a giant swarm of trade in Mali; *coal*: used to run machines and engines; made Britain largest empire in history)
- Includes few relevant facts, examples, or details (*gold*: found in sub-Saharan Africa; *coal*: Industrial Revolution)
- Demonstrates a plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The discussion of gold is very limited and repetitious. The discussion of coal is a brief descriptive narrative that relies on overgeneralizations.

Anchor Paper – Thematic Essay—Level 1 – B

Needs and wants have led to many advances in many civilizations. Many need or wants of natural resources have led to advances in industry, jewelry, foods, ways of writing and many more things.

The first resource I'd like to discuss is iron. Iron was first majorly used in Britain. They used it for heavy industry like making machines, vehicles, and engines. Iron was also used for transportation because trains and railroad tracks were made of iron. Iron has improved the world greatly and we as humans should be grateful for it.

The second resource I'd like to talk about is gold. Gold is more of a luxury item than it is a need. Gold was used greatly in South America by the Mayans and the Incas. They used gold for jewelry, statues, money, and for other novelty items. Gold is a very rare item or resource and is hard to retrieve and mine from the ground. Therefore gold is a very costly resource and the entire world wishes they had lots of it.

Needs and want are what led to great industry and beautiful jewelry, whether its needing iron or wanting gold the world just might not be the same without them.

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

- Minimally develops some aspects of the task
- Is descriptive (*iron*: used for heavy industry like making machines, vehicles, and engines; used for transportation; *gold*: used gold for jewelry, statues, money)
- Includes few relevant facts, examples, or details (*iron*: Britain; trains; railroad tracks; *gold*: South America; Incas); includes an inaccuracy (*gold*: Mayas in South America)
- Demonstrates a plan of organization; includes an short introduction and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response touches on the reason coal and gold were needed or desired; however, it does not develop the influence of either gold or iron on a civilization or region.

Throughout history certain natural resources have become a necessity for man's survival. For some countries their success is possible because of their access to these resources, like oil in the middle East or coal in England.

For a number of countries in the middle East, their economies are based on the sale of oil. This resource of oil is very desirable for countries that use it for heat, and as an energy source for vehicles. Countries like Saudi Arabia, Iraq, Kuwait and Iran need the sale of their oil reserves to serve as a source of income now and in the future. Some countries in the middle East are so dependent on oil that once its gone, since it is a finite resource, their main source of money will wither away leaving them in turmoil. This potential loss of oil would not only affect the middle East, it would affect the entire world, raising oil prices and threatening the world's economy. The middle Eastern countries with oil have been able to become more of an influence through their control of oil. They have attempted to influence other countries and their policies just by boycotting sale of their oil to the countries that won't give in to what they want. The oil in the Middle East has also led to wars. Iraq fought Iran over oil fields in the late 70's. Later, Iraq invaded Kuwait's oil fields, claiming they originally belonged to Iraq.

Another example of a resource that brought wealth to a country is the coal in England. Water had powered machines in early factories of the textile industry. Water power had limited the location of factories to the banks of rivers. With the development of the steam engine, coal became the fuel of the industrial revolution. With coal to power steam engines, new cities and factories were built near coal mines. Since

Thematic Essay—Practice Paper – A

England had an abundance of coal, the industrial revolution expanded rapidly. Coal powered the factories which produced more goods faster. Coal powered the railroads which moved goods throughout the country and to ports. Coal also fueled steamships which further advanced trade with other countries and colonies. But, many cities faced the dangers of air pollution from the factories and coal mines were dangerous. Coal brought both wealth and problems to England.

Without oil in the middle East, perhaps there wouldn't have been as many wars and the wealth of some countries would be diminished. Coal in England was a necessity because the development of cities and the industrial revolution would have never happened without it.

Thematic Essay—Practice Paper – B

Throughout history, the need and desire for certain natural resources and products have significantly influenced the development of civilizations, empires, and regions. Availability and access to these natural resources and products have helped and hindered their development. There are many natural resources, but two important ones are coal and water.

The reason that coal is an important natural resource is because it is not only useful for one thing. Coal is the fuel and power source of running steam engines, running factories, and running trains—railroads. Having these factories and railroads were a necessity in Britain. Railroads and steam engines in boats were used for transportation and people worked in factories.

The reason that water is an important resource is because water is your first necessity in life. You need water to live. Water is used for drinking, bathing, washing fruits and vegetables, washing plates, farming, and gardening. Water was a very valued resource in Mesopotamia, Egypt, and the Indus River Valley.

Natural resources were very important and still are today. They have helped civilizations grow and develop. Civilizations that had easy access to these resources were “golden”.

The growth and development of a country is largely based on its access to natural resources, and its ability to control them. Some areas are rich in a particular resource, but lack another. Depending on the resource and people's need for it, this can either give a country a great amount of wealth, or poverty.

One region that has benefited from its natural resources is the Middle East, which is home to a tremendous oil supply having about half of the known world reserves. Every country needs oil, it can be refined to sell as gasoline, or burned to supply entire towns with energy, and because people are so dependant on oil, they are willing to pay a lot of money for it, a classic example of supply and demand. During the early 20th Century, oil started to replace coal as the main fuel used in engines and industrial machines. Oil was easier to transport and to store on ships than coal. Oil allowed ships to be easily refueled at sea, and oil contains more energy than the same amount of coal. Since World War II the global economy has become so dependent on oil that nobody can get along without it. Millions of barrels every day are exported around the world to meet this need. Ironically, some of the richest industrialized nations are the most dependant on foreign oil. Over the past few decades, the Middle East has been able to use this situation to their advantage by trying to stabilize supply and control the price of oil. In the 1970's OPEC (Organization of Petroleum Exporting Countries) placed an embargo on exports of oil. This caused gasoline prices to skyrocket in the United States and Western Europe. This increased revenue for the Persian Gulf States and other oil producers. Another example of the influence of oil is in Saudi Arabia where oil profits are used to fund desalination technology that would guarantee

supplies of fresh water. The presence of oil has given certain countries a unique place in the world.

Ireland is another country that was effected by one particular recourse but unlike the Middle Eastern countries, which benefited from theirs, Ireland was nearly destroyed. One food product of the Colombian exchange was the potato which made its way to Europe. In the early 19th Century, Ireland was largley dependant on potatoes, not for trade, but for domestic consumption. The average Irish peasant in the 1800's ate a diet consisting mainly of potatoes. They were cheap, largely available and provided enough calories and nutrients to keep peasants relatively healthy. In 1845, a fungus called the potato blight wiped out most of Ireland's potatoes and led to the Great Famine, which ment that the majority of Ireland had lost the ability to feed themselves. The food left in Ireland was mainly on the farms of a small number of wealthy landowners, who mostly sold their grain to markets in England. The British government offered some relief through grain shipments and work programs, but these were cut off after only a few weeks. As Ireland's agricultural economy collapsed, many Irish were evicted from their homes. An estimated one million Irish emigrated to America, Australia and elsewhere. Nearly 25% of Ireland's population is estimated to have died of disease or starvation. Ireland eventually recovered but ties to Britain suffered due to the British handling of the events of the Great Famine.

The cases of industrialized countries dependance on Middle Eastern oil and Ireland's reliance on the potato as its primary food illustrate the importance of recourses in shaping the history of a region or nation.

The need and desire for certain resources/products have greatly impacted many civilizations. Two key examples is how the desire/need for coal and cotton changed many countries development. The need for coal led to Japanese imperialism in Asia. The need for cotton hurt Britain's relationship with the people of India.

One resource that greatly impacted the growth of nations was coal. In the beginning of the industrial Revolution, around 1770's, coal became a very important resource because it was needed for James Watt's new steam engine. The steam engine was used in factories and ships, so coal became a heavily relied upon resource. This resource had a major impact on Japan, specially during the Meiji restoration, which started in 1867, because that's when Japan was becoming more industrialized. Their geography wasn't very rich in resources like coal so they became dependent on imports. Over time, Japan became more militaristic, they developed a modern military and Navy similar to those in Western Europe. With these new forces they invaded China for coal. This was called the Sino-Japanese war. They later fought against the Russians in the Russo-Japanese war for control over Korea and its resources. Japan was successful in both wars and gained territories that would supply them with resources like coal. Because of it's need of coal for their industries, Japan used its military to expand like Western nations. This is one example of how coal greatly impacted nations.

Another resource that had a major impact on countries was cotton. Cotton was needed to produce textiles for clothing and was in very high demand. This meant that cotton was very important to India. Before European involvement in the area, India was one of the largest

textile producer in the world. But when the British East Indian Company was established, things began to change. The company put many local businesses that sold cotton textiles out of business because the cotton cloth produced by the British was cheaper. This crippled the Indian economy. India became one of the biggest consumer of British textiles. India came under direct British rule after the Sepoy rebellion in 1857. Cotton also became key in India's independence from the British. Gandhi led a peaceful rebellion against the British and to accomplish this put economic pressure on England. He set up the Homespun movement which was a way to boycott British textiles by having people spin their own cotton and weave their own cloth like they did in the past. Gandhi hoped to end India's economic dependence on the British and get its independence from the British. This is an example of how cotton had a major impact on civilizations.

The need and desire for resources can greatly alter a civilization's history. Two examples are how coal impacted Japan, and how cotton influenced India's history.

Throughout history, civilizations have thrived through means of agriculture. Agriculture was a great way to obtain certain resources like potato and rice but sometimes there are desires for other resources. The desire for different resources make countries become more adventurous and demanding. In Europe and China people had high demand for certain resources because either they were isolated or did not know other areas existed. Silver from the Americans was in high demand on China and spices from Asia was in high demand on Europe. This obsession for these resources cause economic growth and trading status.

When the Portuguese first sailed around Africa they were looking for a way to reach Asia in their "own way." During this time spices were being highly traded in Europe but they were heavily taxed by Muslim merchants. This cause Europeans to find their own way to Asia by using sailing technology. The result of this was the establishment of European trading ports in the Eastern part of Africa. This was the begging step's to the Indian Ocean trade wich connected Europe with Africa and Asia leading to cultural diffusion.

When the new world was discovered the columbian exchange took place. Natural resources from the Americas were being imported to the old world. One of these resources was silver which was in high demand in China. As silver was implemented into the economy of China it replaced the old currency with this new type of currency in which silver became highly imported. In order to obtain these large amounts of silver labor system were established in the America known as *encomienda*. There workers were forced to work unwillingly in silver mines.

In conclusion, this is show the desire for natural resources affected both Europe and China. Europe had a high demand for spices but it was heavily taxed by Muslim merchants. This encourage Europe to find a new way to Asia to import their desire products. China had a high demand for silver due to its high value which quickly replace the currency of China. The ability to obtain certain natural resources lead to economic growth which made other regions dominant than others.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth for oil and coal
- Is more descriptive than analytical (*oil*: economies of a number of countries in the Middle East based on the sale of oil; countries use it for heat and as an energy source for vehicles; potential loss of oil would affect the whole world, raising oil prices and threatening the world's economy; some Middle Eastern countries have attempted to influence other countries by boycotting sale of oil; Iraq fought Iran over oil in late 1970s; Iraq invaded Kuwait's oil fields, claiming they belonged to Iraq; *coal*: water powered machines in early factories of textile industry; water power limited location of factories to river banks; coal became the fuel of the Industrial Revolution; new cities built near coal mines; coal-powered factories produced more goods faster; coal powered railroads and moved goods throughout country and to ports; fueled steamships, which further advanced trade with other countries and colonies)
- Includes some relevant facts, examples, and details (*oil*: Saudi Arabia; source of income; finite resource; *coal*: England; steam engine; abundance of coal; coal mines dangerous; air pollution)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that is somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. A clear understanding of the task is demonstrated in good use of facts, examples, and details to describe the importance of oil and coal. However, the response is almost entirely descriptive.

Practice Paper B—Score Level 1

The response:

- Minimally develops some aspects of the task
- Is descriptive (*coal*: fuel and power source for running steam engines, running factories, and running trains; factories and railroads were a necessity in Britain; railroads and steam engines in boats used for transportation; *water*: first necessity of life; used for drinking, bathing, farming)
- Includes few relevant facts, examples, or details (*water*: valued resource in Mesopotamia, Egypt, and the Indus River Valley)
- Demonstrates a plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response mentions a reason coal was desired in Britain and how it was a necessity in Britain. The reasons people need water are clear, but the influence of water on the development of the mentioned regions is lacking.

Practice Paper C—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the desire for oil and the potato, the influence of oil on the development of the Middle East, and the influence of the potato on the development of Ireland
- Is more analytical than descriptive (*oil*: people so dependent on oil they will pay a lot of money for it; started to replace coal as the main fuel used in engines and industrial machines; global economy has become so dependent on oil that nobody can get along without it; some of richest industrialized nations are the most dependent on foreign oil; OPEC placed an embargo on exports of oil, causing gasoline prices to skyrocket in the United States and Western Europe; Saudi Arabia used oil profits to fund desalination technology to guarantee supplies of fresh water; *potato*: in early 19th century, Ireland largely dependent on potatoes for domestic consumption; potatoes cheap and provided enough calories for peasants; as Ireland's agricultural economy collapsed, many Irish were evicted from their homes; estimated one million Irish emigrated to America, Australia, and elsewhere; nearly 25% of Ireland's population estimated to have died of disease or starvation; ties to Britain suffered due to British handling of famine)
- Supports the theme with relevant facts, examples, and details (*oil*: Middle East home to tremendous oil supply; supply and demand; increased revenue for Persian Gulf states; *potato*: Columbian exchange; 1845 blight; Great Famine)
- Demonstrates a logical and clear plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 5. The response includes some analysis and integrates some good details in the discussion of the influence of oil in the Middle East and the potato on Ireland, demonstrating a good understanding of the task.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth for coal and cotton
- Is more descriptive than analytical (*coal*: needed for James Watt’s new steam engine; steam engine used in factories and ships, so coal became a heavily relied upon resource; Japan not rich in resources so it became dependent on imports; invaded China for coal; Japan gained territory that would supply them with resources like coal; because of its need for coal, Japan used its military to expand like Western nations; *cotton*: needed to produce textiles for clothing; India was one of the largest textile producer in the world; British East India Company put many local businesses that sold cotton textiles out of business because cotton cloth produced by the British was cheaper; India became one of the biggest consumers of British textiles; cotton became key in India’s independence from British; Gandhi put economic pressure on England; had people spin own cotton and weave own cloth)
- Includes some relevant facts, examples, and details (*coal*: Meiji Restoration; developed modern military and navy; Sino-Japanese War; Russo-Japanese War; Korea; *cotton*: direct British rule after Sepoy Rebellion; homespun movement; boycott of British textiles)
- 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 response discusses Japan’s need for coal and its impact on its development. The discussion of cotton details Britain’s need for cotton and its impact on India. Attempts are made to make other historical connections; however, these are weakened by overgeneralizations.

Practice Paper E—Score Level 2

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*spices*: highly traded in Europe but heavily taxed by Muslim merchants; Europeans used new sailing technology; establishment of European trading ports in eastern part of Africa; *silver*: silver from the Americas was in high demand in China; natural resources from Americas being imported to the Old World; workers forced to work unwillingly in silver mines; replaced the currency of China)
- Includes few relevant facts, examples, and details (*spices*: Portuguese sailed around Africa; Indian Ocean trade; cultural diffusion; *silver*: New World; Columbian exchange); includes an inaccuracy (*silver*: labor system established in Americas known as *encomienda*)
- Demonstrates a general plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that repeats the points made in the body of the essay

Conclusion: Overall, the response fits the criteria for Level 2. Relevant details show a basic understanding of the influences of these natural resources. Lack of development of the reasons they were needed weakens the response.

Global History and Geography Specifications January 2017

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Needs and Wants	Standards 2, 3, and 4: World History; Geography; Economics
Document-based Essay	Imperialism; Power; Conflict; Culture and Intellectual Life; Human Rights; Economic Systems; Movement of People and Goods; Science and Technology; Nationalism	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 January 2017 Regents Examination in Global History and Geography* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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