

# REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II (GRADE 10)

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

# REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II (GRADE 10)

**Tuesday**, August 13, 2019 — 12:30 to 3:30 p.m., only

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

**The possession or use of any communications device is strictly prohibited when taking this examination. If you have or use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.**

Print your name and the name of your school on the lines above. A separate answer sheet has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers to Parts II and III.

**Part I** contains 28 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

**Part II** contains two sets of constructed-response questions (CRQ). Each constructed-response question set is made up of two documents accompanied by several questions. When you reach this part of the test, enter your name and the name of your school on the first page of this section. Write your answers to these questions in the examination booklet on the lines following these questions.

**Part III** contains one essay question based on five documents. Write your answer to this question in the essay booklet.

When you have completed the examination, you must sign the declaration printed at the end of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

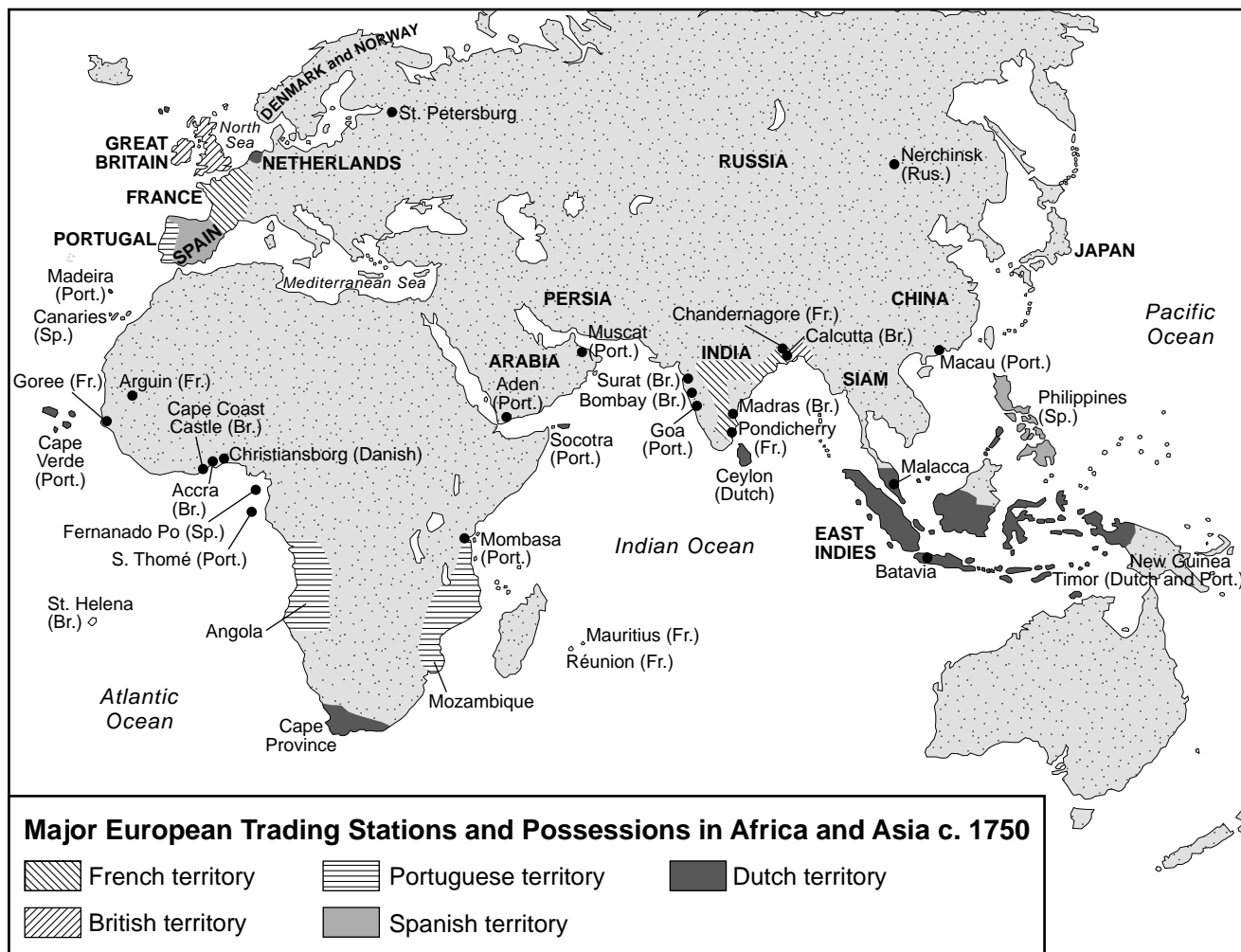
**DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.**

## Part I

Answer all questions in this part.

Directions (1–28): For each statement or question, record on your separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

Base your answers to questions 1 and 2 on the map below and on your knowledge of social studies.



Source: J. M. Roberts, *A History of Europe*, Allen Lane (adapted)

1 What is a valid conclusion based on the information shown on this map?

- (1) Russia had the largest number of trading stations in Asia.
- (2) Most European trading stations and empires were located along the coast.
- (3) France controlled more ports in India than Britain did.
- (4) Each European power represented had possessions in the East Indies.

2 Which Europeans controlled the waterways connecting the Indian Ocean to the Pacific Ocean?

- (1) Spanish
- (2) Portuguese
- (3) Dutch
- (4) French

Base your answers to questions 3 and 4 on the passage below and on your knowledge of social studies.

. . . I shall tell you with what we must provide ourselves in order to expel the Spaniards and to found a free government. It is *union*, obviously; but such union will come about through sensible planning and well-directed actions rather than by divine magic. America stands together because it is abandoned by all other nations. It is isolated in the center of the world. It has no diplomatic relations, nor does it receive any military assistance; instead, America is attacked by Spain, which has more military supplies than any we can possibly acquire through furtive [stealthy] means.

When success is not assured, when the state is weak, and when results are distantly seen, all men hesitate; opinion is divided, passions rage, and the enemy fans these passions in order to win an easy victory because of them. As soon as we are strong and under the guidance of a liberal nation which will lend us her protection, we will achieve accord [unity] in cultivating the virtues and talents that lead to glory. Then will we march majestically toward that great prosperity for which South America is destined. Then will those sciences and arts which, born in the East, have enlightened Europe, wing their way to a free Colombia, which will cordially bid them welcome. . . .

— Simón Bolívar, “Reply of a South American to a Gentleman of This Island [Jamaica],”  
September 6, 1815 (adapted)

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| 3 In this letter, Simón Bolívar’s goal is to                 | 4 Simón Bolívar’s actions were most likely |
| (1) become monarch of the strongest country in South America | influenced by the ideas of                 |
| (2) break off diplomatic relations with Europe               | (1) church officials                       |
| (3) form one nation that unifies all of South America        | (2) Enlightenment thinkers                 |
| (4) convince Mexico to join in his fight against Spain       | (3) laissez-faire economists               |
|  | (4) Marxist followers                      |
-

Base your answers to questions 5 through 7 on the illustration and excerpt below and on your knowledge of social studies.

**FUN.**—August 18, 1866.



**DEATH'S DISPENSARY.**

OPEN TO THE POOR. GRATIS [free of charge],  
BY PERMISSION OF THE PARISH.

Source: George Pinwell, "Death's Dispensary,"  
*Fun Magazine*, August 18, 1866 (adapted)

In cities and towns, drinking water was drawn from the same rivers into which raw sewage flowed. This sewage contaminated the water with the bacteria that cause cholera and typhoid fever. However, a direct link between germs and diseases had yet to be made. In England, London's Thames river was so polluted that in the summer of 1858, the "Great Stink" drove Members of Parliament out of the House of Commons, situated close to the river.

— Richard Walker, *Epidemics & Plagues*,  
Kingfisher, 2006

5 This illustration and excerpt depict events from which time and place in history?

- (1) Revolutionary France
- (2) Victorian England
- (3) Meiji Japan
- (4) Soviet Russia

6 Which characteristic of the Industrial Revolution most directly contributed to the health concern highlighted in this illustration and excerpt?

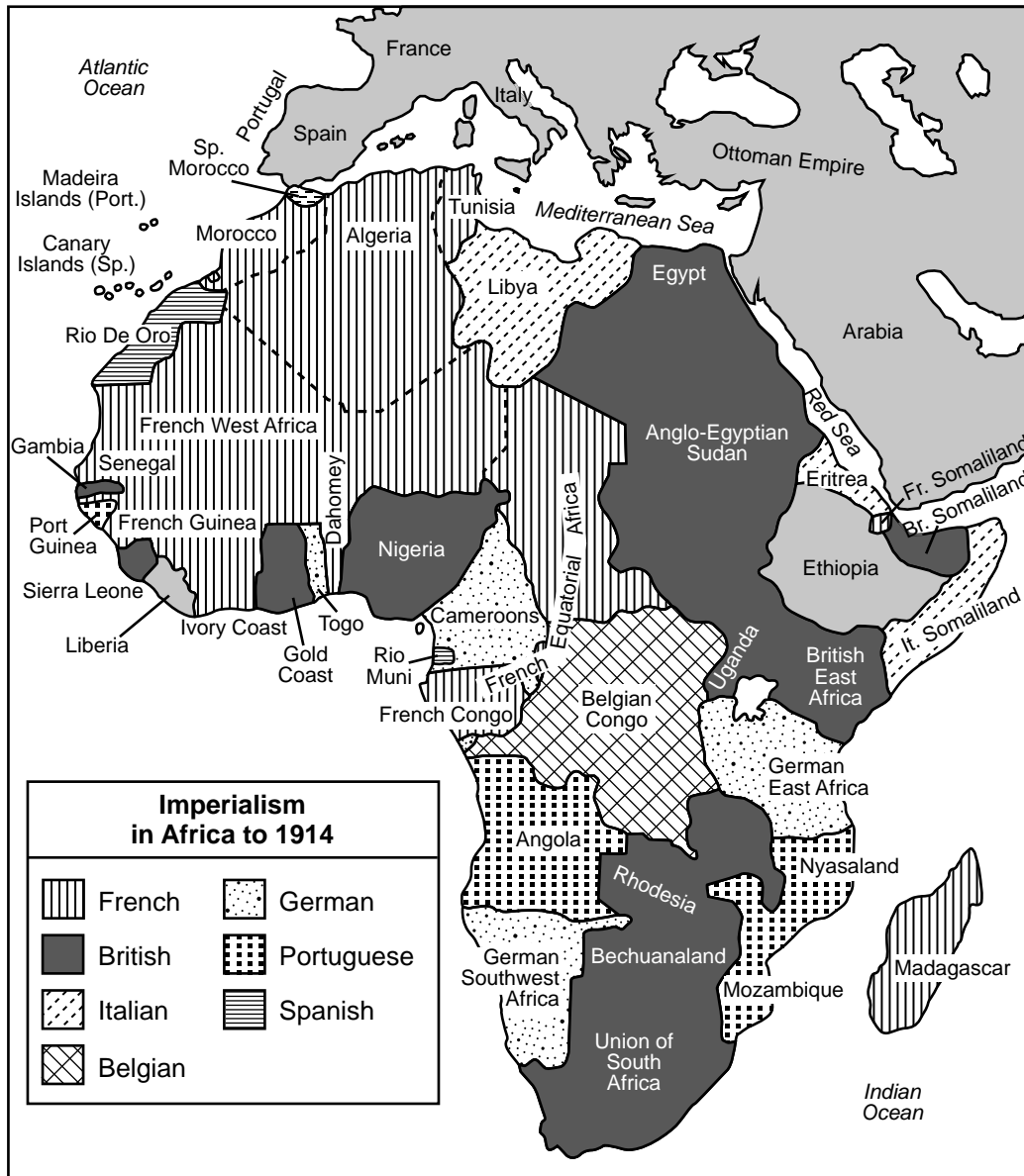
- (1) urban population growth
- (2) improved communication
- (3) new power sources
- (4) trade union movement

7 Which action effectively addressed the specific public health concern raised in this illustration and excerpt?

- (1) installation of electric lighting in poor neighborhoods
- (2) burning herbs to purify the air
- (3) improvements in water treatment
- (4) relocation of government offices

Base your answers to questions 8 and 9 on the map below and on your knowledge of social studies.

### The Partition of Africa



Source: Costello et al., *World History: Book 3, 1815–1919*, The Center for Learning, 1992 (adapted)

8 What was a result of the political situation shown on this map?

- (1) Most local rulers had power equal to that of European leaders.
- (2) The economic prosperity of the African nationalist leaders increased their power.
- (3) African leaders willingly adopted European forms of governance including constitutions.
- (4) The boundaries that were established led to the division of traditional cultures and commerce.

9 Which African state organized the most successful resistance movement to the European actions shown on this map?

- (1) Nigeria
- (2) Algeria
- (3) Ethiopia
- (4) Libya

Base your answers to questions 10 and 11 on the poem below and on your knowledge of social studies.

### Attack

At dawn the ridge emerges massed and dun [brownish dark grey]  
In the wild purple of the glowering [glaring] sun,  
Smouldering through spouts of drifting smoke that shroud  
The menacing scarred slope; and, one by one,  
Tanks creep and topple forward to the wire.  
The barrage roars and lifts. Then, clumsily bowed  
With bombs and guns and shovels and battle-gear,  
Men jostle and climb to meet the bristling fire.  
Lines of grey, muttering faces, masked with fear,  
They leave their trenches, going over the top,  
While time ticks blank and busy on their wrists,  
And hope, with furtive eyes and grappling fists,  
Flounders in mud. O Jesu, make it stop!

— Siegfried Sassoon, 1918

- 10 This poem describes events related to which international conflict?
- (1) World War I                      (3) Korean War  
(2) World War II                     (4) Vietnam War
- 11 Which claim about modern warfare is best supported by this poem?
- (1) Soldiers were not as brave as in the past.  
(2) Technology made combat more deadly.  
(3) Religion became more central to long-standing conflicts.  
(4) Scientific research did not supply battle-ready innovations.
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Base your answers to questions 12 and 13 on the excerpt below and on your knowledge of social studies.

**BOMBAY, SUNDAY**

The great test has come for “Mahatma” Gandhi, the Indian Nationalist leader, in his efforts to obtain the complete independence of India from British rule. Wading into the sea this morning at Dandi, the lonely village on the Arabian Sea shore, Gandhi and his followers broke the salt monopoly laws and so inaugurated the campaign of mass civil disobedience. There was no interference by the authorities, although a detachment of 150 police officers had been drafted into Dandi and a further force of 400 police was at Jalalpur.

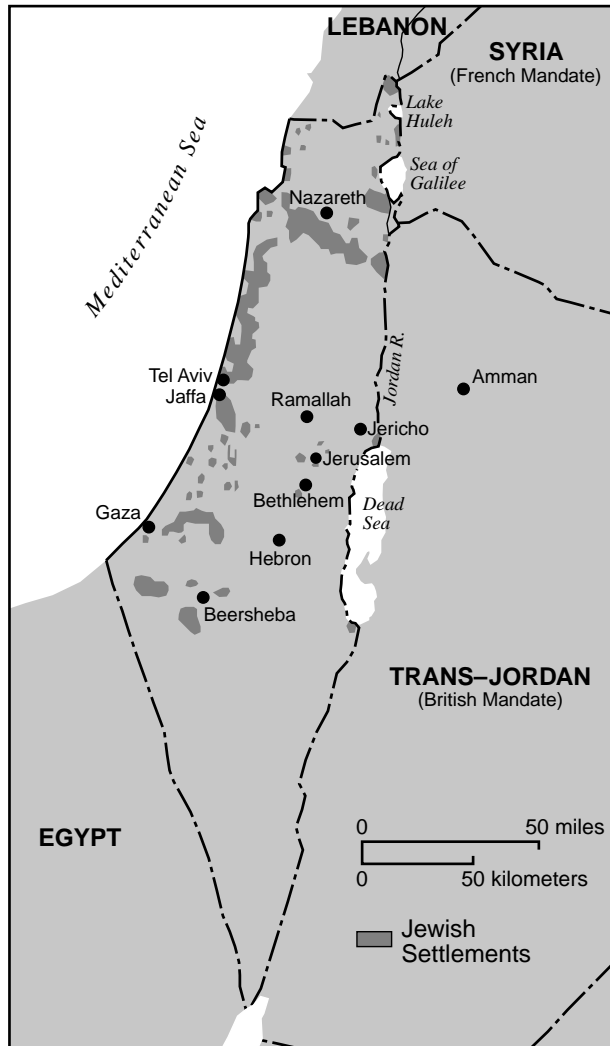
The actual breaking of the salt monopoly law was witnessed by a large crowd who gathered at the seashore. Surrounded by about 100 volunteers—including those who had made the 200-mile march from Ahmedabad,—Gandhi waded into the sea and bathed. Pots were then filled with seawater and boiled or left in the sunshine and the salt residue sprinkled on the ground. Gandhi was hailed by Mrs. Sarojini Naidu, the Indian poetess, as “the lawbreaker.” . . .

— *The Manchester Guardian*, April 7, 1930

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| <p>12 The actions taken by Gandhi and his followers, as described in this excerpt, are examples of</p> <ul style="list-style-type: none"><li>(1) political espionage</li><li>(2) economic terrorism</li><li>(3) collective bargaining</li><li>(4) nonviolent resistance</li></ul> | <p>13 Which statement best summarizes the effects actions like those expressed in this excerpt had on India?</p> <ul style="list-style-type: none"><li>(1) International support for British colonial rule in India grew.</li><li>(2) The call for Indian self-government was abandoned.</li><li>(3) Separatist movements in India ended the fear of oppression.</li><li>(4) British control of India gradually weakened and ended.</li></ul> |
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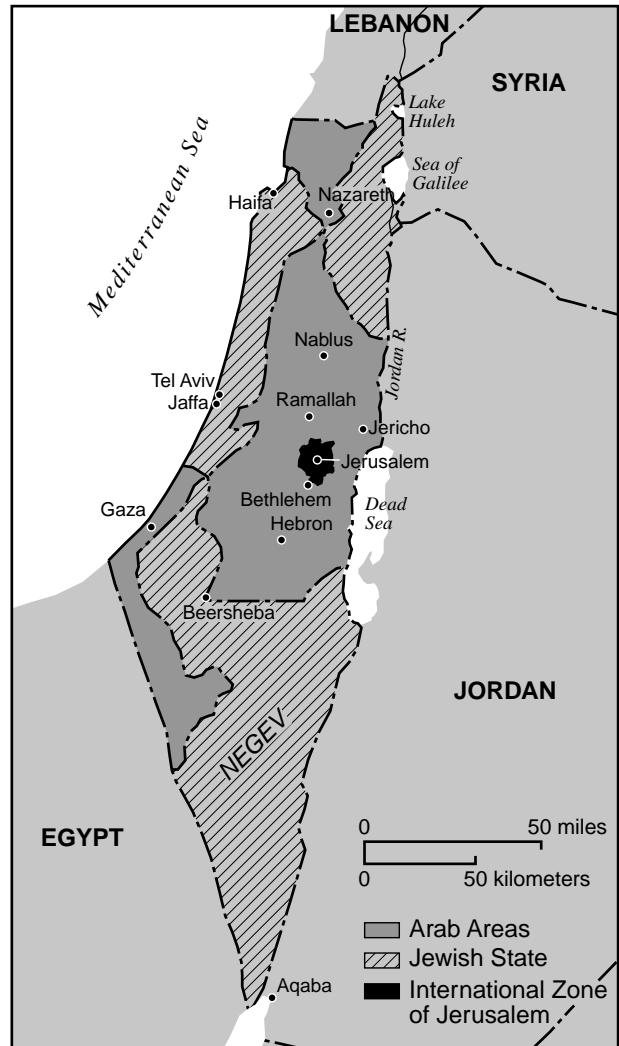
Base your answers to questions 14 and 15 on the maps below and on your knowledge of social studies.

**Palestine (British Mandate), 1920–1948**



Source: Perry-Castañeda Library Map Collection, University of Texas at Austin (adapted)

**United Nations' Partition Plan, 1947**



Source: Peter N. Stearns, et al., *World Civilizations: The Global Experience*, Pearson Longman, 2005 (adapted)

- 14 What would be the best use for this pair of maps?
- (1) to explain why European powers used the mandate system
  - (2) to examine the relationship between fresh water and Arab settlement patterns
  - (3) to understand a reason used to establish boundaries for partition
  - (4) to illustrate the advantages Palestinian Arabs have over Arabs living in Egypt

- 15 Which situation was a contributing factor in the decision to partition British Palestine as shown on the 1947 map?
- (1) mass migrations following the Holocaust
  - (2) decolonization from French rule
  - (3) capture of the Suez Canal
  - (4) formation of the Warsaw Pact



Base your answers to questions 16 and 17 on the passage below and on your knowledge of social studies.

**Excerpt of a Speech Given by Nehru at the Bandung Conference in 1955**

. . . If all the world were to be divided up between these two big blocs what would be the result? The inevitable result would be war. Therefore every step that takes place in reducing that area in the world which may be called the unaligned area is a dangerous step and leads to war. It reduces that objective, that balance, that outlook which other countries without military might can perhaps exercise. . . .

— George Kahin, ed., *The Asian-African Conference*, Bandung, Indonesia, April 1955  
Cornell University Press, 1956

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| <p>16 Which historical development led Nehru to promote the policy of unaligned areas?</p> <ul style="list-style-type: none"><li>(1) expansion of Cold War blocs</li><li>(2) political pressure from his Parliament to pursue isolationism</li><li>(3) partitioning of India and Pakistan at independence</li><li>(4) internal friction between various Indian ethnic groups</li></ul> |  | <p>17 Which countries would be most likely to agree to adopt the policy Nehru is discussing?</p> <ul style="list-style-type: none"><li>(1) democracies in Western Europe</li><li>(2) communist nations in Asia</li><li>(3) newly independent Asian and African nations</li><li>(4) satellite countries in Central and Eastern Europe</li></ul> |
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**GO ON TO THE NEXT PAGE** ⇨

Base your answers to questions 18 through 20 on the poster below and on your knowledge of social studies.

Mao's cult of personality also went beyond the badges and the Little Red Book. There were propaganda posters inside homes, classrooms, meeting halls, office buildings, and factories. The line beneath Mao's image says: Wishing Chairman Mao a long life.



Source: International Institute of Social History

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| <p>18 Which political leader other than Mao Zedong utilized this type of poster?</p> <p>(1) Otto Von Bismarck      (3) Joseph Stalin<br/>(2) Emperor Meiji        (4) Nelson Mandela</p>   | <p>20 Which historical development is most closely associated with this poster?</p> <p>(1) establishment of special economic zones<br/>(2) efforts to confront the opium crisis<br/>(3) nationalist rebellions against Qing rule<br/>(4) the Cultural Revolution</p> |
| <p>19 The design and use of this poster suggests its purpose was to</p> <p>(1) advertise advancements in Chinese healthcare<br/>(2) build support for China's leader among the people<br/>(3) warn the Chinese people about the dangers of capitalism<br/>(4) improve the literacy rates of children and adults throughout China</p> |  |

Base your answers to questions 21 and 22 on the article below and on your knowledge of social studies.

### Atatürk's Fashion Police

Turkey's restrictions on wearing overtly religious-oriented attire are rooted in the founding of the modern, secular Turkish state, when the republic's founding father, Mustafa Kemal Atatürk, introduced a series of clothing regulations designed to keep religious symbolism out of the civil service. The regulations were part of a sweeping series of reforms that altered virtually every aspect of Turkish life—from the civil code to the alphabet to education to social integration of the sexes.

The Western dress code at that time, though, was aimed at men. The fez—the short, conical, red-felt cap that had been in vogue [fashion] in Turkey since the Ottoman Sultan Mahmud II made it part of the official national attire in 1826—was banished. Atatürk himself famously adopted a Panama hat to accent his Western-style gray linen suit, shirt, and tie when he toured the country in the summer of 1925 to sell his new ideas to a deeply conservative population. That autumn, the Hat Law of 1925 was passed, making European-style men's headwear de rigueur [fashionable] and punishing fez-wearers with lengthy sentences of imprisonment at hard labor, and even a few hangings. . . .

— Roff Smith, "Why Turkey Lifted Its Ban on the Islamic Headscarf,"  
*National Geographic*, October 12, 2013

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| 21 According to this article by Roff Smith, the goal of Atatürk's reforms was to | 22 The phrases "deeply conservative population," "lengthy sentences of imprisonment," and "a few hangings" suggest that |
| (1) prevent the elimination of the civil service system                          | (1) Atatürk's reforms were eagerly embraced throughout Turkey   |
| (2) implement a legal system based on religious teachings                        | (2) tensions existed between reformers and traditionalists in Turkey  |
| (3) revive Turkey's interest in Ottoman-era customs                              | (3) the policy of westernization was abandoned by the Turkish government  |
| (4) modernize Turkey in the image of European nations                            | (4) most Turks preferred punishment to rapid change   |

Base your answers to questions 23 and 24 on the passage below and on your knowledge of social studies.

### The Costs of Soviet Involvement in Afghanistan

Soviet leaders continue to express frustration over the protracted [drawn out] war in Afghanistan. This was evident at the party congress in February 1986 when General Secretary Gorbachev referred to the war as a “bleeding wound.” Soviet involvement in Afghanistan has led to periodic censure within the United Nations, become a stumbling block to improved Sino-Soviet relations, and complicated Soviet policy toward nations in the nonaligned movement. At home, pockets of social unrest related to Afghanistan, the diversion of energies from pressing economic problems, and dissatisfaction in the political hierarchy over the failure to end the war also probably worry the leadership.

The war has not been a substantial drain on the Soviet economy so far, although the costs of the war have been rising faster than total defense spending. We estimate that from their initial invasion in December 1979 through 1986 the Soviets have spent about 15 billion rubles on the conduct of the war. Of this total, about 3 billion rubles would have been spent over the seven-year period even if the USSR had not occupied Afghanistan. . . .

— “The Costs of Soviet Involvement in Afghanistan,”  
Central Intelligence Agency, February 1987

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| 23 The situation described in this passage was part of which historical development?    | 24 Which major political event was partially caused by the Soviet war in Afghanistan? |
| (1) decolonization in Africa  | (1) Soviet occupation of Hungary  |
| (2) growth of nationalism in Southeast Asia   | (2) building of the Berlin Wall   |
| (3) regional conflicts during the Cold War  | (3) placement of nuclear missiles in Cuba   |
| (4) rise of the Organization of Petroleum Exporting Countries (OPEC) in the Middle East | (4) collapse of the Soviet Union  |

Base your answers to questions 25 and 26 on the passage below and on your knowledge of social studies.

. . . China is such a powerhouse of low-cost manufacturing that even though the NAFTA accord has given Mexico a leg up with the United States, and even though Mexico is right next door to us, China in 2003 replaced Mexico as the number two exporter to the United States. (Canada remains number one.) Though Mexico still has a strong position in big-ticket exports that are costly to ship, such as cars, auto parts, and refrigerators, China is coming on strong and has already displaced Mexico in areas such as computer parts, electrical components, toys, textiles, sporting goods, and tennis shoes. But what's even worse for Mexico is that China is displacing some Mexican companies in Mexico, where Chinese-made clothing and toys are now showing up on store shelves everywhere. No wonder a Mexican journalist told me about the day he interviewed a Chinese central bank official, who told him something about China's relationship with America that really rattled him: "First we were afraid of the wolf, then we wanted to dance with the wolf, and now we want to be the wolf." . . .

— Thomas L. Friedman, *The World Is Flat: A Brief History of the Twenty-first Century*, Farrar, Straus and Giroux, 2005

- 25 According to Thomas Friedman, why is it surprising that Mexico is being replaced by China as the number two exporter to the United States?
- (1) Mexico is geographically close to the United States.
  - (2) China's relationship with the United States has been damaged.
  - (3) Mexico has the world's strongest economy.
  - (4) China's industry lacks low-cost manufacturing ability.
- 26 In the quotation "First we were afraid of the wolf, then we wanted to dance with the wolf, and now we want to be the wolf," what does the "wolf" symbolize?
- (1) an economic powerhouse
  - (2) an exporting country
  - (3) a valuable trade item
  - (4) a low-cost manufacturer

Base your answers to questions 27 and 28 on the passage below and on your knowledge of social studies.

. . . One of the most important effects on the environment is indirect, and therefore less obvious: Industrial meat production is a key factor behind deforestation of the Amazon and other tropical rain forests. They're being cleared to create fields to grow the feed needed for all those cows, especially corn and soy, which the cows eat instead of the grass they'd munch on if they were grazing in fields as they used to do.

In fact, most of the corn and soy grown today goes to feed cattle, pigs, and chickens, not people. And all that grain requires vast quantities of chemical fertilizer, which in turn takes vast quantities of oil—1.2 gallons to create the fertilizer for every bushel. Finally, cutting down rain forests, which are full of carbon-absorbing trees, further exacerbates [worsens] climate change by reducing the planet's ability to soak up carbon. . . .

— Elisabeth Rosenthal, *New York Times Upfront*, January 18, 2010

27 Which issue is most closely associated with the concerns raised in this passage?

- (1) drought                      (3) migration  
(2) climate change              (4) widespread famine

28 In which way have many countries joined together to address the problems described in this passage?

- (1) signing international environmental agreements  
(2) supporting the exportation of surplus corn and soy  
(3) genetically modifying crops to increase production  
(4) increasing the amount of land under cultivation

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Write your answers to questions 29–34b in the spaces provided. Use a pen with black or dark-blue ink to answer these questions.

## Part II

### SHORT-ANSWER CONSTRUCTED RESPONSE QUESTIONS (CRQ)

These questions are based on the accompanying documents and are designed to test your ability to work with historical documents. Each Constructed Response Question (CRQ) Set is made up of two documents. Some of these documents have been edited for the purposes of this question. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

In developing your answers to Part II, be sure to keep these explanations in mind:

**Identify**—means to put a name to or to name.

**Explain**—means to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of something.

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#### Short-Answer CRQ Set 1 Structure

- Question 29 uses Document 1 (Context)
- Question 30 uses Document 2 (Source)
- Question 31 uses Documents 1 and 2 (Relationship between documents)

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#### Short-Answer CRQ Set 2 Structure

- Question 32 uses Document 1 (Context)
  - Question 33 uses Document 2 (Source)
  - Questions 34a and 34b use Documents 1 and 2 (Relationship between documents)
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**CRQ Set 1 Directions (29–31):** Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 29 on Document 1 below and on your knowledge of social studies.

**Document 1**

Robert Owen was a businessman and a social activist, who was originally from Wales. He had visionary ideas for improving workers' conditions and local communities.

DEDICATED MOST RESPECTFULLY TO THE BRITISH LEGISLATURE.

THOSE who were engaged in the trade, manufactures, and commerce of this country thirty or forty years ago, formed but a very insignificant portion of the knowledge, wealth, influence, or population of the Empire.

Prior to that period, Britain was essentially agricultural. But, from that time to the present, the home and foreign trade have increased in a manner so rapid and extraordinary as to have raised commerce to an importance, which it never previously attained in any country possessing so much political power and influence. This change has been owing chiefly to the mechanical inventions which introduced the cotton trade into this country, and to the cultivation of the cotton-tree in America. The wants, which this trade created for the various materials requisite [necessary] to forward its multiplied operations, caused an extraordinary demand for almost all the manufactures previously established, and, of course, for human labour. The numerous fanciful and useful fabrics manufactured from cotton soon became objects of desire in Europe and America: and the consequent extension of the British foreign trade was such as to astonish and confound [confuse] the most enlightened statesmen both at home and abroad.

The immediate effects of this manufacturing phenomenon were a rapid increase of the wealth, industry, population and political influence of the British empire; and by the aid of which it has been enabled to contend for five-and-twenty years against the most formidable military and *immoral* power that the world perhaps ever contained.

These important results, however, great as they really are, have not been obtained without accompanying evils of such a magnitude as to raise a doubt whether the latter do not preponderate [dominate] over the former. . . .

Source: Robert Owen, *Observations on the Effect of the Manufacturing System: With Hints for the Improvement of Those Parts of it Which are Most Injurious to Health and Morals*, (Second Edition), R. and A. Taylor, 1817 (adapted)

29 Explain the historical circumstances that led to the developments occurring in Great Britain as described in this excerpt. [1]

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Score

Base your answer to question 30 on Document 2 below and on your knowledge of social studies.

**Document 2**

This excerpt is taken from John Fielden’s, *The Curse of the Factory System*. This work was originally published in London in 1836. John Fielden was a Lancashire textile owner who was deeply committed to the cause of social reform. He discusses the problems faced by businessmen like himself, who were trying to make a profit and protect their workers at the same time.

... Here, then, is the “curse” of our factory-system: as improvements in machinery have gone on, the “avarice [self-interest] of masters” has prompted many to exact more labour from their hands than they were fitted by nature to perform, and those who have wished for the hours of labour to be less for all ages than the legislature would even yet sanction [approve], have had no alternative but to conform more or less to the prevailing practice, or abandon the trade altogether. This has been the case with regard to myself and my partners. We had never worked more than *seventy-one* hours a week before Sir JOHN HOBHOUSE’S Act was passed. We then came down to *sixty-nine*; and, since Lord ALTHORP’S Act was passed, in 1833, we have reduced the time of adults to *sixty-seven and a half hours* a week, and that of children under thirteen years of age to *forty-eight* hours in the week, though to do this latter, has, I must admit, subjected us to much inconvenience, but the elder hands to more, inasmuch as the relief given to the child is in some measure imposed on the adult. But the overworking does not apply to children only; the adults are also overworked. The increased speed given to machinery within the last thirty years, has, in very many instances, doubled the labour of both. Mr. Longston’s evidence before Mr. SADLER’S Committee establishes this fact beyond dispute, and my own knowledge of the subject requires that I should confirm, as I do, the truth of his statement. . . .

Source: John Fielden, *The Curse of the Factory System*, Second Edition, Augustus M. Kelley Publishers, 1969

30 Based on this excerpt, identify John Fielden’s point of view concerning the factory system’s impact on laborers. [1]

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Score

Base your answer to question 31 on **both** Documents 1 and 2 and on your knowledge of social studies.

**Cause**—refers to something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development.

**Effect**—refers to what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.

- 31 Identify **and** explain a cause-and-effect relationship between the events and/or ideas found in these documents. Be sure to use evidence from **both** Documents 1 and 2 in your response. [1]

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Score

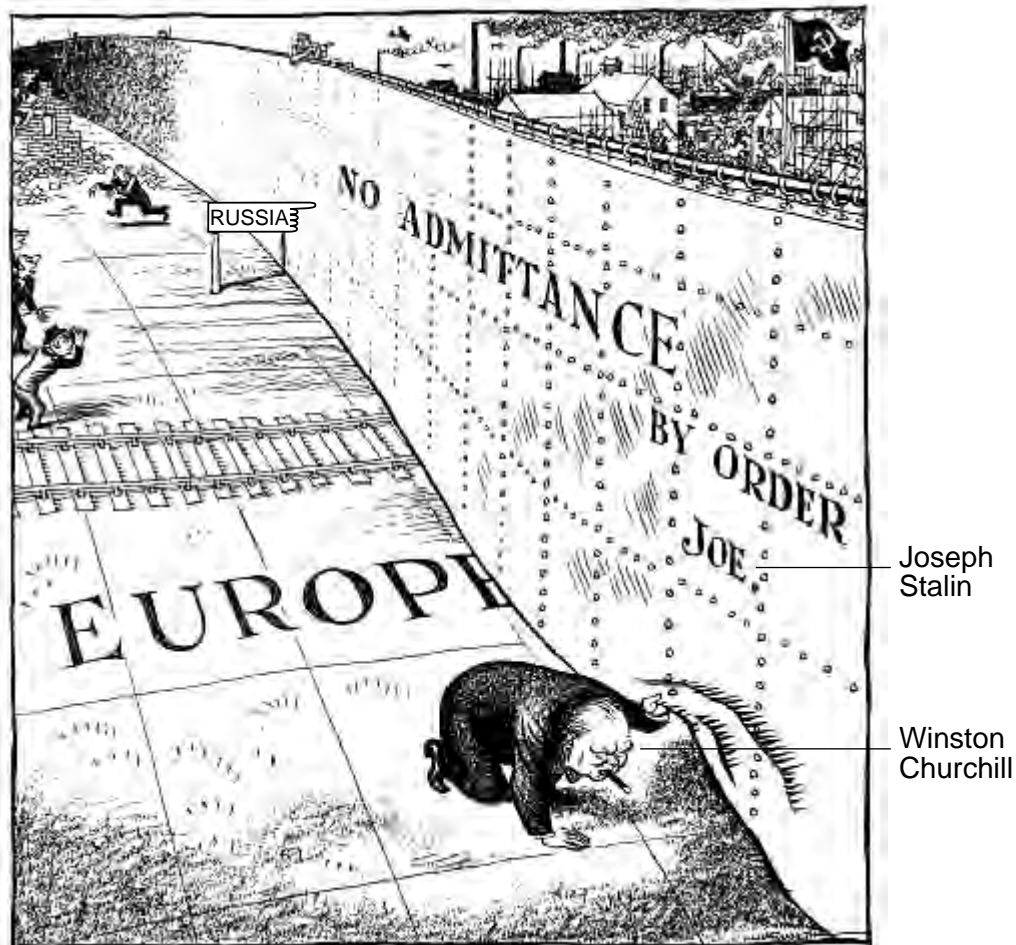
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**CRQ Set 2 Directions (32–34b):** Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 32 on Document 1 below and on your knowledge of social studies.

**Document 1**

**Peep Under the Iron Curtain**



**Geographic Context**—refers to where this historical development/event is taking place and why it is taking place there.

32 Explain the geographic context for the historical development/event shown in this 1946 cartoon. [1]

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Score

Base your answer to question 33 on Document 2 below and on your knowledge of social studies.

**Document 2**

United States President George H. W. Bush and Russian President Boris Yeltsin met at Camp David at a United States–Russian Summit. They issued a Joint Declaration on February 1, 1992.

At the conclusion of this meeting between an American President and the President of a new and democratic Russia, we, the leaders of two great peoples and nations, are agreed that a number of principles should guide relations between Russia and America.

1. Russia and the United States do not regard each other as potential adversaries. From now on the relationship will be characterized by friendship and partnership founded on mutual trust and respect and a common commitment to democracy and economic freedom.
2. We will work to remove any remnants of cold war hostility, including taking steps to reduce our strategic arsenals.
3. We will do all we can to promote a mutual well-being of our peoples and to expand as widely as possible the ties that now bind our peoples. Openness and tolerance should be the hallmark of relations between our peoples and governments.
4. We will actively promote free trade, investment and economic cooperation between our two countries.
5. We will make every effort to support the promotion of our shared values for democracy, the rule of law, respect for human rights, including minority rights, respect for borders and peaceful change around the globe.
6. We will work actively together to:
  - Prevent the proliferation of weapons of mass destruction and associated technology, and curb the spread of advanced conventional arms on the basis of principles to be agreed upon.
  - Settle regional conflicts peacefully.
  - Counter terrorism, halt drug trafficking and forestall [prevent] environmental degradation.

In adopting these principles, the United States and Russia today launch a new era in our relationship. In this new era, we seek a peace, an enduring peace that rests on lasting common values. This can be an era of peace and friendship that offers hope not only to our peoples, but to the peoples of the world. . . .

Source: "Joint Declaration," U.S.–Russian Summit, Camp David, February 1, 1992  
Berlin Information Center for Transatlantic Security online

33 Based on this document, explain the purpose of this joint declaration by United States President George H. W. Bush and Russian President Boris Yeltsin. [1]

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Score

**Turning point**—is a major event, idea, or historical development that brings about significant change. It can be local, regional, national, or global.

34a–34b Using evidence from **both** Documents 1 and 2 and your knowledge of social studies:

- a) Identify a turning point associated with the historical developments related to both Documents 1 **and** 2. [1]
- b) Explain why the historical developments associated with these documents are considered a turning point. Be sure to use evidence from both Documents 1 **and** 2 in your response. [1]

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34a Score	<input type="text"/>
34b Score	<input type="text"/>

### Part III

#### (Question 35)

#### ENDURING ISSUES ESSAY

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

**Directions:** Read and analyze each of the five documents and write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Support your response with relevant facts, examples, and details based on your knowledge of social studies and evidence from the documents.

**An enduring issue is a challenge or problem that has been debated or discussed across time. An enduring issue is one that many societies have attempted to address with varying degrees of success.**

#### Task:

- Identify **and** define an enduring issue raised by this set of documents
- Argue why the issue you selected is significant **and** how it has endured across time

#### **In your essay, be sure to**

- Identify the enduring issue based on a historically accurate interpretation of **at least three** documents
- Define the issue using relevant evidence from **at least three** documents
- Argue that this is a significant issue that has endured by showing:
  - How the issue has affected people or has been affected by people
  - How the issue has continued to be an issue or has changed over time
- Include relevant outside information from your knowledge of social studies

In developing your answer to Part III, be sure to keep these explanations in mind:

**Identify**—means to put a name to or to name.

**Define**—means to explain features of a thing or concept so that it can be understood.

**Argue**—means to provide a series of statements that provide evidence and reasons to support a conclusion.



## Document 1

This excerpt is from the United Nations Press Release of UN Secretary-General Ban Ki-moon's message on the International Day for Preventing Exploitation of the Environment in War and Armed Conflict commemorated on November 6, 2012.

. . .We must also acknowledge that durable peace and post-conflict development depend on environmental protection and good governance of natural resources. There can be no peace if the resource base that people depend on for sustenance and income is damaged or destroyed—or if illegal exploitation finances or causes conflict.

Since 1990, at least 18 violent conflicts have been fuelled by the exploitation of natural resources such as timber, minerals, oil and gas. Sometimes this is caused by environmental damage and the marginalization [making powerless] of local populations who fail to benefit economically from natural resource exploitation. More often it is caused by greed. . . .

To date, six United Nations peacekeeping missions have been mandated to support the host country's ability to re-establish control over its resource base and stop illicit [unlawful] extraction by armed groups. However, we need a greater international focus on the role of natural resource management in conflict prevention, peacekeeping and peacebuilding. . . .

Source: UN Press Release, SG/SM/14615-OBV/1156, November 1, 2012  
United Nations online

## Document 2

Muslin was a type of handwoven cotton fabric fit for emperors produced in Dacca (Dhaka), a part of India before the arrival of Europeans. Muslin today is a lightweight inexpensive machine-made cotton fabric.

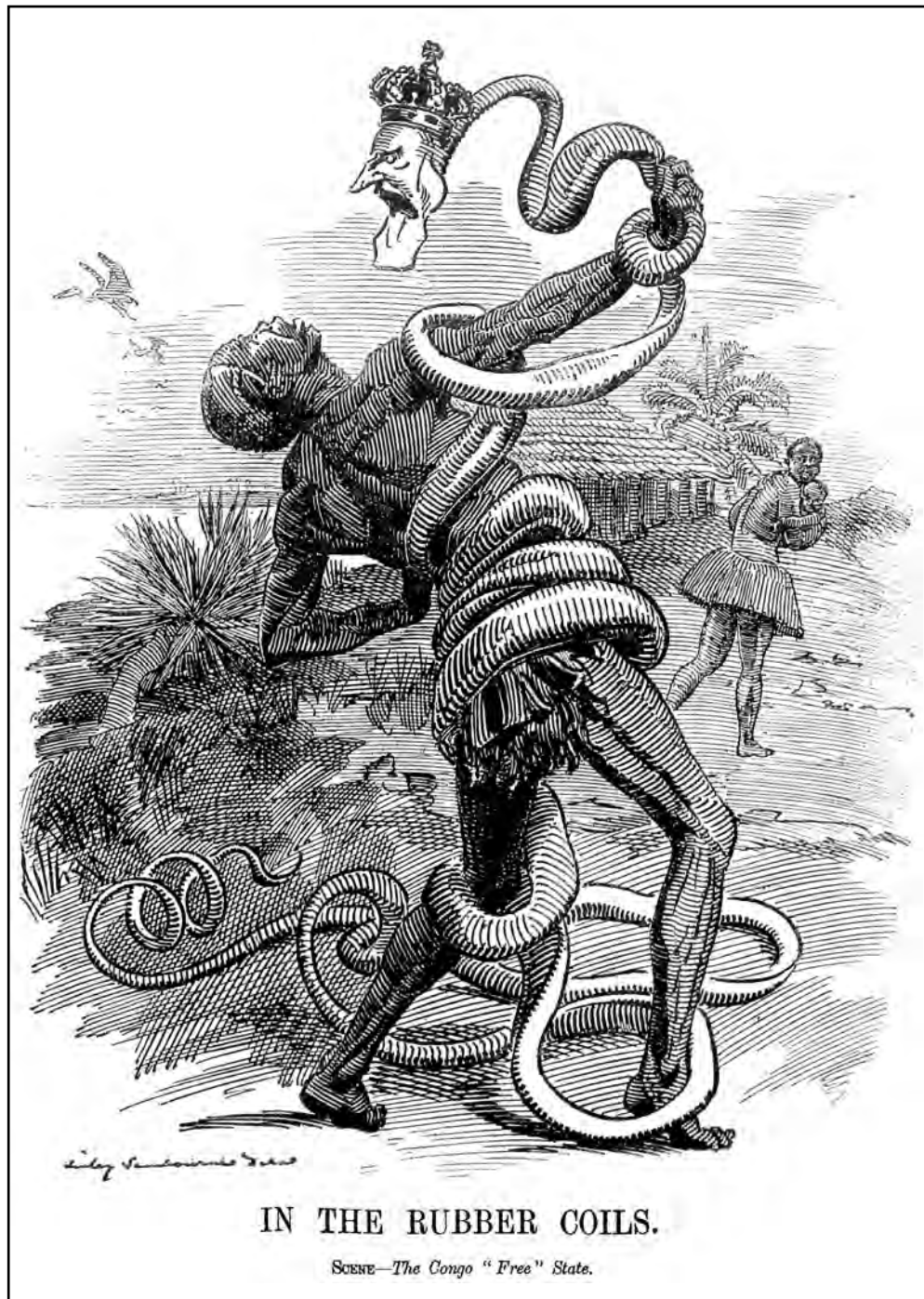
. . . Dhaka's Muslin was felled [demolished] by colonialism's potent mix of the Industrial Revolution and the Maxim gun. Before that fall, though, there was another rise. Europeans came to India at the beginning of the 16th century and were astonished not only at the quality and volume of its cotton textiles, but also by its extensive, far-flung trade. Soon Indian cotton textiles were exported more than ever to Europe, in exponentially increasing volumes, with Bengal taking the lion's share. Fortunes were made. As the economist K. N. Chaudhuri noted, from the earliest times "exports from eastern India . . . were a perennial [endless] source of prosperity to merchants of every nation." . . .

But muslin's days were numbered. The British colonial apparatus, whether in the form of the East India Company or as direct rule by the Crown, was a vast extractive machine. So too had been the Mughal state, which had herded the weavers into designated workshops called *kothis* to labor in harsh, even punitive, conditions. But compared to the pitiless operations of the British, the Mughals were models of mercy. On one side, both Company and Crown squeezed the farmers and the weavers until nothing was left, then squeezed some more. On the other, a factory-produced, mass-product "muslin" rolled off the newly invented power looms in Lancashire cotton mills. Aided by a raft [large number] of tariffs, duties and taxes, British cotton textiles flooded not only the European markets, but the Indian ones as well, bringing Bengal's handloom cotton industry, and muslin, to its knees. . . .

Source: Khademul Islam, "Our Story of Dhaka Muslin," *AramcoWorld*, May/June 2016

**Document 3**

This 1906 cartoon depicting King Leopold II of Belgium as a snake appeared in the British magazine, *Punch*.



Source: Linley Sambourne, *Punch*, November 28, 1906

## Document 4

This is an excerpt from a case study lesson on the timber conflict in Cambodia.

The civil war from 1970 to 1975, the Khmer Rouge regime from 1975 to 1979, and the Cambodia-Vietnam War from 1978 to 1979 virtually destroyed Cambodia's economy. Although rice is Cambodia's most important crop and a staple of the Khmer diet, by 1974, under wartime conditions, rice had to be imported, and production of Cambodia's most profitable export crop, rubber, fell off sharply. Between 1976 and 1978, hundreds of thousands of people died from malnutrition, overwork, and mistreated or misdiagnosed diseases. . . .

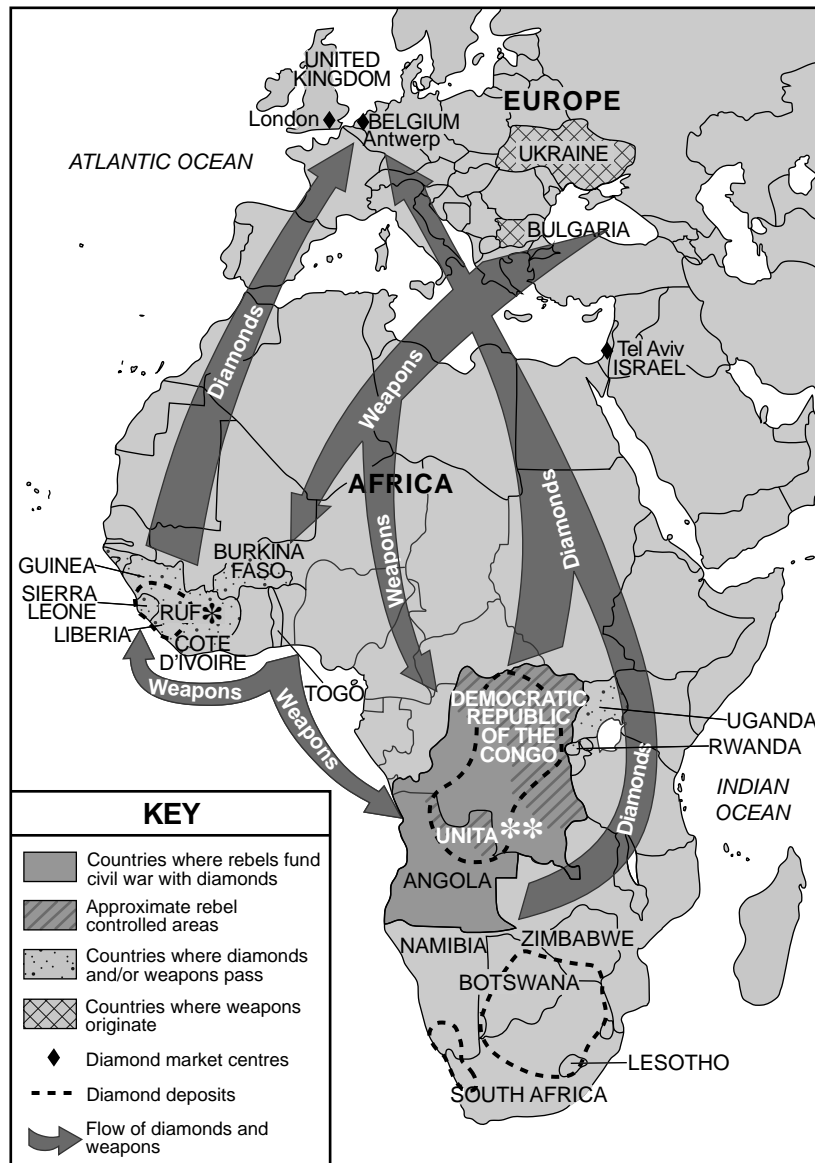
Both sides in the Cambodian civil war, the Government and the Khmer Rouge, used timber to fund their war efforts. Global Witness estimated the value of the Thai-Cambodian cross-border timber trade to the Khmer Rouge was approximately \$10-\$20 million per month in 1995. Conflict over timber resources has led to mass torture, exploitation, and forced displacement in Cambodia. In addition, timber exploitation has wreaked havoc on the environment and local economies. Extensive deforestation has had severe repercussions for indigenous populations, exacerbating [aggravating] the grievances which lead to rebellion and conflict. . . .

Source: Timber Conflict Case Study: Cambodia, Global Witness: "Summary of the Cambodia Campaign: The Forestry Reform Process"

## Document 5

Blood diamond, also called conflict diamond as defined by the United Nations (UN), is any diamond that is mined in areas controlled by forces opposed to the legitimate, internationally recognized government of a country and that is sold to fund military action against that government.

### Diamonds for Weapons Trade – near the end of the 20<sup>th</sup> century



Source: "Blood Diamond," Encyclopaedia Britannica, November 28, 2016 (adapted)

\*RUF, Revolutionary United Front is a guerilla unit whose actions led to civil war in Sierra Leone.

\*\*UNITA, National Union for Total Independence of Angola was a political party that saw itself as part of a guerilla movement fighting for independence from Portugal. It fought in the Angola civil war once independence was achieved.

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## OPTIONAL PLANNING PAGE

### Enduring Issues Essay

You may use the Planning Page organizer to plan your response if you wish, but do NOT write your essay response on this page. Writing on this Planning Page will **NOT** count toward your final score.

My Enduring Issue is: \_\_\_\_\_

Essay Requirements	Yes	Circle documents that apply	One or two possible ideas for outside information
Is this an issue supported by <i>at least three</i> documents?  Which documents support this issue?	<input type="checkbox"/>	1   2   3   4   5	
Which documents can be used to develop the definition for this issue?	<input type="checkbox"/>	1   2   3   4   5	
Has this issue significantly affected people or been affected by people?  In which document or documents do you see this?	<input type="checkbox"/>	1   2   3   4   5	
Has this issue endured across time or changed over time?  In which document or documents do you see this?	<input type="checkbox"/>	1   2   3   4   5	

Refer back to page 24 to review the task.

Write your essay on the lined pages in the essay booklet.

# REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II



The State Education Department / The University of the State of New York  
**August 2019 Regents Exam in Global History and Geography II (Grade 10)**

**Scoring Key: Part I (Multiple-Choice Questions)**

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
GHG II (Grade 10)	August '19	1	2	MC	1	1
GHG II (Grade 10)	August '19	2	3	MC	1	1
GHG II (Grade 10)	August '19	3	3	MC	1	1
GHG II (Grade 10)	August '19	4	2	MC	1	1
GHG II (Grade 10)	August '19	5	2	MC	1	1
GHG II (Grade 10)	August '19	6	1	MC	1	1
GHG II (Grade 10)	August '19	7	3	MC	1	1
GHG II (Grade 10)	August '19	8	4	MC	1	1
GHG II (Grade 10)	August '19	9	3	MC	1	1
GHG II (Grade 10)	August '19	10	1	MC	1	1
GHG II (Grade 10)	August '19	11	2	MC	1	1
GHG II (Grade 10)	August '19	12	4	MC	1	1
GHG II (Grade 10)	August '19	13	4	MC	1	1
GHG II (Grade 10)	August '19	14	3	MC	1	1
GHG II (Grade 10)	August '19	15	1	MC	1	1
GHG II (Grade 10)	August '19	16	1	MC	1	1
GHG II (Grade 10)	August '19	17	3	MC	1	1
GHG II (Grade 10)	August '19	18	3	MC	1	1
GHG II (Grade 10)	August '19	19	2	MC	1	1
GHG II (Grade 10)	August '19	20	4	MC	1	1
GHG II (Grade 10)	August '19	21	4	MC	1	1
GHG II (Grade 10)	August '19	22	2	MC	1	1
GHG II (Grade 10)	August '19	23	3	MC	1	1
GHG II (Grade 10)	August '19	24	4	MC	1	1
GHG II (Grade 10)	August '19	25	1	MC	1	1
GHG II (Grade 10)	August '19	26	1	MC	1	1
GHG II (Grade 10)	August '19	27	2	MC	1	1
GHG II (Grade 10)	August '19	28	1	MC	1	1

MC = Multiple-choice question

## August 2019 Regents Exam in Global History and Geography II (Grade 10)

### Scoring Key: Parts II and III

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
GHG II (Grade 10)	August '19	<b>Part II - 29</b>	-	CRQ	1	1
GHG II (Grade 10)	August '19	<b>Part II - 30</b>	-	CRQ	1	1
GHG II (Grade 10)	August '19	<b>Part II - 31</b>	-	CRQ	1	1
GHG II (Grade 10)	August '19	<b>Part II - 32</b>	-	CRQ	1	1
GHG II (Grade 10)	August '19	<b>Part II - 33</b>	-	CRQ	1	1
GHG II (Grade 10)	August '19	<b>Part II - 34a</b>	-	CRQ	1	1
GHG II (Grade 10)	August '19	<b>Part II - 34b</b>	-	CRQ	1	1
GHG II (Grade 10)	August '19	<b>Part III - 35</b>	-	ES	5	3

CRQ = Constructed Response Question      ES = Essay

The chart for determining students' final examination scores for the **August 2019 Regents Exam in Global History and Geography II (Grade 10)** will be posted on the Department's web site at <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Regents Exam in Global History and Geography must NOT be used to determine students' final scores for this administration.

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# FOR TEACHERS ONLY

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

## GLOBAL HISTORY AND GEOGRAPHY II (GRADE 10)

Tuesday, August 13, 2019 — 12:30 to 3:30 p.m., only

### RATING GUIDE FOR PART II (Short-Answer Constructed Response Questions) AND PART III (Enduring Issues Essay)

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

#### Contents of the Rating Guide

For **Part II** Short-Answer Constructed Response (open-ended) questions:

- A question-specific rubric

For **Part III** Enduring Issues Essay:

- A content-specific rubric
- Prescored answer papers. Each score level has two papers. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

General:

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

## Mechanics of Rating

The procedures on pages 2 and 3 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 II*.

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

- (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
- (2) The CRQ questions are to be scored by one rater.
- (3) The scores for each CRQ 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 II score if the space is provided on the student's Part I answer sheet.

### Rating the Enduring Issues Essay Question

- (1) Follow your school's procedures for training raters. This process should include:  
*Introduction to the task—*
  - Raters read the task
  - Raters identify the answers to the task
  - Raters discuss possible answers and summarize expectations for student responses  
*Introduction to the rubric and anchor papers—*
  - Trainer leads review of specific rubric with reference to the task
  - Trainer reviews procedures for assigning holistic scores, i.e., by matching evidence from the response to the rubric
  - Trainer leads review of each anchor paper and commentary  
*Practice scoring individually—*
  - Raters score a set of five papers independently without looking at the scores and commentaries provided
  - Trainer records scores and leads discussion until the raters feel confident enough to move on to actual rating
- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.
- (3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

**Schools are not permitted to rescore any of the open-ended questions (CRQs, Enduring Issues Essay) on this exam after each question has been rated the required number of times as specified in the rating guide, 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 II (Grade 10)**  
**Part II Question-Specific Rubric**  
**Constructed Response Questions**  
**August 2019**

**CRQ Set 1:**

**Document 1**

Robert Owen was a businessman and a social activist, who was originally from Wales. He had visionary ideas for improving workers' conditions and local communities.

DEDICATED MOST RESPECTFULLY TO THE BRITISH LEGISLATURE.

THOSE who were engaged in the trade, manufactures, and commerce of this country thirty or forty years ago, formed but a very insignificant portion of the knowledge, wealth, influence, or population of the Empire.

Prior to that period, Britain was essentially agricultural. But, from that time to the present, the home and foreign trade have increased in a manner so rapid and extraordinary as to have raised commerce to an importance, which it never previously attained in any country possessing so much political power and influence. This change has been owing chiefly to the mechanical inventions which introduced the cotton trade into this country, and to the cultivation of the cotton-tree in America. The wants, which this trade created for the various materials requisite [necessary] to forward its multiplied operations, caused an extraordinary demand for almost all the manufactures previously established, and, of course, for human labour. The numerous fanciful and useful fabrics manufactured from cotton soon became objects of desire in Europe and America: and the consequent extension of the British foreign trade was such as to astonish and confound [confuse] the most enlightened statesmen both at home and abroad.

The immediate effects of this manufacturing phenomenon were a rapid increase of the wealth, industry, population and political influence of the British empire; and by the aid of which it has been enabled to contend for five-and-twenty years against the most formidable military and *immoral* power that the world perhaps ever contained.

These important results, however, great as they really are, have not been obtained without accompanying evils of such a magnitude as to raise a doubt whether the latter do not preponderate [dominate] over the former. . . .

Source: Robert Owen, *Observations on the Effect of the Manufacturing System: With Hints for the Improvement of Those Parts of it Which are Most Injurious to Health and Morals*, (Second Edition), R. and A. Taylor, 1817 (adapted)

**29 Explain the historical circumstances that led to the developments occurring in Great Britain as described in this excerpt.**

**Score of 1:**

*Examples:*

- British industrialization occurred;
- home/foreign trade increased creating a demand for manufactured goods;
- new inventions introduced the cotton trade to Britain;
- more demand for manufactured goods led to need for more labor;
- more demand for cotton fabric led to extension of British foreign trade;
- increase in population and urbanization provided a labor force for factories;
- wars encouraged/made use of industrial innovation;
- innovation in steam/factory system started the Industrial Revolution;
- mercantilism/colonialism had led to Great Britain acquiring colonies/resources;
- rise of/expansion of the British Empire;
- industrialization has led to poor working conditions;
- growth of wealth and power allowed Britain to fight and defeat France;
- new inventions led to more textiles being produced/exported

**Score of 0:**

- Incorrect response

*Examples:*

- trade/manufacturing/commerce was insignificant in 1817;
- Britain remained focused on agriculture over manufacturing;
- American Revolution/War of 1812/wars;
- foreign trade

- No response

## Document 2

This excerpt is taken from John Fielden's, *The Curse of the Factory System*. This work was originally published in London in 1836. John Fielden was a Lancashire textile owner who was deeply committed to the cause of social reform. He discusses the problems faced by businessmen like himself, who were trying to make a profit and protect their workers at the same time.

. . . Here, then, is the "curse" of our factory-system: as improvements in machinery have gone on, the "avarice [self-interest] of masters" has prompted many to exact more labour from their hands than they were fitted by nature to perform, and those who have wished for the hours of labour to be less for all ages than the legislature would even yet sanction [approve], have had no alternative but to conform more or less to the prevailing practice, or abandon the trade altogether. This has been the case with regard to myself and my partners. We had never worked more than *seventy-one* hours a week before Sir JOHN HOBHOUSE'S Act was passed. We then came down to *sixty-nine*; and, since Lord ALTHORP'S Act was passed, in 1833, we have reduced the time of adults to *sixty-seven and a half hours* a week, and that of children under thirteen years of age to *forty-eight* hours in the week, though to do this latter, has, I must admit, subjected us to much inconvenience, but the elder hands to more, inasmuch as the relief given to the child is in some measure imposed on the adult. But the overworking does not apply to children only; the adults are also overworked. The increased speed given to machinery within the last thirty years, has, in very many instances, doubled the labour of both. Mr. Longston's evidence before Mr. SADLER'S Committee establishes this fact beyond dispute, and my own knowledge of the subject requires that I should confirm, as I do, the truth of his statement. . . .

Source: John Fielden, *The Curse of the Factory System*, Second Edition, Augustus M. Kelley Publishers, 1969

### 30 Based on this excerpt, identify John Fielden's point of view concerning the factory system's impact on laborers.

#### Score of 1:

##### *Examples:*

- factory system leads to long working hours for men/women/children;
- improvements in machinery caused long hours for laborers;
- improvements in machinery prompted factory owners to demand more labor than people are suited to perform;
- decreasing working hours for children increases the hours that adults work;
- factory system is unfair to laborers and needs to be reformed;
- the factory system has been a "curse" for workers;
- increased speed of machines has doubled the workloads, making it unfair for workers/laborers;
- factory system is bad/hurtful/unfair;
- adults are overworked;
- working conditions should change

#### Score of 0:

- Incorrect response

##### *Examples:*

- treatment of workers improved under the factory system;
- subjected us to much inconvenience;
- Sir John Hobhouse's/Lord Althorp's Act passed;
- Mr. Longston's evidence establishes this;
- knowledge requires that I confirm;
- it is a true statement;
- long hours

- No response

**31 Identify *and* explain a cause-and-effect relationship between the events and/or ideas found in documents 1 and 2. Be sure to use evidence from *both* documents 1 and 2 in your response.**

**Score of 1:**

*Examples:*

- British industrialization led to the “curse” of the factory system;
- British manufacturing phenomenon caused overworking of laborers/need for reform;
- increased British trade in cotton led to an increased demand for labor;
- desire for fanciful/useful fabrics led to a successful textile industry in Britain;
- observations and testimonies from factory owners such as Robert Owen and John Fielden encouraged new labor reforms;
- Robert Owen mentions evils of manufacturing and John Fielden explains reforms needed to take care of these evils;
- increasing demand for textiles/goods in markets led to adult textile workers working long hours/71/69/67 hours;
- child labor in factories was a result of the Industrial Revolution;
- poor working conditions/long hours resulted from British industrialization;
- increases in the population of Britain led to there being more people available to become workers who were needed by the factory system;
- increased wealth of the British Empire created a larger class of masters/factory owners exacting/demanding labor

**Score of 0:**

- Incorrect response

*Examples:*

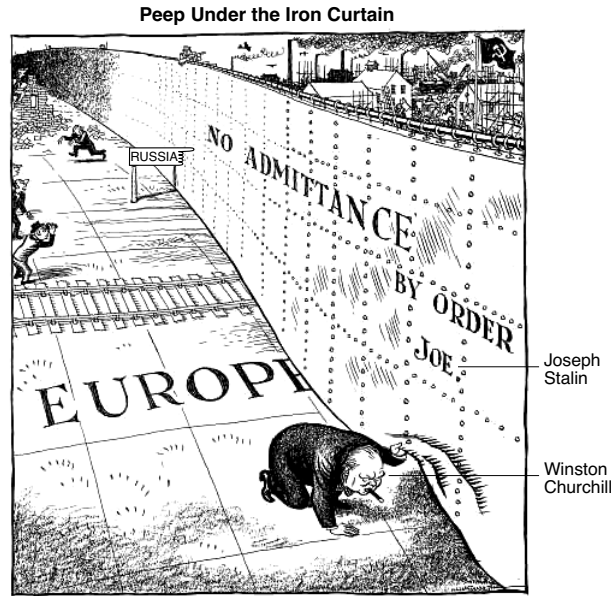
- Robert Owen/John Fielden were labor reformers;
- laborers deserved better conditions/shorter hours;
- the Industrial Revolution was a turning point;
- Parliament passed reforms;
- Britain was agricultural and then became industrial;
- rapid increases in wealth and more labor from their hands;
- trade and child laborers working long hours;
- fancy fabrics and overworked laborers

- No response



## CRQ Set 2:

### Document 1



Source: Leslie Gilbert Illingworth, *Daily Mail*, March 6, 1946 (adapted)

**Geographic Context**—refers to where this historical development/event is taking place and why it is taking place there.

### 32 Explain the geographic context for the historical development/event shown in this 1946 cartoon.

#### Score of 1:

##### *Examples:*

- after World War II, the Soviets controlled how Eastern Europe would be rebuilt;
- Europe became divided after World War II as a result of decisions made at the Yalta Conference;
- Europe was divided after World War II into communist countries and non-communist countries;
- the ideological split between the Allies at the end of World War II was represented in the Iron Curtain that Stalin created when he blocked trade/travel/railroad traffic between Eastern and Western Europe;
- the Soviets refused to leave Eastern European countries after World War II and created a buffer zone;
- the Soviets established satellite countries in the areas of Eastern Europe that they liberated during World War II;
- the Soviets helped build industries based on the communist model in Eastern Europe while the Allies in Western Europe asked the Americans to help them to rebuild after World War II;
- after World War II, the Soviets controlled who entered/traded with Eastern Europe because they controlled those countries;
- Germany became divided between the Allied Powers at the end of World War II with the French, British, and Americans controlling the western portion and the Soviets controlling the eastern portion;
- people in Eastern Europe attempted to flee communist control and the Soviets passed laws built fences/found ways to block people from leaving Eastern Europe;
- the Iron Curtain split Europe;
- Germany was divided into four zones

**Score of 0:**

- Incorrect response

*Examples:*

- the Berlin Wall was built;
  - Europe used Marshall Plan/Truman Doctrine money to rebuild;
  - the borders of Germany remained unchanged;
  - industrialization;
  - railroads were built;
  - Holocaust;
  - liberation of concentration camps;
  - Stalin looked under the Iron Curtain;
  - Winston Churchill spied on the Soviets;
  - ideological differences;
  - the Iron Curtain;
  - divided Europe;
  - Eastern Europe was industrialized
- No response

## Document 2

United States President George H. W. Bush and Russian President Boris Yeltsin met at Camp David at a United States–Russian Summit. They issued a Joint Declaration on February 1, 1992.

At the conclusion of this meeting between an American President and the President of a new and democratic Russia, we, the leaders of two great peoples and nations, are agreed that a number of principles should guide relations between Russia and America.

1. Russia and the United States do not regard each other as potential adversaries. From now on the relationship will be characterized by friendship and partnership founded on mutual trust and respect and a common commitment to democracy and economic freedom.
2. We will work to remove any remnants of cold war hostility, including taking steps to reduce our strategic arsenals.
3. We will do all we can to promote a mutual well-being of our peoples and to expand as widely as possible the ties that now bind our peoples. Openness and tolerance should be the hallmark of relations between our peoples and governments.
4. We will actively promote free trade, investment and economic cooperation between our two countries.
5. We will make every effort to support the promotion of our shared values for democracy, the rule of law, respect for human rights, including minority rights, respect for borders and peaceful change around the globe.
6. We will work actively together to:
  - Prevent the proliferation of weapons of mass destruction and associated technology, and curb the spread of advanced conventional arms on the basis of principles to be agreed upon.
  - Settle regional conflicts peacefully.
  - Counter terrorism, halt drug trafficking and forestall [prevent] environmental degradation.

In adopting these principles, the United States and Russia today launch a new era in our relationship. In this new era, we seek a peace, an enduring peace that rests on lasting common values. This can be an era of peace and friendship that offers hope not only to our peoples, but to the peoples of the world. . . .

Source: "Joint Declaration," U.S.–Russian Summit, Camp David, February 1, 1992  
Berlin Information Center for Transatlantic Security online

### 33 Based on this document, explain the purpose of this joint declaration by United States President George H. W. Bush and Russian President Boris Yeltsin.

#### Score of 1:

##### *Examples:*

- to establish principles to guide relations between Russia and America;
- to show the world that Russia and the United States trust/respect each other;
- to promote their friendship/their partnership;
- to promote democracy and economic freedom;
- to promote free trade/investment/economic cooperation;
- to acknowledge shared values of peace/human rights/democracy;
- to establish a new era for the relationship between Russia and United States;
- to show how Russia and the United States will work together for a safer world;
- to remove any remnants of Cold War hostility;
- to end the Cold War;
- to avoid future conflict;
- to curb the creation/proliferation of nuclear weapons;
- to work against common dangers;
- to counter terrorism/halt drug trafficking/prevent environmental degradation;
- take steps to reduce strategic arsenals;
- to expand the ties that bind their people;
- to show United States solidarity with Russia;
- United States wants to help stabilize/legitimize Yeltsin’s Russia;
- to agree to a number of principles

**Score of 0:**

- Incorrect response

*Examples:*

- to build weapons of mass destruction together;
  - to continue the conflict that divided the world;
  - to work against one another;
  - Russia and the United States are adversaries/enemies;
  - to protect either side;
  - to stop the spread of communism;
  - to set up a meeting at Camp David
- No response

**34a Identify a turning point associated with the historical developments related to *both* documents 1 and 2.**

**Score of 1:**

*Examples:*

- end of the Cold War;
- collapse of communism;
- fall of the Iron Curtain;
- rise of democracies in former communist countries;
- failure of Soviet policies;
- transformation of the USSR's/Russia's government;
- major shift in communist and noncommunist relations;
- fall of the Soviet Union

**Score of 0:**

- Incorrect response

*Examples:*

- rise of the Soviet Union;
- creation of communism

- No response

**34b Explain why the historical developments associated with these documents are considered a turning point. Be sure to use evidence from *both* documents 1 and 2 in your response.**

**Score of 1:**

*Examples:*

- dismantling of Iron Curtain after World War II led to the superpowers taking a new approach to peace in the 1990s;
- democratic nations had little or no admittance to the Soviet Union, but when the Iron Curtain came down in the 1990s, diplomacy opened up/political relationships changed;
- failure of Soviet policies led to the fall of the Iron Curtain and better Russian relations with Europe/United States/the world;
- document 1 shows Europe divided by communism/the Cold War and document 2 shows a major change with the United States and Russia removing Cold War hostility;
- trade/travel from the West to Eastern Europe/Soviet Union/Russia was limited during the Cold War and trade expanded with the Camp David Summit in 1992;
- document 1 shows Stalin/Soviets not wanting to admit people to Eastern Europe and document 2 shows that openness became a hallmark of relations;
- during the Cold War, the Soviet Union controlled people with walls/snipers/totalitarianism, and after the Cold War, Russia stated they would promote respect for human rights and respect for borders;
- there were hostilities between the West and the Soviets in 1946 and an era of peace and friendship started in 1992;
- Stalin led a communist totalitarian regime and Yeltsin was president of a new and democratic Russia;
- the satellite states formed after World War II dissolved with the ending of the Cold War and the emergence of new relationships;
- in 1946, the United States and its allies were enemies of the Soviet Union, and in 1992, there was a shift to the United States and Russia working together to fight common dangers/terrorism;
- during the Cold War, the Soviets promoted heavy industry/militarization, and after the Cold War ended, the United States and Russia worked together to prevent proliferation of weapons of mass destruction

**Score of 0:**

- Incorrect response

*Examples:*

- the Great Wall came down and ended communism worldwide;
- at the United States-Russia summit, the leaders decided to build a wall that divided communist and democratic nations;
- the rise of democracy in Russia;
- people could not see into the Soviet Union and then they could;
- Europe was divided by the Berlin Wall;
- Russia industrialized and modernized

- No response

**Global History and Geography II (Grade 10)**  
**Part III Content-Specific Rubric**  
**Enduring Issues Essay**

**Task:**

- Identify **and** define an enduring issue raised by this set of documents
- Argue why the issue you selected is significant **and** how it has endured across time

**In your essay, be sure to**

- Identify the enduring issue based on a historically accurate interpretation of *at least three* documents
- Define the issue using relevant evidence from *at least three* documents
- Argue that this is a significant issue that has endured by showing:
  - How the issue has affected people or has been affected by people
  - How the issue has continued to be an issue or has changed over time
- Include relevant outside information from your knowledge of social studies

**Scoring Notes:**

1. Some examples of enduring issues that students may identify in *at least three* documents are provided. However, other issues may be identified if they are supported by accurate facts and examples from both the documents and outside information.
2. The discussion of the issue must be related to the documents, accomplish the task, and be supported by accurate facts and examples.
3. The identification and definition of the enduring issue may be included in the discussion of why the issue is significant and how it has endured across time.
4. Information used to discuss how the enduring issue affected people or has been affected by people may also be used to discuss how the issue has endured across time.
5. The enduring issue may be discussed from different perspectives as long as the position taken is supported with accurate historical facts and examples.
6. A specific time period or era need not be identified as long as it is implied in the discussion.
7. A response may discuss both how the selected enduring issue has affected people and how the issue has been affected by people.
8. A response may discuss both continuity and change regarding the selected enduring issue.
9. While not required, a student may include information from the 9th-grade social studies framework.
10. While the United States should not be the focus of the argument, issues related to the United States may be used to address the task as long as information used relates to the enduring issue selected from these documents.
11. While the focus of the response should be on the enduring issue that is identified, additional enduring issues may be referenced as part of the discussion. However, if two or more enduring issues are addressed in separate discussions, only the first one should be scored.

**Score of 5:**

- Clearly identifies and accurately defines *one* enduring issue raised in *at least three* documents (See example Definition and Evidence from Documents on page 17)
- Develops an even, thoughtful, and in-depth argument about how the enduring issue has affected people *or* how the issue has been affected by them **and** how the issue continues to be an issue *or* has changed over time
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from *at least three* documents
- Richly supports the task by incorporating substantial relevant outside information that includes facts, examples, and details from *at least three* documents
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

**Score of 4:**

- Identifies and accurately defines *one* enduring issue raised in *at least three* documents
- Develops a thoughtful argument in some depth about how the enduring issue has affected people *or* has been affected by them **and** how it continues to be an issue *or* has changed over time **OR** develops the argument somewhat unevenly by discussing one aspect of the argument more thoroughly than the other
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from *at least three* documents
- Supports the task by incorporating relevant outside information
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

**Score of 3:**

- Identifies and defines *one* enduring issue raised in the set of documents
- Develops both aspects of the argument with little depth *or* develops only one aspect of the argument in some depth; may include minor inaccuracies
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Includes some relevant evidence that includes facts, examples, and details from some of the documents
- Includes limited relevant outside information
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

**Score of 2:**

- Identifies, but does not clearly define, *one* enduring issue raised in the set of documents
- Minimally develops both aspects of the argument *or* develops one aspect of the argument in little depth; may include some inaccuracies
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details from the documents or consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may lack an introduction or a conclusion



**Score of 1:**

- Identifies, but does not define, *one* enduring issue raised in the documents
- Minimally develops one aspect of the argument; may include inaccuracies
- Is descriptive; may lack understanding or application
- Includes some vague, unclear references to the documents or includes minimal relevant facts, examples, and details copied from the documents
- Presents no relevant outside information
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may lack an introduction and a conclusion

**Score of 0:**

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

**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.**

## Issues found in documents

**Document 1:** Impact of cooperative groups; government role in resource management; international role in resource management; exploitation of environment; grievances against government/leadership; human impact on the environment; war; conflict; desire for peace; threats or damage to resources or to the resource base; exploitation of resources; threats to livelihood; extraction of resources by armed groups; inability of government to safeguard resources; greed; marginalization of local population; role of group cooperation in preventing exploitation; inequalities in power; competition for control of resources

**Document 2:** Impact of colonialism; impact of imperialism; human rights violations; impact of industrialization; impact of trade; punitive treatment of labor; exploitation of resources; exploitation of labor/people; traditional vs. modern manufacturing; impact of technology; impact of duties/tariffs/taxes; conflict; inequalities in power; marginalization of local population; threat to livelihood; greed; government oppression

**Document 3:** Impact of imperialism; human rights violations; impact of industrialization; inequalities in power; conflict; exploitation of resources; human impact on the environment; exploitation of labor/people; impact of colonialism; lack of freedom; grievances against government/leadership; government oppression

**Document 4:** Human rights violations; war; conflict; exploitation of resources; impact of trade; exploitation of labor/people; forced displacement; impact of migration; mass torture; threat to livelihood; deforestation; human impact on the environment; grievances against government/leadership; inequalities in power; marginalization of local population; scarcity; impact of cooperative groups; government oppression; competition for control of resources

**Document 5:** War; rebellion; conflict; impact of trade; impact of globalization; exploitation of resources; impact of cooperative groups; desire for independence; lack of security; inequalities in power; grievances against government/leadership; government oppression; impact of imperialism; competition for control of resources

This chart suggests enduring issues that can be found in *at least three* documents. It is not meant to be a comprehensive list and students may identify enduring issues not included in the chart.

Possible Enduring Issues in the Documents	Documents associated with Enduring Issue
Human rights violations	2, 3, 4
Exploitation of resources	1, 2, 3, 4, 5
Grievances against government/leadership	1, 3, 4, 5
Impact of trade	2, 4, 5
Conflict	1, 2, 3, 4, 5
War	1, 4, 5
Exploitation of labor/people	2, 3, 4
Inequalities in power	1, 2, 3, 4, 5
Human impact on the environment	1, 3, 4
Impact of cooperative groups	1, 4, 5
Competition for control of resources	1, 4, 5
Impact of imperialism	2, 3, 5
Government oppression	2, 3, 4, 5

## Example Issue: Exploitation of Resources

### *Identify and Define:*

The exploitation of resources means that land, labor, and capital are taken for the economic and/or political benefit of those in control while causing harm to the environment, government, and/or society. This exploitation undermines the opportunities of native peoples to profit causing the destruction of the environment and/or controlling or subjugating indigenous laborers to extract or produce the resource often leading to conflict over who controls the resource.

### *Evidence from the documents to support the definition:*

**Document 1:** The United Nations has taken measures to assist nations in reestablishing control over their resources and in preventing illegal exploitation. Exploitation of natural resources (timber, minerals, oil, and gas) can lead to environmental damage, marginalization of the local population, greed, and violent conflicts.

**Document 2:** In India, the Mughal Empire and later the British Empire produced muslin fabric as cheaply as possible for profit at the expense of Indian laborers working in poor conditions. When the British industrialized and created factories, they displaced the need for Indian handmade muslin cloth at home and overseas.

**Document 3:** In the Congo Free State, King Leopold II forced Africans to extract rubber for the benefit of Belgium.

**Document 4:** In Cambodia, timber resources helped pay for the war between the government and the Khmer Rouge. The wealth generated by selling timber led to increased conflict, damage to the environment, and torture, exploitation, and forced displacement of Cambodians.

**Document 5:** In Africa, the exploitation of diamonds helped fund militias that challenged the existing government. Diamonds were often traded for weapons, while preventing legitimate governments from profiting from their sale. Exploitation of diamonds created conflicts/wars within Africa while Europeans economically benefited from receiving diamonds and selling weapons.

### Example Issue: Exploitation of Resources

Document Information	Outside Information
How issue affected people/how people affected issue	How issue affected people/how people affected issue
<p><b>Doc 1</b>—International Day for Preventing Exploitation of the Environment in War and Armed Conflict held by United Nations            Acknowledgement by United Nations Secretary General Ban Ki-moon that there cannot be peace if resources people depend on for income or sustenance damaged or destroyed            Marginalization of local populations/violent conflicts due to exploitation of resources            Six United Nations peacekeeping missions to help support countries in reestablishing control over their resources</p> <p><b>Doc 2</b>—Cotton textiles exported out of India to other regions of the world            Fortunes made by British with exportation of Indian muslin            Mughal State established workshops (kothis) to exploit labor and resources            Indian farmers and weavers squeezed by British Crown until nothing left            Tariffs, duties, and taxes imposed on textile exports by British            Devastation of Indian cotton/muslin industry by British</p> <p><b>Doc 3</b>—African laborers exploited to meet Belgian king’s demands for rubber            Demands in Congo Free State resisted by Africans            King Leopold II’s power feared by Africans</p> <p><b>Doc 4</b>—Timber used to fund war efforts            Conflict over timber resources (mass torture, exploitation, forced displacement)            People displaced by conflict over timber resources            Local economy/environment destroyed            Repercussions, aggravated grievances for indigenous people, rebellion, and conflict from deforestation</p> <p><b>Doc 5</b>— Civil wars funded through exploitation of diamonds            Weapons traded for African diamonds by Europe            Conflict with African communities caused by control of resources            Civil War in Sierra Leone as a result of actions by RUF            Blood diamonds mined by those seeking to oppose legitimate governments            Recognition of conflict related to blood diamonds by United Nations</p>	<p>Forcing natives of Latin America to work on European sugar plantations sometimes resulting in death            Enslaving Africans for work on American plantations (Middle Passage)            European imperialism in Africa (cotton, tea, coffee, gems, ivory)            European imperialism in Asia (tea, opium, rubber)            Resistance efforts against foreign exploitation of resources (Gandhi’s Salt March/textile boycott)            Use of sweatshop laborers to produce globally traded goods (clothing, shoes, electronics, toys, sports equipment)            Chinese development of African resources            Efforts by organizations to prevent resource exploitation and environmental degradation (Greenpeace, Friends of the Earth, Union for Sustainable Development, Women’s Environmental Development Organization)            Exploitation of rain forests (Amazon, Congo, Southeast Asia)            Details about soil exhaustion/desertification (Sahel, Gobi region)</p>

## Example Issue: Exploitation of Resources

Document Information	Outside Information
How issue continued or changed over time	How issue continued or changed over time
<p><b>Continuity:</b></p> <p><b>Doc 1</b>—Since 1990 continuation of violent conflicts despite efforts to stop exploitation of resources</p> <p><b>Doc 2</b>—Indian laborers exploited under both Mughal State and British Empire to produce muslin</p> <p><b>Doc 4</b>—In Cambodia, timber resources exploited since 1970s to fund groups engaged in conflict at expense of many Cambodians</p> <p><b>Doc 5</b>—African diamond exploitation often used to fund rebel groups, acquire weapons in trade, cause conflict</p> <p><b>Changes:</b></p> <p><b>Doc 1</b>—Six peacekeeping missions mandated by United Nations in effort to support host country’s ability to reestablish control over its resource base</p> <p><b>Doc 2</b>—Exploitation of Indian resources and profits for British creating hardship for Indians as muslin industry brought to its knees while under British colonization</p> <p><b>Doc 3</b>—Increase in Belgian power as a result of exploitation of African laborers and rubber Exposure of exploitation by publications (<i>Punch</i> political cartoons in British magazine)</p>	<p><b>Continuity:</b></p> <p>Exploitation of land, labor, and resources of those colonized by imperial powers</p> <p>Groups often shortsighted in way resources used and impact of exploiting resources</p> <p>Resources often unevenly distributed causing competition</p> <p>Control of resources often associated with wealth and power</p> <p><b>Changes:</b></p> <p>Change in demand for resources over time, depending on human needs and wants and availability of technology</p> <p>Changes in power and wealth and extent to which labor has a say or is exploited as result of who controls resources</p> <p>Recognition of consequences of exploiting resources and exploration of ways to mitigate consequences</p>

In the 1800s, European nations colonized most of Africa and India. These colonies were exploited of their natural resources, only to benefit the Europeans. European empires imposed plantation systems in their colonies and also developed technologies and infrastructure to insure efficient exportation of the cash crops from colonial lands creating even greater profits for European industrial powers. When Imperialist nations began to leave, former colonies faced problems with how their land had been altered. Due to mercantilist policies these former colonies were robbed of not only their resources but also the opportunity to develop self-sufficient economies and the ability to participate fully in global trade. In order to survive, these new nations had to sell their natural resources which meant that those in control of the resources were also in power leading to many wars and conflicts. Many conflicts have arose over the natural resources, because they are of limited supply. The impact of imperialism has been an issue that has endured across time and place especially when evaluating the legacy of exploiting natural resources.

When Britain ruled over India, the government established merchantilism which played a key role in making Britain rich. Resources from India were aquired as a result of cheap, forced labor. Then they were manufactured into finished goods in Britain, and finally sold back to Indians for a huge profit. Even though natural resources were grown in India, most of the factories were in Britain, forcing India to be dependant on their mother country for its goods. One example of this exploitation involves a fabric called Muslin. Before imperialism this textile was sold throughout Europe, making the Bengal's who wove the fabric a fortune (doc 2.) Then, when the

East India Company and the Crown started to rule India, they forced many textile mills to close. Instead of Indian production the British began to mass-produce textiles, and sold it back to the Indian people at a high price that included high taxes and tariffs (doc. 2) As a result not only did the British gain enormous wealth, Indian industries were also destroyed. This in turn led to the development of a cash crop economy in which many traditional Indian laborers now found themselves working on cotton plantations under brutal conditions. In the 1900s, when India was fighting for freedom, a huge part of their resistance was boycotting British goods. Mohandus Gandhi, in particular, knew that if India wanted to end British imperialism it could no longer be the "Jewel in the Crown". India was considered the "jewel" because of the amount of wealth it produced for the British Empire. The majority of that wealth came from the exploitation of natural resources. For Britain to grant independence, India would need to become less profitable. He started the Homespun Movement, in which he encouraged India to spin textiles at home instead of relying on British-made cloth. Gandhi also organized the Salt March as a symbolic way to protest the British salt monopoly. British authority agreed to leave India, but the colony was partitioned. The legacy of British imperialism was felt in another way almost immediately after independence. Anger between Hindus and Muslims increased as each group blamed the other for wanting too much political and economic power. The border region particularly in places such as Kashmir are the source of many conflicts between these countries. Today there is a major conflict near the source of the Ganges river. Both India and Pakistan are fighting over the rightful owner of this land. Whomever

controls the area, will have better resources and strengthen their economy. Both nations possess nuclear-weapons, so this is a dangerous problem. If the British never interfered the Hindu-Muslim conflict may never have happened. British imperialism has left a major imprint on the Indian subcontinent. While India gained western technologies, education, etc, it was also left economically impoverished, ridden with ethnic tension and facing political uncertainty.

Africa has faced a similar situation to India as a result of European imperialism. Europeans divided African tribes and land into colonies, forcing the natives into newly crafted colonial relationships that ensured European dominance and subjugation of Africans. Europeans often pitted enemies against one another in the same colony and separating allies. By placing lighter skinned Africans in positions of power over darker skinned Africans further conflict was encouraged. They were forced to provide intensive labor on cash crop plantations causing the depletion of resources from their own land. In the Congo, in a lush, tropical climate in Africa, Belgium rulers forced the Africans to become slaves on rubber plantations (doc 3). King Leopold II of Belgium was known for his brutal treatment of Congolese slaves. Those Africans who failed to meet established quotas were often subjected to the amputation of limbs. The rubber plantations resulted in deforestation, or cutting down trees. Now, many of these lush areas are becoming useless, making it difficult for those in the Congo to grow crops or profit off of their land. Unlike India there was no political structure developed which led to political instability and a series of dictators who ruled cruelly and



absolutely in the Congo.

In South Africa the Dutch and the British both had influence through their imperialism. First, the Boers came and took the land from the native people's such as the Zulu. The British came in and fought the Boers in the Boer Wars and took over. The British exploited gold and diamonds from South Africa. They forced the black South Africans to work in dangerous gold and diamond mines. They also maintained the system of racial segregation that the Boers put into place that eventually became codified as apartheid. In this system whites were the only citizens and only they could participate in government. The whites—both the Afrikaners, who the Boers eventually became known as, and the English economically benefited as the blacks suffered from this imperialist based system.

The legacy of imperialism and dependency on European markets has persisted to the modern day where civil war has broke out between many African nations over these resources that the economies became dependent on during the Age of Imperialism (doc. 5). This conflict is ongoing and is only getting worse because as these resources become more scarce African nations and groups will have more to fight over. When Europeans left Africa they also left the un-natural boundaries that they created that ignored the local tribal boundaries. Now citizens of the same country are hostily fighting over their diminishing resources and their lands. European nations set Africa up for the extreme poverty and ethnic conflict it faces today. European nations that colonized India and Africa left these countries in financial struggles as well. The colonies had many of their resources exploited for the benefit of the mother countries. Issues with poverty, lack of

*industry, unequal trade, and territorial disputes are results of imperialism.*

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**Anchor Level 5-A**

**The response:**

- Clearly identifies and accurately defines *impact of imperialism* as an enduring issue raised in the documents (exploitation of natural resources of colonies to benefit Europeans; results in poverty, lack of industry, unequal trade, and territorial disputes)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (many conflicts over natural resources because of limited supply; since most factories were in Britain, India was forced to be dependent on mother country for its goods; for Britain to grant independence India would need to become less profitable; Africans forced to provide intensive labor on cash crop plantations causing depletion of resources; King Leopold II known for brutal treatment of Congolese slaves; legacy of imperialism and depending on European markets persisted to modern day where civil war broken out between many African nations over resources)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from documents 2, 3, and 5
- Richly supports the task by incorporating substantial relevant outside information (due to mercantilist policies former colonies robbed of not only their resources but opportunity to develop self-sufficient economies and ability to participate fully in global trade; when Britain ruled over India government established mercantilism which played key role in making Britain rich; India developed a cash crop economy in which many traditional Indian laborers found themselves working on cotton plantations under brutal conditions; Mohandas Gandhi knew India could no longer be “jewel in the crown”; Gandhi started Homespun Movement which encouraged Indians to spin textiles at home; Gandhi also organized Salt March as symbolic way to protest British monopoly on salt; colony partitioned and anger between Hindus and Muslims increased as each group blamed the other for wanting too much political and economic power; while India gained western technologies and education it was also left economically impoverished with ethnic tensions and facing political uncertainty; Europeans divided African tribes and land into colonies forcing natives into newly crafted colonial relationships that ensured European dominance and subjugation of Africans; by placing lighter skinned Africans in positions of power over darker skinned Africans; Africans who failed to meet established quotas often subjected to amputation of limbs; rubber plantations in Congo led to deforestation or cutting down of trees making it difficult for Congolese to grow crops or profit off their land; British maintained system of racial segregation put into place by Boers; under apartheid only whites could participate in government)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 5. The response demonstrates a depth of understanding by drawing thoughtful connections between various colonial peoples and the relationships developed across time and place connected to imperialism. Substantive relevant historical details support document interpretation and an analytic discussion.

From the time of the development of the earliest of civilizations, there has always been groups that oppress their people. The desire to gain and maintain power and wealth has led individuals, groups and governments to sometimes oppress others. This oppression has had lasting effects in the regions where it occurred. Some examples that illustrate this trend include the British oppression of Indians, Belgian oppression of the Congolese, and the oppression of Cambodians by the Khmer Rouge.

During the Age of Imperialism Europe took colonies in an attempt to gain resources and products to use or sell in order to make money. Africa was one of the last places that was colonized partly because of its geography and partly because of people, diseases and other obstacles. In the early days of exploration, European countries set up trading posts on the coasts and then took slaves in large amounts to act as laborers on plantations in the Americas. But by the late 1800s Europe desired to take the continent of Africa so they met in Berlin to discuss how and who would take Africa's land in what became known as the Berlin Conference. Within 20 years almost all of Africa was colonized except Ethiopia and Liberia. The biggest colonizers were Britain and France but one of the most cruel was Belgium who took Congo.

King Leopold II of Belgium "squeezed" the resources and people of Congo for profit. He controlled the people of the Congo by imposing slavery and brutality throughout his reign. He forced the natives to extract rubber so it could be sold to other countries for profit. The rubber industry made Leopold and his empire a lot of money at the expense of the Congolese. Natives were forced into slavery and faced

beatings, amputations of limbs, and even death. Ultimately Leopold oppressed the Congolese for his own benefit. Belgium became the home for new public works projects and an influx of wealth but the Congo became a place that lacked industrial development, a place of ethnic tensions, and a place where men and women in their prime became slaves. This issue is enduring today as it continues to reflect the legacy of oppression in the Congo, Sudan, South Sudan, Nigeria and in many other countries where governments and groups are oppressing people in order to gain more power and wealth. In the Darfur region of Sudan in the early 2000s the Sudanese were being killed or forced to leave their homes by the Janjaweed who were aligned with the government. They wanted the land and resources and forced hundreds of thousands to leave and go into refugee camps for fear of being killed or raped by these armed "bandits." The oppression the people of Darfur felt is still present because many have felt that they can't return to their homeland and are still living in camps.

The exploitation of people by oppressive foreign governments has also endured over time. The British took control over the economy of India during the period known as the British Raj. India was considered the crown jewel of the British Empire meaning it was the most profitable of their colonies. The way the British earned such great profits was by oppressing natives as laborers, exploiting raw materials, and imposing taxes and tariffs. Products such as salt, tea, cotton, and indigo dominated trade and lined the pockets of the British Crown. Additionally the British came to dominate industries that were once controlled by native peoples. For example, the muslin industry was highly profitable for Indians prior to the British takeover. However,

once India was colonized they forced high production rates from farmers and weavers until they had nothing left driving many into poverty and subjugation. The British continued to squeeze the economy by utilizing power looms and other factory machines that led to the complete destruction of Bengals handwoven cotton industry, replacing it with British manufactured cotton. This shows how oppression has been a clear enduring problem as the situation that began in the 16th century continued through the Industrial Revolution and the Age of New Imperialism to the 20th century. During the Cambodian civil war fighting between the government and the Khmer Rouge led to the oppression of the Cambodian people. As both of these groups exploited timber resources as a way to finance this conflict it had serious consequences on natives of the region. As a result many Cambodians faced mass torture, exploitation, and forced displacement. Ultimately the Khmer Rouge was victorious during the civil war and would further oppress the people of Cambodia. It was a communist state and like many command economies the Khmer Rouge controlled the people and made the economic and political choices within the country. The people were forced to obey or they risked violent punishments. The Khmer Rouge led by Pol Pot forced people to work on communes similar to Mao Zedong and tried to rid the country of outside western influence and ideas. This oppression led to malnutrition, overwork, and the mistreatment or misdiagnosis of diseased killing hundreds of thousands. Other communist countries had similar oppression of their people whether it's Fidel Castro of Cuba, Joseph Stalin of the USSR or Mao Zedong of China. Each group killed thousands if not millions in order to enforce policy

and keep control.

The 20th century continued to see oppression as a problem in Africa. Blood diamonds are being used to combat oppression. This occurs most often because oppressive governments abuse the people so badly that opposition groups are being funded by blood diamonds to help overthrow legitimate governments. Similarly yet earlier in the century was the 1917 Russian Revolution. This uprising was first felt in 1905 on Bloody Sunday in which the government suppressed workers who were protesting oppression and unfair working conditions at the Winter Palace. When people have the opportunity to overthrow the oppressive governments they sometimes take that chance. Sadly this sometimes has led to more continuity of oppression from new governments as was the case in the U.S.S.R. and in areas of Africa.

## Anchor Level 5-B

### **The response:**

- Clearly identifies and accurately defines *oppression* as an enduring issue raised in the documents (desire to gain and maintain power and wealth has led individuals, groups, and governments to sometimes oppress others)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (biggest colonizers were Britain and France but one of most cruel was Belgium who took Congo; rubber industry made Leopold and his empire a lot of money at expense of Congolese; once India was colonized, Britain forced high production rates from farmers and weavers until they had nothing left driving many into poverty and subjugation)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from documents 2, 3, 4, and 5
- Richly supports the task by incorporating substantial relevant outside information (in early days of exploration European countries set up trading posts on coasts and took slaves in large amounts to act as laborers on plantations in Americas; by late 1800s Europe desired to take continent of Africa so they met in Berlin to discuss how and who would take Africa's land in Berlin Conference; Belgium became home for new public works projects and an influx of wealth but Congo became a place that lacked industrial development, ethnic tensions, and a place where men and women in their prime became slaves; in Darfur region of Sudan in early 2000s Sudanese being killed or forced to leave their homes by Janjaweed who aligned with government; oppression of people of Darfur still present because many cannot return to homeland and are still living in camps; British took over control of economy of India during period known as British Raj; products such as salt, tea, cotton, and indigo dominated trade and lined pockets of British Crown; ultimately Khmer Rouge victorious during civil war and further oppressed people of Cambodia; Khmer Rouge a communist state and like many command economies controlled people and made the economic and political choices within the country; Khmer Rouge led by Pol Pot forced people to work on communes similar to Mao Zedong and tried to rid country of outside western influences and ideas; Russian Revolution in 1917 first felt in 1905 Bloody Sunday uprising in which government suppressed workers protesting oppression and unfair working conditions at Winter Palace)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 5. The response shows depth of understanding by using substantive and relevant historical details to draw thoughtful connections between document information and outside examples. A critical appraisal of information establishes a strong evaluative basis for assessing how oppression has continued to be an enduring issue that needs to be addressed.

Throughout the course of history, one enduring issue outstanding from the myriad of conflicts that have occurred is the oppression of a group of people due to the fact that a more powerful oppression is using them or their land to acquire resources of their own. The conflict is often economic in nature where one group driven by the desire for profit exploits the land, labor, and resources of weaker areas and often controls them, sometimes violently and cruelly. Examples of this overarching theme have occurred countless times throughout history, including the timber conflict in Cambodia, the blood diamond crises in Africa, and the forced labor of Indians by Europeans. In fact this has continued until modern day with the exploitation of workers in sweatshops of corporations from developed countries and the exploitation of natural resources such as oil in places like Nigeria and Sudan. Despite the persistence of this issue some organizations have attempted to address these exploitations that have led to conflict.

The enduring issue of conflict is evident in the case of timber resources being exploited in Cambodia. Cambodians suffered many hardships within the span of a couple of decades, including French imperialism, Japanese occupation, a nationalist movement, a civil war, and the wrath of the Khmer Rouge, and the Cambodia-Vietnam War. [Doc 4] During the civil war both the Cambodian government and the Khmer Rouge exploited and competed for profitable timber resources to fund their war efforts. They did this with disregard for the local populations that suffered from mass torture, exploitation, and forced displacement from conflict over the timber trade. Control over resources, as in this case, often means groups can gain and maintain power at the expense of those who lack the means to successfully resist.



Even after the Khmer Rouge won the civil war they caused conflict when they wanted to focus more on agricultural output on communes, as in Maoist China. One of their goals was to increase the production of rice, so they did not have to import so much. Due to harsh war conditions and the general cruelty of the Khmer regime, farmers overworked to produce rice for soldiers. Due to the lack of rest and food of the Cambodian workers, many died due to malnutrition, overworking, and mistreated or misdiagnosed diseases. This atrocity often called the “killing fields” demonstrates how often times groups will oppress its people and take no interest in their well-being in order to gain the resources that they desire.

Another powerful example of the enduring theme of conflict is characterized in the blood diamond trade in Africa. The blood diamond trade has caused so many problems and controversy, leading to the United Nations passing resolutions in an attempt to stop the blood diamond trade. These diamonds were any diamonds that were mined in areas controlled by forces opposed to the legitimate and internationally recognized government of a country. They are often sold to fund military action against that legitimate government. Today people are still being oppressed and forced to mine diamonds under terrible working conditions, and are not adequately compensated for their hard work. Further, these diamonds are being used for a bad cause. This unfair trade, horrible labor conditions, and conflict was caused by European greed and desire for diamonds. In exchange for European weapons non-African nations have gained wealth and access to diamonds at the expense of African laborers and the African economy. This again demonstrates how groups will

oppress people in the process of acquiring desired resources.

Last but not least another powerful example employed in demonstrating the understanding of the aforementioned enduring theme is the forced labor of Indians by Europeans. In Dhaka, then a part of India, many people made a living working in the textile industry, weaving cloths for sale. One type of cloth that was prominent among textile mills was Muslin [Doc 2] This was a handwoven cloth, comprised of exquisite cotton fibers, for an emperor. Although this amazing fabric is a lightweight inexpensive machine-made fabric today, in the beginning of the 16th century, the manufacturing of this cloth required a lot of specialized work. When Great Britain ruled over India it moved and changed the manufacturing of muslin cloth. Instead of being made in Kothi workshops in Dhaka cotton was grown on cash crop Indian plantations by Indian farmers and cotton textiles were manufactured by power looms in British cotton mills. In both of these place workers had to labor in harsh sometimes punitive conditions. The East India Company and textile companies demonstrated no care for the workers, and oppressed them into getting their goods. This, once again, demonstrates the overarching theme of conflict as a result of desire for resources.

Today the enduring theme continues. Instead of entire nations, corporations have taken the lead to cause conflict and abuse workers. Companies such as Walmart produce much of their garments and other goods in sweatshop factories located in places like Bangladesh. There they can take advantage of cheap labor and force workers to work in horribly disgraceful conditions. As awareness of this

exploitation has grown many people have pressured companies to change their policies by boycotting their products and protesting raising awareness. Likewise in places like Nigeria foreign corporations have competed for control of oil resources. Nigeria has become economically dependent on oil exports. However only those who control the corporations or the few others who have power truly benefit while many Nigerians work in dangerous and poor paying jobs for those corporations. They are forced to live below the poverty line despite wealth gained through the sale of its oil.

Conflict generally exists when individuals, groups, or nations are greedy and seek control over other people. This greed can take shape over the desire for resources, the exploitation of labor, the colonization of lands, or the destruction of local economies and environments. As in the historical cases of Cambodia, Africa, India, and in modern times this issue has persisted. Yet there is hope. NGOs, individuals, and other organizations are working to find ways to end conflict related to this issue.

## Anchor Level 4-A

### **The response:**

- Identifies and accurately defines *conflict* as an enduring issue raised in the documents (oppression of a group of people as a result of a more powerful aggressor using them or their land to acquire resources of their own; often economic in nature where one group driven by desire for profit exploits land, labor, and resources of weaker areas and often controls them sometimes violently and cruelly)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (control over resources often means groups can gain and maintain power at expense of those who lack means to successfully resist as in the case of the Cambodians; United Nations passed resolutions in an attempt to stop blood diamond trade in Africa; today muslin lightweight inexpensive machine-made cloth but in beginning of 16th century manufacturing required specialized work; instead of cloth being made in kothi workshops in Dhaka, cotton grown on cash crop Indian plantations by Indian farmers; greed can take shape over desire for resources, exploitation of labor, colonization of lands, or destruction of local economies and environments)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from documents 2, 4, and 5
- Supports the task by incorporating relevant outside information (conflict continues today with exploitation of workers in sweatshops of corporations from developed countries and exploitation of natural resources such as oil in places such as Nigeria; even after Khmer Rouge won civil war, they caused conflict wanting to focus more on agricultural output on communes, as in Maoist China; lands in Cambodia often referred to as “killing fields” because of so many deaths; today people still being oppressed and forced to mine diamonds under terrible working conditions and not adequately compensated for their hard work; as awareness of exploitation has grown many have pressured companies to change their policies by boycotting their products and protesting raising awareness; Nigerians forced to live below poverty line despite wealth gained through sale of oil; NGOs, individuals, and other organizations working to find ways to end conflict)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. A good understanding of the chronology, historical context, and motivation surrounding conflicts throughout history is established. Although the discussion demonstrates knowledge of continuity over time, additional depth and analysis would have strengthened the effort.

Imperialism has existed for much of modern history. Along with it comes its tendency of destruction of native economies and cultures. Imperialism destroys the lands that it overtakes in an attempt to extract as many resources and profits from the colony as possible. This is all part of the economic system that develops in imperialist relationships called mercantilism. In this system the mother country gets raw materials from the colony, manufactures them into finished goods, and sells them back to the colony. The colony loses its manufacturing base and becomes entirely dependent upon the mother country economically and politically. There is also often a cultural element to the relationship when the mother country tries to impose its so called superior culture on to the colonial people. Its destruction spans over hundreds of years and is certainly an enduring issue.

Imperialist destruction depletes a land's resources, culture, economy, and often robs the natives of their freedom. During the Age of New Imperialism, European nations met at the Berlin Conference and carved Africa up like a cake. They each greedily took lands that they thought would benefit their economies and imperial growth. These leaders hid their greed by claiming they were actually seeking to civilize natives in Africa as suggested in the theory of social Darwinism. One of the powers that benefited from exploiting Central Africa was Belgium under the reign of King Leopold II. The Congo was robbed of its freedom as depicted in a 1906 political cartoon that shows King Leopold II of Belgium as a snake wrapped around the body of a native and is threatening the native. The cartoon is symbolic of the relationship between imperial Belgium and natives of

the supposed Congo “Free” state. Belgium viewed the Congolese as a source of cheap labor to help them extract natural rubber from the region. Given the wave of industrialization that existed in Europe during this period rubber became a commodity in high demand. The work on rubber plantations was brutal and the laborers were often mistreated. The punishment for not meeting the quotas established by Belgium overseers was often having your hand cut off. These circumstances left a legacy of hardships for the people of this region even after the Congo achieved independence. Imperialist Belgium was only one of many countries that robbed native peoples of their basic rights and oppressed them by creating laws that were unfair. Warring between native groups existed throughout much of African history but those tensions were purposefully made worse by European oppressions and have left a legacy of ethnic conflict since independence.

Imperialism destroyed the economies and customs of many countries often by choking out any thriving industry they had. An example of this can be seen during the British reign over India. When Europeans came to India at the beginning of the 16th century when the Mughal Dynasty was strong and so Europe was forced to accept agreements that kept them in coastal trading posts. During this time India’s manufacturing was strong and the Europeans were impressed by the quality of India’s cotton textiles as well as by its extensive, far flung trade. The Europeans bought Indian products allowing India to make great profits. However as the Mughal Dynasty started to decline the Europeans made more unequal agreements with individual rajahs. Britain saw this opportunity as a cash grab and injected itself into

India's textile industry. The British East India Company, which made many trade agreements in India, provided weavers harsh working conditions and mass produced muslin. This effectively destroyed the cultural aspect of the Indian textile industry. This situation was made even more complete after Britain made India a colony as a result of the Sepoy Rebellion. As a colony not only did Britain destroy the textile industry but other industries as well. The British forced India to produce cash crops such as cotton, tea, and opium for its economic benefit. He also tried to replace Indian culture with what Britain would call "civilization." It forced Indians to learn English in schools and introduce sports and activities into India like cricket.

Imperialism drained lands of natural resources and exploited native laborers over time. Many leaders took note of this occurrence. This can be illustrated by the United Nations Secretary General's statement in November of 2012. Ban Ki-moon stated "...at least 18 violent conflicts have been fueled by the exploitation of natural resources..." Not only has the policy of imperialism led to exploitation of natural resources but it has also caused a conflict. This occurred in the Congo and India as well as when Britain exploited the resources, in its American colonies. The British controlled a number of islands in the Caribbean, many that became thriving sugar colonies. Plantation labor was difficult and natives and eventually African slaves worked long hours in tropical climates doing dangerous work without safety measures being taken. The lifespan of plantation laborers was often short. As demands for sugar grew in Europe the plantations increased production forcing the workers to do even harder more dangerous work for the sake of more profit. In the late 18th century waves of

independence movements began in Latin America. Despite independence these nations were left without development of their own industries and with economies largely dependent on the cash crops they had produced as colonies such as sugar.

The destruction brought about by Imperialism has proven an enduring issue. Imperialism's height spanned from 1850 to 1950 and it's not truly ended, as it's effects are seen even in more modern times. British involvement in India began in the early 16th century and spanned well into the time of Mohatma Gahndi. The nineteenth and twentieth century saw this division and colonization of Africa. Powered by greed, and carelessness. Imperialism has managed to last over 500 years. Imperialism's destruction has heavily affected many parts of the world, leaving Africa with ethnic tensions and poverty and India struggling to rebuild its economy. It's an issue that has endured the test of time.



## Anchor Level 4-B

### **The response:**

- Identifies and accurately defines *impact of imperialism* as an enduring issue raised in the documents (depletes a land's resources, culture, economy, and often robs natives of their freedom; goal to extract as many resources and profits from colony as possible)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (imperialism comes with a tendency of destruction of native economies and cultures and often robs natives of their freedom; Belgium only one of many countries that robbed native peoples of their basic rights and oppressed them by creating unfair laws; Britain injected itself into India's textile industry; not only did Britain destroy the Indian textile industry but other industries as well)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from documents 1, 2, and 3
- Supports the task by incorporating relevant outside information (in mercantilist system mother country gets raw materials from the colony, manufactures them into finished goods, and sells them back to the colony; colony loses its manufacturing base and becomes entirely dependent upon mother country economically and politically; during Age of Imperialism European nations met at Berlin Conference and carved up Africa with each taking lands they thought would benefit their economies and imperial growth; warring between native groups existed throughout much of African history but those tensions purposefully made worse by European oppressions and have left a legacy of ethnic conflict since independence; as Mughal dynasty started to decline Europeans made more unequal agreements with individual rajas; Britain forced India to produce cash crops such as cotton, tea, and opium for its economic benefit; as demands for sugar grew in Europe plantations increased production forcing workers to do even harder work for sake of more profit; despite independence nations in Latin America left without development of own industries and with economies largely dependent on cash crops produced as colonies such as sugar)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. The strength of the response is in the integration and analysis of outside historical information to discuss the economic, political, and cultural impacts of European imperialism, especially in the discussion of mercantilism. More direct connections of outside information to the enduring issue as in the discussion of British colonization in the Caribbean and further interpretation and utilization of document information would have helped meet the criteria of a Level 5 response.

Problems involving foreign and oppressive powers stripping lands of their natural resources has been an enduring issue, one that has presented itself in colonialism, imperialism, and modern-day warfare. This enduring issue occurs because of greed and power. One group or country takes over and takes advantage of the natural resources of an area in order to increase its own power or profit. Almost always this is at the expense of the indigenous local people who live there. Such conflict has had negative affects for indigeous people/civilians: from government-fueled genocide in Cambodia in the '70s, to the cultural and economic detoration of the Congo and India due to British imperialistic goals.

Imperialism in the 1800s became a huge economic tool for many European countries. It was used once the European countries had industrialized and needed more natural resources than were available in Europe. By the 1900s almost every single country in Africa had been colonized by a European power, except Ethiopia and Liberia. Belgium was one of the countries that was colonizing in Africa, as was Great Britain. Belgium colonized the Congo for its natural resource of rubber and Great Britain wanted but failed to obtain a line of colonies from Cairo, Egypt to Cape Town, South Africa. However England had found economic riches in India, its "jewel in the crown," a land richer in natural resources such as cotton. British industrialization focused on the textile industry. Entrepreneurs invented many machines to help grow production such as the spinning jenny and the power loom, but were looking for cotton sources. Once they expanded into India they used the colony as a source for their needed cotton. The British cotton textile industry

boomed as they exported cotton from India, but the extensive exportation of these natural resources came at a price for Indian workers as laborers were forced to work in "harsh, even punitive conditions," and the British government took advantage of workers in India "until there was nothing left. The British destroyed the Indian handloom industry forcing them to grow and export raw cotton, making India entirely dependent upon Britain for the goods (Khademul Islam, *Our Story of Dhaka Muslim*"). Shortly after the "Scramble for Africa" the partition of African lands and exploitation of African resources was seemingly available for the European taking.

This exploitation is best exemplified in Africa by a 1906 cartoon in a British Newspaper Punch which portrays King Leopold of Belgium as a snake entrapping a Congo native. King Leopold II colonized the Congo in order to force the indigenous people to harvest rubber, an expensive and very profitable resource in the industrialized world. He treated his workers terribly, sometimes even physically abusing the workers if they don't meet Belgium's expectations. Belgium's imperialistic expeditions were vast, and their manipulation and extortion of resources and land in Africa ruined the lives of many natives.

Cambodia is a country that was colonized by France. It was only given independence after World War II. During its time as a colony the French took natural resources from Cambodia and profited greatly from this colonial relationship. But even after the era of imperialism, problems involving foreign and oppressive abuse of natural resources presented itself again, in Cambodia. In a period of just 9 years (1970-

1979), Cambodia went through its civil war the Khmer regime and a war with Vietnam which left Cambodia in economic ruin. Most of their most profitable exports had been destroyed or lessened due to almost constant warfare. One of the only abundant natural resources was timber. During the civil war conflict between Khmer Rouge and the Cambodian government timber was the main war-funding resource. Both sides harvested and sold timber to get the money to fight each other. Both sides harvested and sold timber to get the money to fight each other. Eventually the Khmer Rouge won but the aggressive exploitation of timber led to massive deforestation, forced displacement, and damages to indigenous populations. This fueled the conflict and genocide in Cambodia, even more because the Khmer Rouge isolated itself, became an agricultural country, and forced the people to work in rice paddies that had been damaged tremendously during the war. In the end hundreds of thousands were killed in the Cambodian genocide and the repercussions still last today.

Overall, the issues related to foreign and oppressive powers stripping lands of their natural resources is an enduring one that has not changed in economic intent in the last two centuries. At the UN Press Release in 2012, UN Secretary-General Ban Ki-moon stated that There is no peace if a country's resource base that people depend on for sustenance and income is damaged or destroyed. Such exploitation of natural resources is still a prevalent problem today: exportations of oil, ivory, and other resources may economically benefit governments and foreign powers, but leaves the land, and its people, barren.

### Anchor Level 3-A

**The response:**

- Identifies and defines *exploitation of resources* as an enduring issue raised in the documents (involves foreign and oppressive powers stripping lands of natural resources; occurs because of greed and power when one group or country takes over and takes advantage of natural resources of an area in order to increase its own power or profit)
- Develops both aspects of the argument with some depth
- Is more descriptive than analytical (almost always exploitation of resources at expense of indigenous local people who live in area; most of Cambodia's most profitable exports destroyed or lessened due to almost constant warfare)
- Includes some relevant evidence that includes facts, examples, and details from documents 1, 2, 3, and 4
- Includes relevant outside information (imperialism in 1800s huge economic tool for many European countries; once industrialized needed more natural resources than available in Europe; by 1900s almost every single country in Africa colonized by European power except Ethiopia and Liberia; British industrialization focused on textile industry; entrepreneurs invented machines to help grow production such as spinning jenny and power loom; King Leopold II colonized Congo and forced indigenous people to harvest rubber, an expensive and very profitable resource; Leopold treated his workers terribly sometimes even physically abusing them if they did not meet Belgium's expectations; France took natural resources from Cambodia and profited greatly from colonial relationship; exploitation over timber fueled conflict and genocide in Cambodia because Khmer Rouge isolated itself, became an agricultural country, and forced people to work in rice paddies that had been damaged during war)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. Good document interpretation and strong historical references frame the discussion and demonstrate a good understanding of why exploitation of resources is an enduring issue. Acknowledgement that the impacts continue to influence the 21st century is valid but would have benefited from additional supporting facts and details.

Throughout history, there have been many issues that affect society. Some of these issues have lasted the test of time and continue to affect certain people. One enduring issue is the exploitation of resources. It is when the government or outside forces take advantage of a nation's resources. When the natural resources are abused the natural environment is hurt, causing major environmental damage but it can also cause colonialism, the abuse and exploitation of people, civil war, and the loss of lives. This issue has created great conflict, affecting and being affected by people around the world overtime and place.

This issue has been around for a long time. For example, the native peoples and slaves in Latin America were exploited by the white European men during a time of colonialism. The natives were treated poorly and forced to labor in horrible conditions. Many people were beaten or overworked to death. While the Latin American nations have been independent nations for some time now, the exploitation of humans continue. Many of the former colonial plantations are now owned by foreign companies that still abuse their workers. Another example of the exploitation of resources is in Cambodia. The Khmer Rouge exploited people and crops during the civil war. Rice and rubber decreased in production which caused increased poverty and malnutrition for much of the population. This led to both the Government and the Khmer Rouge to turn to timber to fund their war efforts. With this natural resource being exploited both sides had more money to make the violence and impact of the war even worse. This brought conflict that "wreaked havoc on the environment and local economies," and caused the torture, exploitation, forced displacement,

and death of hundreds of thousands (Doc. 4). Cambodia's very own people exploited the resources and brought on more issues.

The exploitation of resources still exists today and is greatly talked about. The United Nations have begun missions to aid countries "to re-establish control over its resource base and stop illicit [unlawful] extraction by armed groups" (Doc 1). The UN acknowledged the long and short term effects of the exploitation of resources, including wars, lives lost and economic instability. According to the UN since 1990 at least 18 violent conflicts have been caused by the exploitation of natural resources. This may be because of the greed and conflict over the natural resource or the environmental damage and abuse of local populations who see no economic benefits. The UN was also concerned about the exploitation of diamonds to trade for weapons. This conflict is about "blood diamonds" which funds actions against the government. The blood diamonds are diamonds mined in areas controlled by forces against the recognized government. These diamonds are then "sold to fund military action against the government," (Doc 5). The leaders in these forces exploit resources for their own good because of the greed and want for diamonds in foreign markets.

The exploitation of resources greatly affects its nation and people negatively. For example for years Nigeria's oil has been abused by shell oil. This benefits the company and military government but not the people living their. Their homes have been destroyed and many lives have been lost over this cause. In Dhaka, a part of Mughal India, the skilled weavers were forced to work in terrible conditions in Kothis (workshops.) But after the British made India a colony they took the

manufacturing of muslin cloth away from the skilled weavers and forced its underpaid British factory workers to manufacture the cloth. In India the British forced weavers and farmers to work in even more harsh conditions and “squeeze them” until nothing was left, then squeezed them some more. (Doc 2). The original Muslin, a handwoven high-quality cotton fabric, was transformed into a cheap machine-made fabric. The British had used up the skilled weavers and forced the fabrics to be made with British machines, ruining the quality. Both the Nigerian citizens and Dhakans were negatively impacted.

Throughout the world in India, Cambodia, Africa and other areas, resources are being exploited without benefitting those who should be benefitted – its people. These diamonds, oil or wood are all sold to fund forces with the wrong motive. This creates many social issues and corruption within the state. Many times, it's done by a small groups within the society, such as the Khmer Rouge or the military government in Nigeria. Whoever the perpetrator, the issue remains prevalent and negatively affects the lives of many throughout the world.

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### Anchor Level 3-B

**The response:**

- Identifies and defines *exploitation of resources* as an enduring issue raised in the documents (when a government or outside forces takes advantage of a nation's resources)
- Develops both aspects of the argument with some depth
- Is more descriptive than analytical (conflicts may be a result of greed and conflict over natural resources or environmental damage and abuse of local populations who see no economic benefits; United Nations also concerned about diamonds being traded for weapons; diamonds exploited because of greed and want for diamonds in foreign markets; original muslin, handwoven high-quality cotton fabric transformed into a cheap machine-made fabric)
- Includes some relevant evidence that includes facts, examples, and details from documents 1, 2, 4, and 5
- Includes relevant outside information (native peoples and slaves in Latin America exploited by white European men during time of colonialism; many former colonial plantations in Latin America now owned by foreign companies that abuse their workers; for years Nigerian oil industry abused by Shell Oil benefitting the company and military government but not the people living there; after Britain made India a colony, it took manufacturing of muslin cloth away from skilled weavers and forced its underpaid British factory workers to manufacture cloth)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. A document-framed response supported by some good explanations and scattered historical outside information focuses on the idea that exploitation of resources can be from forces outside or inside the region. Additional supporting facts and details would have strengthened the discussion.

Throughout the ages, many nations have been known to do whatever it takes to sustain a valuable supply of resources. For this reason, however the exploitation of resources by countries using unfair means is an enduring issue for many groups of people. This issue is significant because it causes civil conflict and war, can impact people of nations terribly, and can destroy industry.

The exploitation of resources can lead to violence in many countries, an example being Sierra Leone. Many of the causes for the civil war in Sierra Leone trace back to the economic hunt for blood diamonds, a valuable and important resource. In Document 5, it is shown that the countries trading diamonds with European nations were the same ones ridden by war. This conflict affected thousands of innocent people, either civilians who were caught up in the conflict, young child soldiers being traumatized by the war, or governments being uprooted by the money used to buy weapons from the blood diamonds to overthrow them. The sale of blood diamonds to overthrow governments caused hundreds of thousands of lives to be ended, and caused governmental turmoil in many nations throughout Africa. If the diamonds had not been exploited, then many lives would have been saved, and many governments still intact. The exploitation of resources in Africa is something that lead to the lose of many lives.

In the Congo, many of the people that lived there, faced mistreatment, malnourishment, and hardships caused by Belguims imperial hunger for resources. While Belgium occupied the Congo, the people under its control were suffering greatly. In document 3, a political cartoon depicts the unfair treatment of those living in the Congo by the Belgians, specifically by King Leopold the II. In this

cartoon a working man, representing farmers in the Congo, is being strangled by a snake that represents the exploitation by Belgium. Belgium was marginalizing the population of the Congo by giving them no say in anything, and profiting of the resources of the area. The people of Congo themselves did not make money off of the resources leaving them powerless and poor, but instead the government of Belgium was the one making all the money.

When the British came to the east, they began to exploit the business of muslin, and other goods. However, the British were not satisfied with a nation and later began to exploit other nations as well. In document 2, the example of the British taking advantage of the industries of India at the expense of India's economic ruin is shown. Britians greed however, changed over time as not only did it exploit India, but it also began to ruin the areas around it, such as Bengal. The document states, "On one side, both Company and Crown squeezed the farmers and weavers untill there was nothing left, then squeezed some more. Because of Englands exploitation, the economies of India and those around them were left in ruin.

The enduring issue of exploitation of goods for wealth at the expense of human life is something that affects many people and nations in different ways. This issue is something that can destroy lives if unformed.

## Anchor Level 2-A

### **The response:**

- Identifies but does not clearly define *exploitation of resources* as an enduring issue raised in the documents (causes civil conflict and war, can impact people of nations terribly, and can destroy industry; exploitation of goods for wealth at expense of human life)
- Minimally develops both aspects of the argument
- Is primarily descriptive (nations have been known to do whatever it takes to sustain a valuable supply of resources; blood diamonds are a valuable and important resource; while Belgium occupied Congo, people under its control suffered greatly; people of Congo did not make money off of resources leaving them powerless and poor, and the government of Belgium making all the money; Britain took advantage of industries of India at expense of India's economy)
- Includes relevant facts, examples, and details from documents 2, 3, and 5
- Presents little relevant outside information (in Congo many people faced mistreatment, malnourishment, and hardships caused by Belgium's imperial hunger for resources; blood diamond conflict affected thousands of innocent people either civilians caught up in the conflict or young child soldiers being traumatized by war; sale of blood diamonds caused hundreds of thousands of lives to be ended and caused governmental turmoil in many nations throughout Africa; Belgium marginalizing population of Congo by giving them no say in anything)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. Summaries of relevant documents are supplemented by limited relevant outside historical information. The discussion includes a few good conclusions that would have been strengthened by additional facts and details.

Throughout the world history there were many exploitations of natural resources. Natural resource exploitations can be defined as violation of resources which can lead to corruption of the economy. These exploitations caused a lot of damage as nations suffered and some were conquered by those who demanded power.

As we know there were a lot of natural resource exploitations. According to document 4 it says "Global witness estimated the value of the Thai-Cambodian cross-border timber trade to the Khmer Rouge was approximately \$10-\$20 million per month in 1995." "Conflict over timber resources had led to mass torture, exploitation, and forced displacement in Cambodia". This quote suggests that the demand for natural resources led to mass killing and corruption of the economy. In addition Pol Pot was the communist leader of Cambodia who established the communes that exploited Cambodians.

Another example of natural resource exploitations is demonstrated by the map in document 5. "Any diamond that is mined in areas controlled by forces opposed to the legitimate, internationally recognized government of a country and that is sold to fund military action against the government". This shows trading diamonds for weapons led to natural resource exploitations as people of Sierra Leone literally started a war against their own government. Millions of people in Sierra Leone were displaced, killed, tortured, wounded or raped by the rebels. Some of them tried to escape from the country but their attempts were unsuccessful. In addition children from Sierra Leone joined the armies and rebels in order to stay alive.

The final example of natural resource exploitations is shown in document 2. "British cotton textiles flooded not only the European

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**Anchor Paper – Enduring Issues Essay—Level 2 – B**

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markets, but the Indian ones as well, bringing Bengal's handloom cotton industry, and muslin, to its knees." This quote demonstrates how British took over the Indian markets by exploiting their resources. As a result the cotton industry of India was collapsed. Many people were left without a job. In response Mohandas Gandhi tried to end British exploitation by nonviolent protests such as boycotting British made goods.

The exploitations of natural resources caused a lot violence and damage in economy systems. Millions were tortured and killed. If this was to happen again, it would needed to be stopped immediately before it created another massacre.

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

- Identifies and but does not clearly define *exploitation of resources* as an enduring issue raised in the documents (violation of resources which can lead to corruption of economy; caused a lot of damage as nations suffered and some conquered by those who demanded power)
- Minimally develops both aspects of the argument
- Is primarily descriptive (demand for natural resources in Cambodia led to mass killing and corruption of economy; people of Sierra Leone literally started a war against their own government; many people in India without a job; British cotton textiles flooded not only European markets but Indian ones as well bringing Bengal's handloom cotton industry and muslin to its knees; cotton industry in India collapsed)
- Includes few relevant facts, examples, and details from documents 2, 4, and 5
- Presents little relevant outside information (Pol Pot communist leader of Cambodia established communes that exploited Cambodians; people in Sierra Leone displaced, killed, tortured, wounded, or raped by rebels; some people tried to escape from Sierra Leone but their attempts unsuccessful; children from Sierra Leone joined armies and rebels to stay alive; Mohandas Gandhi tried to end British exploitation with nonviolent protests such as boycotting British-made goods)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. Brief explanations and quotations of document information frame the response. A few good conclusions and limited relevant outside historical statements are provided but with little or no explanation.

An enduring issue raised by this set of documents is that imperialization destroys the culture of the country being imperialized. Countries like India and many African countries have lost traditional ways and were discriminated against because of imperialism.

In India, a type of cotton called muslin was handwoven and produced at a high quality. When Britain took over, the handloom cotton industry collapsed. Document 2 states, "aided by a raft of tariffs, duties, and taxes, British cotton textiles flooded not only the European markets, but the Indian ones as well, bringing Bengal's handloom cotton industry to its knees." This shows that when the British took over and created machines to make the cotton and forced Indians out of business, India lost a part of their culture. Indians were also treated badly by the British. As stated in document 2, Indians who handwove muslin were "herded into designated workshops called Kothis to labor in harsh, even punitive, conditions." Indians were treated poorly and unfairly by British. The cartoon in document 3 shows how when African countries were imperialized, the African tribes were discriminated against and the European's made their lives miserable.

This issue has changed over time because as the world becomes more and more modern, less countries are still available to be imperialized. Countries now are more open to new ideas and people have realized that everyone is equal and should be treated fairly.

## Anchor Level 1-A

### **The response:**

- Identifies and defines *impact of imperialism* as an enduring issue raised in the documents (countries have lost traditional ways and discriminated against because of imperialism)
- Minimally addresses both aspects of the argument
- Is descriptive (when Britain took over India, handloom cotton industry collapsed; aided by tariffs, duties, and taxes British cotton textiles flooded not only European markets but Indian ones as well; when British created machines to make cotton it forced Indians out of business)
- Includes minimal facts, examples, and details from documents 2 and 3
- Presents little relevant outside information (when African countries imperialized African tribes were discriminated against and Europeans made their lives miserable; as world becomes more modern fewer countries available to be imperialized)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. Some document information is quoted and there are attempts to summarize the documents with brief simplistic statements. Limited outside historical evidence demonstrates a general understanding of the effects of imperialism.



Throughout history, nations have competed to become the best and strongest nation out there. Powerful leaders were willing to do whatever it took to gain even more power, even if it was at the expense of the environment.

Environmental problems, like deforestation, and exploitation of natural resources, is an example of an enduring issue that has affected humans and the planet. It has been argued and debated for centuries as nations continue to ignore the cries of those who have suffered the most from these environmental issues. Laws have been ignored and the environment continues to fall apart. Environmental issues have led to human conflict and environment damage.

Human conflicts, like wars, have been caused because of problems in the environment. In document 1, it states, "since 1990, at least 18 violent conflicts have been fueled by the exploitation of natural resources." Stripping places of its natural resources, like timber, minerals, oils, and gas, have led to deadly issues between those involved. Conflicts arise because areas are benefitting from this since they can sell these goods while other areas are feeling the negative effects of it. People's homes are being exploited and destroyed for its goods forcing people to relocate. They're made powerless like it says in document one. Also, in document four it states that in the 1990s, Cambodians faced mass torture, displacement and exploitation for its timber. The high demand for timber gave nations permission to exploit Cambodia, its people and land for its timber. This was all because of the Khmer Rouge regime (civil war) in the 1970s.

In document 3, there is a picture of a man being strangled by a rubber coil, which looks like the King of Belgium. This shows how

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**Anchor Paper – Enduring Issues Essay—Level 1 – B**

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Leaders were willing to do anything, even kill, to get natural resources. All in all, environmental damage was the cause of many armed conflicts and led to greedy, power hungry leaders.

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

- Identifies and defines *human conflict caused by environmental problems* as an enduring issue raised in the documents (argued and debated for centuries as nations continue to ignore cries of those who have suffered from environmental issues; laws ignored, and environment continues to fall apart; environmental issues have led to human conflict)
- Minimally addresses both aspects of the argument
- Is descriptive (conflicts such as wars caused by problems in environment; stripping places of natural resources such as timber, minerals, oil, and gas has led to deadly issues between those involved; conflicts arise because areas benefitting from natural resources since one area can benefit from selling resources while another area is affected negatively; people's homelands being exploited and destroyed for its natural resources forcing people to relocate; high demand for timber exploited Cambodia, its people and land for its timber because of Khmer Rouge civil war)
- Includes minimal facts, examples, and details from the documents 1, 3, and 4
- Presents no relevant outside information
- Demonstrates a general plan of organization; contains digressions; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The discussion refers to specific examples from the documents that would have been strengthened by further development. Some descriptive statements are included but lack of connection to the enduring issue detracts from their effectiveness.

An important issue in the world that has endured across time is the exploitation of natural resources. The natural resources from many regions were used mainly for the benefit of those other than the people living in that region. This was seen in the 1800's as European nations imperialized most of Africa and other countries like India, and it is still an issue in the 21st century, where "since 1990, at least 18 violent conflicts have been caused by the exploitation of natural resources." (Doc 1) Overall, this issue of the exploitation of natural resources has endured over time and it is a significant issue even nowadays for many reasons.

The exploitation of natural resources can be defined as an issue where foreign powers enter a place, and they use that place's natural resources for their own benefits or when local people are selfish and exploit resources harming the environment. Exploitation occurred in India to a large degree when Indian cotton was exported to Britain in order to make cotton textiles. Prior to British imperialism India was producing its own textiles and developed a market for its goods. The Indian textile industry seemingly flourished and wealth flowed into the subcontinent. However under the British Raj the cotton industry in India was devastated. Britain, prompted by the Industrial Revolution, looked to India as a source of many resources, one of them being cotton. Indians served as the labor force on cotton plantations where the raw material was harvested. In turn, it was shipped to Britain for manufacturing and resold to Indians through this economic system of mercantilism. As Britain's profits soared, India became a colony producing primarily cash crops. Ultimately Britain would control India for nearly a century depriving the region of its

own land, labor, resources and the opportunity to establish political and economic stability and growth.

During this Age of New Imperialism, Europe also colonized many African countries. Their desire to exploit the natural resources of the colonies was one of their main economical reasons to imperialize in the first place. Their goal was to improve their own economies and societies by taking natural resources from their colonies, and the colonies did not get adequate benefit in return. In the Congo, King Leopold II of Belgium took over and exploited the natural resource of rubber. Africans were forced to work long hours for little pay and if they didn't meet their quotas they were abused and sometimes even maimed. Leopold became incredibly rich and used this wealth for his own and Belgium's benefit. The Congo received very little from this colonial relationship.

Over the course of history, the exploitation of natural resources has deeply affected and has been affected by many regions and peoples. During the Cambodian Civil War, the war was funded on both sides by timber resources. The exploitation wreaked havoc both on the environment and local economies. (doc. 4) The Cambodians obtained the timber through deforestation, which has caused environmental issues such as global warming due to the fact that the trees won't be able to clear the air of carbon dioxide. Ultimately timber could not be used if there was not economic demand for the resource. Both sides sold timber to outside markets in order to have money for armies and weapons. The civil war destroyed much of the Cambodian countryside. With the deforestation that the timber industry has caused, the impact goes far beyond Cambodia's borders as well as far beyond this 1970's

war. Even today we are still feeling its effects. This exploitation is also seen in modern times and usually occurs due to greed. Foreign powers who wanted things from other places took them for their own personal gain. The exploitation of natural resources such as timber, oil and gas have caused many conflicts as well as environmental damage and marginalization of many local populations. In many of these more modern conflicts, local populations are being abused and forced into poverty. (doc 1)

These events that were discussed in the U.N. in 2012, about the exploitation of natural resources in the 21<sup>st</sup> century were similar to the age of imperialism in the 19<sup>th</sup> century where powerful European countries colonized Africa in an attempt to exploit their natural resources to improve their own economies. We see that the reason for exploiting natural resources hasn't changed, however efforts to address this exploitation has developed. Organizations like the United Nations, Human Rights Watch and Earthwatch are trying to stop the negative effects of the exploitation of natural resources. The UN has led peacekeeping missions that try to stop conflict that has been caused by exploitation. Human Rights Watch fights for those who are being abused and threatened due to conflicts over resources while Earthwatch is trying to fight deforestation.

All in all, the issue of exploitation of natural resources is an issue that has affected many people and has been affected by many peoples over the course of history. Those people or nations that hold power sometimes exploit others they deem to be lesser. Overtime groups have taken note of these actions and are working to end this exploitation which gives us hope.

Throughout history, powerful nations have always wanted to expand their rule, either by increasing economic influence, or conquering or colonizing more land. This conquest can be best exemplified in Imperialism, when European nations like England and Belgium colonized areas of Africa and Southern Asia for the abundance of raw materials. The issue of exploitation arises in these cases. These European nations with their Darwinist ideas believed that they were superior, so they colonized Africa and Southeast Asia saying that they were helping the third world areas. However in reality, they exploited the natives and the natural resources, destroying lives, political systems, the geography, and the economy cruelly suppressing the native peoples. In the present as in the past this exploitation eventually leads to further conflict within the exploited nation.

UN Secretary General in 2012, Ban Ki-moon stated that there will be conflict if the local resource base is exploited, damaged or destroyed by others (Doc 1). During the Age of Imperialism, European nations reaped African & Asian territories of their natural resources. India had a large abundance of cotton that they used to manufacture high quality muslin. When the British colonized India, they exploited the inhabitants for labor, imposed tariffs, and heavily taxed natives. The British took manufacturing away from native Indians and shifted the skilled artisan labor force to mostly unskilled plantation workers. Cotton manufacturing instead occurred in British industrial factories which processed the raw cotton from India and made it into cheap, low quality cotton fabric. This destroyed the industrial base that existed in India and left India to only produce raw resources for

others to manufacture. After leaving, the Indian economy was destroyed, and proved a challenge for an independent India.

In addition to Britain another European nation that utilized imperialism was Belgium. In the 19th century, European nations including Belgium met at the Berlin Conference with a goal of partitioning the African continent in order to gain the ability to exploit native resources and benefit European industrial demands. This was justified by the theory of Social Darwinism. Ultimately, many Europeans profited from the abuse of indigenous labor and extraction of African resources at the expense of African peoples. Belgium colonized the Congo and stripped the area of natural resources. King Leopold II “strangled” his colonists forcing them to work on rubber plantations under horrible conditions. Because rubber was so profitable Leopold made the workers produce increasingly more rubber often threatening them with violence. He would even cut off the hands of Congolese workers if they didn’t meet their rubber quotas. He felt justified in treating the natives so poorly because he thought they were barbarians and needed to be controlled. However, as the cartoon suggests Leopold was the animal who squeezed and killed the people in the Congo. The cartoon is a good metaphor for how the natives were actually treated. Similarly the French also exploited natural rubber from native labor in their West African colonial holdings. Paralleling India, the natives were exploited for labor and resources just for the profit of the colonial power. This exploitation, in many cases eventually led to internal conflicts within the victimized nations.

The twentieth century saw many wars, particularly staged in southeastern Asia and Africa, the same areas that had been colonized

during the Age of New Imperialism. Imperialism left nations like Cambodia and the Congo in ruins, politically and economically. New leadership immediately became a large issue and the struggle for power led to further conflicts. In Cambodia, in the 1970s, there was a civil war, a new regime, and the Cambodian Vietnam War. These three events contributed to the devastation of Cambodia. Partially because during the Cambodian civil war, the government and the Khmer Rouge, exploited timber resources in order to fund their war (Doc. 4). Due to Cambodia being relatively small, conflict over timber created more problems for local people leading to torture, further exploitation, and displacement of civilians. After the Khmer Rouge and the civil war, further conflict remained in Cambodia. The Khmer Rouge violently enforced the new government agenda of building a self-sufficient agricultural state. As a result Cambodian laborers found themselves working in terrible labor camps facing death on a daily basis. After all of these conflicts, Cambodia's economy was left in ruins. Cambodia was exploited by European nations leading to a devastated economy and a struggle for power, which started a civil war, which in turn created further exploitation and destruction of land.

Natural resources has always lead to conflicts. In the Scramble for Africa, European nations exploited nations for economic benefit, and then left these nations in ruins. In most cases, the economy and political system was destroyed. Once again, a struggle for power leads to further conflicts, which often involved natural resources. Time and time again, even through the present day, the issue of natural resources has created countless conflicts, often making the exploited areas impoverished.



Throughout the history of the world, stronger powers have conquered weaker power and used their resources to further their own ideas. Ideologies such as social darwinism developed and encouraged countries to use weaker conquered powers for personal gain. An enduring issue is Imperialism and to what extent the stronger countries can utilize and control their subjects.

Imperialism is when one country takes over another area for national gain, politically, militarily, and through resources. Imperialism is an enduring issue because people and powers have been doing it to each other for centuries. In Document 2, it is stated, "The British colonial apparatus, whether in the form of the East India Company or as direct rule by the crown, was a vast extractive machine." The British, in this case, extracted goods and resources from India, which they controlled, often at the expense of the people. The British took cotton and goods from the native Indian people, leaving their own companies with nothing and standing at a loss. Imperialism is debated and enduring because it was immoral, unfair, and racist of the British, and many other major powers, to invade and suppress the people's lives and business.

Imperialism is an enduring issue because it has been going on for centuries. Belgium, under King Leopold II, practiced imperialism in Africa in the start of the twentieth century. Document 3 is from 1906 and depicts King Leopold II constricting and hurting the native people, symbolic of his invasions in Africa. Towards the end of the twentieth century, African people were still trying to get Europeans out of their land. In document 5, there is a guerilla warfare movement against and for independence from the Portuguese. The issue has

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**Enduring Issues Essay—Practice Paper – C**

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remained the same from the start of the 20<sup>th</sup> century to its end with countries controlling lands foreign to them for gain and resources. The people are affected in that they feel threatened by foreign powers, their industries are suppressed, and the people want independence.

Imperialism and the extent to which countries can use their colonies or conquered lands is an enduring and debated issue. People's industries, like those of the Indians, are weakened and the people, like the Africans under the Belgians, are oppressed. The right of the countries to control foreign areas is questioned the way the people are treated is often unfair. For these reasons, Imperialism is a long-debated and enduring concern.

Throughout history there has always been a need and want from nations for natural resources. Sometimes this search has led to war and it has led to the more powerful nations overtaking or taking advantage of the weaker nations they are in conflict with in order to get more natural resources. Whether it is to make a profit as in India and the Congo or to gain advantage in times of war as in Cambodia and Africa the search for natural resources led to conflict, greed, and the abuse of one group of people over another.

According to the UN, since 1990 at least 18 violent conflicts have been fueled by the exploitation of natural resources. This is sometimes caused by environmental damage and the lack of power that local populations have causing them to fail to benefit economically from the natural resources that are exploited. Which is more often caused by greed. In places such as the Congo and South Sudan wars are being fought over resources. Oil resources in South Sudan have led to wars and human rights violations. Another example of a conflict over natural resources or a traditional good from a certain area was between India and Britain. Before the British takeover, India was making an incredible amount of economic profit off of Muslin, which is a type of handwoven cotton fabric fit for an emperor, produced in Dacca, a part of India which is now in Bangladesh. Europeans were amazed by the products quality and profit potential. India was exporting more than ever until Britain started to take over India. Britain had a more powerful army and navy which overpowered the failing Mughal Empire during the Sepoy Massacre. Once Britain made India a colony after this violent conflict and struggle, they abused the Indian people and economy with their advanced technology

by mass producing the products and not letting India profit from their own products. Britain took over the muslin market so completely that their product flooded European and even the Indian markets. This left India making little to no profit off of their own original product due to being taken advantage of by a more powerful, technologically advanced nation. This issue has endured throughout history. Conflict often exists when one group takes advantage over another because of greed. Another time in history when conflict arose over natural resources was in Cambodia during the Cambodian Civil War. According to document 4 both sides of the war used timber to fund their war efforts. The conflict over this timber led to mass torture, exploitation and forced displacement in Cambodia. The Khmer Rouge eventually won the Cambodian Civil War which led to the brutal reign of Pol Pot who killed over a million people. The conflict over timber created instability that contributed to one of the world's worst genocides. Timber exploitation has also caused a huge negative effect on the environment, leading to deforestation which is still a problem in Cambodia and other areas of Southeast Asia.

You don't have to look any further than the Industrial Revolution to see that greed, and the natural want to make profit for yourself or your nation can lead to conflict and pollution another negative effect on an environment.

Countries such as Britain used coal and cheap labor to manufacture products in its factories. They used raw materials in England first and when these resources became scarce they conquered other places. This caused conflict between business owners and poor laborers as well as industrialized nations and conquered colonies.

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**Enduring Issues Essay—Practice Paper – D**

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Another time more powerful nation took advantage of another nations practically only resource was the Irish Potato famine when Ireland was producing enough food to feed its population but due to unfair taxes, rents, and landownership the British took that food away. It had enough food to help Ireland but their selfishness and sense of superiority led them to do little which resulted in the death of many innocent Irish people. The conflict between the Irish and the British over land and resources once again was harmful to human life. In the Congo King Leopold II of Belgium may have been even more greedy and cruel.

King Leopold II of Belgium took over the Congo, killing millions of innocents simply because he wanted the profit that he could make from the colony. He forced the people of the Congo to work in horrible conditions to produce rubber. The conflict between the people's livelihood and the king's profit caused many problems for many years. (doc. 3)

As shown, throughout history the desire for the best natural resources or land, etc. has led to weaker nations being defeated by more powerful countries and empires. Conflict often arises when two nations both want something and it always shows that the more technologically advanced, greedy, and and more powerful nation usually comes out on top.

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**Enduring Issues Essay—Practice Paper – E**

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Since the dawn of man there have been many enduring issues. The worst enduring issue is conflict over resources. Many people die just to obtain resources.

Document 4 talks about conflict for timber caused mass torture, exploitation and forced displacement in Cambodia. This all happened because the Khmer rouge and Cambodia were greedy, and did not search for a compromise.

Document 5 talks about Europe traded guns for Africa's diamonds. They knew it would cause conflict. They let their desires overtake good judgement. Document 1 talks about United Nations peacekeeping over resources. This shows the issue is getting better.

## Practice Paper A—Score Level 4

### The response:

- Identifies and accurately defines *exploitation of resources* as an enduring issue (natural resources used mainly for benefit of those other than people living in the country or region; foreign powers enter a place and use its natural resources for their own benefit)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (European nations imperialized most of Africa and countries such as India; local people can be selfish and exploit resources harming the environment; Indian textile industry seemingly flourished and wealth flowed into subcontinent; Britain prompted by Industrial Revolution looked to India as source of many resources, one of them being cotton; desire of Europe to exploit natural resources in their colonies one of main reasons to imperialize; exploitation of natural resources such as timber, oil, and gas have caused many conflicts as well as environmental damage and marginalization of local populations; exploitation of natural resources in 21st century similar to Age of Imperialism when powerful European countries colonized Africa)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from documents 1, 2, 3, and 4
- Supports the task by incorporating relevant outside information (under British Raj cotton industry in India devastated; cotton shipped to Britain for manufacturing and resold to Indians through economic system of mercantilism; as Britain's profits soared, India became a colony producing primarily cash crops; during Age of New Imperialism Europe colonized many African countries; Africans forced to work long hours for little pay and if they did not meet quotas they were abused and sometimes maimed; Cambodians obtained timber through deforestation causing environmental issues such as global warming since trees not able to clear air of carbon dioxide; organizations trying to stop negative effects of exploitation of natural resources; Human Rights Watch fights for those being abused and threatened by conflicts over resources; Earthwatch trying to fight deforestation)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. The strength of the discussion is in the comparison of different groups across time and place to reach thoughtful analytic conclusions. Additional supporting facts and details would have strengthened the discussion.

## Practice Paper B—Score Level 5

### **The response:**

- Clearly identifies and accurately defines *exploitation of resources* as an enduring issue raised in the documents (powerful nations expand their rule by increasing economic influence, conquering, or colonizing more land; European nations colonized areas of Africa and Southern Asia for abundance of raw materials)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (European nations exploited natives and natural resources destroying lives, political systems, geography, and economy cruelly subjugating native peoples; industrial base that existed in India destroyed by Britain and India left to only produce raw resources for others to manufacture; destroyed Indian economy proved to be a challenge for an independent India; ultimately many Europeans profited from abuse of indigenous labor and extraction of African resources at expense of African peoples; end of 20th century saw many wars in southeastern Asia and Africa in areas that had been colonized during Age of New Imperialism; due to Cambodia being relatively small, conflict over timber created more problems for local people leading to torture, further exploitation, and displacement of civilians)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from documents 1, 2, 3, and 4
- Richly supports the task by incorporating substantial relevant outside information (European nations with their Darwinist ideas believed they were superior, so they colonized Africa and Southeast Asia saying they were helping third world areas; British took manufacturing away from native Indians and shifted skilled artisan labor force to mostly unskilled plantation workers; in 19th century European nations met at Berlin Conference with goal of partitioning Africa to benefit European industrial demands; rubber so profitable Leopold made workers produce increasingly more; Leopold had workers' hands cut off if they did not meet quotas; French exploited rubber from native labor in West African colonial holdings; exploitation eventually led to internal conflicts within victimized nations; imperialism left nations such as Cambodia and Congo in ruins politically and economically; Khmer Rouge violently enforced new government agenda of building a self-sufficient agricultural state; Cambodian laborers found themselves working in terrible labor camps facing death on a daily basis)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 5. Good historical examples from different time periods in history form the basis of the discussion, especially in the treatment of the aftermath of imperialism. Analytic statements and thoughtful conclusions are interwoven and effectively support document interpretation.



## Practice Paper C—Score Level 2

### **The response:**

- Identifies and defines *impact of imperialism* as an enduring issue raised in the documents (stronger countries utilize and control their subjects; one country takes over another for national gain, politically and militarily and through resources)
- Minimally develops both aspects of the argument
- Is primarily descriptive (towards end of 20th century African people still trying to get Europeans out of their land; people feel threatened by foreign powers, their industries are suppressed, and they want independence; right of countries to control foreign areas questioned and way people treated is unfair)
- Includes few relevant facts, examples, and details from documents 2, 3, and 5
- Presents little relevant outside information (ideologies such as Social Darwinism developed and encouraged countries to use weaker conquered powers for personal gain)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. Although a basic understanding of imperialism as an enduring issue is demonstrated, the lack of explanation and supporting facts and details weaken the effort. A few analytical statements are included; however, they lack development.

## Practice Paper D—Score Level 3

### The response:

- Identifies and defines *conflict* as an enduring issue raised in the documents (more powerful nations overtaking or taking advantage of weaker nations to get more natural resources; often exists when one group takes advantage over another because of greed; often arises when two nations both want same thing)
- Develops both aspects of the argument with some depth
- Is more descriptive than analytical (throughout history always a need and want from nations for natural resources; environmental damage and lack of power caused local populations to fail to benefit economically from natural resources leading to conflict; once Britain made India a colony, Indian people and economy were abused; Britain used its advanced technology to mass-produce products and did not let India profit from its own products; Britain took over muslin market so completely that it flooded European and Indian markets; conflict between people's livelihood in Congo and King Leopold's profit caused many problems for many years)
- Includes some relevant evidence that includes facts, examples, and details from documents 1, 2, 3, and 4
- Includes relevant outside information (in places such as Congo and Sudan wars being fought over resources; oil resources in South Sudan led to wars and human rights violations; Britain had a more powerful army and navy which overpowered failing Mughal Empire during Sepoy Massacre; Khmer Rouge eventually won civil war which led to brutal reign of Pol Pot who killed over a million people; deforestation still a problem in Cambodia and other areas of Southeast Asia; countries such as Britain used coal and cheap labor to manufacture products in its factories; Ireland producing enough food to feed its population but due to unfair taxes, rents, and land ownership British took that food away during potato famine)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. The focus of the response is on the role of technology which is supported by good explanations of evidence from the documents and some historical outside information. Many different examples are employed but a lack of depth detracts from the effort.

## Practice Paper E—Score Level 1

### The response:

- Identifies, but does not clearly define, *conflict over resources* as an enduring issue raised in the documents (many people die just to obtain resources)
- Minimally addresses both aspects of the argument
- Is descriptive (Khmer Rouge and Cambodia were greedy and did not search for a compromise)
- Includes minimal facts, examples, and details from the documents 1, 4, and 5
- Presents no relevant outside information
- Demonstrates a general plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. Brief statements connect information from three documents to the enduring issue of conflict over resources. Overgeneralizations and lack of supporting facts and details weaken the effort.

**The *Chart for Determining the Final Examination Score for the August 2019 Regents Exam in Global History and Geography II* (Grade 10) will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the exam. Conversion charts provided for the previous administrations of any Global History and Geography examinations 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.

## August 2019 Regents Exam in Global History and Geography II (Grade 10)

Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

To determine the total score for Part I and Part II, add the total number of Part I multiple-choice questions answered correctly to the total credits received for Part II. For example, a student answering 22 multiple-choice questions correctly on Part I and receiving 6 credits on Part II would have a total score for Part I and Part II of 28:  $22 + 6 = 28$ .

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part II score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 3 and a total Part I and Part II score of 28 would receive a final examination score of 83.

### Part III Essay Score

		0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5
Part I and Part II Score	0	0	5	11	16	21	25	30	34	38	42	46
	1	4	9	14	19	24	28	33	37	41	45	48
	2	7	12	17	22	27	31	36	40	44	47	51
	3	11	16	21	25	30	34	38	42	46	50	53
	4	14	19	24	28	33	37	41	45	48	52	55
	5	17	22	27	31	36	40	44	47	51	54	57
	6	21	25	30	34	38	42	46	50	53	56	59
	7	24	28	33	37	41	45	48	52	55	58	61
	8	27	31	36	40	44	47	51	54	57	60	63
	9	30	34	38	42	46	50	53	56	59	62	65
	10	33	37	41	45	48	52	55	58	61	64	66
	11	36	40	44	47	51	54	57	60	63	66	68
	12	38	42	46	50	53	56	59	62	65	67	69
	13	41	45	48	52	55	58	61	64	66	69	71
	14	44	47	51	54	57	60	63	66	68	70	72
	15	46	50	53	56	59	62	65	67	69	72	74
	16	48	52	55	58	61	64	66	69	71	73	75
	17	51	54	57	60	63	66	68	70	72	75	77
	18	53	56	59	62	65	67	69	72	74	76	78
	19	55	58	61	64	66	69	71	73	75	77	79
	20	57	60	63	66	68	70	72	75	77	79	80
	21	59	62	65	67	69	72	74	76	78	80	82
	22	61	64	66	69	71	73	75	77	79	81	83
	23	63	66	68	70	72	75	77	79	80	82	84
	24	65	67	69	72	74	76	78	80	82	84	86
	25	66	69	71	73	75	77	79	81	83	85	87
	26	68	70	72	75	77	79	80	82	84	86	88
	27	69	72	74	76	78	80	82	84	86	87	89
	28	71	73	75	77	79	81	83	85	87	89	91
	29	72	75	77	79	80	82	84	86	88	90	92
	30	74	76	78	80	82	84	86	87	89	91	93
	31	75	77	79	81	83	85	87	89	91	92	94
	32	77	79	80	82	84	86	88	90	92	94	96
	33	78	80	82	84	86	87	89	91	93	95	97
	34	79	81	83	85	87	89	91	92	94	97	99
35	80	82	84	86	88	90	92	94	96	98	100	

Scale Scores to Performance Levels				
Level 1: 0 - 54	Level 2: 55 - 64	Level 3: 65 - 78	Level 4: 79 - 84	Level 5: 85 - 100

## **Regents Examination in Global History and Geography II (Grade 10)**

### **Policy-level Performance Level Definitions**

Students perform along a proficiency continuum with regard to the knowledge and skills necessary to meet the demands of the NYS K-12 Social Studies Framework. There are students who meet the expectations of the Framework with distinction, students who fully meet the expectations, students who partially meet the expectations and students who do not demonstrate sufficient knowledge or skills required for any performance level. The Regents Examination in Global History and Geography II is designed to classify students into one of five proficiency categories (i.e., performance levels). These categories are defined as:

#### ***Level 5***

Students performing at this level meet the expectations of the Framework with distinction for Global History and Geography II.

#### ***Level 4***

Students performing at this level fully meet the expectations of the Framework for Global History and Geography II. They are likely prepared to succeed in the next level of coursework.

#### ***Level 3***

Students performing at this level minimally meet the expectations of the Framework for Global History and Geography II. They meet the content area requirements for a Regents diploma but may need additional support to succeed in the next level of coursework.

#### ***Level 2***

Students performing at this level partially meet the expectations of the Framework for Global History and Geography II. Students with disabilities performing at this level meet the content area requirements for a local diploma but may need additional support to succeed in the next level of coursework.

#### ***Level 1***

Students performing at this level demonstrate knowledge, skills, and practices embodied by the Framework for Global History and Geography below that of Level 2.

The specific knowledge and skills that students in each performance level are expected to demonstrate are described in the [Performance Level Descriptions \(PLDs\) for Global History and Geography II](#).