

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, January 24, 2018 — 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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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

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

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

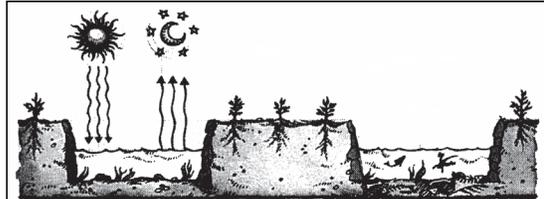
Global History and Geography
Part A Specific Rubric
Document-Based Question
January 2018

Document 1a

The mountains, windy plateaus and deserts of Peru are very difficult to farm. Over thousands of years, humans struggled to tame these harsh landscapes. They brought water to dry areas, dug terraced fields out of steep slopes and improved wild plants such as the potato until they became useful food crops. In Inca times, two-thirds of the farmers' produce was set aside for the emperor and the priests, so there was little personal reward for the people who did the hard work. . . .

Source: Philip Steele, *Step Into the Inca World*, Lorenz Books

Document 1b

			
<p>Water in the canals absorbs the sun's heat by day and radiates it back by night, helping protect crops against frost. The more fields cultivated this way, the bigger the effect on the micro-environment.</p>	<p>The platforms are generally 13 to 33 feet wide, 33 to 330 feet long, and about 3 feet high, built with soil dug from canals of similar size and depth.</p>	<p>Sediment in the canals, nitrogen-rich algae, and plant and animal remains provide fertilizer for crops. In an [modern-day] experiment, potato yields [using the above method] outstripped those from chemically fertilized fields.</p>	<p>During droughts, moisture from the canals slowly ascends to the roots. During floods, the furrows [ditches] drain away excess runoff. The canals also supply water for crop irrigation.</p>

Source: National Research Council, *Lost Crops of the Incas: Little-Known Plants of the Andes with Promise for Worldwide Cultivation*, National Academy Press (adapted)

1 Based on these documents, what is *one* action the Incas took to grow food?

Score of 1:

- States an action the Incas took to grow food based on these documents
Examples: brought water to dry areas/used crop irrigation/irrigated fields; dug terraced fields out of steep slopes/created terraced fields/terracing; built canals/built canals to supply water for crop irrigation; built platforms with soil dug from the canals; used canals/furrows to drain excess runoff during floods; created a canal system that allowed for water to slowly feed the roots of plants during a drought; improved wild plants/potato; tamed the harsh landscapes; fertilized crops with plant/animal remains/nitrogen-rich algae in canals; protected crops against frost by using water in the canals; created microenvironments that absorbed/radiated heat from the Sun

Score of 0:

- Incorrect response
Examples: potatoes were useful crops; two-thirds of the farmers' produce was set aside for the emperor and the priests; did not provide rewards for the people's hard work; there were deserts/windy plateaus/mountains; used chemical fertilizers
- Vague response
Examples: harsh landscape; brought things; tamed; created; fields; microenvironments; run-off; plants; potato
- No response

Document 2

... The storage system was the linchpin [key connection] between production and consumption for the Andean peoples, not just the Incas but also local societies. Just to give you an idea of the scale involved, at least according to some reports, the Incas in Cuzco [the Inca capital] received all of their food either every four days or on a daily basis from the state storehouses. Around 20,000 to 50,000 people were regularly supplied. . . .

Source: Interview with Terence D'Altroy, edited by Peter Tyson, "Rise of the Inca," NOVA, PBS online, May 17, 2007

2 According to Terence D'Altroy, what is *one* benefit of the Incas' food storage system?

Score of 1:

- States a benefit of the Incas' food storage system according to Terence D'Altroy
Examples: around 20,000 to 50,000 people were regularly supplied with food; people received food on a regular basis/people received food; it served as the connection/linchpin between production and consumption; allowed for Cuzco to be supplied with food; supplied food to local societies/Andean peoples

Score of 0:

- Incorrect response
Examples: 250,000 people regularly supplied with food; people received all their food once a year; served only the Incas; the scale involved
- Vague response
Examples: consumption; production; daily basis; based on reports; every four days; linchpin; happened on a regular basis; local societies
- No response

Document 3

. . . In addition to possessing ingenious [resourceful] farming systems and outstanding public works, the Incas and their forebears [ancestors] had remarkable ways to preserve food.

One technique was to freeze-dry root crops. In the Andean uplands, the nights are so cold and the days are so dry that tubers [root crops] left out in the open for a few nights and days become freeze-dried. Usually, the people help the process along by covering the tubers at night to keep off dew and by trampling on the tubers during the day to squeeze out the water released by the previous night's freezing.

The resulting product, made mostly from potatoes and known as *chuño*, was vital to the Incas' ability to carry out their conquests and maintain command of the empire. For instance, it enabled the millions of inhabitants to withstand natural disasters, it supplied passing armies, and it was a long-term insurance against crop failure (a constant threat in this frost-prone region). The Incas planned so well that conquistador Hernando de Soto was moved to say: "There was never hunger known in their realm." The conquistadores quickly recognized *chuño's* virtues. Indeed, some Spaniards made fortunes shipping *chuño* by llama train to the barren heights of Potosí (in today's Bolivia), where it was the main food for slaves working in the silver mines. . . .

Source: National Research Council, *Lost Crops of the Incas: Little-Known Plants of the Andes with Promise for Worldwide Cultivation*, National Academy Press

3a Based on this document, what is *one* action taken by the Incas to preserve food?

Score of 1:

- States an action taken by the Incas to preserve food based on this document
Examples: developed a method of freeze-drying; they freeze-dried tubers/freeze-dried root crops/freeze-dried potatoes; covered tubers at night; trampled tubers to squeeze out water/squeezed out water the next day to make *chuño*; developed/made *chuño*; trampled potatoes to make *chuño*

Score of 0:

- Incorrect response
Examples: added water to drying process; maintained control of an empire; carried out conquests; enabled millions to withstand disasters; shipped *chuño* by llama train to Potosi; uncovered tubers at night; supplied passing armies
- Vague response
Examples: used remarkable ways; provided long-term insurance against crop failure; ingenious farming system; there was never hunger; recognized *chuño's* virtues
- No response

3b Based on this document, what is *one* reason potato products allowed the Incas to maintain control of their empire?

Score of 1:

- States a reason potato products allowed the Incas to maintain control of their empire based on this document
Examples: enabled them to withstand natural disasters; could be used to supply passing armies; provided long-term insurance against crop failures; helped prevent hunger among the Inca; allowed hunger never to be known in their realm; helped them carry out conquests; helped provide a food supply for the people

Score of 0:

- Incorrect response
Examples: Spaniards made fortunes; it was the main food for Spanish slaves working in silver mines; led to crop failures; allowed Spanish to develop a shipping industry
- Vague response
Examples: insurance; vital; withstand; it was planned; in their realm; it was a lost crop
- No response

Document 4

. . . Virtually every country in the [Middle East] region is running out of water quickly. With the region's population expected to increase by as much as 15 percent by 2025—to about 350 million people—its water needs will be double what they were in 1975. While the deepest-desert countries like Egypt, Syria, Iraq, Jordan, and Israel do have access to local internal water sources—so-called fossil water—these sources [aquifers] are being depleted rapidly and won't be replenished anytime soon. This water, found in underground aquifers, has been trapped since the last ice age; after it's used up, it could take thousands and thousands of years to restock. . . .

Since local aquifers are barely of significance any longer, three river systems must supply almost all the water for the region: the Jordan, the Nile, and the Tigris/Euphrates. Not surprisingly, bitter geopolitical fights over these rivers are already breaking out—some of which are recasting Middle Eastern political alliances in surprising ways—and bloody battles have already been waged over who has control of the water. . . .

Source: Jeffrey Rothfeder, *Every Drop for Sale: Our Desperate Battle Over Water in a World About to Run Out*, Penguin Putnam, 2001

4 According to Jeffrey Rothfeder, what is *one* action taken by countries in the Middle East in response to a scarcity of water?

Score of 1:

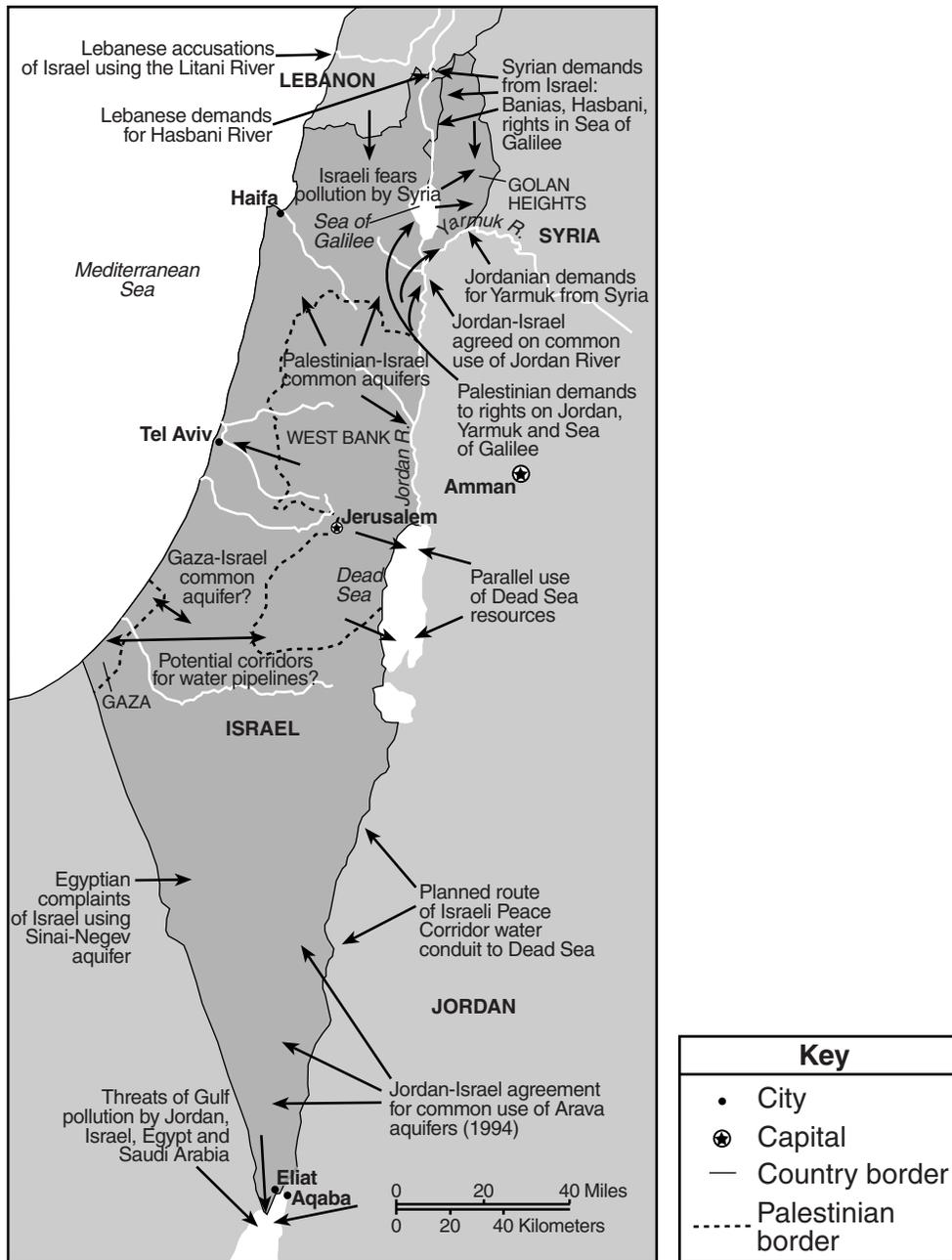
- States an action taken by countries in the Middle East in response to a scarcity of water according to Jeffrey Rothfeder

Examples: waging bloody battles/war; developing new political alliances/recasting political alliances; fighting over control of rivers; depleting fossil water supplies/depleting underground aquifers/depleting internal water sources; competing for water from the Jordan/Nile/Tigris/Euphrates; bitter fights/geopolitical fights over the region's rivers/water resources; fighting over existing water resources; waging geopolitical wars

Score of 0:

- Incorrect response
Examples: water needs will double; countries are running out of water; doubling the population; replenishing fossil water; it was trapped since the last ice age; restocking
- Vague response
Examples: breaking out; supplying water; depleting; replenishing; alliances; control
- No response

Hydropolitics in the Jordan River Basin



Source: Les Rowntree, et al., *Globalization and Diversity: Geography of a Changing World*, Prentice Hall, 2011 (adapted)

5a Based on the information shown on this map, state *one* way the handling of water scarcity has affected relations between Middle Eastern societies.

Score of 1:

- States a way the handling of water scarcity has affected relations between Middle Eastern societies based on the information shown on this map
Examples: societies have cooperated to share water resources/societies have cooperated; tensions have developed between societies over the scarcity of water/tensions have developed; Jordan and Israel agreed on the common use of Arava aquifers; societies have expressed concern over threats of pollution to water supply; regional collaboration in the potential construction of new water pipelines; Jordan and Israel agreed on common use of Jordan River; societies have placed demands on each other in regard to use of water; Palestinians demand rights on Jordan/Yarmuk/Sea of Galilee; Syria demands Baniyas, Hasbani, and rights in the Sea of Galilee from Israel; Lebanon makes demands for Hasbani River water; Jordan makes demands for Yarmuk from Syria; Israel fears pollution by Syria; Lebanon accused Israel of using the Litani River; Palestinians and Israelis share common aquifers; Egypt complained about Israel using the Sinai-Negev aquifer; Gaza and Israel may be sharing a common aquifer; parallel use of Dead Sea resources; competing for access to water

Score of 0:

- Incorrect response
Examples: aquifers cannot be shared; all countries in the Middle East agree on shared water use; no countries can agree on water resources; hydropolitics has ended
- Vague response
Examples: planned routes; Palestinian borders; Dead Sea; demands; accusations; aquifers
- No response

Document 5b

. . . With no streams or rivers to speak of, Gaza has historically relied almost exclusively on its coastal aquifer, which receives some 50 to 60 million cubic metres of refill each year thanks to rainfall and run-off from the Hebron hills to the east. But the needs of Gaza's rapidly growing population, as well as those of the nearby Israeli farmers, means an estimated 160 million cubic metres of water is drawn from the compromised [endangered] aquifer each year. As the levels sink, seawater seeps in from the nearby Mediterranean. This saline pollution is made worse by untreated waste, with 90,000 cubic metres of raw sewage allowed to flow into the shallow sea waters each day from Gaza, according to UN data.

Even with the aquifer, regular running tap water is a luxury unknown to many Gazans. People living across the territory say that during the summer months water might spurt out of their taps every other day, and the pressure is often so low that those living on upper floors might see just a trickle. . . .

Source: Zander Swinburne, "The water is running out in Gaza," *The Independent*, June 30, 2013

5b According to Zander Swinburne, what is *one* problem faced by Gaza's population as a result of its almost exclusive reliance on a coastal aquifer for its water supply?

Score of 1:

- States a problem faced by Gaza's population as a result of its almost exclusive reliance on a coastal aquifer for its water supply according to Zander Swinburne
Examples: seawater/saline seeping into their aquifer; saline pollution in their water; untreated waste/raw sewage flowing into seawater that seeps into the aquifer; contamination of water supply/compromised water supply; reduced water supply in aquifer; lack of regular running tap water; water spurting from taps every other day during summer months; limited water/trickle during summer due to low water pressure on upper floors of buildings; an endangered aquifer/an endangered water supply; they are running out of water; growing population strains existing water resources; nearby Israeli farmers also draw from their water supply; water needs are not being met

Score of 0:

- Incorrect response
Examples: run-off from the Hebron hills to the east; increased water supply from the aquifer; population is decreasing; no stream or river to speak of
- Vague response
Examples: 50 to 60 million cubic meters each year; it is estimated; it is regular; streams/streams
- No response

Document 6a



Source: Lydia M. Pulsipher et al., *World Regional Geography: Global Patterns, Local Lives*, W. H. Freeman and Company, 2008 (adapted)

Document 6b

. . . The Euphrates, the only major river to flow through Syrian territory, is Syria's sole reliable source of running water for both its irrigation programs and for maintaining water levels in the Tabqa Dam's Lake Assad reservoir to sustain the dam's hydroelectric output.

Iraq, as the furthest country downstream, suffers from both Turkish and Syrian water policies. Many Iraqi villages are said to have been depopulated because of water shortages along the Euphrates and Tigris. Iraqi officials maintain that while Turkey claims to release 500 cubic meters of river water downstream each second from its dams, the actual amount is closer to 200 cubic meters per second.

The Iraqis and the Syrians believe that Turkey is asserting itself as a regional hydrological [water distribution] superpower. Over the next decade Turkey plans to build an additional 1,700 dams, nearly doubling the country's facilities. Turkey's attitudes towards its neighbors' complaints are encapsulated [summarized] in Turkish President Süleyman Demirel's remarks at the July 25, 1992 dedication of the Atatürk Dam, where he said, "Neither Syria or Iraq can lay claim to Turkey's rivers any more than Ankara [capital of Turkey] could claim their oil. This is a matter of sovereignty. We have a right to do anything we like. The water resources are Turkey's, the oil resources are theirs. We don't say we share their oil resources and they cannot say they share our water resources." . . .

Source: John Daly, "Turkey's Water Policies Worry Downstream Neighbors," *Turkey Analyst*, September 10, 2014

6a Based on this map and the John Daly excerpt, state *one* problem Turkey’s water management policies create for neighboring countries.

Score of 1:

- States a problem Turkey’s water management policies create for neighboring countries based on this map and the John Daly excerpt

Examples: many Iraqi villages are said to have been depopulated; water shortages; tension between Iraq and Turkey; tension between Syria and Turkey; Turkish control of Iraqi/Syrian water supply; Turkey controls the flow of water from the Euphrates into Syria; neither Syria nor Iraq can lay claim to Turkey’s rivers according to the Turkish president; Turkey claims to release 500 cubic meters of river water downstream each second from its dams but, according to Iraqi officials, the actual amount is closer to 200 cubic meters per second/Iraqi officials maintain Turkey releases less water than they claim to release; upstream dams control flow of water to downstream neighbors; dams hold back water going to other countries; Turkish dams reduce their neighbors’ water supply; Iraq’s water supply is directly affected by Turkey’s water policies; Turkey is acting as if they are a water distribution superpower

Score of 0:

- Incorrect response
Examples: Turkey cannot lay claim to Syria’s or Iraq’s oil; the Tigris is the only major river to flow through Syrian territory; Turkey does not have enough dams; Turkey releases too much water; Syria is a water distribution superpower
- Vague response
Examples: Iraqi villages; complaints are encapsulated; doubling the country’s facilities; officials maintain
- No response

6b According to John Daly, what is the Turkish government’s position regarding its neighbors’ water concerns?

Score of 1:

- States the Turkish government’s position regarding its neighbors’ water concerns according to John Daly

Examples: neither Syria nor Iraq can lay claim to Turkey’s rivers any more than Ankara could claim their oil; the control of the water is a matter of sovereignty; the water resources belong to Turkey; neighboring countries cannot say they share Turkey’s water resources; the government has a right to do anything they like because the water resources are Turkey’s

Score of 0:

- Incorrect response
Examples: Turkey controls its neighbors’ oil supply; Turkey wants to share control of the water supply with its neighbors; Turkey does not control the water supply; the oil resources are theirs
- Vague response
Examples: claim to Turkey’s rivers; water distribution; remarks; complaints; sovereignty; dams
- No response

Document 7a

. . . But it is not only the question of land shortage and overpopulation that weigh heavily upon Japan. Equally depressing is the fact that she has not within her own confines adequate mineral resources essential to modern industry. She depends almost entirely upon foreign countries for iron ores. Of coal she has little that can be used in the steel industry. But the most serious handicap is the lack of petroleum, a material which is becoming more and more important in transportation and in manufacturing industries. If you watch the chessboard of European and American diplomacy, you cannot fail to see how each nation is trying to outwit the other in gaining control of oil resources in different parts of the world.

And here is Japan, struggling to solve, partly at least, her population problem by becoming an industrial and trading nation, and yet harassed by the lack of three essential materials of industry—oil, iron, and coal. If she steps an inch out of her narrow precincts [territories] and tries to obtain, say in Siberia or China, the privilege of working such mineral resources, down comes the sword of Damocles [ever-present threat] in the shape of protest, official or otherwise, from the Western nations. . . .

Source: K. K. Kawakami, "A Japanese Liberal's View," *The Nation*, November 9, 1921

7a According to K. K. Kawakami, what was *one* problem Japan faced because it lacks the industrial resources of oil, iron, and coal?

Score of 1:

- States a problem Japan faced because it lacks the industrial resources of oil, iron, and coal according to K. K. Kawakami
Examples: difficult to become an industrial nation; difficult to become a trading nation; difficult to develop modern industry; depending almost entirely upon foreign countries for iron ore; needs to obtain coal to use in the steel industry; trouble producing steel because Japan has little coal; handicapped because of lack of petroleum for use in transportation/in manufacturing industries; partly unable to solve population problem because of inability to become an industrial nation/trading nation; Japan faces the threat of the sword of Damocles/an ever-present threat if it seeks to obtain resources outside of territory; protests from Western nations if it seeks industrial resources outside of territory/in China; protests if it seeks resources in Siberia/China; protests if it steps outside its narrow precincts/territories

Score of 0:

- Incorrect response
Examples: land shortages; overpopulation; producing too much steel; Japan sells iron ore to other countries; oil only used in transportation industries; she does not have adequate mineral resources; each nation is trying to outwit the other
- Vague response
Examples: depends entirely; cannot step an inch; sword of Damocles; Japan has a chessboard of diplomacy; lack of iron; lack of coal; lack of petroleum; protests from Western nations
- No response

Document 7b



Source: John Keegan, *The Second World War*, Viking Books (adapted)

7b Based on the information shown on this map, what was *one* way Japan tried to solve its shortage of industrial resources?

Score of 1:

- States a way Japan tried to solve its shortage of industrial resources based on the information shown on this map
 - Examples:* conquest/war; annexing territory/annexing Korea; occupying Manchuria/occupying Jehol; invading/attacking China; taking control of Taiwan/Formosa; obtaining additional land from China; obtaining resources in Manchuria/Korea; building/expanding its empire; imperialism; used territorial ambitions/expansion to get resources/coal/tin/oil/rubber/lead/gold

Score of 0:

- Incorrect response
 - Examples:* Japan controlled all of China; Japan controlled Russia; Japan established peace in the region
- Vague response
 - Examples:* ambitions; territorial; it ceded; obtaining
- No response

Document 8

From the Japanese perspective, the western economic offensive against Japan began in 1939 when the United States moved to end its treaty with Japan. By mid-1940, the United States placed economic sanctions on Japan in reaction to Japan's actions.

. . . If the economic offensive continued, Japan would soon run out of raw materials, especially oil, and be unable to sustain the war in China. A choice had to be made: stop the fighting in China or expand it to the United States, England, and Holland to get oil. The former entailed [required] withdrawal from China, an impossible course of action at that late date. Attacking the other countries was only a means to an end: to obtain oil for victory in China. Director of the Planning Board Suzuki Teiichi, a member of the cabinet that decided for war, has said that "although some people have charged that Japan went to war despite a lack of resources," the decision was actually made for the opposite reason: Japan went to war *because* its resources were insufficient. Okazaki Ayakoto was in a position to know military attitudes at the time. As chief, second section, Ordinance Bureau, Navy Ministry, Okazaki was responsible for resources mobilization. He later wrote: "The problem was oil. If our reserves were dribbled away, Japan would grow weaker and weaker like a TB [tuberculosis] patient gasping along till he dropped dead on the road. A grim and humiliating end. However, if we could strike boldly and get the oil in the south. . . ." According to Okazaki, this kind of "[desperate] attitude was the basis for going to war." . . .

Source: Saburō Ienaga, *The Pacific War, 1931–1945*, Pantheon Books, 1978 (adapted)

8 According to Saburō Ienaga, what was *one* problem Japan faced if it continued fighting in China?

Score of 1:

- States a problem Japan faced if it continued fighting in China according to Saburō Ienaga
Examples: it would run out of raw materials/oil; needing to expand the war to the United States/England/Holland to get oil; it would need to strike boldly to get oil in the south; it would need to attack other countries to obtain oil; running out of oil or resources; growing weak, if it failed to get needed resources; being squeezed by economic sanctions; a grim and humiliating end if they did not get oil; becoming weaker and weaker if they did not get oil/did not get the needed raw materials; being in an impossible situation without oil; dribbling away oil reserves while fighting; without enough resources, Japan would ultimately lose; opposition from the United States

Score of 0:

- Incorrect response
Examples: making decisions for the opposite reason; withdrawal from China; too many raw materials; needing to make alliances with the United States/England/Holland
- Vague response
Examples: an impossible course of action; dribble away; knowing military attitudes; grim; humiliating; placing economic sanctions; fighting in China; United States; England; Holland
- No response

Document 9

. . . Destitution [great poverty] reigned in Japan at the end of World War II. The major cities were fields of rubble. Nearly 10 percent of the population had been killed or injured in the war, and some 9 million people were homeless. Food and resources were nearly gone, with steel production at one-tenth of what it had been a year earlier and food sharply rationed by the government. Almost everyone was buying even basics on the black market, and Yamaguchi Yoshitada, a conscience-bound judge who ate only what the regulations allowed, died of starvation. Inflation had begun soaring too; in the first year after hostilities ceased, prices rose 539 percent! Survival seemed questionable, recovery perhaps impossible. However, only a generation later, in 1969, Japan had become the world's third-largest economy, worthy of the label "superstate" by Western economists. It was as if the Meiji era had occurred once again: a desperate state had overcome all predictions of doom, utilizing native astuteness [ability] and Western assistance to become an economic giant with a global shadow. . . .

Source: James L. Huffman, *Modern Japan: A History in Documents*, Oxford University Press, 2004 (adapted)

9 According to James L. Huffman, what is *one* negative effect World War II had on Japan?

Score of 1:

- States a negative effect World War II had on Japan according to James L. Huffman
Examples: destitution; major cities were fields of rubble; nearly 10 percent of the population had been killed or injured; some 9 million people were homeless; food and resources were nearly gone; steel production dropped; food was rationed/rationing; people were buying even basics on the black market/people were forced to buy basics on the black market; inflation/inflation soared/prices rose 539% in one year; people/Yamaguchi Yoshitada who ate only what regulations allowed died of starvation; people questioned their ability to survive; people wondered if recovery was possible; it was in a desperate state

Score of 0:

- Incorrect response
Examples: it was as if the Meiji era occurred again; overcome all predictions of doom; became the third-largest economy; people could not buy on the black market; steel production increased; Japan had a global shadow; Japan became a "superstate"
- Vague response
Examples: it dropped; native astuteness; everyone was buying; worthy of the label; buying basics; recovery
- No response

Global History and Geography
Content Specific Rubric
Document-Based Question
January 2018

Historical Context:

Scarcity occurs when the needs and wants of people cannot be met with the resources available. People, societies, and governments often take actions to obtain resources such as *food*, *fresh water*, and *industrial resources* when they are scarce. These actions have had a variety of effects on societies, nations, and regions.

Task:

Select *two* resources mentioned in the historical context and for *each*

- Describe actions taken in response to the scarcity of this resource
- Discuss how these actions affected a society, nation, or region

Scoring Notes:

1. This document-based question has a minimum of *six* components (for *each* of *two* resources, discussing *at least two* actions taken in response to the scarcity of a resource **and** how these actions affected a society, nation, or region).
2. The effects of the actions taken in response to the scarcity may be immediate or long term.
3. The society, nation, or region need not be identified as long as it is implied in the discussion.
4. The discussion of actions taken may be the same, but the facts and details will vary, e.g., canals are dug/built to address both scarcity of food and the lack of fresh water.
5. The discussion of how these actions affected different societies, nations, or regions may be the same, but the facts and details will vary, e.g., lack of fresh water in the Middle East and lack of industrial resources in Japan both led to regional conflicts.
6. The response may discuss how the actions taken affected a society, nation, or region from different perspectives as long as the position taken is supported by accurate historical facts and examples.
7. Only two resources should be chosen from the historical context. If three resources are discussed, only the first two may be rated.
8. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 1a, 1b, 5a, 5b, 6a, 6b, 7a, and 7b may be considered as separate documents *if* the response uses specific separate facts from *each* document.

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

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

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **each** of **two** resources by discussing *at least two* actions taken in response to the scarcity of a resource **and** how these actions affected a society, nation, or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *food*: connects lack of arable land, the Inca's construction of terraces, and their development of food storage techniques to food security, the growth of the Inca population, and the ability of the Inca to maintain control of their empire; *industrial resources*: connects the shortage of industrial resources in Japan to its growing imperialism in East Asia during the 20th century and its involvement in World War II that led to a multitude of problems in Japan after the war
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to the scarcity of resources (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *food*: Andes Mountains; canals; terrace farming; roads and bridges; microenvironments; potatoes; chuño; state storehouses; Cuzco; supplies for passing armies; *industrial resources*: Meiji Restoration; modernization; Sino-Japanese War; Russo-Japanese War; annexation of Korea; militarization; Greater East Asian Co-Prosperty Sphere; economic sanctions; Southeast Asia; Pearl Harbor; Hiroshima; inflation; starvation
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for one resource more thoroughly than for the second resource *or* by discussing one aspect of the task less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *food*: discusses how the use of irrigation and the building of canals by the Inca helped provide a steady food supply and how food could be moved within the empire to prevent starvation, helping them to maintain control of the empire; *industrial resources*: discusses how the lack of coal and oil led the Japanese to engage in imperialism in Asia and how its involvement in World War II led to the problems Japan suffered after the war
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

Scarcity of Food

Key Ideas from Documents 1–3, 9

Actions to Deal with Scarcity	Effect of Actions
<p>Inca: Doc 1—Taming the harsh landscape Bringing water to dry areas Digging terraced fields out of steep slopes Improving wild plants until they become usable crops (potato) Protecting crops by creating microenvironments (protecting crops from frost) Using water in canals to cultivate fields Using platforms built out of soil dug from canals for crops Using sediment in canals to provide fertilizer for crops (nitrogen-rich algae, plant and animal remains) Using canals/furrows to drain excess runoff during floods Using canals to supply irrigation water and moisture for plant roots Doc 2—Using a storage system to connect production and consumption for Andean peoples Doc 3— Preserving food Freeze-drying root crops (potato) Covering tubers at night to keep dew off and squeezing out resulting water the next day to make chuño Japanese: Doc 9—Rationing of food by government (food nearly gone by end of World War II) Resorting to illegal transactions to buy food (black market)</p>	<p>Inca: Doc 1—Crops protected by developing microenvironments Crops preserved during droughts due to use of canals Potato yields greater using nitrogen-rich sediments in canals than when using chemically-fertilized fields in a modern experiment Doc 2—Incas in Cuzco received food daily or every four days from state storehouses (20,000 to 50,000 fed on a regular basis) Building storage systems served as a linchpin between production and consumption Doc 3—Chuño vital to Inca conquests and maintaining command of the empire (helping inhabitants withstand natural disasters, supplying armies, and providing insurance against crop failure) Hunger unknown for Incas according to conquistador Hernando de Soto Chuño used to feed slaves working in Bolivian silver mines (helped Spaniards make fortunes) Japanese: Doc 9—Death from starvation by some eating only what regulations allowed (Judge Yamaguchi Yoshitada) Soaring inflation</p>

Scarcity of Food cont.

Relevant Outside Information

(This list is not all-inclusive.)

Actions to Deal with Scarcity	Effect of Actions
<p>Inca: Forcing Incas to labor cooperatively for several weeks a year Moving whole communities to participate in major projects Construction of road systems to enhance food distribution Diverting rivers for irrigation Building cisterns to collect water Growing different crops at different elevations to deal with changing temperatures (growing potatoes at higher elevations, growing maize, squash, beans, cacao, and chili peppers at lower elevations) Growing drought tolerant crops (grains, quinoa, tarwi, sweet potatoes)</p> <p>Japanese: Imperializing to obtain food (Korea, Taiwan) Modernizing farm equipment</p>	<p>Inca: Distribution of foods and goods made easier and faster with roads and bridges Trade conducted up and down mountainsides of Andes Development of quipu (method of keeping track of production amounts, tracking the movement of food supplies) Storage facilities raided by Pizarro and other conquistadors for food (to sustain the Spanish conquerors, helped lead to downfall of Inca) Modern rebuilding of terraces, irrigation systems, and reclaiming traditional crops and methods of planting in Peru</p> <p>Japanese: Details about treatment of conquered people</p>

Scarcity of Fresh Water

Key Ideas from Documents 1, 4–6

Actions to Deal with Scarcity	Effect of Actions
<p>Middle East: Doc 4—Tapping local internal water sources in deep desert countries (Egypt, Syria, Iraq, Jordan, Israel) Using major rivers to supply most of water for region (Jordan, Nile, Tigris, and Euphrates) Recasting/developing new political alliances Waging bloody battles over control of water Doc 5a—Cooperative actions:</p> <ul style="list-style-type: none"> • Making common use of aquifers (Palestine and Israel, Gaza and Israel, Jordan and Israel) • Planning for potential corridors for water pipelines (Gaza, Israel) • Using Dead Sea resources (Jordan, Israel, West Bank, planned route of Israeli Peace Corridor water conduit to Dead Sea) • Agreeing to common use of Jordan River (Jordan, Israel) <p>—Demands for water:</p> <ul style="list-style-type: none"> • Syria from Israel (Banias, Hasbani, Sea of Galilee) • Lebanon (Hasbani River) • Jordan from Syria (Yarmuk) • Palestinians (Jordan, Yarmuk, Sea of Galilee) <p>Doc 5b—Gaza and Israeli farmers withdrawing 160 million cubic meters of water from endangered coastal aquifer each year to meet needs Doc 6—Building of dams for water:</p> <ul style="list-style-type: none"> • Turkey (Kaban, Karakaya, Atatürk, Golkoy) • Syria (Tabqa) • Iraq (Rawah, Hadithah, Khan Baghdadi, Ramadi, Hindiyah, Kut, Khan Ben Saad, Diyala Weir, Samarra, Batma, Dukan, Bakhma, Eski Mosul) <p>Turkey planning to build 1,700 additional dams Claiming sovereignty over water resources of Euphrates by Turkey (Turkish president denying Syrian and Iraqi claims to Turkey’s rivers in 1992) Syria using Euphrates for irrigation programs Syria maintaining water levels in Tabqa Dam’s Lake Assad reservoir for hydroelectric output Inca: Doc 1—Digging canals Using terrace farming to conserve water</p>	<p>Middle East: Doc 4—Despite actions, water needs expected to double between 1975 and 2025, population expected to increase by as much as 15 percent by 2025—350 million people Fossil water trapped in underground aquifers since last ice age being depleted (could take thousands and thousands of years to restock) Geopolitical fighting over control of rivers (bloody battles/wars, revised political alliances) Doc 5a—Tensions between Middle East societies over access to fresh water (hydropolitics) Complaints from Lebanon about Israel’s use of Litani River Complaints from Egypt about Israel’s use of Sinai-Negev aquifer Threats of pollution of Gulf of Aqaba (Jordan, Israel, Egypt, Saudi Arabia) Doc 5b—Contaminated water supply in Gaza due to compromised aquifer resulting from saline pollution (seawater seeping in from nearby Mediterranean and raw sewage [90,000 cubic meters] being allowed to flow into shallow seawaters each day) Lack of regular running tap water and/or low water pressure for Gaza (in summer months water may be every other day, almost no water on upper floors) Gaza water supply/aquifer endangered due to growing population and overpumping Doc 6—Depopulation of Iraqi villages along Tigris and Euphrates Rivers due to water shortages Development of tensions between Turkey and Iraq/Syria over control of water supply Flow of Euphrates through Iraq affected by building of Turkish and Syrian dams Disagreement between Iraq and Turkey over how much water released downstream each second (Turkey claims 500 cubic meters per second; Iraq claims closer to 200 cubic meters per second) Belief of Iraqis and Syrians that Turkey asserting itself as a regional hydrological superpower</p>

Scarcity of Fresh Water cont.

Relevant Outside Information

(This list is not all-inclusive.)

Actions to Deal with Scarcity	Effect of Actions
<p>Middle East: Egyptians building irrigation canals and using shadufs to irrigate crops Sumerians digging irrigation canals in Tigris-Euphrates river valley to counteract unpredictable flooding in late spring Egyptians storing rainwater runoff in wadis (dry riverbeds) Iran using qanat system of tunnels for extracting and moving groundwater Developing aqueducts to move water Diverting water from agriculture by using fewer water-intensive crops Using drip irrigation to reduce water use Developing community management planning Israel employing voluntary conservation measures Creating construction codes that include conservation measures Construction of Aswan Dam Using water stored in reservoirs behind hydroelectric dams for irrigation and water supply Building desalination plants</p> <p>Inca: Building aqueducts Building masonry reservoirs for storing water</p>	<p>Middle East: Production of barley, wheat, and dates in Fertile Crescent supported by irrigation Development of ancient civilizations in river valleys (Egyptian, Mesopotamian) Clustering of population along river banks and in oases; development of cities near rivers Supplying cities with water by using qanat system (Persia/Iraq) Large percentage of world’s desalination plants in Gulf States Building and maintaining desalination plants expensive Desalination most effective way of solving water needs in some areas as well as providing electricity Increased crop yields with drip irrigation Water supply better controlled and flood patterns changed as result of building Aswan Dam Increased population along Nile River causing strained water resources may cause water pollution Developing renewable energy programs to power desalination plants (wind turbines, solar power) Reducing use of potable water, finding alternative sources of water, increasing water efficiency of fixtures and equipment by developing/using water conservation programs Crop production maintained/increased by using wastewater irrigation/drip irrigation Conserving water by limiting recreational use of water</p> <p>Inca: Increased access of water in cities because of water channels/aqueducts</p>

Scarcity of Industrial Resources

Key Ideas from Documents 7–9

Japanese Actions to Deal with Scarcity	Effect of Japanese Actions
<p>Doc 7—Importing iron ore, coal, and petroleum from foreign countries for transportation and manufacturing in 1920s Attempting to get mineral resources (Siberia, China) Acquisition of land and resources through imperialism between 1895 and 1937 (annexation of Korea in 1910, occupation of Manchuria in 1931, occupation of Jehol in 1934, invasion of China in 1937, occupation of parts of China by 1941)</p> <p>Doc 8—Decision to go to war with the United States, England, Holland for oil Decision to obtain oil for victory in China Decision to strike boldly to get oil in the south</p>	<p>Doc 7—Competition for control of oil resources around the world (Europeans, Americans, Japanese) Attempts to obtain iron ore, oil, and coal outside Japanese territories protested by Western nations Japan almost entirely dependent on foreign countries for iron ore Faced ever-present threat for expansion from Western nations</p> <p>Doc 8—United States treaty with Japan ended in 1939 United States placed economic sanctions on Japan mid-1940</p> <p>Doc 9—Destitution of Japan at end of World War II (major cities fields of rubble, almost 10% of the population was killed or injured in war, approximately 9 million people left homeless, steel production way down, food and resources nearly gone) Food sharply rationed by government (death by starvation of some who ate only what regulations allowed) Black market used by almost everyone to buy basics Sharp rise in prices (539 percent) Japan became world’s third-largest economy by 1969</p>

Relevant Outside Information

(This list is not all-inclusive.)

Japanese Actions to Deal with Scarcity	Effect of Japanese Actions
<p>Shift of Japan toward industrialization and modernization during Meiji Restoration Adopting role of a Western-style imperialist power for obtaining additional resources due to security concerns during Meiji Restoration Taking a leadership role in Asia based on desire to secure economic interests during the Depression Attack on Pearl Harbor on December 7, 1941 to prevent United States attempt to block Japanese acquisition of resources in Asia Expansion into and occupation of Southeast Asia after 1941</p>	<p>Details about how aggressive and militaristic actions in East/Southeast Asia to get resources affected the people in areas taken over (Formosa, Korea, Manchuria, China) Promotion of cultural and economic unity through Greater East Asian Co-Prosperity Sphere Declaration of war by United States on December 8, 1941 Change in control of Pacific Islands during World War II Tokyo bombed by United States Hiroshima and Nagasaki sites of only use of atomic bombs in warfare Resentment of East Asians and Southeast Asians as result of occupation and treatment during World War II (Rape of Nanjing) Loss of World War II by Japan United States occupation and investment helped in reconstructing Japanese industry, securing resources and markets for manufactured goods Revenue gained by selling of/trading of automobiles and electronics could be used for capital investment and for purchasing resources post–World War II</p>

Throughout history, there have been many occurrences of scarcity of natural resources. Societies have responded to this issue in a multitude of ways. In the late 19th and early 20th century, Japan wanted to establish itself as an industrial power. This came about following the mid-19th century arrival of Matthew Perry, who as a representative of a western imperialist power, posed a threat to Japan's way of life. Industrializing required the presence of oil, iron ore, and coal, which in Japan was scarce. Other areas of the world also faced scarcities. Countries in the Middle East have been hit hard with a lack of a water. As a resource necessary for survival, access to water has been contested in the Middle East. In Japan and in Middle Eastern countries scarce resources have led them to try to obtain those resources from foreign nations and sometimes to fight bloody battles.

During the Tokugawa Shogunate, Japan was isolated and generally self-sufficient. However, after the arrival of Matthew Perry, Japan realized that it needed to modernize and to protect its autonomy, from Western imperializing nations. The Tokugawa Shogunate was overthrown and Meiji Restoration began. The Japanese need for industrial materials caused many national issues. At first Japan obtained what it needed through trade. However, by the late 19th century Japan decided to expand its territory in East Asia to obtain resources and also to protect itself and its neighbors from European imperialism. Japan fought China and Russia to expand. In 1937, Japan again attacked China. Lack of oil was the major downfall of Japan during its war in China. Ordinance Bureau, Navy Ministry, Okazaki, who was responsible for the mobilization of Japanese resources in Japan, wrote, "The problem was oil. If our reserves were

dribbled away, Japan would grow weaker and weaker like a TB patient gasping along till he dropped dead on the road" (document 8). In this document, Okazaki explained that if Japan continued its war with China, Japan would eventually run out of oil and would have to stop fighting. This placed Japan in a vulnerable position. The need for oil was so great that Japan believed they needed to attack and declare war on the western countries of the United States, England, and Holland in order to continue fighting in China (document 8). Japan was in a "Catch 22," they needed industrial resources to imperialize other areas to obtain more industrial resources. The Japanese leaders believed that economically and politically it was better to conquer and imperialize than to be dependent on others. Japan's territorial ambitions are seen in the Japanese advances into Chinese land and into Southeast Asia (document 7b). This map shows Japan's desperate push for industrial resources. Ultimately this expansion led to World War II. After early successes in obtaining territory, Japan was pushed back by major powers such as the United States. Ironically after Japan lost the war it was forced to remodernize and rebuild its industries. To do this they went back to trading to obtain the scarce resources they needed. The rebuilding and trade with some of the same countries as before World War II such as the United States, allowed Japan to become one of the largest economies in the world in the late 20th century (document 9).

Conflict in the Middle East has often centered around the lack of a sustainable supply of water. Water is a vital resource needed for survival. A person can only live three days without water. Israeli farmers have competed with people in Gaza over the use of aquifers. In Gaza "an estimated 160 million cubic metres of water is drawn from

the endangered aquifer each year” (document 5b). The need for water has led to short-sighted decisions such as emptying aquifers and risking the future of future generations. Pollution also threatens these aquifers. The lack of water has caused major problems for people living in the Middle East because they cannot rely on endangered aquifers. Countries such as Jordan, Syria, Turkey, and Lebanon rely on rivers as a source of hydroelectric energy and irrigation as well as for drinking water. Competition over usage of the area’s rivers has led to greater tension and increased the possibility of war. Socio-economic differences between those who have water and those who do not adds to tension. In response to the lack of water in the Middle East, some countries have used violence to establish control. “Middle Eastern alliances have formed in surprising ways — and bloody battles have already been waged over who has control over the water” (document 4). Disputes over access to water and borders played a role in the Six Day War. Turkey and Iraq have come into conflict because Turkey has placed dams on the Tigris and Euphrates rivers (document 6). The damming of the rivers has made the poorest farmers and workers the most vulnerable. Conflicts over water add to the instability in the Middle East. Water shortages especially in places like Gaza have made relations between water-poor Gaza and more water-stable Israel deteriorate. Efforts to find solutions to water problems have caused some to invest in desalination plants that convert salt water to fresh water. However, similar to Japan, some Middle Eastern countries have fought to ensure they have access to water resources.

Ultimately, the lack of necessary and vital resources in the Middle East and Japan resulted in negative outcomes for both regions. In

Japan, the lack of oil and industrial materials caused Japan to adopt a more imperialistic policy, and led to the deaths of millions of Japanese people during World War II. In the Middle East, the lack of water has led to hostility between Middle Eastern countries. The uneven distribution of resources has often led countries to find a way to get what they do not have. This has often led to conflict.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for industrial resources and fresh water
- Is more analytical than descriptive (*industrial resources*: if Japan continued war with China it would run out of oil and have to stop fighting; need for oil so great Japan believed it needed to attack and declare war on Western countries to continue fighting in China; after losing World War II Japan was forced to re-modernize and rebuild its industries; rebuilding and trade with same countries as before World War II, such as United States, allowed Japan to become one of the largest economies in world; *fresh water*: Jordan, Syria, Turkey, and Lebanon rely on rivers as a source of hydroelectric energy, irrigation, and drinking water; Israeli farmers have competed with people in Gaza over aquifers; competition over usage of rivers has led to tensions and increased possibility of war)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*industrial resources*: Japan realized it needed to modernize and protect its autonomy from Western imperializing nations; at first Japan obtained what it needed through trade; Japanese leaders believed that, economically and politically, it was better to conquer and imperialize than be dependent on others; Japan pushed back by major powers such as United States; *fresh water*: person can only live three days without water; short-sighted decisions such as emptying aquifers risks the future of future generations; socio-economic differences between those who have water and those who do not add to tension; disputes over access to water and borders played a role in Six-Day War; efforts to find solutions caused some to invest in desalination plants)
- Richly supports the theme with many relevant facts, examples, and details (*industrial resources*: industrializing required presence of oil, iron ore, and coal which were scarce in Japan; end of World War II left millions of Japanese dead; *fresh water*: estimated 160 million cubic meters of water drawn from aquifers in Gaza each year; damming of rivers; Turkey and Iraq came into conflict; Tigris and Euphrates Rivers)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss how scarcity in both Japan and the Middle East has resulted in negative outcomes

Conclusion: Overall, the response fits the criteria for Level 5. Document information serves as a framework for the discussion of scarcity. Relevant outside information combined with strong analytic statements demonstrate a good understanding of the task.

In any given society, there are certain resources that are pertinent to the survival of that society. In many cases, societies are built in areas with favorable resources such as fresh water and fertile land, as it was with the ancient civilizations of China, India, and Egypt. However, there may be times of scarcity of resources, times that cause incidents such as famine or drought. Eventually action is taken against these circumstances to create balance and deal with the scarcity within society. The idea of scarcity in a society and attempts to fix it are clearly shown through the food shortage of the Incas and the lack of industrial resources in Japan.

The Incas faced food shortages and took many measures to solve it. The Inca Empire grew in an environmentally challenging place — the Andes mountains. The Incas struggled to tame the harsh landscapes of mountains, windy plateaus and deserts (Doc 1a). This could cause food shortages as it was extremely hard to farm. Though the land was far from ideal in terms of agriculture, the Incas found ways to persevere in various ways. They brought water to dry areas to water the crops using a system of canals as well as collecting rain water in cisterns. They also created microenvironments that kept the scarce water on the farmed areas where they needed it which helped increase food production. (doc 1b). Different climates at the different levels of the Andes Mountains could be used to grow different crops such as maize, potatoes, quinoa, and squash. The Incas dug terraced fields in these mountains (Doc 1a). This was a helpful way of farming in that it allowed for the Incas to farm more of the land. These terraces, which varied in width, allowed the Incas to grow a variety of crop. Crops were often planted together to help maintain the fertility of the soil and

increase crop yields. Terrace farming also was used by other civilizations with the same effect such as in Japan and China where arable land was also scarce. The preservation of food was another way in which the Incas dealt with potential food shortages. They did this by freeze-drying root crops (Doc 3). They produced what they called chuño, made mostly out of potatoes (Doc 3). The process was ingenious and perfectly suited to the climate of the Andes. The dry air caused the potatoes to dry when left out. The cold of the mountains also allowed the potatoes to be preserved. They would cover the tubers at night and step on them during the day to get out even more of the moisture that had accumulated during the night. Chuño became a staple of the Inca diet. Chuño allowed the Incas to maintain control of their empire in several ways (Doc 3). As Document 3 states, it enabled the millions of Incas to survive natural disasters such as famines and supplied passing Inca armies as they conquered and protected the empire. It protected against crop failures. The government created an infrastructure of roads and bridges that could be used to distribute food and other resources. This infrastructure also allowed the Incas to connect the entire empire together. Quipu messages helped government officials know how much had been produced and where it was located. How the government dealt with food scarcity actually strengthened the empire. This put the Inca people and government in a much more secure place because the government found ways to plant, store, preserve, distribute, and maintain food supplies despite the difficulties faced due to their harsh land and climate. The Incas faced scarcity but were able to take action against it and succeed.

Japan's lack of industrial resources made it difficult to develop

modern industry but the government came up with a plan to deal with this. Japan was opened to western trade after Matthew Perry forced Japan to sign a trade treaty. The Tokugawa government was removed from power and Japan under the Meiji decided to modernize. Japan faced a significant lack of essential resources such as iron ore, rubber, and coal which it needed to industrialize (Doc 7a). The scarcity of these resources limited the ability of Japan to modernize as a nation. As demonstrated by many nations, industry allows for prosperity and advancement. It allowed countries such as Britain to industrialize and become a colonial power. Because Japan was short of these resources, it was at an extreme disadvantage.

Similarly to the Incas, the Japanese also took action in trying to fight their scarcity. Japan changed its economy and educated its people. They industrialized as much as they could by trading with other countries for industrial resources that Japan needed. However, they soon decided that it was better to control the resources needed, so they went to war to obtain what they needed. They fought the Sino-Japanese War and the Russo-Japanese War to gain areas such as Korea. While Japan benefited from these colonial possessions, the people under Japanese colonial rule were given few rights. Japan invaded China in 1937 (Doc 7b). They attacked and crushed cities such as Nanking. Japan needed a way to obtain oil, a necessity for their industries and their attempts to get it were drastic. Fighting in China made things more problematic for the Japanese because they were running out of raw materials. The Japanese had to attack other countries for oil to acquire full victory in China (Doc 8). At the end of World War II however, Japan faced even more hardship. The major cities

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

were in states of destitution and a vast amount of the population were killed or injured (Doc 9). The war and Japan's defeat also caused a lack of steel production, and led to inflation, and food shortages (Doc 9). The Japanese essentially failed to obtain what they were fighting for. The invasion of China, along with World War II, only brought about more problems. As seen repeatedly throughout history, war often leads to more post-war issues. Although the Japanese failed in the war, they did try to address their problem of scarcity of industrial resources.

There are many aspects of society that need to be maintained in order for that society to prosper. When these resources become scarce, measures need to be taken. This is shown with the Incas and the Japanese.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for scarcity of food and industrial resources
- Is more analytical than descriptive (*food*: Incas created microenvironments that kept the scarce water on farmed areas; different climates at different levels in Andes Mountains could be used to grow different crops; freeze-drying an ingenious process perfectly suited to climate of Andes; tubers covered at night and stepped on during the day to get moisture out; chuño enabled millions of Incas to survive natural disasters and supplied passing Inca armies; Inca government found ways to plant, store, preserve, distribute, and maintain food supplies; *industrial resources*: lack of resources made it difficult to develop modern industry in Japan but government came up with plan to deal with it; Japan had to attack other countries for oil to achieve full victory in China; after World War II, major cities in states of destitution and vast amount of population killed or injured; defeat in World War II caused lack of steel production and led to inflation and food shortages)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*food*: Incas collected rain water in cisterns; crops often planted together to help maintain fertility of soil and increase yield; created an infrastructure of roads and bridges allowing Incas to connect entire empire; quipu helped government officials know how much produced and where located; *industrial resources*: Japan was opened to Western trade after being forced by Matthew Perry to sign trade treaty; Japan changed its economy and educated its people; Japan decided it was better to control resources themselves; those under Japanese colonial rule were given few rights)
- Richly supports the theme with many relevant facts, examples, and details (*food*: Incas brought water to dry areas using system of canals; Incas produced chuño made from potatoes; *industrial resources*: Tokugawa government removed; Japan lacked iron ores, rubber, and coal; Sino-Japanese War; Russo-Japanese War; Japan invaded China in 1937)
- Demonstrates a logical and clear plan of organization; includes an introduction beyond a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 5. Although documents are used to frame the response, a thoughtful discussion of scarcity in Inca and Japanese societies is supported with relevant outside information. Integration of well-placed analytic statements demonstrates a depth of subject matter knowledge and a strong understanding of the task.

When countries and societies run short of the resources they want and need, they often get desperate. This almost always causes tensions between nations and peoples, and sometimes even leads to war. In turn, the conflicts can negatively impact people of multiple nationalities and ethnicities.

Water is one of the resources that many nations seek to control. As water is a basic necessity for humans to survive, and because it is used in agriculture and industry, having enough water is essential to any nation's well being. In particular, in the Middle East, the supply of water is low, while the demand is high. This is because the Middle East is located on some of the world's driest land. As populations have increased and people have used much of the natural underground water sources the situation has become even more serious. This has made the tense geopolitical problems in the area worse. As a result, many Middle Eastern countries have decided to build dams upriver to help them control their water supply. This, in turn, has led to tensions due to complaints from water-deprived nations downstream. Turkey, for example, has built many dams for its own benefit, which reduces the flow of water along the Tigris and Euphrates rivers to Syria and Iraq. As a result, Iraq and Syria criticize Turkey for refusing to share its water, while Turkey asserts that it has the right to control its own water supply. (6).

Middle Eastern nations also get into disputes over access to aquifers, or nonrenewable sources of water deposited during the last Ice Age. Gaza, for example, relies almost exclusively on a single aquifer it shares with Israel for its water supply. That aquifer is being depleted very quickly and is highly polluted. Because Gaza does not have

streams or rivers, issues related to water are very serious. Most Gazans have little access to tap water, which is often also dirty. Gaza's growing population and poverty only makes this problem even worse. Gaza's reliance on a single aquifer shared with Israel worsens the already intense Israel-Gaza conflict, which has been going on since the modern nation of Israel was founded. Tense situations in the Middle East have occurred as water issues have grown. While there have been some attempts at agreements such as the one between Jordan and Israel for a common use of the Jordan River, often the answer to Jordan River usage issues has been demands, complaints, and accusations. The United Nations has become involved in water issues worldwide and recognizes the need for cooperation if all countries are to have sustainable futures.

Industrial resources, such as coal, petroleum, and iron ore are frequently sought after by nations. Early industrialized countries such as Britain and France obtained their needed materials by engaging in war and imperializing in Asia and Africa. At that time, the colonization and conquest of Japan by the US and/or Europe was something Japan feared, and Japan did not want what had already happened to China to happen to itself. In the late 1800s and early 1900s, Japan industrialized and modernized itself, so it could become the equal of Western nations. It invaded and conquered nearby nations to gain access to natural resources needed to industrialize and fought wars to win territory. By fighting wars against countries such as Russia and China, they were able to conquer Taiwan (Formosa) and Korea, which were rich in iron and coal. These resources were used to expand Japan's navy and its steel industry. In the 1930s,

Japan invaded and occupied Manchuria, in northeastern China and continued to expand, in China. By the early 1940s, Japan was fighting a full-scale war in mainland China and controlled many parts of eastern China (7). Industrial resources and land were used to feed the industries and people of Japan.

Japan's war in China used up much of its newly acquired colonial resources, especially petroleum. As a result, Japan had to decide whether to stop the war in China or to attack the US and some European nations. Since it did not want to look weak or lose access to natural resources, Japan chose the second option. The Japanese launched a surprise attack on Pearl Harbor on December 7, 1941. The Pearl Harbor attack soon led to US entry into World War II, which Japan eventually lost. After the war, Japan laid in ruins, and its survival as a nation seemed questionable. Japan's efforts to become stronger and more powerful backfired, leaving it powerless and devastated and its people at times hopeless. (8, 9).

When resources become scarce, nations get desperate to try to acquire the resources they need and want. Scarcity of resources almost always results in conflict, and sometimes even war and self-destruction. Scarcity encourages nations to take risks to acquire those resources. Sometimes they get what they want, but sometimes, the results are devastating and can cause long lasting tensions between nations and peoples.

Anchor Level 4-A

The response:

- Develops all aspects of the task for scarcity of fresh water and industrial resources
- Is both descriptive and analytical (*fresh water*: situation serious in Middle East as population increased and people used much of natural underground water sources; dams built upriver in Middle East led to complaints from water-deprived nations downstream; Iraq and Syria criticize Turkey for refusing to share its water while Turkey asserts right to control its own water supply; Gaza relies almost exclusively on single aquifer shared with Israel which is being depleted very quickly; there have been some attempts at agreements over usage of Jordan River, but often the answer is demands, complaints, and accusations; *industrial resources*: Japan feared colonization and conquest by United States and/or Europe; Japan's war in China used much of its newly acquired colonial resources, especially petroleum; Japan had to decide whether to stop war in China or attack United States and some European nations; by 1940s Japan fighting full-scale war in mainland China and controlled many parts of eastern China; after World War II, Japan in ruins and survival seemed questionable)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*fresh water*: water is a basic necessity for humans to survive; Middle East located on some of world's driest land; United Nations has become involved in water issues worldwide and recognizes the need for cooperation if all countries are to have sustainable futures; *industrial resources*: early industrialized countries such as Britain and France obtained needed materials by war and imperializing in Asia and Africa; Japan industrialized and modernized so it could become the equal of Western nations; iron and coal used to expand Japan's navy and steel industry; industrial resources and land gained used to feed Japan's industries and people; Japan launched surprise attack on Pearl Harbor on December 7, 1941; Pearl Harbor attack led to United States entry into World War II which Japan lost)
- Supports the theme with relevant facts, examples, and details (*fresh water*: supply low and demand high in Middle East; Turkey's dams reduce flow of water along Tigris and Euphrates; aquifers are non-renewable sources of water deposited during last ice age; Jordan and Israel agreed to common use of Jordan River; *industrial resources*: coal, petroleum, and iron ore frequently sought by nations; Japan fought wars to win territory; Japan conquered Taiwan and Korea to get resources)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the desperation of countries and societies who run out of resources and a conclusion that states while nations may get resources they want, sometimes the results can cause long-lasting tensions between nations

Conclusion: Overall, the response fits the criteria for Level 4. While a detailed presentation of document information frames the response, integration of analytic statements and some relevant outside information demonstrates a good understanding of the task. Additional facts and details would have strengthened the theme that scarcity can lead to desperation and devastation.

The world's resources are not evenly distributed. Some areas have an abundance of resources but in many different areas of the world the resources are scarce and limited. Such resources include food, water, and industrial resources like coal, oil, and more. Due to the scarcity of different resources, individuals, societies, and governments have taken many actions to obtain what is needed which has greatly affected people and societies.

One resource that was and still is lacking in many regions of the world is food. Due to the rapid increase of populations in many areas, food has become much less available than before. It has become much more complicated to be able to feed a whole society. We hear stories about famines in Somalia and Yemen as well as other places on the news. Some of this scarcity could be due to government policies such as in Ukraine during Stalin's forced famine while others could be due to an unfavorable environment. Due to different climate conditions, the Incas found it difficult to grow and obtain the amount of food needed by their growing society. To preserve food under conditions such as a cold dry climate, many actions had to take place. For the Incas, growing food was very difficult because of the harsh landscapes. The Inca empire was centered in one of the longest mountain ranges in the world and the terrain was diverse. It included warm valleys, rain forests, and a coastal desert. For thousands of years, humans attempted to tame the mountains, windy plateaus, and deserts to use for farming. They used this diversity to their benefit by creating different technologies to grow and distribute crops. Water had to be brought to dry areas, terraced fields were dug out of steep slopes of mountains, and plants such as the potato had to be

improved so it could be a useful crop for food. The Incas used canals to create an irrigation system to ensure their crops received the water needed to survive. These irrigation canals were dug in by the Inca people who had to pay a labor tax. And the land was farmed by Incas who were forced to work for the government. They planted various crops at different elevations in the mountains to diversify their food supply and protect against crop failures. The government took what was produced and stored it to be used later. (Doc. 1, Steele, NRC) The food storage system helped local cities. To get food to these cities, the Incas created a road system. The Incas in Cuzco received their food every four days or on even a daily basis from the storehouses. Anywhere between twenty thousand to fifty thousand people were regularly supplied. (Doc. 2, D'Altroy) For the Incas to have a food storage system, they had to be able to preserve what they had. As a preservation system, the Incas began using the idea of freeze-drying their food. Due to cold nights and dry days, tubers that were left out became freeze-dried. The Incas figured out how to improve this process. Tubers were covered at night to keep the dew away. During the day, tubers were then trampled on to squeeze out the water released by the previous night's freezing. Due to this process, the Incas were able to carry out their conquests and maintain command of their empire. Millions were able to make it through natural disasters without worrying about a lack of food. Passing armies were supplied. It was a long-term insurance against crop failure. (Doc 3, NRC) The Inca developed a strong vast empire because they were able to feed their people and prevent famines.

Aside from a lack of food, another major scarcity included fresh water. Many countries in the Middle East region are running out of

water. The region's population is expected to increase about fifteen percent by 2025 which will put even more pressure on the water supply. Desert countries including Egypt, Syria, Iraq, Jordan, and Israel have access to limited local internal water sources, otherwise known as fossil water. These countries have to worry because the water sources are being depleted rapidly and they are unable to be replenished anytime soon. Because of depletion and overuse these local aquifers are barely of any use at this time. To obtain water in this region, three river systems the Jordan, the Nile, and the Tigris/Euphrates are used to supply the needed water. The scarcity of water has caused these countries to fight over who has control of the rivers. (Doc. 4, Rothfeder) Turkey has built many dams upstream causing less water to be available to countries downstream. These countries have reacted differently to water shortages. Competing claims over how the Jordan River basin should be used by the countries surrounding it has led to competition, cooperation and conflict. (Doc. 5a, Rowntree) In Gaza, the scarcity of water has become a major difficulty. There are no rivers or streams to use to obtain water. Due to the rapid increase of Gaza's population, the rainfall and runoff water is not enough to supply the people's needs. People are very unlikely to receive much water from the tap especially in summer months. Gaza's population struggles due to the lack of this resource. (Doc 5b, the independent.) This has caused the relationship between Gaza and Israel to worsen. Some people of Gaza blame Israel for their poverty and poor conditions. Concerns about the scarcity of water are not exclusive to the Middle East. Global warming and pollution are causing fresh water sources to become scarcer. International talks have been held to

discuss preserving and protecting the water.

There are many different scarce resources within the world. Different regions respond in their own way when dealing with these scarcities of food, water, and industrial resources. Many actions to preserve and use the limited resources have taken place and have greatly affected these regions.

Anchor Level 4-B

The response:

- Develops all aspects of the task for scarcity of food more thoroughly than for fresh water
- Is both descriptive and analytical (*food*: Incas used canals to create irrigation system to ensure crops received water to survive; due to cold nights and dry days, tubers left out and became freeze-dried; preserving food helped Incas carry out conquests and maintain control of empire; millions able to make it through natural disasters without worrying about lack of food; *fresh water*: population of Middle East region expected to increase about fifteen percent by 2025 putting more pressure on water supply; countries have to worry because water sources are being depleted rapidly and they are unable to be replenished anytime soon; countries such as Turkey have built dams upstream making less water available to countries downstream; rainfall and runoff water in Gaza not enough to supply water)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*food*: Inca terrain included warm valleys, rain forests, and a coastal desert; Incas planted various crops in different elevations to diversify food supply and protect against crop failures; canals dug by Inca people who had to pay labor tax; to get food to cities Incas built road system; *fresh water*: Gaza's population struggles due to lack of water has caused relationship between Gaza and Israel to worsen as some people of Gaza blame Israel for poverty and poor conditions; concerns about scarcity of water not exclusive to Middle East; international talks held to discuss preserving and protecting the water)
- Supports the theme with relevant facts, examples, and details (*food*: Incas dug terraced fields out of steep slopes of mountains and improved plants such as potato; food storage system helped local cities; Incas in Cuzco received food every four days or on a daily basis; *fresh water*: desert countries in Middle East including Egypt, Syria, Iraq, Jordan, and Israel have access to limited local internal water sources known as fossil waters; three river systems in Middle East are Jordan, Nile, Tigris, and Euphrates)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response relies on the documents to frame the discussion. Some well-placed outside information related to food scarcity and the Incas enhances the response. However, better integrated outside information and more development of the discussion about water scarcity would have strengthened the response.

Scarcity affects different areas and regions of the world and when it occurs, often times, governments and society as a whole, will do whatever it takes to again have access to needed commodities such as food and industrial resources. A lack of these commodities can cause governments to take aggressive action and as a result, can greatly impact the people.

In places like Latin America, people struggled for thousands of years to farm because a majority of areas in Peru are mountainous, desert, or plateau. (Doc 1a) With a growing population, and being located in a secluded part of the world, they had to invent technology to help produce more food. While the Incas created water channels and land platforms, the Aztecs of Mexico created “floating gardens” to expand farming. The Inca channels and platforms were used to protect crops against frost and to help drain away excess water during floods. Sediment from the canals was used to fertilize the platforms where the food was grown. Overtime, they even manipulated wild plants like the potato until they became a useful crop. (Doc 1a § 1b) The Inca were able to grow many varieties of potatoes and this provided protection in case a disease struck one potato variety. This is similar to other crops like corn where multiple varieties were grown. (O1) The potato became a staple in Incan society and culture. The Inca freeze dried different varieties of potatoes to create chuno by using the cold nights and dry climate of the area. (Doc 3) They could then store these varieties of chuno for years in storehouses. Chuno allowed millions to survive war, feed passing armies, and provide insurance even if the entire year’s crop failed. (Doc 3) The Irish in the 1800s lacked that protection and a severe famine occurred. (O1). Because of the stored food the Incan

government could expand its empire and gain more resources strengthening the empire. Having enough crops to feed the population effected the power, popularity, and public opinion of the Incan government. A constant supply of food ensured most, if not all, people in places like Cuzco would never go without. (Doc 2) As a society, the Incas greatly benefitted as without these farming techniques and “back up crops”, it’s very possible that the Incan empire might not have been as powerful and unified as it was.

The scarcity of natural resources can lead many nations to do things differently, like imperializing others for resources which was the case for Japan. Because Japan was an archipelago, it lacked many of the resources it needed to develop modern industry. Although it was in Japan’s best interest to do so, many western nations who already industrialized did not agree that Japan should expand to gain resources needed to industrialize. The desire to remain independent and to expand in order to modernize pushed Japan forward despite the ever present threat of the western nations. (Doc 7a) Because of Japan’s lack of coal and iron it decided to attack surrounding areas that could provide these resources. After they took over Korea, they went on to take over and invade places like Manchuria and Nanjing, among others. (Doc 7b). But even when they were at war in China, they couldn’t sustain it for long because they didn’t have enough resources. (Doc. 8) Some Japanese leaders viewed war with the Western nations as the only way that they could save Japan. (Doc 8) This may be what led to Japan bombing Pearl harbor as they knew a war with the United States would be inevitable and they wanted to damage the Americans ability to enter the war. But it did just the opposite and partly because of the

bombing of Pearl Harbor, Americans joined and fought the war. The United States pushed the Japanese back into Japan and dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki. This basically ended the war. World War II showed Japan that war, bloodshed, and imperialism doesn't always work, to get needed natural resources. As a result Japan went back to its original way of obtaining industrial resources—trading. (OI) Now, instead of imperializing and attacking places like China or Southeast Asia to get resources, they could trade with anyone world wide to get what they needed. This trade has become the back bone of their economy. Japan gets raw materials from around the world, manufactures modern technological goods and sells them to make great profits. Japan bounced back from World War II, exceeding all predictions and earned the title, "superstate". (Doc 9)

The scarcity of resources such as food and oil and coal can make nations or empires such as Japan and the Inca to take actions to overcome this problem. And although they have two very different ways to solve their problems, both did, and succeeded amazingly.

Anchor Level 4-C

The response:

- Develops all aspects of the task for scarcity of food and industrial resources
- Is both descriptive and analytical (*food*: water channels and platforms used to protect crops against frost and to help drain away excess water during floods; sediment from canals used to fertilize platforms where food grown; Incas manipulated wild plants such as potato until it became a useful crop; chuño provided insurance even if entire year's crop failed; because of stored food, Inca government could expand empire and gain resources strengthening empire; *industrial resources*: scarcity of resources can lead nations to do things differently such as imperializing others for resources which was the case in Japan; Japan's desire to remain independent and expand in order to modernize, pushed Japan forward despite the ever-present threat of Western nations; World War II showed Japan that war, bloodshed, and imperialism do not always work to get needed resources; after World War II, Japan went back to trading to get industrial resources; Japan bounced back from World War II exceeding all predictions and earning title "superstate")
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*food*: the Aztecs created floating gardens to expand farming; Incas able to grow many varieties of potatoes and this provided protection in case a disease struck one potato variety; the Irish in the 1800s lacked that protection and a severe famine occurred; *industrial resources*: Japan bombed Pearl Harbor as they knew war with United States was inevitable and they wanted to damage the Americans' ability to enter the war; Japan manufactures modern technological goods and sells them to make great profits)
- Supports the theme with relevant facts, examples, and details (*food*: potato a staple in Inca society and culture; Incas freeze-dried potatoes using cold nights and dry climate; *industrial resources*: Japan took over Korea; Japan invaded Manchuria and Nanjing; Japan did not have enough resources to sustain war)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states although the Inca and Japanese used different methods to solve their problems both were successful

Conclusion: Overall, the response fits the criteria for Level 4. The response uses information from the documents to demonstrate a good understanding of the role scarcity played in Inca and Japanese societies. While the response includes some analysis and outside information, further development would have strengthened it.

Throughout history, societies have adapted their environment to accommodate for scarcity of resources due to geography. The Incas in South America developed ways to grow food in the Andes and later the Japanese expanded to accommodate for a lack of industrial resources. While the Incas were successful in growing food by terrace farming, the Japanese ultimately failed because the territory they gained for resources was eventually taken away after WWII.

The Incas in the Andes Mountains in South America adapted their environment in order to have a steady food source. According to Document 1a, Incas brought water to dry areas and dug terraces in steep slopes. These terraces and canals effectively allowed the Inca to grow crops in a relatively inhospitable climate and terrain. The Inca created flat farm land out of the mountains and captured water sources that would have run down the mountains. They also improved wild plants like potatoes until they became suitable to farm. The Inca grew many varieties of potatoes. In many ways potatoes were ideal because they grow underground and don't need as much sun or very warm weather as long as the soil doesn't freeze. The presence of the canals helped to keep frost off crops. (Doc. 1b). Because they were a civilization seated in the mountains, these activities were necessary for the civilization's survival and in fact allowed the Inca to thrive. The Inca was able to develop a strong civilization in a inhospitable environment. The Andean people, especially the Incas at Cuzco, also had a food storage system that regularly supplied up to 50,000 people. This allowed many people especially in the cities to not have to grow their own food (Doc 2). Food preservation methods such as freeze drying allowed the Incas to maintain their empire by feeding armies

and surviving natural disasters (Doc 3). The climate of the Andes made this process easier because the cold dry climate naturally pulls the moisture out of things. The process of freeze drying potatoes into chuño actually allowed food to be stored for years. Chuño could be ground up as flour and used to thicken soups or it could be made into other Inca dishes. Food preservation was crucial to survival because of the Inca's mountainous location on the Ring of Fire of the Pacific, where volcanic eruptions and earthquakes sometimes occurred. The Incas adapted their geography by terrace farming to produce more food; others such as Japan would later take different actions to solve their scarcity of materials.

In the 19th and 20th century, Japan sought to industrialize but struggled because she lacked many important industrial resources. According to Document 7a, Japan depended almost entirely on other countries for iron ores. She also lacked petroleum and coal, important minerals for industry. To solve this problem, Japan expanded into China, Korea, and Manchuria to obtain coal and iron ore. The island of Formosa was ceded to Japan in 1895 (Doc 7b). In 1910 Japan took over Korea, this is known as National Humiliation Day in Korea because Korea became a colony of Japan. Japan invaded Manchuria in 1931 by causing an incident that led to conflict between China and Japan. The League of Nations condemned the invasion of Manchuria however, they could not enforce sanctions so Japan simply withdrew from the League and continued to invade and take over more areas. By 1937 Japan invaded China. In World War II Japan had taken over almost all of East and Southeast Asia and depended on these areas for oil, coal, iron ore, and rubber. However, after WW II, Japan lost its foreign

influence in these places. When Japan lost it had to give up all of its colonies. This affected many people. Korea was divided into North and South Korea, two separate countries. Japan also suffered greatly due to its losses which made them turn to trade to get its needed resources. The Japanese were able to quickly rebuild and industrialize again thanks to this trade.

The Incas way of changing their geography was more effective than Japan's method of adding more land because the Incas were able to keep a large empire stable while Japan lost the gained territory eventually. By terrace farming, water irrigation, and food preservation, the Incas were able to accommodate for the scarcity of food. By territorial expansion and forceful war, the Japanese gained the resources they needed to industrialize through colonizing Manchuria, Korea, Formosa and other places but then they lost. This led Japan to have to change her policies. The Incas and the Japanese found different ways to adapt to the scarcity of food and resources.

Anchor Level 3-A

The response:

- Develops all aspects of the task for scarcity of food and industrial resources
- Is more descriptive than analytical (*food*: terraces and canals effectively allowed Incas to grow crops in relatively inhospitable climate and terrain; Incas created flat farmland out of mountains and captured water sources that would have run down mountains; Incas improved wild plants such as potatoes until suitable to farm; Andean peoples, especially Incas in Cuzco, had food storage system that regularly supplied up to 50,000 people; food preservation methods such as freeze-drying allowed Incas to maintain empire by feeding armies and surviving natural disasters; freeze-drying process made easier because cold dry climate naturally pulls out moisture; *industrial resources*: Japanese ultimately failed because the territory gained for resources eventually taken away after World War II; Japan depended almost entirely on other countries for iron ores; Japan lacks petroleum, an important mineral for industry; Japan had taken over almost all of East and Southeast Asia; Japanese able to rebuild after World War II and industrialize again thanks to trade)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*food*: potatoes grow underground and do not need as much sun or very warm weather as long as soil does not freeze; chuño could be ground up as flour and used to thicken soups; *industrial resources*: when Japan took over Korea, this became known as National Humiliation Day in Korea; League of Nations condemned Japan's invasion of Manchuria but could not enforce sanctions so Japan withdrew from the League and continued to invade more areas)
- Includes some relevant facts, examples, and details (*food*: Incas developed ways to grow food in Andes Mountains; Incas dug terraces in steep slopes; *industrial resources*: Japan lacks coal and iron; Japan expanded into China, Korea, and Manchuria; island of Formosa ceded to Japan in 1895; Japan invaded Manchuria in 1931 and invaded China by 1937)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that discuss how the Inca were successful in addressing scarcity, but the Japanese were not

Conclusion: Overall, the response fits the criteria for Level 3. Document information, outside information, and some analytic statements provide reasons for scarcity in the Inca and Japanese societies and for the actions taken by each society to address scarcity. Additional facts and details integrated into the discussion would have strengthened the response.

Throughout history in South America, the Middle East, and Japan have suffered the scarcity of food, fresh water, and industrial resources respectively. All of these regions have taken action in response to the scarcity of a resource and their actions have affected their society, nation, and region.

South America suffered the scarcity of food. The Inca for example were located on the Andes Mountains. The upper levels of these mountains have low temperatures and a dry climate which has made growing crops difficult. It took a strong government and agricultural actions to help the Inca avoid massive starvation. In Peru, people brought water to dry areas by digging canals (Doc 1). The canals allowed them to water their plants even if there was a drought, protecting the crops from floods and frost. This is a common way to expand agriculture in many areas and regions of the world. However, because the Inca were on mountains, the canals were essential for moving water to where it needed to be which was around the terraces. These terraces were built on mountains and used to grow much of the food necessary to feed the millions of people who lived in the empire. The Incan government also preserved and stored their civilization's food and distributed it amongst the people regularly (Doc 2). This made sure that everyone always had food regularly. They preserved food by freeze - drying root crops to make the food last longer (Doc 3). This allowed for more food to be available at almost any time. Not only did they have more food, but they were able to transport their preserved food easily using the road system that they built. The Incan system of food preservation, storage, and distribution was so effective that the Spanish used it once Pizarro and others took over the empire. This was

particularly important in the silver mines of Potosí which was in an area that was not able to grow enough food to feed the great number of slaves that were forced to work there. (Doc. 3) The preserved food also allowed Incan armies and later the Spanish conquistadors and slaves to be fed as they went off to conquer land. Incans took action against their lack of food that allowed their civilization to survive but also gave the means for the Spanish to establish and maintain its colony.

In the Middle East, there is a lack of water that is still a problem today; countries in that region have made an effort to provide their citizens more water. There are underground aquifers and three river systems that supply almost all the water for that region:

Tigris/Euphrates, the Nile, and the Jordan. Countries surrounding that water are having geopolitical fights over who can control it (Doc 4). Because the Middle East is mostly desert and very dry, the closer you are to the river the more fertile land there is. In ancient Mesopotamia the land between the Tigris and Euphrates rivers was known as the Fertile Crescent. These rivers were used to grow food, supply drinking water, and cook food. People then and now need water to survive, which is why countries are fighting over water supplies.

Countries in the Jordan River Basin are accusing each other of stealing each other's water supplies (Doc 5a). That is how important water is. Turkey has made plans to build over a thousand dams to produce hydroelectricity and store fresh water. But these dams would block Syria and Iraq's water flow because they are downstream from Turkey (Doc 6a). Turkey however, claims that the water is theirs just like oil is owned by the other countries' and this is why Turkey believes they have a right to claim the water as their own. (Doc 6b).

However oil is not necessary like water is for human survival. Lack of water has caused many people in Iraq's villages to leave and conflicts with Turkey seem like a constant problem (Doc 6b). Other people in the Middle East, like those in Gaza, do not have regularly running tap water because Gaza does not have access to one of the major river systems and can only rely on the diminishing aquifers (Doc 5b). To always have access to clean water is a luxury, which we take for granted, while countries in the Middle East and other areas of the world struggle to make sure they have access to fresh water.

As you can see, the Inca in South America and countries in the Middle East, suffered from a lack of resources and have tried to do something about it. Although, the results of their actions have been different, governments sought to benefit their people.

Anchor Level 3-B

The response:

- Develops all aspects of the task for scarcity of food and fresh water
- Is more descriptive than analytical (*food*: low temperatures in the upper levels and the dry climate of Andes Mountains made growing crops difficult; took a strong government and agricultural actions to help Incas avoid mass starvation; canals allowed Incas to water plants even if there was a drought and protected crops from flood and frost; terraces used to grow much of the food necessary to feed millions of people in empire; Inca government preserved and stored food and distributed it among people regularly; *fresh water*: underground aquifers and three river systems supply almost all water for Middle East; countries in Jordan River basin accusing each other of stealing each other's water supplies; Turkey's additional dams would block Syria and Iraq's water flow; Gaza does not have regularly running tap water because it can only rely on diminishing aquifer; countries in Middle East struggling to make sure they have access to fresh water)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (*food*: transported easily by Incas using road system they built; Inca system of food preservation, storage, and distribution so effective that Spanish used it once Pizarro and others took over empire; *fresh water*: the closer you are to the river, the more fertile land there is; in ancient Mesopotamia, land between Tigris and Euphrates known as Fertile Crescent; oil is not necessary like water is for human survival)
- Includes some relevant facts, examples, and details (*food*: in Peru people brought water to dry areas by digging canals; Incas freeze-dried root crops; *fresh water*: Nile; lack of water caused many people in Iraq's villages to leave)
- 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 primarily relies on document information and uses some outside information and a few well-placed analytic statements to demonstrate an understanding of the task. Less repetition and further development would have strengthened the response.

Throughout history, many civilizations have experienced scarcities of resources necessary for their survival. These people took action and found new ways to supply themselves with the resources they needed no matter what it took. Some of the actions taken by these people positively affected their nation, or created conflict. 2 of the resources that have seen scarcities over time have been food in the Inca Empire and industrial materials in Japan.

Food is one of the most important resources that we humans need in order to survive. Looking for food sources made early man travel to hunt and gather food. But in societies that are settled in harsh environments like in the mountains of Peru, food can mean life or death. Food is one of the hardest resources to produce under these conditions and it is needed especially when our population is constantly growing. The Incas while faced with a food shortage were able to overcome it with technology and a strong government. Because of a cold climate and natural disasters the Inca grew an extreme surplus of food and stored it, to be able to feed the Incan people whenever necessary (Doc. 2). In order to grow all of that food, the Incas had to develop new farming techniques such as terrace farming, and canal systems (Doc. 1). Both of these technologies provided more farmland to grow more food. The last step was to preserve the food and store it in the storehouses. The storage system existed throughout the empire. In it they would store freeze-dried potatoes, grains like quinoa and dried meat products for distribution. The Incan people preserved much of the surplus food using freeze-dry methods, which consisted of leaving the food out on cold nights and allowing it to dry and freeze. The next day they would pound out the water to further dry the food

(Doc. 3). The use of these methods to preserve and then store foods allowed the Incan Empire to have enough food for everyone to eat. It also helped the Incas to expand and maintain control of its territory.

(Doc. 3). The Incan people were very smart, but they weren't the first to develop new methods of supplying their people with food in a settled area. The Neolithic farmers were. During the Neolithic Revolution, tribes began to stop migrating and developed new agricultural technology, such as new tools and farming methods (out). They were the first people to establish permanent settlements and domesticate animals for continuous food supply (out). In both situations society benefited. Although many groups have struggled with food shortages, new ideas were able to supply them with the food they needed to prosper.

In a more recent time period, many nations have struggled with the scarcity of another major resource: industrial materials. An example of a nation that faces a scarcity in industrial resources or raw materials is Japan. Japan's islands do not have enough of the materials such as coal, iron ore, and oil it needs for industrialization. Japan's industrial production was increasing exponentially in the late 1800s, and it needed many resources to keep up with this growth (Doc. 7a).

Due to the lack of these materials, Japan relies heavily on trade with foreign nations and invades other areas to get them (Doc 7b). Because of this Japan decides that they had to keep fighting in China in order to get the resources they needed (Doc. 8). They decided to fight even though they knew that this could lead to war with other countries. Although the US initially agreed to help Japan by selling industrial resources to them they later cut off the supply of resources like oil.

This made Japan angry, and in turn, they attacked our closest

naval base: Pearl Harbor. During this war, Japan was then attacked by the US with 2 atomic bombs to end the fighting. (out) Japan's need for industrial materials and involvement in World War II, eventually caused a large percent of their population to be killed, and affected much of the world (Doc 9). The scarcity of these necessary resources caused Japan to find new sources of those resources by any means necessary.

The scarcities of resources that are necessary to human survival have impacted our world greatly. Some people have died while trying to acquire these resources. Some have overcome their struggles and brought themselves from scarcity to surplus.

Anchor Level 3-C

The response:

- Develops all aspects of the task for scarcity of food and industrial resources
- Is more descriptive than analytical (*food*: Incas able to overcome food shortages with technology and a strong government; because of cold climate and natural disaster Incas grew a surplus of food and stored it to feed people when necessary; Incas preserved surplus food by using freeze-dry methods; preserving food helped Inca Empire to expand and maintain control of its territory; *industrial resources*: Japan's industrial production was increasing in late 1800s to keep up with growth; Japan decided to keep fighting in China to get needed resources; because involvement in World War II, large percentage of Japan's population killed and much of world affected)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates limited relevant outside information (*food*: Incas stored grains such as quinoa and dried meat products for distribution; Inca people were not the first to develop new agricultural technology; *industrial resources*: Japan attacked Pearl Harbor; at end of World War II Japan was attacked by United States with two atomic bombs to end fighting)
- Includes some relevant facts, examples, and details (*food*: Incas developed terrace farming and canal systems; Incas freeze-dried potatoes; *industrial resources*: Japan lacks coal, iron ore, and oil)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states many nations have overcome their struggles and brought themselves from scarcity of resources to a surplus

Conclusion: Overall, the response fits the criteria for Level 3. Scarcity is addressed in both societies using supporting facts and details, demonstrating an understanding of the task. Overgeneralizations and limited connections made between the task and the outside information weaken the response.

The Incas and Japan both had scarcity of an important resource which caused them to take actions that affected their society in a positive and negative way. The Incas were a civilization in Peru that had a scarcity of food. Japan on the other had had a scarcity of industrial resources. The Incas found ways to overcome their scarcity that had positive outcomes. For example, they used the storage method which supplied 20,000 to 50,000 people. Japan used methods to overcome their scarcity that had negative affects on themselves and others. For example, they invaded Manchuria to obtain their natural resources. Although this benefited Japan it harmed Manchuria. Lastly, Japan attacked China and if they continued to fight them they would've run out of raw materials.

The Incas had a scarcity of food which caused them to do things such as improve wild plants, use the storage system, and freeze-dry root crops which had positive affects. To begin with, the Incas geography made it very difficult for them to farm (Document 1a). This showed that the Incas had to overcome obstacles in order to survive. The Incas improved wild crops until they could use them (Document 1a). Therefore, they took action to keep their society going. An example of a crop they improved was the potatoe. The Incas used potatoes for other things as well. For example, the Incas believed potatoes could help cure toothaches. In Incan times the emperor and priests recieved 2/3 of the farmers produce (Document 1a). This revealed that the emperor and priests were more important and powerful than the workers. The Incas were polytheistic and believed in many gods. Society was benefited by Incas use of the storage system. For example, the key connection production and consumption was the storage system (Document 2).

This affirmed that the storage system solved problems caused by the scarcity of food in the Incan civilization. The Incas in Cuzco received all of the food (Document 2). This illustrates that Cuzco was important politically and economically. Approximately 20,000 to 50,000 people were regularly supplied (Document 2). This showed the extent to which the storage system helped society. The Incas preserved food by freeze-drying (Document 3). This was important because it showed how the Incas used a disadvantage of cold weather and turned it into an advantage to help them survive. Potato products helped the Incas withstand natural disasters (Document 3). This revealed that the potato product helped maintain control. Lastly, the potato product an insurance if there was crop failure (Document 3). This depicted that had both short-term and long-term positive effects. Overall, the Incas found ways to overcome their scarcity of food and these ways had positive affects.

Japan had a scarcity of industrial resources which caused them to do things such as invade Manchuria, trade, and attack China which had positive and negative affects. To begin with, Japan lacked petroleum (Document 7a). This illustrated that Japan couldn't become a powerful industrial power. Overpopulation weighs heavily on Japan (Document 7a). This revealed that Japan's lack of resources is holding them back. Japan occupied Manchuria in September 1931 (Document 7b). This showed that Japan was trying to use imperialism to solve its problems. Imperialism is when a country takes over another area for resources. Japan invaded Manchuria because Manchuria had the natural resources Japan needed. If Japan continued fighting China they would run out of raw materials (Document 8). Therefore, violence did not help Japan. In 1969 Japan had the third-largest economy

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

(Document 9). This illustrated that Japan thrived during the Meiji Era. During the Meiji Era Japan industrialized and thrived. Overall, Japan, found ways to overcome its scarcity of industrial resources in ways that had negative affects on itself and others.

There were positive and negative affects of the Incas and Japans attempts to overcome their scarcity of resources. The historical evidence would indicate that peoples attempts to overcome scarcity of resources had positive outcomes. For example, Japan thrived during the Meiji Era. Also the Incas were well supplied with food by using the storage method.

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

- Minimally addresses all aspects of the task
- Is primarily descriptive (*food*: scarcity caused Incas to improve wild plants, use storage system, and freeze-dry root crops; Inca geography made it very difficult to farm; Inca emperor and priests more important and powerful than workers since received two thirds farmers' produce; freeze-drying showed how Incas used disadvantage of cold weather and turned it into an advantage to help them survive; potato products helped Incas withstand natural disasters; *industrial resources*: Japan's invasion of Manchuria benefited Japan and harmed Manchuria; if Japan continued to fight China it would run out of raw materials; Japan found ways to overcome its scarcity of industrial resources in ways that had negative effects on itself and others); includes faulty reasoning (*industrial resources*: lack of petroleum meant Japan could not become a powerful industrial power)
- Incorporates limited relevant information from documents 1, 2, 3, 7, 8, and 9
- Presents little relevant outside information (*industrial resources*: imperialism is when a country takes over another area for resources)
- Includes few relevant facts, examples, and details (*food*: Inca civilization in Peru; Inca storage method supplied 20,000 to 50,000 people; *industrial resources*: overpopulation weighs heavily on Japan); includes inaccuracies (*food*: Incas in Cuzco received all of the food; *industrial resources*: 1969 economy of Japan illustrated that during Meiji Era Japan thrived)
- Demonstrates a general plan of organization; contains digressions; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Relevant details from the documents are strung together demonstrating a basic understanding of the task. Some outside information is included but it is often tangential as in the discussion of the Incas, or lacks connecting details as in the discussion of Japan.

Around the world, there is a scarcity of resources available to the people. When resources are scarce, people usually take actions to obtain resources. Two resources that places around the world took actions to obtain are food and water. The actions they took to preserve or get them affected their society, nation, or region.

In Peru, the resource that was scarce was food. The terrain of Peru was very harsh. It was very mountainous, had windy plateaus, and deserts. The Incans in Peru took many actions to stop this problem. They brought water to dry lands, dug terraced fields out of slopes, and improved wild plants. They improved the potatoe until it became a useful food crop (document 1a). Another action they took was storing food. Through the other methods food was able to be grown. So now that they have the food, they used methods of storage. Through the storing system, people "recieved all their food either every four days or on a daily basis from the state storehouse." With the use of storage, people were able to be regularly supplied with food (document 2). With the preservation of food, the Incans benefitted. They used methods of freeze drying (document 3). All of these actions taken to obtain resources affected the Incans and Peru. In the end, they were able to decrease the amount of crop failure, immensely. They were always fed.

Another resource that was scare around the world was water. In the Middle East, they are running out of water at fast rates. As the population these countries rise, it becomes more difficult to resupply the water because more and more is needed. Countries in the desert, such as Egypt, Syria, Jordan, Iraq, and Israel use fossil water. However, fossil water available is decreasing rapidly but is unable to be replenished because the water is there from the Ice Age (document 4).

In order to try to preserve this or obtain water, Middle Easterners share the 3 main river systems available. They "share" the Jordan, the Nile, and the Tigris/Euphrates. This action however affects the land poorly. Fights and battles over the rivers are breaking out. Throughout history, it can be seen that country feels as though it is entitled to more than the other countries; so these countries all wanting the same river systems is bound to end bad. Although some fights and battles break out, some agreements are able to be made between certain countries. For example in the map on document 5a, Jordan and Israel agreed to common use of the Jordan River. Another affect, was pollution of the Mediterranean and rivers (document 5b).

As can be seen, in times when resources are scarce, people are able to take actions to try to fix things. In Peru, when there was a scarcity of food they came up with plans to fix it. Also in the Middle East, when water was scarce they were able to come up with ways to solve their problem. The actions taken by the people of their country affected the region as a whole.

Anchor Level 2-B

The response:

- Minimally addresses all aspects of the task
- Is primarily descriptive (*food*: Peru had mountains, windy plateaus, and deserts; Incas improved potato until it became a useful food crop; with use of storage, people were regularly supplied with food; Incas used method of freeze-drying; Incas able to decrease amount of crop failure immensely; *fresh water*: Middle East running out of water at fast rates; as population in Middle Eastern countries rises it becomes more difficult to resupply water because more and more is needed; Middle Easterners share three main river systems)
- Incorporates limited relevant information from documents 1, 2, 3, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*food*: Incas brought water to dry lands, dug terraced fields out of slopes, and improved wild plants; people received food from a state storehouse; *fresh water*: Egypt, Syria, Jordan, Iraq, and Israel use fossil water; Jordan, Nile, Tigris, and Euphrates; Jordan and Israel agreed to common use of Jordan River)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that restates key points

Conclusion: Overall, the response fits the criteria for Level 2. Document information is used to frame the response and a basic understanding of the task is demonstrated. Lack of development and an unclear discussion about fights and battles taking place in the Middle East over water scarcity weaken the effort.

When the needs and wants of people can't be met with the resources available, scarcity occurs. The governments suffering from scarcity often try to obtain the resources in any way possible. These resources include food, water, industrial materials. These actions have had great impact on the people, societies, and government.

The first resource is food. When you are living in an unfarmable land, such as mountains, you need to develop a way to cope with the environment. For example, the Incas in the South American region developed a way of farming called terrace farming. Document 1 described this farming as "dug terraced fields out of steep slopes". This way, they solved the basic problem with food: how to make them. Also, the Incas developed a storage system. According to Terence D'Altroy from document 2, the Incas in Cuzco received food every four days or on a daily basis from the state store-houses. Because of the storage system, the Incas have never felt hunger before. The final way they did was to preserve the food so they don't rot. This is important because if they were in a war, the armies need lots of food supply to keep attacking the enemies, and the preserved food can last for a long time, preparing them for long-period wars.

Another important resource is water. In dry, hot regions, especially desert regions, water could become a luxury to people, and the nations are all trying to get control of as much water sources as possible. An example of this is the Middle East. This region has long been suffered from the scarcity of water. In document 4, it said that bloody battles have already been waged over who has control of the water. The main rivers that support the water source of the region are the Nile, the Jordan, the Tigris, and the Euphrates. So countries that are in the

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

supply area benefits from this. However, this also caused other nations to want to control the rivers, and that is why bloody wars have been waged. For example, Israel, Jordan, Syria, and Lebanon have always been in conflict about who should have access to the Jordan river. In document 5, these nations are all trying to control parts of the river. Some made agreements to commonly use the water, but some were not so lucky. The unlucky ones had to fight a war to gain access to the water source. The fighting for water is one major problem in the Middle East, and the wars caused by it are some of the reasons why the region is unsafe to go to.

The scarcity of resources had had great impacts.

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

- Minimally develops all aspects of the task
- Is primarily descriptive (*food*: Incas in South American regions developed way of farming called terrace farming; Incas preserved food so it did not rot; preserved food can last a long time which prepares a country for long periods of war; *fresh water*: a luxury to people in dry hot regions; bloody battles waged in Middle East over who has control of water; Israel, Jordan, Syria, and Lebanon have always been in conflict over who should have access to Jordan River)
- Incorporates limited relevant information from documents 1, 2, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*food*: Incas developed storage system; Incas in Cuzco received food every four days or on daily basis; *fresh water*: Middle East long suffered from scarcity of water; Nile; Tigris and Euphrates)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction that is a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Relevant document information is used to discuss scarcity of food among the Incas demonstrating a basic understanding of the task. The discussion of water scarcity in the Middle East is more limited and less clear weakening the effort.

Japan is lacking coal, iron, and oil. They don't have a lot of those natural resources in their nation. Japan will invade many countries so they can get their natural resources. During this war Japan gets closer to running out of oil so they have to stop fighting China because their oil supply is so low. Japan also had a shortage on iron. Japan could buy its iron ore from other countries. This was also expensive for Japan. Japan's economy was good but buying iron weren't good for it.

WWII was a harsh time for Japan. The major cities were fields of rubble. Nearly 10 percent of the population had been killed/injured. Japan didn't have enough resources to fulfill its people. Food was sharply reduced. Many people died of starvation. Inflation started to go up. So little food and it cost so much. Prices rose 539 percent. Hope also began to leave Japan. They were left in the dust.

In conclusion resources for Japan have been cut short once or twice the struggled as a nation because of the limited resources.

Anchor Level 1-A

The response:

- Minimally addresses some aspects of the task
- Is descriptive (*industrial resources*: Japan will invade many countries to get resources; during war with China, Japan gets closer to running out of oil; Japan could buy iron ore from other countries which would be expensive; many people died of starvation in Japan; inflation started to go up)
- Includes minimal information from documents 7, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*industrial resources*: Japan lacks coal, iron, and oil; nearly ten percent of Japan's population killed or injured in World War II; prices rose 539 percent in Japan after World War II); includes inaccuracies (*industrial resources*: Japan had to stop fighting China because their oil supply was so low; Japan's economy was good)
- Demonstrates a general plan of organization; lacks an introduction and includes a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response is limited in scope. A minimal understanding of scarcity in Japan is demonstrated. Connections between actions taken and how those actions affected Japanese society are not clearly developed.

Through history many nations have faced scarcities in resources ranging from water and food to oil and iron. Many of these nations turned to conquest and war in order to obtain the resources they needed, while others turned to negotiation and peace talks. No war else is this more clearly shown than in the Middle East, and Japan.

When Japan was faced with the fact that they had insufficient resources to maintain the growth of their nation they turned to war for the answer. They invaded Korea in order to obtain iron ore and oil (Doc 7a b) and then move on to China. During the war Japanese officials realized that the war was depleting their resources, and that it would be unwise to continue the war (Doc 8). After the war it took a long time for Japan to regain its manufacturing and economic ability back but in doing so it spurred the development of the world's 3 largest economy.

Unlike Japan, the Middle East when faced with a scarcity of water they turned to governmental talks and discussions which continue to this day. The scarcity of water is due to 2 factors. The lack of rivers and (Doc 5a 6b) many countries taking ownership of them and the depletion of aquifers in the Middle East (Doc 4). These 2 factors are leading to the ever more scarcity of water in that region and is beginning to promote conflict between not only nations (Doc 5a 6b) but between specific groups of people living in affected areas.

With these nations facing scarcity of resources we must question ourselves and how we can help affected peoples.

Anchor Level 1-B

The response:

- Minimally addresses most aspects of the task
- Is descriptive (*industrial resources*: Japan had insufficient resources; to maintain the growth of its nation; Japanese officials realized war with China was depleting their resources; it took a long time for Japan to regain its manufacturing and economic ability but in doing so it spurred the development of the world's third largest economy; *fresh water*: when faced with scarcity of water, the Middle East turned to government talks and discussions which continue to this day; conflict between not only nations but between specific groups of people living in affected areas)
- Includes minimal information from documents 4, 5, 6, 7, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*industrial resources*: Japan invaded Korea to obtain iron ore; *fresh water*: scarcity of water in Middle East due to depletion of the aquifers); includes an inaccuracy (*industrial resources*: invaded Korea for oil)
- Demonstrates a general 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 1. The response is framed by a simplistic interpretation of the documents; however, some document information is misinterpreted. The response lacks details and development.

In any well-functioning civilization or society, there is one duty which all rulers must take on to ensure the unity of their nation, to maintain order while protecting its people. If the government wasn't able to fulfill this duty, then the government was often overthrown. One problem faced by all societies is scarcity. In response to the scarcity of resources, societies and governments adopt different types of methods to obtain what is needed. While the Andean people tried to adapt their environment to ensure food supplies, the Japanese turned to imperial conquests to acquire industrial resources.

The Inca civilization settled on the Andes Mountain Range in Latin America. The civilization, despite the harsh climate and terrain, was able to survive for several hundred years by adapting their environment. Since the Neolithic Revolution, agriculture was the main method of survival and it certainly wasn't an easy task considering the steep slopes and varying climates of the Andes Mountains. One way the Inca attempted to adapt their environment was by using terrace farming. The method involves the altering of the terrain by digging terraced fields out of slopes to allow for agriculture and irrigation. Terracing created new agricultural land and limited the amount of water running off. The Inca canal system built along the terraces, allowed the cold land to heat up with radiant heat from the canal water providing protection for the crops against frost. These adaptations allowed the Inca farmers to grow more produce, some of which went to the government. The government developed an advanced system for the distribution of food that included storehouses, roads, and bridges. This system helped the government fulfill its duty and feed its people. Farmers made chuño, which is freeze-dried potatoes,

using a specific process that removed water from the potatoes to preserve them. These potatoes could last for years and could be stored for when the people or the government needed them. These methods allowed the Incan political system to prevent famines and to remain in control, while meeting the needs of its people.

On the other hand, the Japanese used imperial conquest in response to sacracity. As an island country off the east coast of China, it had limited contact with other people, an exception was with the Chinese and the Dutch. However, in the 1800s China's autonomy was increasingly becoming threatened by the western powers who were also looking for new markets in Japan. The split of China into spheres of influence during the 19th century caused concern in Japan. The Meiji Restoration replaced the Tokugawan Shogunate in Japan and large-scale, government-sponsored industrialization was carried out. The government hoped to prevent Japan from being split up like China. As industrialization, as well as population, increased, the demands for natural resources such as oil, coal and iron also increased. However, Japan didn't have very many of these resources. Therefore, Japan turned first to trade and then to imperial conquests to secure these raw materials and to get markets in other parts of the world. Japan initially signed unequal treaties with the US and other western powers that allowed them to trade and allowed Japan to industrialize. Eventually Japan was able to fulfill its duty to its people and ended those unequal treaties. This helped prevent Japan falling victim to western imperialism and becoming a western colony. Through trade Japan was able to modernize, industrialize, and maintain its independence. Document 7a, written by K.K. Kawakami in the early

Document-Based Essay—Practice Paper – A

20th century talks of how the natural resources of Japan were limited and obtaining resources through trade was becoming more difficult. Some in Japan believed their only option for obtaining resources was to invade other nations. These conquests resulted in protests and discontent among the Western powers proving that this method wasn't accepted by them. Some leaders in Japan also believed the invasions were necessary to maintain its modern industrial economy and to remain independent. The path of Japanese conquests into China and Manchuria during the early 20th century led to the start of World War II. In the Pacific World War II lasted around eight years and killed millions of people. It led to massive destruction in Japan. Japan's imperial conquests happened in response to scarcity and a desire to be seen as equal to the Western powers. The people suffered as a result.

From what can be observed through history, the Inca's method of adapting the environment to end scarcity of food was more effective. The Japanese method of conquest to secure resources needed did not go as well.

Document-Based Essay—Practice Paper – B

_____ Middle eastern societies, people and government are taking action to obtain resources such as food, fresh water and industrial resources when they are scarce throughout the 1900's to now because of over population and over use of natural resources. Societies are learning new ways to preserve what they have left.

_____ Preserving and rationing food in this situation is a good idea, and the Incas found natural way to preserve food in the environment they had. The Incas in document three preserved their food by freeze-drying their root crops. With their nights being cold and days being dry leaving food out with something over to prevent the dew from moistening it, the food became freeze dried. Preserving the food in such a manner helped them out in the long run, when crops failed to grow because of cold they had plenty of preserved food.

_____ Water is a very important resource to all living creatures, and having a lot of the world's water be salt water or polluted finding fresh water is becoming hard. The Middle East region is fighting over the major fresh running water systems the Jordan, the Nile, and the Tigris/Euphrates River, As it states in document Four.

_____ Natural Resources such as iron, oil and coal are also running low. In document seven A, Japan faces a problem with obtaining these resources only through trade with the possibility of them refusing to trade with them and or the problem of other territories trying to obtain the privilege of working such mineral resources. In document nine at the end of WWII Japan lost its major cities, the population decreased dramatically and food and resources were gone. A conscience-bound judge who ate only what the regulations allowed, died of starvation.

_____ Over population is definitely one of the top reasons these problems

Document-Based Essay—Practice Paper – B

accured. And soon these problems wont just be in the Middle east. Fighting for and preserving these resources will definetly help in the outcome. The middle eastern countries are fighting over the water systems and creating problems.

When scarcity occurs, nations and societies are forced to take action. When these actions take place they have a variety of effects on the society or nation that took action and the regions surrounding it. Two examples of this are the Japanese and the Andean peoples. Scarcity of resources caused societies to take new measures to obtain those resources.

The scarcity of resources that the Andean peoples had to overcome was food. The Andes are a mountainous region, making it very hard to farm. The Incas/Andean people find ways to overcome this. Based on the excerpt by Phillip Steele, "step into the Inca world", the Incans brought water to dry areas and made terrace farms for their limited crops out of steep slopes. (Document 1). The innovation of terrace farming was the only way that the Incans could keep themselves fed while creating towns and villages in the mountains. According to an interview with Terence D'Altroy, the Incas storage system was a key to their success as a civilization. (Document 2). The Incan storage system allowed 20,000 to 50,000 people to be regularly supplied with food. According to the "National research Council," the Incans also freeze dried crops to preserve them and create longer lasting food (Document 3). The Andean people were resourceful and took actions to stop their shortage of food.

Japan also had a scarcity of resources. When Commander Matthew Perry made trade with Japan, the Japanese realized how far behind they were compared to modern societies such as America. The Japanese wanted to modernize. It had a problem. According to Excerpt from "A Japanese Liberals view," The country had a lack of industrial resources such as coal, iron, and most importantly oil (Document 7a). Japan

Document-Based Essay—Practice Paper – C

desperately needed these resources if they wanted to modernize. One way they chose to do this was to imperialize parts of Asia such as China and Korea. They thought that the best course of action was to just take the resources from the regions closest to it. When trying to take over parts of China there was resistance. According to Saburó Ienaga if Japan kept fighting for the Chinese land, Japan would run out of the resources that they had gone to China for. (Document 8). Japan had felt that if they did not keep fighting, they would become an insignificant nation. The Japanese took heavy tolls for this in World War II. According to the excerpt from "Modern Japan, A history in documents", Japan lost most of its food and resources. 10% of its population had been injured or killed, two of its major cities destroyed and 9 million of its people were homeless. (Document 9). The Japanese way of getting rid of its scarcity of resources did not work out.

The scarcity of resources caused the Japanese and Incas alike to take action. The Incas invented new ways to farm, to preserve food and new ways to store it. The Japanese needed resources for industry so they forcefully took it from the surrounding regions. This backfired and left them with a broken country. The scarcity of resources makes countries go to and take action, whether for better or worse outcome.

In various places around the world, certain regions develop scarcities based on geography. These scarcities in raw materials or natural resources prompt the people of these nations to take action to help the struggling economy or population as a result of this shortage. Sometimes, in the instance of Japan, the situation of society gets worse before it gets better. Other times, as in the Middle East, it is harder to overcome such scarcities.

The Middle Eastern regions of Gaza, Egypt, Syria, and Jordan experience a scarcity in water. This has become an even larger problem because their populations are expected to increase. They relied upon underground aquifers, but the water found there has been trapped since the last ice age and could take many years to restock (Doc. 4). Therefore the three main river systems are being relied upon for water, causing fights and new alliances within Middle Eastern regions. The action of relying upon the aquifers has not proved to be successful in the instance of Gaza. As the levels of the water in the aquifer shrink from its use by Israeli farmers and the people of Gaza, seawater seeps in from the ocean, causing pollution. 90,000 cubic meters of raw sewage flows into the now shallow sea, each day from Gaza. (Doc. 5b) Therefore, now the scarce water they use is contaminated. Lastly, actions taken by the Turks to declare their water resources as only theirs prevents its neighboring regions from getting the water that they need to survive. (Doc. 6b) This shortage causes some of the villages to be depopulated, unable to survive without it.

Additionally, Japan's lack of oil prompted the government to imperialize and industrialize to keep up with Britain and the United States. For example, Japan's rugged coastline and mountainous

Document-Based Essay—Practice Paper – D

terrain prevented it from having many raw materials. As a result of this, it could not industrialize. Not wanting to be left behind, Japan first invaded Manchuria in order to obtain the raw materials it would need to annex all of China. (Doc. 7b) Then, while fighting China, the United States began to stop trading with Japan. They would soon run out of oil. (Doc. 8) They believed their only choice was to obtain oil in order for victory in China by expanding war to the United States. As a result, towards the end of World War II, the United States dropped two atomic bombs on Japan, with nearly 10% of the population killed or injured, and 9 million people homeless. (Doc. 9) Steel production was 1/10 of what it was the year before, and food had to be rationed by the government. Seeming as though things could only get worse, a generation later, things in Japan took a turn for the better. Japan became the world's 3rd largest economy in the world, prospering from being industrialized with their use of oil from foreign nations.

In conclusion, many different courses of actions can be taken by different nations in regards to scarcity. The Middle East tried to rely on aquifers, but to no avail. Their reliance caused pollution in the Mediterranean and a continued lack of water. The actions of Turkey also failed to help the societies of depleted populations. However, in Japan, they took a more militaristic approach for oil. Although at first massively destructive, they overcame the oppression and became the third largest world economy.

Often times throughout history, scarcity occurs. Scarcity is when the needs and wants of people cannot be met with the resources available. When scarcity occurs governments and the society must take action to obtain these resources. Some of these resources include food and fresh water. When these actions are taken they can have a variety of effects on societies, nations, and regions.

The Inca Empire had a scarcity of food due to its location. There was not much arable land because the Inca were based in the Andes Mountains. The best place to grow food is in plains or river valleys where there are warmer temperatures, plenty of water, and wide open farmland. The Andes Mountains did not provide these conditions. In response to the scarcity of food many actions had to be taken such as developing different farming methods. At the time of the Incas, one action they took was digging terraced fields and canals. These new fields and canals improved production by supplying water for crop irrigation and by creating more farm land which improved the harsh landscape (Documents 1a and 1b). The Incas decided where and at what elevation crops should be grown. These crops allowed the large Inca population to survive and provided the people with a variety of different foods.

Another action the Inca took to combat scarcity and improve the production of food was to freeze dry root crops, especially potatoes (Document 3). This freeze drying of root crops allowed the Incas to have insurance against crop failures. This method of freeze drying allowed the Incas to produce chūnos. This resulted in a food product that was portable, storable, and highly nutritious. Chūno could be stored for long periods of time. Chūnos allowed the Incas to supply passing Inca armies which meant that the Inca could grow enough

food to expand and defend its borders. This made freeze drying root crops a popular strategy against the scarcity of food.

These two actions helped society to produce more food and increase production of other goods. This allowed them to increase their military and maintain control of their economy. Both these actions had positive impacts and positively effected the society.

Another scarce source was fresh water. Fresh water is a very important source to have anywhere but especially in the Middle East, one of the world's driest places. This meant that the nations there had to come up with actions to help gain and maintain fresh water access. In Document 4, Jeffery Rothfeder wrote that 3 main water ways supply most of the water for the nations of the Middle East. These water ways include the Jordan, the Nile, and the Tigris/Euphrates and aquifers which are being drained because of over reliance and overuse. This led to a break out of competition between countries for control of river water and also to geopolitical fights. This action just adds to the tension in the region.

Turkey controls most if not all of the water flowing downstream from the Tigris and Euphrates rivers. Because they built dams that limit the flow downstream to other countries. This action caused disagreements and fights between Turkey and neighboring countries such as in Iraq. It also caused an extreme depopulation in Iraqi villages because there was not enough water supply, so people migrated to other nations (Document 6a and 6b). This action caused more problems and not much of a solution.

The actions taken in the Middle East to get water had negative effects on societies. It led to fights and disapproval. These fights strained the relationships of neighboring nations. Competition

Document-Based Essay—Practice Paper – E

negatively effected societies and caused rivers and aquifers to shrink. When there is a scarce supply of resources actions need to be taken. However, these actions may have a positive or negative effect on governments, societies and economies. When dealing with scarcity sometimes the main focus is getting what is needed and worrying about the consequences later.

Practice Paper A—Score Level 4**The response:**

- Develops all aspects of the task for scarcity of food more thoroughly than for industrial resources
- Is both descriptive and analytical (*food*: terracing created new agricultural land and limited the amount of water running off; Inca canal system allowed cold land to heat up with radiant heat protecting crops against frost; adaptations allowed Inca farmers to grow more; methods used allowed Inca political system to prevent famines and remain in control while meeting the needs of its people; *industrial resources*: Japan did not have very many industrial resources so it turned first to trade and then to imperial conquest; some believed their only option for obtaining resources was to invade other nations; Japan's conquests resulted in protests and discontent among Western powers proving this method not accepted by them; World War II led to massive destruction in Japan)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*food*: varying climates of Andes Mountains; Incas survived for several hundred years by adapting the environment; Incas created a product that could last years; government created an advanced system for distribution that included roads and bridges; *industrial resources*: in 1800s China's autonomy increasingly becoming threatened by Western powers who were also looking for new markets in Japan; Japan signed unequal treaties with United States and other Western powers that allowed it to trade and Japan to industrialize; eventually Japan was able to end unequal treaties)
- Supports the theme with relevant facts, examples, and details (*food*: dug out slopes; storehouses; chuño which is freeze-dried potatoes; *industrial resources*: oil, coal, and iron ore needed by Japan; Japanese conquests of China and Manchuria in early 20th century; in Pacific, World War II lasted about eight years)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the government's role in addressing scarcity and a conclusion that summarizes the focus of the essay

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the actions taken to address scarcity in both the Inca and Japanese societies is supported by good historical references and some analysis; however, additional facts and details could have made the discussion more effective.

Practice Paper B—Score Level 1

The response:

- Minimally addresses some aspects of the task
- Is descriptive (*food*: Incas found natural ways to preserve food in the environment they had; when crops failed to grow because of the cold they had plenty of preserved food; *fresh water*: is a very important resource to all living creatures; as much of world’s water is salt water or polluted, finding fresh water is becoming hard)
- Includes minimal information from documents 3 and 4
- Presents no outside information
- Includes few relevant facts, examples, and details (*food*: Incas freeze-drying root crops; *fresh water*: Middle East region is fighting over major water systems in Jordan, Nile, Tigris, and Euphrates)
- Demonstrates a general plan of organization; includes a somewhat muddled introduction and conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Three resources are addressed; however, only the first two should be rated. A limited understanding of the task is demonstrated. Although only one action is addressed for the Incas, a few accurate statements are included. The discussion of the Middle East mentions an action and lacks details and development.

Practice Paper C —Score Level 3

The response:

- Develops all aspects of the task with little depth
- Is more descriptive than analytical (*food*: Andes Mountains made it hard to farm; terrace farming only way Incas could keep themselves fed while creating towns and villages in mountains; Incas freeze-dried crops to preserve them and create longer-lasting food; *industrial resources*: Japan wanted to modernize; Japan felt best course of action was to take resources from regions closest to it; when trying to take over parts of China, Japan faced resistance; Japan felt if did not keep fighting it would become an insignificant nation; when Japan tried to take resources forcefully from surrounding regions it backfired and left it a broken country)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Presents little relevant outside information (*industrial resources*: when Commodore Perry made trade with Japan, it realized how far behind it was; two of Japan’s major cities destroyed during World War II)
- Includes few relevant facts, examples, and details (*food*: Incas brought water to dry areas; Inca storage system allowed 20,000 to 50,000 people to be regularly supplied with food; *industrial resources*: Japan lacked coal, iron, and most importantly oil; Japan imperialized parts of Asia; Japan lost most of its food and resources in World War II)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction that is a restatement of the theme and a conclusion that is beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response is framed using document information and includes some good statements of analysis and relevant outside information, demonstrating an understanding of the task. Lack of development weakens the response.

Practice Paper D —Score Level 2

The response:

- Minimally addresses all aspects of the task
- Is primarily descriptive (*fresh water*: becoming even larger problem in Middle East as population expected to increase; water found in underground aquifers in Middle East trapped since last ice age and could take many years to restock; three main river systems being relied upon for water in Middle East; actions taken by Turks to declare their water resources as only theirs prevent neighboring regions from getting water needed to survive; *industrial resources*: lack of oil in Japan prompted government to imperialize and industrialize to keep up with Britain and United States; Japan believed only choice was to obtain oil by expanding war to United States; became third largest economy in world; prospered from being industrialized with use of oil from foreign nations)
- Incorporates limited relevant information from documents 4, 5, 6, 7, 8, and 9
- Presents little relevant outside information (*industrial resources*: toward end of World War II, United States dropped two atomic bombs on Japan)
- Includes few relevant facts, examples, and details (*fresh water*: scarcity experienced by Gaza, Egypt, Syria, and Jordan; many nations in Middle East relied on underground aquifers; 90,000 cubic meters of raw sewage flows into now shallow sea each day from Gaza; *industrial resources*: steel production one tenth of what it was before war; food rationed by government after war); includes inaccuracies (*industrial resources*: Japan's rugged coastline and mountainous terrain prevent it from having many raw materials; Japan first invaded Manchuria to obtain raw materials needed to annex all of China; as result of atomic bombs dropped on Japan nearly ten percent of population killed or injured and nine million people homeless)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Document information is strung together in a way that demonstrates a basic understanding of the task. Overgeneralizations and inaccuracies weaken the response.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task for scarcity of food and fresh water
- Is more descriptive than analytical (*food*: not much arable land because Incas based in Andes Mountains; canals improved production by supplying water for crop irrigation; terraced fields created more farmland; freeze-drying root crops allowed Incas insurance against crop failure; freeze-drying resulted in portable, storable, and highly nutritious food product; chuño supplied passing Inca armies which meant Incas could expand and defend its borders; *fresh water*: three main waterways supply most of the water for Middle East; waterways and aquifers in Middle East being drained by over-reliance and overuse; competition between countries in Middle East for control of river water; extreme depopulation in Iraqi villages because not enough water; water distribution led to fights and disapproval and strained relationships with neighboring countries)
- Incorporates some relevant information from documents 1, 3, 4, and 6
- Incorporates limited relevant outside information (*food*: best place to grow food is in plains or river valleys where there are warmer temperatures, plenty of water, and wide-open farmland; Incas decided at what elevations crops should be grown, providing a variety of different foods; *fresh water*: the Middle East is one of world's driest places)
- Includes some relevant facts, examples, and details (*food*: Incas dug terraces and canals; Incas produced chuño; *fresh water*: waterways in Middle East include Jordan, Nile, Tigris, and Euphrates; Turkey and neighboring countries fight over control of water)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states when dealing with scarcity, the main focus is getting what is needed and worrying about the consequences later

Conclusion: Overall, the response fits the criteria for Level 3. Occasional analytic references and limited relevant outside information strengthen a discussion that is reliant on document information. Further development and additional facts and details would have strengthened the response especially in the discussion of scarcity of water.

Global History and Geography Specifications January 2018

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Change—Individuals	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Scarcity; Needs and Wants; Science and Technology; Power; Conflict; Movement of People and Goods; Imperialism; Interdependence; Environment and Society	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 2018 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.