

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 16, 2022 — 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 passage below and on your knowledge of social studies.

. . . Spain's stubborn possession of the Mississippi's mouth kept alive the possibility that the United States would rip itself apart. Yet something unexpected changed the course of history. In 1791, Africans enslaved in the French Caribbean colony of Saint-Domingue [Haiti] exploded in a revolt unprecedented in human history. Saint-Domingue, the eastern third of the island of Hispaniola, was at that time the ultimate sugar island, the imperial engine of French economic growth. But on a single August night, the mill of the first slavery's growth stopped turning. All across Saint-Domingue's sugar country, the most profitable stretch of real estate on the planet, enslaved people burst into the country mansions. They slaughtered enslavers, set torches to sugar houses and cane fields, and then marched by the thousand on Cap-Français, the seat of colonial rule. Thrown back, they regrouped. Revolt spread across the colony. . . .

Source: Edward E. Baptist, *The Half Has Never Been Told*, Basic Books, 2014

- | | | |
|---|---|--|
| 1 What was a short-term effect of the uprising described in this passage? | 1 | 2 Which group on Saint-Domingue stood to lose most of its wealth and power as a result of the actions described in this passage? |
| (1) creation of the independent nation of Haiti | : | (1) enslaved Africans |
| (2) election of Napoleon Bonaparte as First Consul in France | : | (2) indigenous peoples |
| (3) introduction of women's suffrage across Haiti | : | (3) mulattoes |
| (4) emergence of socialist labor reform movements in Latin America | : | (4) French plantation owners |
-

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

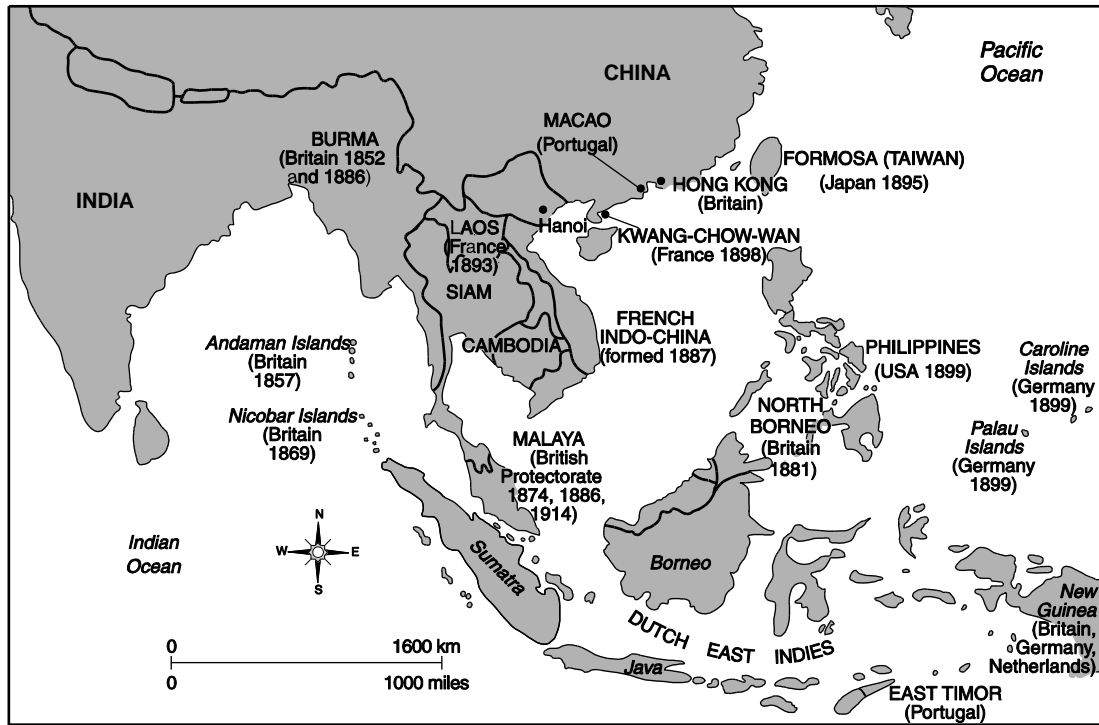
. . . I have heard that you are a kind, compassionate monarch. I am sure that you will not do to others what you yourself do not desire. I have also heard that you have instructed every British ship that sails for Canton not to bring any prohibited goods to China. It seems that your policy is as enlightened as it is proper. The fact that British ships have continued to bring opium to China results perhaps from the impossibility of making a thorough inspection of all of them owing to their large numbers. I am sending you this letter to reiterate [repeat] the seriousness with which we enforce the law of the Celestial Empire and to make sure that merchants from your honorable country will not attempt to violate it again. . . .

Source: Lin Tse-Hsü, *A Letter to Queen Victoria*, 1839

- | | |
|---|--|
| 3 The primary purpose of this letter was to persuade the British to | 4 What is a long-term result of the conflict described in this letter? |
| (1) stop the flow of opium into China | (1) The British were forced to pay reparations to China. |
| (2) increase trade with China | (2) The Chinese government closed all ports to the British. |
| (3) end all business with China | (3) The British forced China to sign unequal treaties. |
| (4) defend China against invasion | (4) The British agreed to respect Chinese sovereignty. |
-

Base your answers to questions 5 and 6 on the map below and on your knowledge of social studies.

IMPERIAL EXPANSION IN SOUTHEAST ASIA 1850–1914



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

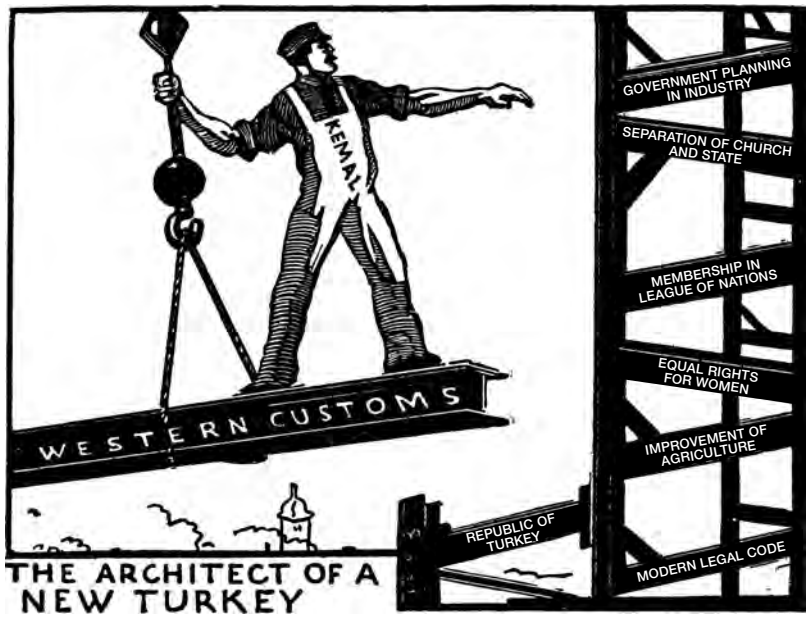
5 Based on this map, countries from which part of the world gained the most power in Southeast Asia during the late 1800s?

- (1) North America
- (2) Africa
- (3) Europe
- (4) Southwest Asia

6 Which event played a major role in the expansion shown on this map?

- (1) Russo-Japanese War
- (2) French Revolution
- (3) Industrial Revolution
- (4) World War I

Base your answers to questions 7 and 8 on the cartoon below and on your knowledge of social studies.



Source: Philip Dorf, *Visualized World History*, Oxford Book Company (adapted)

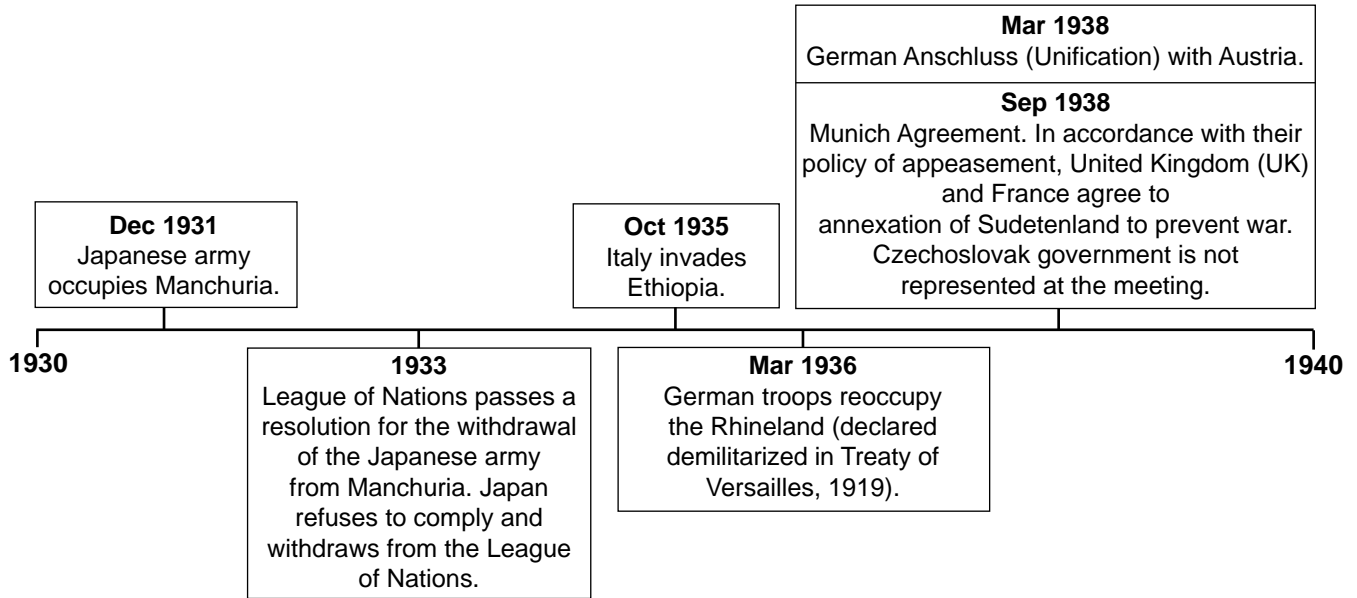
7 Based on this cartoon, which concept influenced Kemal Atatürk's development of New Turkey?

- (1) laissez-faire
- (2) modernization
- (3) communism
- (4) zionism

8 Which event led to Kemal Atatürk's development of New Turkey?

- (1) fall of the Ottoman Empire
- (2) rise of the Soviet Union
- (3) unification of Germany
- (4) creation of a Jewish homeland

Base your answers to questions 9 and 10 on the time line below and on your knowledge of social studies.



Sources: International Society for Educational Information, *Japan in Modern History*, 1994
Chapman and Lindroth, *World History on File: Second Edition—The 20th Century*,
The Diagram Group, 2007 (adapted)

- 9 The significance of the events shown on this time line is that they represent
- (1) attempts to force empires to decolonize
 - (2) efforts by Manchuria and Czechoslovakia to maintain the balance of power
 - (3) the expansion of communist forces into Europe and Asia
 - (4) underlying causes of World War II
- 10 What was one consequence of the events shown on this time line?
- (1) the formation of the United Nations (UN)
 - (2) having an atomic bomb dropped on Berlin
 - (3) triggering a worldwide Great Depression
 - (4) inspiring the assassination of Archduke Franz Ferdinand

Base your answer to question 11 on the passage below and on your knowledge of social studies.

**Address Given by President Harry Truman to a Joint Session of Congress
on March 12, 1947**

. . . The peoples of a number of countries of the world have recently had totalitarian regimes forced upon them against their will. The Government of the United States has made frequent protests against coercion [persuasion] and intimidation, in violation of the Yalta agreement, in Poland, Rumania, and Bulgaria. I must also state that in a number of other countries there have been similar developments.

At the present moment in world history nearly every nation must choose between alternative ways of life. The choice is too often not a free one. . . .

I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation [oppression] by armed minorities or by outside pressures.

I believe that we must assist free peoples to work out their own destinies in their own way. . . .

Source: President Harry S. Truman, Address to Congress

- 11 Which historical development is most closely associated with the situation described in this passage?
- | | |
|-----------------------|----------------------|
| (1) Berlin Conference | (3) Nuremberg Trials |
| (2) Armenian Massacre | (4) Cold War |
-

Base your answers to questions 12 through 14 on the passage below and on your knowledge of social studies.

Universal Declaration of Human Rights

Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. . . .

Article 3.

Everyone has the right to life, liberty and security of person. . . .

Article 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. . . .

Source: "Universal Declaration of Human Rights," United Nations online, December 10, 1948

- | | | |
|---|---|--|
| 12 What is the intended purpose of this document?
(1) establishment of alliances
(2) promoting isolationism
(3) containing communism
(4) preventing future atrocities | 13 The ideals contained in this document are most closely associated with the ideals developed by
(1) dictators
(2) Enlightenment thinkers
(3) industrialists
(4) supporters of imperialism | 14 This document was drafted largely in response to the
(1) Holocaust
(2) Meiji Restoration
(3) Irish Potato Famine
(4) Rwandan Genocide |
|---|---|--|
-

Base your answers to questions 15 and 16 on the photograph below and on your knowledge of social studies.



Source: Alan Taylor, "50 Years Ago: The Cuban Missile Crisis," *The Atlantic* (adapted)

- 15 The location identified by this photograph was considered strategically important because of its
- (1) mineral resources
 - (2) tropical climate
 - (3) distance from the United States
 - (4) position in the mid-Atlantic

- 16 Which term is most closely associated with the situation shown in this photograph?
- (1) nonalignment
 - (2) perestroika
 - (3) détente
 - (4) arms race

Base your answers to questions 17 and 18 on the letters below and on your knowledge of social studies.

These letters to the editor appeared in *Time* magazine in response to the Six-Day War in 1967.

Sir: If you were to offer a Nation of the Year award, my vote would go to Israel. For the past 19 years, this bastion [stronghold] of democracy has survived in spite of the Arab commandment "harass thy neighbor." This tiny nation may yet fulfill the Biblical prophecy of being a "light unto all nations." Let's hope the U.A.R. [United Arab Republic] is one of the first to see the light.

JOEL S. GOPEN

Sharon, Mass.

Source: *Time* magazine, letter to the editor,
June 16, 1967

Sir: TIME'S lavish contribution, in the form of a cover story, to the Israeli cause is exceeded only by the distorted, sketchy coverage afforded the plight of the Arabs. Neither eloquent oratory [moving speeches] nor military victories can decide the rights of people. Win or lose, the underlying principle for the Arab struggle is no less justified. Where was indignant [angry] world opinion in 1947 when "third parties" paid off political debts with land that they did not own? Where were those who now call for justice when these parties permitted the Arab to be ejected from land he has owned for generations? Perhaps only history will vindicate [justify] the Arab cause, but what of today?

O. J. AKEL

Waltham, Mass.

Source: *Time* magazine, letter to the editor,
June 16, 1967

17 What is the primary concern from the Arab perspective in these letters?

- (1) The international community failed to support their land claims.
- (2) The survival of Israel is threatened by distorted and sketchy reporting.
- (3) Israel may not fulfill its Biblical destiny.
- (4) History cannot be used to vindicate the Arab cause.

18 Which turning point led to the 1967 war that inspired these letters?

- (1) signing of the Camp David Accords
- (2) creation of the State of Israel
- (3) Palestinian Intifada
- (4) Persian Gulf War

Base your answers to questions 19 through 21 on the passage below and on your knowledge of social studies.

French Colonization of Vietnam

. . . Economic development always involved what benefited France and her French colonists, not the Vietnamese. Vietnam was kept as dependent on the mother country as possible, both as a source of raw materials and as a captive market for French manufactured goods. Customs regulations were designed to promote French products and discourage competition from foreign goods, thus restricting the consumer in what he could buy.

A less shortsighted administration could have predicted the eventual outcome of these restrictive policies, but it took raw armed force to shock the French and the rest of the world into the realities of the situation. In a few words, the people were getting fed up. . . .

Source: Tran Van Don, *Our Endless War: Inside Vietnam*, Presidio Press, 1978 (adapted)

- 19 Which statement best describes Tran Van Don's point of view regarding the French in Vietnam?
- (1) Vietnam's economy benefited from French presence.
 - (2) The Vietnamese exported many consumer goods.
 - (3) Vietnam's economic development was restricted.
 - (4) The economies of France and Vietnam benefited equally.
- 20 Which of these countries experienced a similar economic relationship with a colonial power?
- (1) India
 - (2) Liberia
 - (3) Japan
 - (4) Russia
- 21 What was a long-term effect of the situation described in this passage?
- (1) Vietnamese nationalism led to bloody conflict.
 - (2) Soviet troops liberated the Vietnamese from French rule.
 - (3) The French agreed to rule northern Vietnam.
 - (4) Vietnamese resistance led to the establishment of Indochina.

Base your answer to question 22 on the passage below and on your knowledge of social studies.

. . . From the beginning of the revolution there had been many aborted [failed] attempts to impose the veil on women; these attempts failed because of persistent and militant resistance put up mainly by Iranian women. In many important ways the veil had gained a symbolic significance for the regime. Its reimposition [reinstatement] would signify the complete victory of the Islamic aspect of the revolution, which in those first years was not a foregone conclusion. The unveiling of women mandated by Reza Shah in 1936 had been a controversial symbol of modernization, a powerful sign of the reduction of the clergy's power. It was important for the ruling clerics to reassert that power. All this I can explain now, with the advantage of hindsight, but it was far from clear then. . . .

Source: Azar Nafisi, *Reading Lolita in Tehran: A Memoir in Books*, Random House, 2004

- 22 Based on this passage, which statement best describes the significance of the government regulations involving both the veiling and unveiling of women?
- (1) Modernization created power shifts that led to conflict.
 - (2) Women's rights were consistently protected by Iranian leaders.
 - (3) Clerics supported the changes in their respective time periods.
 - (4) Emigration to culturally compatible countries was prohibited.
-

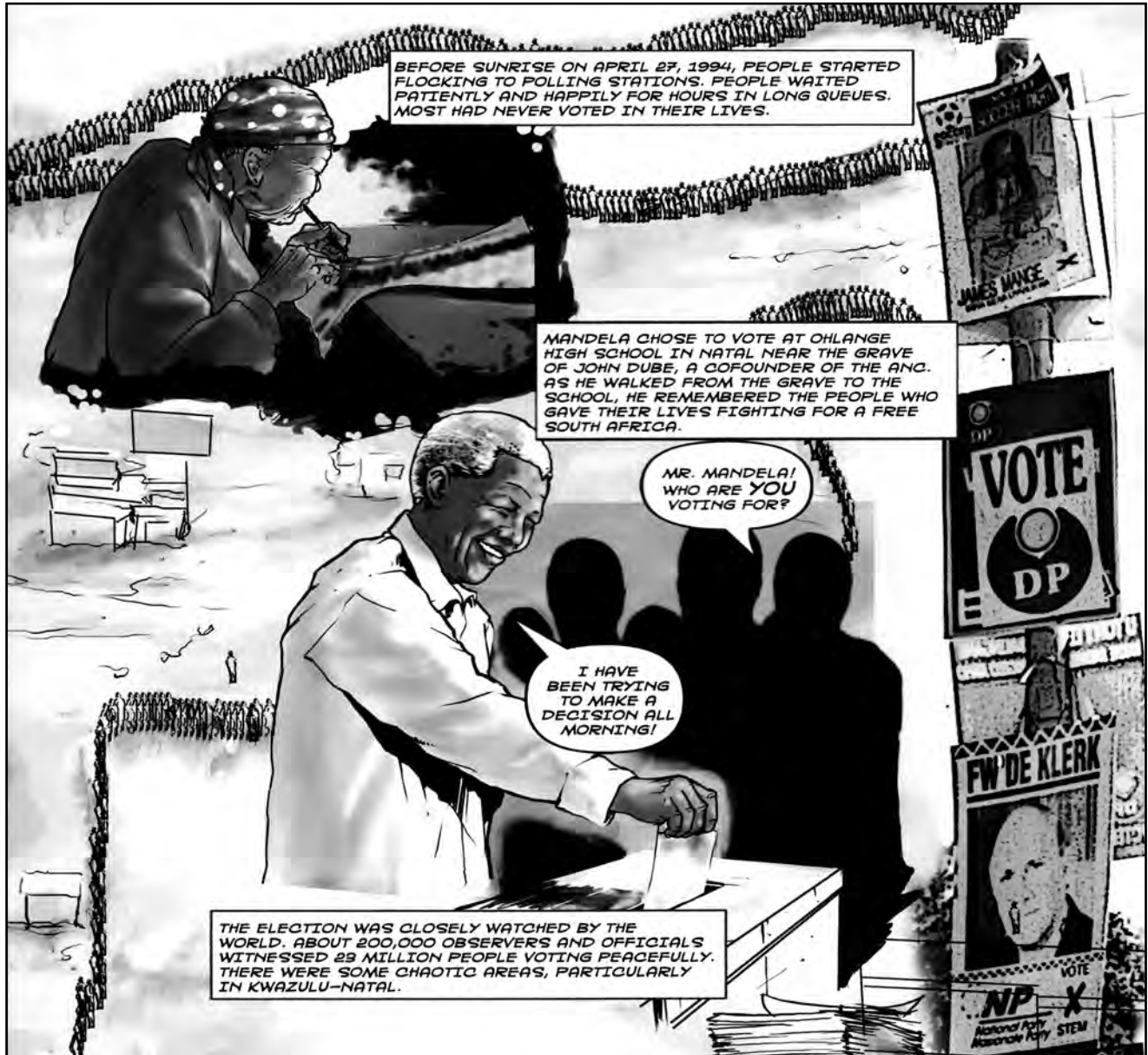
Base your answer to question 23 on the passage below and on your knowledge of social studies.

. . . With growing unrest at home over the loss of Soviet soldiers in Afghanistan and the inability of the society to wage a foreign war and provide the essentials of life to its own citizens, the USSR was forced to retreat in ignominious [humiliating] defeat in February 1989—fewer than ten years after its invasion. This proved to be the final straw on the Soviet camel’s back. By the end of the same year, the Berlin Wall was down, and the Warsaw Pact was dead. Within two years, the Soviet Union was history. . . .

Source: Thomas E. Gouttierre, “What History Can Teach Us About Contemporary Afghanistan,”
Education About Asia, Fall 2012

- 23 Based on this passage, which long-term impact did the invasion of Afghanistan have on the Soviet Union?
- (1) It increased the Soviet Union’s ability to provide for their own people.
 - (2) It helped to bring about the collapse of the Soviet Union.
 - (3) It encouraged the Soviets to wage foreign wars and expand their empire.
 - (4) It allowed the Soviets to remove themselves from the Warsaw Pact.
-

Base your answers to questions 24 and 25 on the illustration below and on your knowledge of social studies.



Source: Nelson Mandela: The Authorized Comic Book, W. W. Norton & Company (adapted)

24 Which claim is best supported by the information provided in this illustration?

- (1) The end of apartheid allowed Black South Africans to participate in national elections for the first time.
- (2) Violence in South Africa led to injury and death, contributing to a revolution.
- (3) Economic sanctions by international powers led to political and economic hardships for many South Africans.
- (4) The opening of South African schools to Black children created an increase in national literacy rates.

25 After his victory, which course of action was recommended by the leader depicted in this illustration?

- (1) implementing programs to assist the widespread refugee crisis throughout the nation
 - (2) promoting communism through state collectivization of lands and the use of propaganda
 - (3) establishing a Truth and Reconciliation Commission to overcome a history of discrimination
 - (4) having the African National Congress (ANC) plan peaceful marches, demonstrations, and boycotts
-

Base your answers to questions 26 through 28 on the passage below and on your knowledge of social studies.

. . . Climate change is not equally felt across the globe, and neither are its longer term consequences. . . . Climate change is a threat multiplier: It contributes to economic and political instability and also worsens the effects. It propels sudden-onset disasters like floods and storms and slow-onset disasters like drought and desertification; those disasters contribute to failed crops, famine and overcrowded urban centers; those crises inflame political unrest and worsen the impacts of war, which leads to even more displacement. There is no internationally recognized legal definition for “environmental migrants” or “climate refugees,” so there is no formal reckoning of how many have left their homes because climate change has made their lives or livelihoods untenable [unsustainable]. In a 2010 Gallup World Poll, though, about 12 percent of respondents — representing a total of 500 million adults — said severe environmental problems would require them to move within the next five years. . . .

Source: Jessica Benko, “How a Warming Planet Drives Human Migration,” *New York Times Magazine*, April 19, 2017 (adapted)

- | | |
|---|---|
| <p>26 What is a direct cause of the climate issues described in this passage?</p> <ul style="list-style-type: none">(1) decrease in the volume of global trade(2) expansion of fresh water resources(3) surplus of funding for scientific research(4) increase in greenhouse gas emissions <p>27 Based on this passage, which statement best describes the author’s point of view?</p> <ul style="list-style-type: none">(1) Climate change leads to numerous problems.(2) International organizations have sufficiently addressed changes to the climate.(3) There is no need to track people who have moved as a result of climate change.(4) The number of climate refugees is rapidly decreasing. | <p>28 What was one way the international community responded to the changes described in this passage?</p> <ul style="list-style-type: none">(1) discouraging the use of renewable energy resources(2) signing agreements such as the Kyoto Protocol(3) promoting the use of fossil fuels(4) dismantling of the World Trade Organization (WTO) |
|---|---|

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 2 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.

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)

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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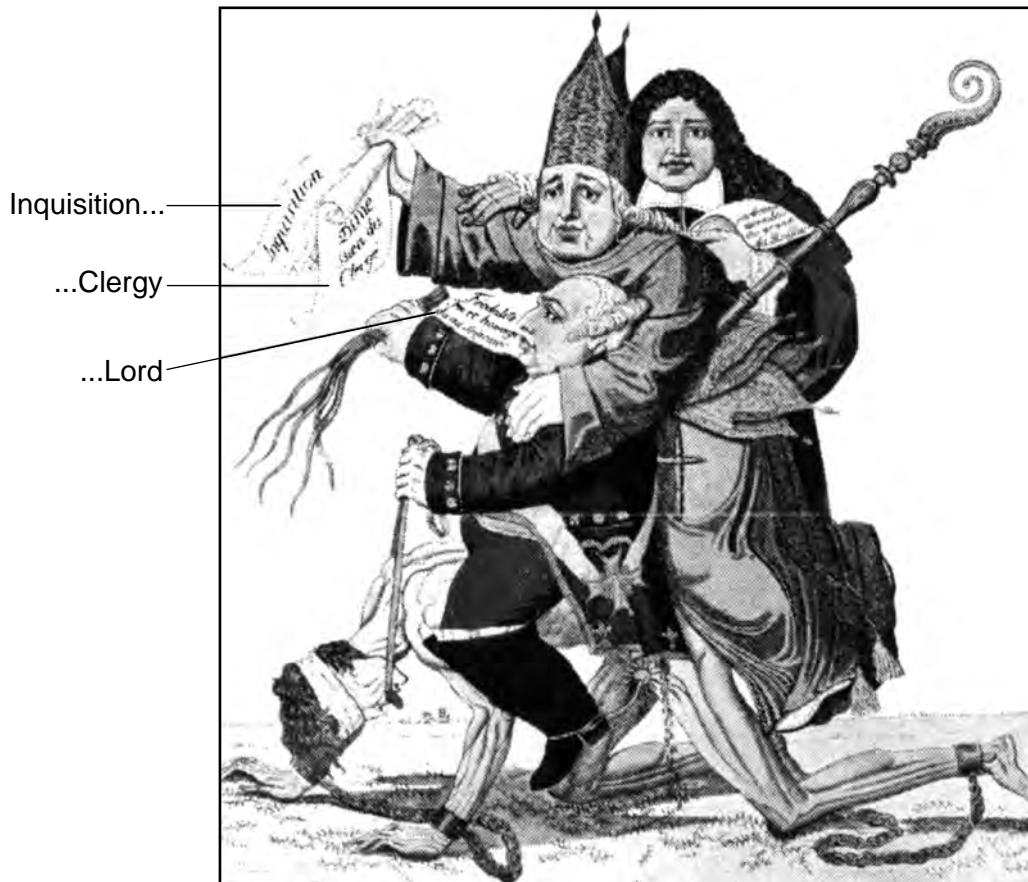
CRQ Set 1 Directions (29–31): Analyze the documents and answer the short-answer questions that follow each document in the space provided.

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

Document 1

This illustration was created in France in 1788.

People Under the Ancien Régime (Old Regime)



Source: *The Age of Revolutions (1750-1900)*, Highsmith Press, 1996 (adapted)

29 Explain the historical circumstances that led to the situation shown in this illustration. [1]

Score

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

Document 2

The *Declaration of the Rights of Man and of the Citizen* was written by representatives of the French people and was approved by the National Assembly of France on August 26, 1789. This document became the basis for the French Constitution of 1791.

<p style="text-align: center;">Declaration of the Rights of Man and of the Citizen – 1789</p> <p>Articles:</p> <p>. . .2. The aim of all political association is the preservation of the natural and imprescriptible [inalienable] rights of man. These rights are liberty, property, security, and resistance to oppression.</p> <p>3. The principle of all sovereignty resides essentially in the nation. No body nor individual may exercise any authority which does not proceed directly from the nation.</p> <p>4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law.</p> <p>5. Law can only prohibit such actions as are hurtful to society. Nothing may be prevented which is not forbidden by law, and no one may be forced to do anything not provided for by law.</p> <p>6. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its foundation. It must be the same for all, whether it protects or punishes. All citizens, being equal in the eyes of the law, are equally eligible to all dignities and to all public positions and occupations, according to their abilities, and without distinction except that of their virtues and talents. . . .</p>
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Source: The Avalon Project, Yale Law School online

30 Based on this excerpt, identify the National Assembly’s point of view regarding the relationship between the government and its citizens. [1]

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 the 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]

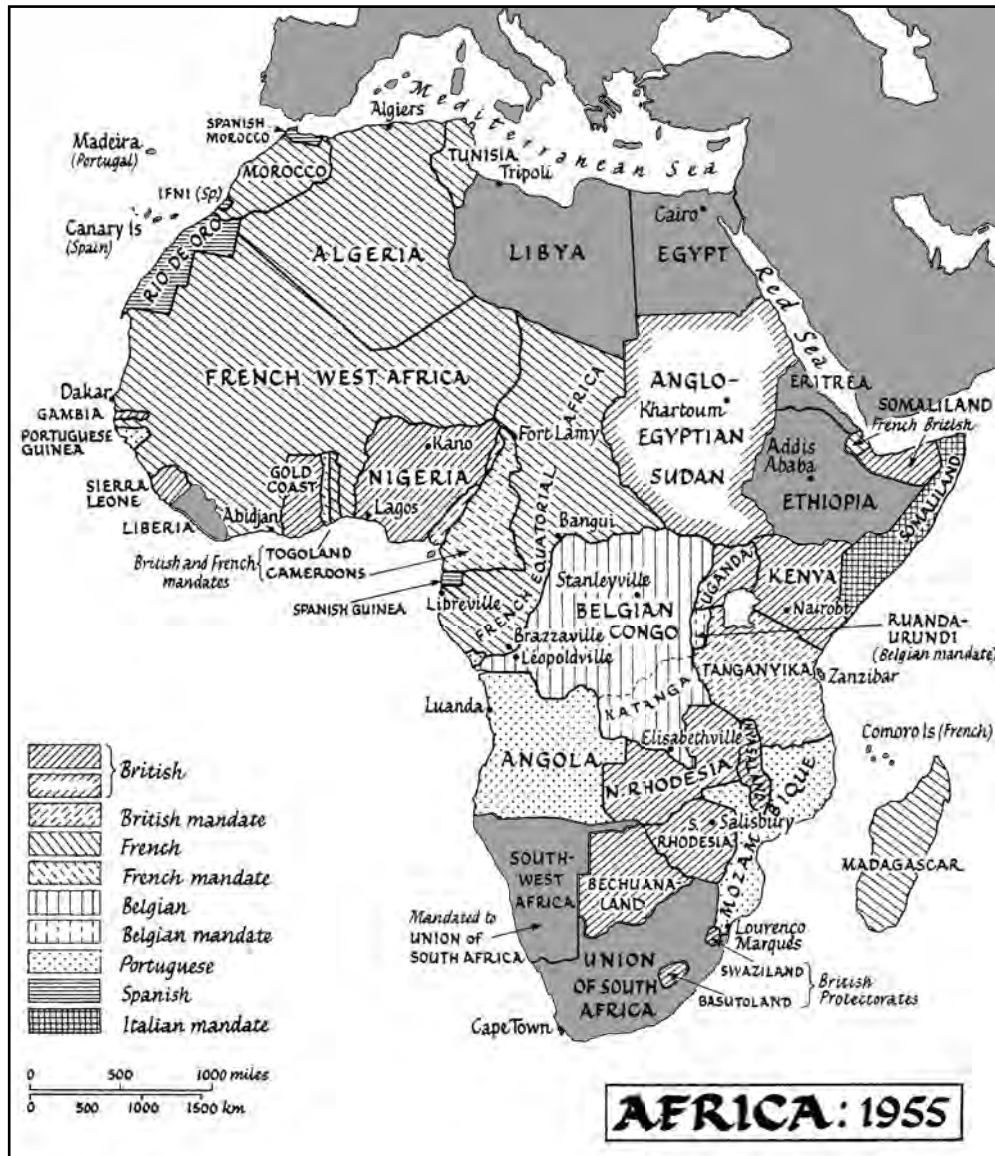
Score

GO ON TO THE NEXT PAGE ⇒

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



Source: Martin Meredith, *The Fate of Africa*, Public Affairs, 2011 (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 of the historical developments shown on this map. [1]

Score

GO ON TO THE NEXT PAGE ➡

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

Document 2

At midnight on March 6, 1957, Kwame Nkrumah gave a speech at the flag ceremony, where the imperial power’s flag was lowered and the flag of the new state of Ghana, previously known as the Gold Coast, was raised. In the audience were thousands of Ghanaians, representatives of foreign nations, and numerous dignitaries from Britain, including Queen Elizabeth II.

At long last the battle has ended! And thus Ghana, your beloved country, is free for ever. And here again, I want to take the opportunity to thank the chiefs and people of this country, the youth, the farmers, the women, who have so nobly fought and won this battle. Also I want to thank the valiant ex-servicemen who have so co-operated with me in this mighty task of freeing our country from foreign rule and imperialism! And as I pointed out at our Party conference at Saltpond, I made it quite clear that from now on, today, we must change our attitudes, our minds. We must realise that from now on we are no more a colonial but a free and independent people! But also, as I pointed out, that entails [requires] hard work. I am depending upon the millions of the country, the chiefs and people to help me to reshape the destiny of this country. We are prepared to make it a nation that will be respected by any nation in the world. We know we are going to have a difficult beginning but again I am relying upon your support, I am relying upon your hard work, seeing you here in your thousands, however far my eye goes. My last warning to you is that you ought to stand firm behind us so that we can prove to the world that when the African is given a chance he can show the world that he is somebody. We are not waiting; we shall no more go back to sleep any more. Today, from now on, there is a new African in the world and that new African is ready to fight his own battle and show that after all the black man is capable of managing his own affairs. We are going to demonstrate to the world, to the other nations, young as we are, that we are prepared to lay our own foundation. . . .

Source: Kwame Nkrumah, *I Speak of Freedom: A Statement of African Ideology*, Praeger, 1961

33 Explain how audience affects what Kwame Nkrumah includes in his speech, based on this passage. [1]

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]

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* explain 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
- Explain 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.

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

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

Document 1

. . . The spinning of cotton into threads for weaving into cloth had traditionally taken place in the homes of textile workers. In 1769, however, Richard Arkwright patented his 'water frame', that allowed large-scale spinning to take place on just a single machine. This was followed shortly afterwards by James Hargreaves' 'spinning jenny', which further revolutionised the process of cotton spinning.

The weaving process was similarly improved by advances in technology. Edmund Cartwright's power loom, developed in the 1780s, allowed for the mass production of the cheap and light cloth that was desirable both in Britain and around the Empire. Steam technology would produce yet more change. Constant power was now available to drive the dazzling array of industrial machinery in textiles and other industries, which were installed up and down the country. . . .

Source: Matthew White, "The Industrial Revolution," The British Library online, October 14, 2009

Document 2

. . . The first important economic changes in Japanese life came in communication and transportation. In both these fields the changes helped national defense as well as economic growth.

The first field to be improved was communications, which is easier to develop than transportation. In 1869 a telegraph line ran from the lighthouse outside Yokohama harbor to the center of the city. Thus the keeper could send early news of ships' arrivals to the people who had to meet them. By 1872 telegraph lines linked Tokyo to Sapporo in the north and to Nagasaki on the west. From Nagasaki undersea cables to Shanghai and Vladivostok tied Japan to the rest of the world. In fact, the telegraph helped the imperial government crush the Satsuma rebellion in 1877. It also helped businessmen in their jobs. However, most people seldom used the telegraph, and then only for very special or urgent messages.

A new postal system grew out of the old Tokugawa system of runners between major cities. In 1871 relays of runners ran the 343 miles (about 556 kilometers) between Tokyo and Osaka in 78 hours. The next year Tokyo had mail delivery three times a day. In 1874 Japan joined the Universal Postal Union, a link to other major countries. Soon, inexpensive postcards became a favorite way of sending personal messages. By the end of Meiji, post offices handled about 33 pieces of mail each year for each Japanese individual. Quick communication had become a way of life. . . .

Source: John F. Howes, *Tradition in Transition: The Modernization of Japan*, Macmillan Publishing Co., 1975

World War II



Homemade wireless receiver used by a Dutch family during the occupation

SECRET RADIO

Hidden in a tin, this radio was used by a Dutch family to listen to the BBC (British Broadcasting Corporation). Broadcasts included general war news, messages from the exiled Dutch royals, and coded messages to secret agents. Owning a radio was forbidden in many occupied countries, but that did not stop people from making their own and using them in secret.



US Army field telephone

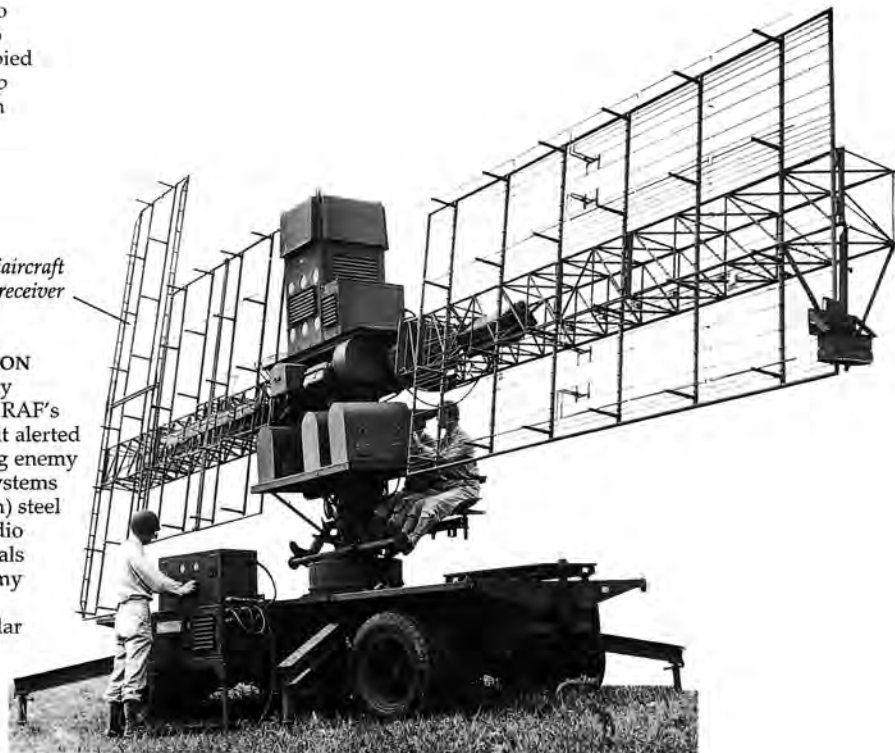
PORTABLE COMMUNICATIONS

Field telephones were used by Allied and Japanese soldiers to keep in contact with their commanders and the rest of their unit. The speed of the Japanese advance across Southeast Asia and the Pacific meant that troops needed efficient communications to inform headquarters of their progress, and on the whereabouts of the enemy.

Mobile anti-aircraft radar receiver

ENEMY DETECTION

Radar was hugely important to the RAF's success because it alerted them to incoming enemy aircraft. Radar systems used 300-ft (90-m) steel masts to emit radio signals. The signals bounced off enemy planes and were picked up by radar receivers. This alerted pilots to scramble into the air to resume battle.



Source: Simon Adams, *Eyewitness Books: World War II*, Dorling Kindersley

Document 4

The Golden Quadrilateral is a 3,633-mile expressway designed to link India's four largest cities. The project was launched in 2001.

. . . Announced in 1998 by then Prime Minister Atal B. Vajpayee, who is credited with giving the project its grandiose [impressive] name, the Golden Quadrilateral is exceeded in scale only by the national railway system built by the British in the 1850s. For decades after its 1947 independence, India practiced a kind of South Asian socialism in keeping with the idealism of its founders, Gandhi and Nehru, and its economy eventually stalled. In the 1990s the country began opening its markets to foreign investment, led by a pro-growth government and staffed by an army of young go-getters who speak excellent English and work for a fraction of the wages paid in the West. Yet India's leaders realized their decrepit [decaying] highways could hobble the country in its race toward modernization. "Our roads don't have a few potholes," Prime Minister Vajpayee complained to aides in the mid-1990s. "Our potholes have a few roads." . . .

It's not unusual, on a six-lane superhighway, to find oxcarts, water buffalo, motorcycles, and the occasional line of trucks and cars coming straight at you, in your lane, driving the wrong way because it's shorter or easier or perhaps because they're confused. Goats graze the median strip, and traffic is often held up by sacred cows, the only users of the highway that seem oblivious to the danger flying around like shrapnel. . . .

Source: Don Belt, "Fast Lane to the Future," *National Geographic*, October 2008

Document 5

The Middle East: Worries about privacy—a concern of the elite

. . . In many Middle Eastern countries, most people can't afford a computer, let alone access to the Internet, so the security and privacy of information is generally not a concern. Some, however, who have access to this technology—primarily citizens of oil-rich countries—are perturbed [upset] about the security of their personal information when using the Internet. Social networks such as *Facebook* and *MySpace* are growing in popularity with young people in the region, although they are banned in some countries, such as Syria. Privacy, however, is tenuous [questionable]; it is generally a risky proposition to challenge unauthorized governmental intrusion into one's computer.

Although the Egyptian interior ministry in July 2002 formed a specialized unit to combat Internet-related crimes, offenders are primarily punished according to the country's laws governing communications and the protection of intellectual property. That is the situation in most Middle Eastern countries.

There is very limited use of biometric security* in Middle Eastern countries, although some airports, including Israel's Ben-Gurion Airport, have for years used iris-scanning biometrics to verify the identities of employees and passengers. . . .

Source: Larry Greenemeier, "International Report: What Impact Is Technology Having on Privacy around the World?," *Scientific American* online, August 18, 2008

* Biometric security uses devices to measure unique characteristics of a person, such as voice pattern, the iris or retina pattern of the eye, or fingerprint patterns.

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OPTIONAL PLANNING PAGE
Enduring Issues Essay Planning Page

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?		1 2 3 4 5	
Which documents can be used to develop the explanation for this issue?		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?		1 2 3 4 5	
Has this issue endured across time or changed over time? In which document or documents do you see this?		1 2 3 4 5	

Refer back to page 26 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 2022 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 '22	1	1	MC	1	1
GHG II (Grade 10)	August '22	2	4	MC	1	1
GHG II (Grade 10)	August '22	3	1	MC	1	1
GHG II (Grade 10)	August '22	4	3	MC	1	1
GHG II (Grade 10)	August '22	5	3	MC	1	1
GHG II (Grade 10)	August '22	6	3	MC	1	1
GHG II (Grade 10)	August '22	7	2	MC	1	1
GHG II (Grade 10)	August '22	8	1	MC	1	1
GHG II (Grade 10)	August '22	9	4	MC	1	1
GHG II (Grade 10)	August '22	10	1	MC	1	1
GHG II (Grade 10)	August '22	11	4	MC	1	1
GHG II (Grade 10)	August '22	12	4	MC	1	1
GHG II (Grade 10)	August '22	13	2	MC	1	1
GHG II (Grade 10)	August '22	14	1	MC	1	1
GHG II (Grade 10)	August '22	15	3	MC	1	1
GHG II (Grade 10)	August '22	16	4	MC	1	1
GHG II (Grade 10)	August '22	17	1	MC	1	1
GHG II (Grade 10)	August '22	18	2	MC	1	1
GHG II (Grade 10)	August '22	19	3	MC	1	1
GHG II (Grade 10)	August '22	20	1	MC	1	1
GHG II (Grade 10)	August '22	21	1	MC	1	1
GHG II (Grade 10)	August '22	22	1	MC	1	1
GHG II (Grade 10)	August '22	23	2	MC	1	1
GHG II (Grade 10)	August '22	24	1	MC	1	1
GHG II (Grade 10)	August '22	25	3	MC	1	1
GHG II (Grade 10)	August '22	26	4	MC	1	1
GHG II (Grade 10)	August '22	27	1	MC	1	1
GHG II (Grade 10)	August '22	28	2	MC	1	1

MC = Multiple-choice question

August 2022 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 '22	Part II - 29	-	CRQ	1	1
GHG II (Grade 10)	August '22	Part II - 30	-	CRQ	1	1
GHG II (Grade 10)	August '22	Part II - 31	-	CRQ	1	1
GHG II (Grade 10)	August '22	Part II - 32	-	CRQ	1	1
GHG II (Grade 10)	August '22	Part II - 33	-	CRQ	1	1
GHG II (Grade 10)	August '22	Part II - 34a	-	CRQ	1	1
GHG II (Grade 10)	August '22	Part II - 34b	-	CRQ	1	1
GHG II (Grade 10)	August '22	Part III - 35	-	ES	5	3

CRQ = Constructed Response Question ES = Essay

The chart for determining students' final examination scores for the **August 2022 Regents Exam in Global History and Geography II (Grade 10)** will be posted on the Department's web site at <https://www.nysedregents.org/ghg2/> 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.

FOR TEACHERS ONLY

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

GLOBAL HISTORY AND GEOGRAPHY II (GRADE 10)

Tuesday, August 16, 2022 — 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.nysed.gov/state-assessment/high-school-regents-examinations> 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 one paper. 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.

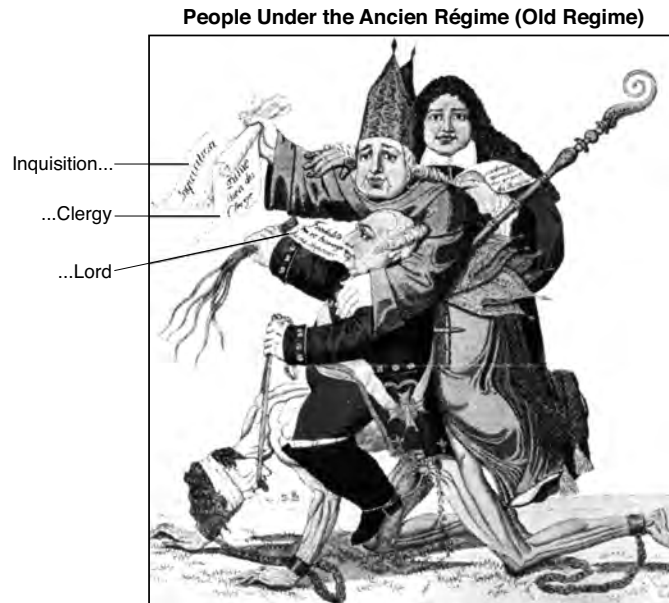
The conversion chart for this examination is located at <http://www.nysed.gov/state-assessment/high-school-regents-examinations> and must be used for determining the final examination score.

**Global History and Geography II (Grade 10)
Part II Question-Specific Rubric
Constructed Response Questions
August 2022**

CRQ Set 1:

Document 1

This illustration was created in France in 1788.



Source: *The Age of Revolutions (1750-1900)*, Highsmith Press, 1996 (adapted)

29 Explain the historical circumstances that led to the situation shown in this illustration.

Score of 1:

- Correct response

Examples:

- unfair social/political/economic/religious conditions existed under the *Old/Ancien Regime* in France;
- the Third Estate experienced injustice and inequality under the *Old/Ancien Regime*;
- the estate system that existed put the burden on the common man/bourgeoisie/peasants;
- the Third Estate supported the First and Second Estates with their taxes/labor;
- a tax system that exempted the wealthiest two classes/the clergy and the nobility/the First and Second Estates;
- Enlightenment ideas led to criticism of the existing social order;
- the Third Estate had very little say in the government;
- the king’s absolute government was corrupt/unfair/inefficient/barely competent;
- there was a lack of religious freedom in France during this time;
- lords/nobles did not provide adequately for tenants/peasants;
- famine led to starvation of French people;
- the Third Estate resented the privileges of the First and Second Estates;
- some peasants were treated like serfs by the nobility;
- peasants and laborers faced heavy taxes/low wages/high food prices and had little power under the Bourbon kings;
- money spent helping American Revolution led to a poor economic situation/high taxes/France’s debt

Score of 0:

- Incorrect response

Examples:

- the French Revolution;
- the people had chains on them;
- the king was strong;
- the clergy strangled the lord;
- the Spanish Inquisition;
- they rode people;
- bourgeoisie;
- king;
- nobles;
- clergy

- No response

Document 2

The *Declaration of the Rights of Man and of the Citizen* was written by representatives of the French people and was approved by the National Assembly of France on August 26, 1789. This document became the basis for the French Constitution of 1791.

Declaration of the Rights of Man and of the Citizen – 1789

Articles:

... 2. The aim of all political association is the preservation of the natural and imprescriptible [inalienable] rights of man. These rights are liberty, property, security, and resistance to oppression.

3. The principle of all sovereignty resides essentially in the nation. No body nor individual may exercise any authority which does not proceed directly from the nation.

4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law.

5. Law can only prohibit such actions as are hurtful to society. Nothing may be prevented which is not forbidden by law, and no one may be forced to do anything not provided for by law.

6. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its foundation. It must be the same for all, whether it protects or punishes. All citizens, being equal in the eyes of the law, are equally eligible to all dignities and to all public positions and occupations, according to their abilities, and without distinction except that of their virtues and talents. . . .

Source: The Avalon Project, Yale Law School online

30 Based on this excerpt, identify the National Assembly’s point of view regarding the relationship between the government and its citizens.

Score of 1:

- Correct response

Examples:

- believed the government needed to protect rights/equality/liberty/property of French citizens;
- governments should not abuse their power at the expense of the people;
- the government’s power should come directly from the people/nation;
- citizens should have a say in government decisions, either directly or indirectly through representatives;
- the government should consider the well-being of the people when making decisions;
- no individual is above the law of the nation/the law is the same for all citizens;
- government can create laws that limit natural rights only if it leads to protection of the greater good;
- citizens cannot be forced to do something unless it is specified by law;
- there should be a social contract;
- citizens have the right to participate in government;
- law should be the expression of the general will;
- citizens are/should be considered equal in the eyes of the law

Score of 0:

- Incorrect response

Examples:

- the French Constitution had all of the power;
- the National Assembly became a republic;
- the people may not exercise any authority;
- liberty is the freedom to do anything;
- fair;
- inalienable rights;
- no distinctions;
- equally eligible

- No response

31 Identify *and* explain the 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.

Score of 1:

- Correct response

Examples:

- the injustices under the *Old/Ancien Regime* led to the National Assembly creating a document to secure the people’s rights;
- abuses by the First and Second Estates led the National Assembly to issue the Declaration of the Rights of Man;
- corruption under the *Old/Ancien Regime* led to the French Revolution/formation of the National Assembly/issuing of the Declaration of the Rights of Man;
- Document 1 shows the common man/Third Estate being stepped on, which led to an attempt to protect the people’s rights in Document 2;
- oppressed bourgeoisie were inspired by Enlightenment ideas to bring about revolutionary documents in France;
- bad conditions in France led to the formation of a new government;
- the Third Estate had little say in their government, so they wrote a document that would protect their rights in a new constitution;
- abuse of power by clergy/lords led to the creation of a document/a government where all people were considered equal under the law;
- the Declaration of the Rights of Man was written in response to the social/economic/political injustices of the *Old/Ancien Regime*

Score of 0:

- Incorrect response

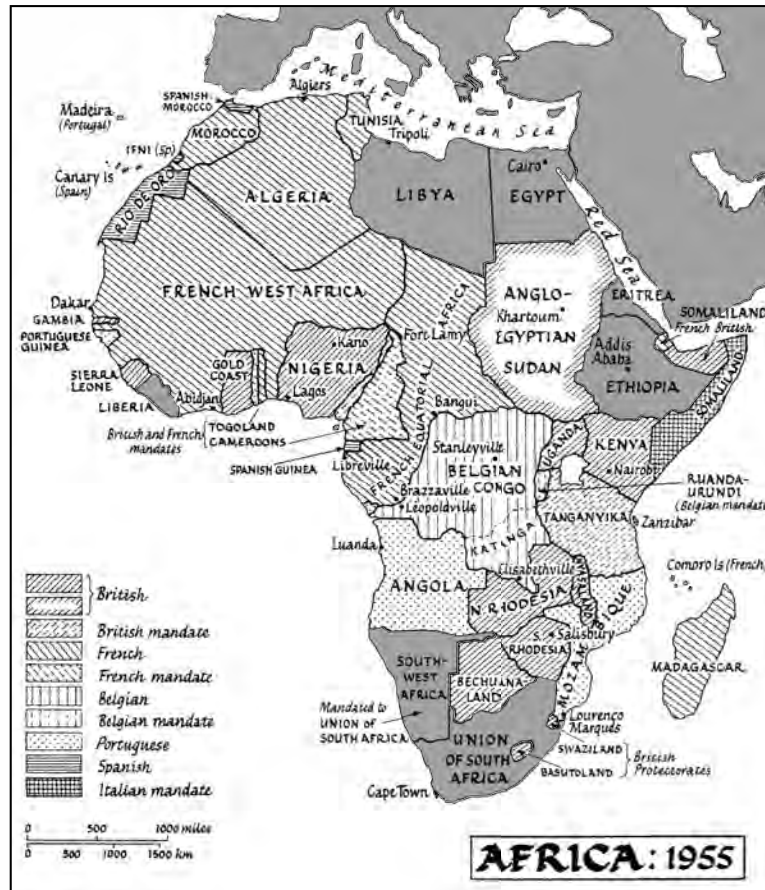
Examples:

- it leads to the French Revolution;
- the people’s rights were not respected;
- the Reign of Terror led to the French Revolution;
- Document 1 shows the *Old/Ancien Regime* and Document 2 shows the Declaration of the Rights of Man and Citizen;
- the Inquisition led to the Declaration;
- the people under the *Old/Ancien Regime* wrote a Declaration;
- an illustration in 1788 caused a declaration in 1789

- No response

CRQ Set 2:

Document 1



Source: Martin Meredith, *The Fate of Africa*, Public Affairs, 2011 (adapted)

32 Explain the geographic context of the historical developments shown on this map.

Score of 1:

- Correct response

Examples:

- European imperialism/scramble for Africa led to the division of Africa;
- certain areas of Africa became mandates of Europeans under the Covenant of the League of Nations;
- ethnic and tribal boundaries were largely ignored in the drawing of African borders because the Europeans drew them without African input;
- the continent of Africa has been divided among European countries;
- the Great Rift Valley was used in creating modern African borders;
- nationalistic rivalries during European empire building influenced the location of European-held colonial territories in Africa;
- the desire for resources/markets/commercial areas led Europeans to expand in Africa;
- losses by Italy in World War II led some countries to become independent in Africa (Libya, Ethiopia);
- many territories in Africa were given European names due to European imperialism;
- improved technology/medicine aided Europeans in colonizing Africa in the late 1800s;
- the location of Europe/proximity to Africa led to imperialism

Score of 0:

- Incorrect response
 - Examples:*
 - mountain ranges/rivers/deserts;
 - mandate system;
 - World War I;
 - World War II;
 - slave trade;
 - better technology;
 - King Leopold;
 - natural resources;
 - Europeans wanted power;
 - spread of Islam;
 - Christian missionaries;
 - Africa was divided

- No response

Document 2

At midnight on March 6, 1957, Kwame Nkrumah gave a speech at the flag ceremony, where the imperial power's flag was lowered and the flag of the new state of Ghana, previously known as the Gold Coast, was raised. In the audience were thousands of Ghanaians, representatives of foreign nations, and numerous dignitaries from Britain, including Queen Elizabeth II.

At long last the battle has ended! And thus Ghana, your beloved country, is free for ever. And here again, I want to take the opportunity to thank the chiefs and people of this country, the youth, the farmers, the women, who have so nobly fought and won this battle. Also I want to thank the valiant ex-servicemen who have so co-operated with me in this mighty task of freeing our country from foreign rule and imperialism! And as I pointed out at our Party conference at Saltpond, I made it quite clear that from now on, today, we must change our attitudes, our minds. We must realise that from now on we are no more a colonial but a free and independent people! But also, as I pointed out, that entails [requires] hard work. I am depending upon the millions of the country, the chiefs and people to help me to reshape the destiny of this country. We are prepared to make it a nation that will be respected by any nation in the world. We know we are going to have a difficult beginning but again I am relying upon your support, I am relying upon your hard work, seeing you here in your thousands, however far my eye goes. My last warning to you is that you ought to stand firm behind us so that we can prove to the world that when the African is given a chance he can show the world that he is somebody. We are not waiting; we shall no more go back to sleep any more. Today, from now on, there is a new African in the world and that new African is ready to fight his own battle and show that after all the black man is capable of managing his own affairs. We are going to demonstrate to the world, to the other nations, young as we are, that we are prepared to lay our own foundation. . . .

Source: Kwame Nkrumah, *I Speak of Freedom: A Statement of African Ideology*, Praeger, 1961

33 Explain how audience affects what Kwame Nkrumah includes in his speech, based on this passage.

Score of 1:

- Correct response

Examples:

- since this is a celebration of Ghana's independence, Nkrumah is appealing to his audience's feeling of nationalism/national pride;
- knowing his people are part of the audience, he wants to celebrate their achievement of independence in Ghana;
- he wants to thank the chiefs and the people;
- knowing that there are thousands of Ghanaians in the audience, Nkrumah wants to address changing attitudes going forward, and/or for the challenges ahead;
- he is appealing to the Ghanaians in the audience for help in shaping the nation;
- he wants his people to understand that change will not be quick or easy and that they need to give him time to make changes;
- knowing that foreign dignitaries were in the audience, he assured the world and his people that Africa was laying its own foundation/he was promoting Pan-Africanism;
- he is warning his people to stand behind the changes so that Ghana can set a good example of Africa to the world;
- since there are dignitaries from Great Britain, he stresses that the African/black man can manage his own affairs;

- since Nkrumah is addressing an international audience/the world, he wants to make it clear that young as it is, Ghana is prepared to lay its own foundation;
- Nkrumah includes ideas in his speech that he knows Ghanaians in the audience will agree with;
- Nkrumah includes ideas in his speech that he knows will make Ghanaians feel powerful as he knows he needs their support in the future;
- Nkrumah uses respectful language as dignitaries from Britain and representatives of foreign countries are in the audience;
- Nkrumah alludes to oppression under colonial rule, but does not state it outright, as Queen Elizabeth II is in the audience

Score of 0:

- Incorrect response
 - Examples:*
 - they are a free country;
 - he calls on the Ghanaians to fight in battles;
 - celebrate independence;
 - he is speaking to thousands of people;
 - he believes Ghana is a great country;
 - he is overly optimistic and uses the word “new” a lot;
 - they are preparing a foundation;
 - chiefs were in the audience;
 - he assures people
- No response

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

Score of 1:

- Correct response
 - Examples:*
 - decolonization of Africa;
 - end of European imperialism in Africa;
 - African independence movements;
 - independence of Ghana;
 - the rise of Pan-Africanism;
 - the breakup of the British Empire;
 - World War II

Score of 0:

- Incorrect response
 - Examples:*
 - creation of the United Nations;
 - the growth of apartheid;
 - ethnic conflict;
 - tribalism
- 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:

- Correct response

Examples:

- weakened by World War II, European nations, such as Great Britain, began to lose their control on the African continent. Ghana’s independence in 1957 was an important turning point in that development;
- Document 1 shows Africa mostly controlled by European powers which changes in Document 2 when Ghana gets independence from Great Britain;
- much of Africa had been controlled by European powers; however, in 1957, Nkrumah managed to create a new nation;
- for many years, Africa was ruled by colonial powers and by 1957, this began to change when countries, including Ghana, celebrated their independence;
- in 1955, the British Empire is still a large presence in Africa; however, by 1957, the independence of Ghana shows the empire is breaking up;
- the British still controlled a large portion of Africa in 1955 but by 1957, their colony of Ghana became free/independent;
- in Document 1, there is no country named Ghana/there were territories under British control and in Document 2, a change takes place and Ghana becomes a new state/is established/is decolonized/is independent;
- Ghana’s independence marked the beginning of the end of European imperialism in Africa;
- Ghana’s independence showed Africans were capable of pushing back against colonialism

Score of 0:

- Incorrect response

Examples:

- World War II caused the independence movement in Ghana;
- a revolution occurred in Ghana and Nkrumah took over;
- the United Nations created countries in Africa;
- the United Nations granted independence to countries in Africa;
- independence in Africa led to the Cold War;
- African ethnic conflict led to the independence of Ghana;
- apartheid grew as Ghana became independent;
- changes happened;
- independence was a major event;
- it ended the Berlin Conference;
- Document 1 shows a 1955 map of Africa and Nkrumah gives a speech in 1957 in Document 2

- No response

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

Task:

- Identify **and** explain 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
- Explain 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 explanation 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 relevant 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 the information used relates to the enduring issue selected from the 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 that 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 explains *one* enduring issue raised in *at least three* documents (See Explanation and Evidence from Documents on page 19)
- Develops an even, thoughtful, and in-depth argument about how the enduring issue has affected people *or* 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
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Score of 4:

- Identifies and accurately explains *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 explains *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 with 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 explain, *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 minor 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 explain, *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 industrialization; impact of technology/innovation; tradition vs. modernization; impact of trade; impact of imperialism; introduction of new goods and services

Document 2: impact of technology/innovation; tradition vs. modernization; impact of industrialization; impact of cultural diffusion; conflict; introduction of new goods and services; need for national security; impact of imperialism; impact of trade; impact of urbanization

Document 3: impact of war; impact of technology/innovation; conflict; need for national security; impact of innovation

Document 4: tradition vs. modernization; impact of technology/innovation; impact of urbanization; human impact on environment; need for economic development; impact of imperialism; impact of cultural diffusion; impact of trade

Document 5: tradition vs. modernization; inequities/unequal access to the technology; impact of technology/innovation; impact of cultural diffusion; privacy concerns; censorship; need for national security; conflict

This chart suggests enduring issues that might 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
Impact of technology/impact of innovation	1, 2, 3, 4, 5
Tradition vs. modernization	1, 2, 4, 5
Impact of cultural diffusion	2, 4, 5
Impact of imperialism	1, 2, 4
Impact of trade	1, 2, 4
Need for national security	2, 3, 5
Conflict	2, 3, 5

Example Issue: Impact of Technology/Innovation

Identify and Explain:

Changes and innovations in technology have changed the way that people live, work, move from place to place, fight wars, and communicate.

Evidence from the Documents to support the explanation:

Document 1: In England during the Industrial Revolution, textile machines moved the spinning of thread and the weaving of cloth from the home to the factory for mass production.

Document 2: In Japan, new developments in communication such as the telegraph and the postal system connected the country internally and internationally.

Document 3: Innovations during World War II such as radio, radar, and field telephones changed how soldiers fought and communicated with one another.

Document 4: In India, the Golden Quadrilateral connects the country's four largest cities but remains troubled by unsafe usage.

Document 5: In some countries in the Middle East advances in technology have been used to identify and screen workers in high security locations and to combat internet-related crimes, while other countries have responded by banning the use of social media.

Example Issue: Impact of Technology/Innovation

Document Information	Outside Information
How issue affected people/how people affected issue	How issue affected people/how people affected issue
<p>Doc 1—Movement from producing textiles at home to producing textiles in factories Constant power produced by steam engines creating possibility of round-the-clock work People able to mass produce goods Cheaper and lighter cloth desirable in Britain and around the Empire Factories changed the landscape of the country</p> <p>Doc 2—News of ship arrivals sent to people meeting them in advance by telegraph Imperial government aided by telegraph in crushing Satsuma rebellion Businessmen aided by telegraph in their jobs Japan linked to other countries (new postal system; underseas cables) Personal messages sent by mail (postcards)</p> <p>Doc 3—Combat in World War II changed by technology (secret radio; field telephones; radar) Use of new communication technology in World War II (civilians able to keep up with news; secret agents able to transmit coded messages; pilots able to receive alerts about location of enemy planes; soldiers able to relay whereabouts of enemy)</p> <p>Doc 4—Competition for space on streets in Indian cities (vehicles; animals) Safety issues a concern in traffic-clogged streets of India Construction of Golden Quadrilateral (linkage of India’s four largest cities; assisted India toward modernization)</p> <p>Doc 5—Access to computers in many Middle Eastern countries determined by wealth Concerns over privacy and security of personal information when using computers Use of social media banned by some governments Creation of specialized units created to combat Internet-related crimes by some governments Use of biometric security by some Middle Eastern countries to identify people</p>	<p>Easier dissemination of information with development of different technologies (printing press; telephone; television) Labor-related injuries in factories and mines (Industrial Revolution) Mechanization in agriculture (production; shift in labor needs; population growth; Green Revolution; migration to cities) Responses to impact of new technologies on people’s political, social and economic lives (Luddites; Marxism; increased government regulation) Industrial development often at expense of clean air, water, and soil Increase in standard of living, life expectancy, and ease of work with new technology Technology used by western nations and Japan to dominate other countries during Age of Imperialism Changes in military technology leading to greater destruction (nuclear weapons; drones) Search to find clean and sustainable forms of energy ongoing (nuclear; solar; wind) Dangerous situations as a result of new technologies (Chernobyl; Bhopal; Fukushima) Details about artificial intelligence, loss of jobs due to automation, use of robots Social media becomes a tool for organized protest Cyberattacks become a new method of warfare Ability to harm individuals (hacking; cyberbullying)</p>

Example Issue: Impact of Technology/Innovation

Document Information	Outside Information
How issue continued or changed over time	How issue continued or changed over time
<p>Continuity: Doc 2—Despite installation telegraph not widely used Doc 3—Continued use of radios despite ban on ownership in occupied countries Doc 4—Since 1850s, use of technology to create infrastructure in effort to link India Despite superhighways continuation of traditional features of Indian landscape and culture (sacred cows, oxcarts, water buffalo) Doc 5—Some persistence of privacy concerns over digital technology in Middle Eastern countries Despite formation of specialized unit to combat Internet-related crimes, offenders primarily punished according to country’s laws governing communications and protection of intellectual property</p> <p>Changes: Doc 1—Shift in textile work from home to factories Mass production made possible by machines Industrial machinery in textiles and other industries installed around the country Doc 2—Shift from old Tokugawa system of runners to postal system Japan’s national defense and economic growth helped by changes in technology Government able to crush Satsuma rebellion with help of telegraph lines Japan linked to other countries (new postal system; underseas cables) Doc 3—Improved communication between military personnel and civilians during World War II (secret radio; field telephones; radar) Doc 4—Crumbling roads with potholes replaced by construction of Golden Quadrilateral Doc 5—Banning of social networks by some Middle Eastern countries (Facebook; MySpace) Specialized unit formed by Egyptian interior ministry to combat Internet-related crimes</p>	<p>Continuity: Gap between people who can afford newest technologies and those who cannot Technologies often found to be useful for applications beyond original intended design (dynamite; microwave; remote control; aerial photography; nuclear) Threat of worldwide nuclear catastrophe a concern since dawn of atomic age Resistance to new technologies in effort to preserve traditional culture Younger generations often more favorable toward new technologies than older generations Struggle to balance the benefits of technology with its negative impacts Debate over government role in dealing with problems caused by new technology Search to find clean and sustainable forms of energy ongoing (nuclear; solar; wind)</p> <p>Changes: Some inventions and careers obsolete (telegrams–telephones; typewriters–word processing software; print photography–digital; travel agents–Internet sites, automation, touchscreens) Increase in volume of new inventions and speed at which introduced and adopted Changes in how wars fought (World War I—U-boats, machine guns, mustard gas, tanks, trench warfare; World War II—atomic weapons; post–World War II—drones, ICBMs, smart bombs, interceptors, nuclear-powered submarines, continued use of chemical and biological weapons, drones) Changes in how news/information is transmitted and consumed</p>

An Enduring Issue is a problem that has existed throughout time, and many societies dealt with it with varying degrees of success. Sometimes the introduction of new technologies can lead to conflicts between groups who value traditional ways of life and those who embrace these new innovations. While change can bring benefits to society it can also sometimes be a cause of hardship. During the Industrial Revolution, the Meiji Restoration, and the Digital Revolution new technologies resulted in tensions between the old and new ways of life. These tensions caused protests, rebellion, and sometimes the passage of new legislation by governments.

Great Britain before the 1700's was a mostly agrarian society. Farmers produced enough food to feed their families, and perhaps some to sell. The production of cloth was largely made through the cottage industry or the putting out system. Women would spin wool at home on the farm. With the introduction of machines/technology like the "water frame" patented by Richard Arkwright, it became easier to make textiles and clothes. However, the size of the water frame made a factory building a necessity to house the new machine. At about the same time, agricultural innovations allowed for more crop production and required less work. While some farmers were displaced, there were now many jobs to be found in the newly developed cities. New machines like the water frame and Spinning Jenny required workers to run them. Thus, in the late 1700's and early 1800s Great Britain's economy grew as it became an industrialized nation with a stronger economy.

Workers didn't always benefit from these changes. The workers often lived in tenement housing where disease ran rampant. Children

were forced to mine for coal, often getting injured or killed in the process. Without any labor standards in place, adults and children faced these hazards in addition to low pay, long hours, and mistreatment by factory owners. Family and work life drastically changed from the traditions of rural Britain. A solution came to this in the 1800's when Great Britain began to establish legislation to address these problems. The Sadler Commission was formed by Parliament and advocated for children's rights and regulated child labor practices. Workers joined newly formed labor unions and pushed for further reform to ensure their health, safety, and fair wages. Challenges to this modernization also came from the Luddites. The Luddites were a group of artisans who had produced textiles by hand in Britain before the factories. With the Industrial Revolution and the mechanization of textile production many Luddites found themselves displaced from their traditional artisanal craft work. In response this group participated in protests in some of England's largest cities at times smashing machinery or burning down factories. This conflict came from the introduction of new technologies and the desire of some to maintain their old way of life. Conflict between traditional and modern ways has caused many tensions.

Before the 1800's, Japan was a feudal and traditional society. Shoguns held military and political control while the daimyo and samurai functioned like lords and knights. Japan was generally self-sufficient and traded little with the outside world. In fact, a main reason why they had closed their doors to almost all trade except from the Chinese and Dutch, was because they did not want harmful, modern, and western ideas to destroy their traditional way of life.

Under the Tokugawa government Japan was isolated and shut off from western technology until Commodore Matthew Perry and his "Black Ships" sailed into Tokyo Bay and basically forced Japan to sign a treaty allowing the United States to trade. Soon after and because of this the Tokugawa government fell. Emperor Meiji took over and Japan began advancing technology. He outlawed the old government and many of the elements of feudal society. He also promoted a quick modernization process so Japan could compete and be strong against modern western countries such as the United States, Great Britain, and Germany.

In 1869, telegraph lines were installed and thus communication became easier. A new postal system grew out of the old ones in 1871. Japan was advancing in technology with gas lamps and other innovation, but this was at the cost of losing elements of their traditional lifestyle. In the 1930s militant nationalists saw the devaluing of tradition to technology and looked towards nationalistic behaviors to revive tradition by emphasizing Japanese culture and history. Japan's army soon became known as the "imperial army" loyal to the emperor. The emperor became more important, as he once had been in traditional times. The nationalist government used traditional Japanese culture to create national unity as they invaded Manchuria and other neighboring lands. This was all thanks to Japan's nationalistic behavior that attempted to emphasize a more traditional Japanese culture and introduction to technology by the western powers. In the modern day, this conflict still exists, and Japan is known for their ground breaking steps in technology yet in major cities like Tokyo, simple Shinto shrines co-exist side by side with

highrise buildings. Japan found a way to mix tradition with technology, and maintain a strong economy.

The Middle East, under its various empires and governments, contributed many things to modern day knowledge and technology. The region's contributions to both science and math, their use of algebra, a banking system, and checks have proven to be useful technological advancements. There are massive amounts of wealth in the area which has allowed governments and others to make great advances although there are huge socio-economic divides that mean that many must make do without modern technology like computers. The rich have tremendous access to such modern conveniences and communication methods like social media and messaging apps whereas the poor often don't even have access to the Internet. Those in the Middle East who can afford a computer in the modern day, mainly citizens of oil rich countries, are very worried about privacy and fearful of internet crimes. In 2002 in Egypt a specialized law force was formed to combat crimes over the internet. The perpetrators are often punished using the countries own laws. However, this attempt at security does not ease peoples minds that a crime won't happen to them. The introduction of new technology has led to another conflict over traditional versus modern culture. Many have embraced technology and many have rejected it believing that it will weaken traditional values. In some countries, social media platforms have been outlawed by governments who generally want to keep the people away from social media as a way to keep control and maintain power.

Great Britain, Japan, and the Middle East have all experienced tensions in society between traditional and modern culture. Whether

Anchor Paper – Enduring Issues Essay—Level 5

it be due to industrialization, modernization, westernization, or the introduction of new technologies, conflict with traditional ways of life emerged in societies over time. The results of these conflicts have ranged from protest, rebellion, debate, the passage of new legislation, and government suppression. In some societies attempts were made to maintain traditional values while accepting new ideas. This also led to cultural blending in some places.

Anchor Level 5

The response:

- Clearly identifies and accurately explains *tensions between traditional culture and modernization* as an enduring issue raised in the documents (sometimes introduction of new technologies can lead to conflicts between groups who value traditional ways of life and those who embrace new innovations; while change can bring benefits to society it can also sometimes be a source of hardship; tensions caused protests, rebellion, and sometimes passage of new legislation by governments)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (family and work life drastically changed from traditions of rural Britain; conflict between traditional and modern ways caused many tensions; Japan found a way to mix tradition with technology and maintain a strong economy; Middle East under its various empires and governments contributed many things to modern day knowledge and technology; massive amounts of wealth in Middle East allowed governments and others to make great advances although huge socio-economic divides mean many do without modern conveniences; citizens in oil-rich countries of Middle East worried and fearful of crimes using Internet; attempts at security in Middle East do not ease people’s minds that a crime will not happen to them; many have embraced technology and many have rejected it believing it will lead to more crime and removal of people’s privacy)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from documents 1, 2, and 5
- Richly supports the task by incorporating substantial relevant outside information (agricultural innovations allowed for more crop production and required less work; without any labor standards in place adults and children faced low pay, long hours, and mistreatment by factory owners; Parliament advocated for children’s rights and regulated child labor practices; workers joined newly formed labor unions and pushed for further reform to ensure health, safety, and fair wages; challenges to modernization came from Luddites, a group of artisans who had produced textiles by hand in Britain before factories; main reason Japan had closed their doors to almost all trade except from Chinese and Dutch because did not want harmful, modern, and Western ideas to destroy traditional way of life; under Tokugawa government Japan isolated and shut off from western technology until Commodore Perry and his “Black Ships” sailed into Tokyo Bay; Meiji outlawed old government and many elements of feudal society and promoted a quick modernization process so Japan could compete and be strong against modern western countries; in 1920s military commander Hideki Tojo saw devaluing of tradition to technology and looked towards nationalistic behaviors to get tradition back and to emphasize Japanese culture and history; Middle East’s use of algebra, a banking system, and checks have proven to be a useful technological advancement; in some countries new programs and social media platforms outlawed to keep control and maintain power)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. Substantive and relevant details about three different time periods and areas in history are employed to draw thoughtful connections between document information and substantial outside historical examples. A critical appraisal of information establishes a strong evaluative basis for assessing how the conflict between tradition and modernization has resulted in tensions.

Enduring issues often affect societies by either improving their development or creating new challenges for a civilization. One such issue is the impact of technology. In evaluating events such as the Industrial Revolution, Modernization of Japan, and WW II the impact of technology had significant consequences for people. While some have enjoyed new products, cheaper prices, increased communication, and faster services, many have struggled with dangerous working conditions, loss of tradition, or increased destruction as a result of these new innovations.

The Industrial Revolution started in Britain in the 18th century. It was a revolutionary time in which new inventions and many new technologies were created to improve manufacturing and production leading to easier labors. This allowed humanity to move forward at a faster pace toward modernization. One of the first industries that modernized and mechanized was the textile industry. Machines replaced the traditional textile workers who worked at home. (Document 1) With the invention of the “spinning jenny,” and water frame many home textile workers were left jobless and unemployed. Many of these unemployed workers often moved to cities to become factory workers as more new technology was developed leading to a larger factory-based system of production. Entrepreneurs and investors capitalized on these profit opportunities. The invention of new machines including the power loom and the steam engine led to the manufacture of more goods and at faster speeds. The demands for cloth supply boomed during the Industrial Revolution, causing there to be a greater need for more production. Therefore, the creation of mass factories was born as a result of a call for more goods (Document 1).

This affected the textile workers, because now instead of growing crops and weaving your own cloth from home or working from home in the domestic system factories replaced this process. The farmers and weavers both suffered as mass industry drove them out of business. The development of the steam engine fueled by coal pushed other types of fuels to not be needed. Coal mining became a major but very dangerous industry causing many deaths due to accidents and harmful working conditions. The effects of the Industrial Revolution were great. For example, it affected societies by making many people who worked in the timber industry to lose their jobs as well as many in the domestic system. Many were forced to migrate from rural areas to urban areas changing their entire lifestyle and working environment. Many were forced to live in tenements and work long dangerous hours for little pay with few safety precautions. But on the positive side consumers were able to purchase new cheap products and investors, factory owners, and entrepreneurs became wealthy. In sum, the Industrial revolution led to many new inventions, but it also caused societies to move forward so quickly that some couldn't keep up with the advancements and had to change in order to survive.

When Japan opened up for modernization and moved away from isolation it experienced many great changes.

These changes affected the daily lives of many Japanese citizens especially in the field of communication. In the Tokugawa period communication between people was slow and challenging. The mountainous terrain and the fact that Japan is an archipelago resulted in geographic obstacles for interaction and communication between people. However, between 1853 and 1868 Japan underwent a

huge transformation that resulted in the Meiji Restoration in which the country industrialized and modernized with the “help” of the U.S. and Western European nations. In the post-Meiji period telegraph lines were introduced to Japan providing an easier way for people to communicate with others both within and outside of Japan. This also allowed information to be spread very quickly.

Though ordinary citizens rarely used these telegraph lines businessmen benefited from them. Additionally, the military could easily suppress rebellions with the use of the telegraph. For example, the Satsuma rebellion occurred as a result of this period of modernization when samurai resented their loss of position in society and revolted against the new government. With the availability of quick communication the imperial government was able to mobilize and suppress the rebellion. Another way in which new technologies benefited the Japanese in the post-Meiji period was with the efficiency and quick speed of a newly established postal system which allowed information to travel faster than just mailing. This system improved the distance and speed of mailing throughout Japan. Overtime, post cards and correspondence became popular and a fast way to communicate with others.

During a war or any kind of conflict, information plays a more important role than almost anything else. With that being the case, information that can be obtained or spread can lead to many lives being saved and battles won. Technology like radar, radio, and field telephones were highly prized, since they played such an important role during the second world war. When Germany steamrolled through Europe, many of the people whose nations had fallen under

German rule became underground resistance fighters to fight back. With the secret radio, they were able to obtain information and timed it with others to fight back (Document 3). This greatly affected the lives of civilians since it gave them a chance to escape using the technologically gathered informations. It allowed them to be warned and find out about enemy plans and gave them a chance to fight back. On the battlefield, communications can break an army or win a war. The usage of field communications and telecommunication technology also saved many lives (Document 3). So due to this, both the allies and axis valued communication, since whoever has this technology has a better chance of winning the war. This affected many people by putting their lives in danger. During the invasion of Poland, Hitler's use of military technology allowed him to quickly launch the attack on Poland using Panzer tanks and other technology (01). Due to this, Poland was quickly taken down by the Germany Army. This proved that technology is very important. In other situations, this technology was absolutely necessary to fight the Germans with organized resistance fighters from within conquered territories like France and Holland. In short, during WW2, technology played a big role in shaping the actions of war. The result was it both saved and hurt a lot of people. This technology expended and changed becoming more advanced. Communications went from word of mouth to telegraph to telephone and radar and now cell phones, computers, and biometric security systems. Communications technology and innovations have changed the world. Technology has had similar effects over the times, as information increased people have changed for the positive and negative. Technology has helped

Anchor Paper – Enduring Issues Essay—Level 4

many people by making their lives much easier and better allowing people to buy new products and cheaper goods, increasing communication, and fighting wars faster and more effectively. However, technology has also caused people to suffer. This issue is significant, because it changed human history by allowing improvements in our daily lives, but only at the expense of others.

Anchor Level 4

The response:

- Identifies and accurately explains *impact of technology* as an enduring issue raised in the documents (many new technologies improved manufacturing and production; some enjoyed new products, cheaper prices, increased communication, and faster services while others struggled with dangerous working conditions, loss of tradition, or increased destruction as a result; new technologies led to easier labors allowing humanity to move forward at a faster pace toward modernization)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (machinery replaced traditional textile workers who worked at home; new machines with faster speeds led to manufacture of more goods so process snowballed; during Industrial Revolution demand for cloth boomed resulting in a need for more production; farmers and weavers suffered as mass industry drove them out of business; Industrial Revolution led to many new inventions but also caused societies to move forward so quickly that some could not keep up with the advancement and had to change to survive; telegraph lines provided easier way for people to communicate with others both within and outside of Japan allowing information to spread very quickly; availability of communication helped imperial government mobilize and suppress Satsuma rebellion; during a war or any kind of conflict information plays more important role than almost anything else; technologically gathered information helped people escape during war)
- 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 (many unemployed workers moved to cities to become factory workers leading to larger factory-based system of production; entrepreneurs and investors capitalized on profit opportunities; steam engine fueled by coal pushed other types of fuels to not be needed; coal mining became major but very dangerous industry causing many deaths due to accidents and harmful working conditions; burning of coal resulted in loss of jobs in timber industry; many forced to live in tenements and work long dangerous hours for little pay with few safety precautions; on positive side consumers able to purchase new cheap products and investors, factory owners, and entrepreneurs became wealthy; mountainous terrain and fact that Japan an archipelago resulted in obstacles for interaction and communication between people; between 1853 and 1868 Japan underwent huge transformation resulting in Meiji Restoration in which country industrialized and modernized; Satsuma rebellion occurred as samurai resenting loss of position in society revolted against new government; when Germany steamrolled through Europe many people whose nations had fallen under German rule became underground resistance fighters; both Allies and Axis powers valued communication since whoever had the technology better chance of winning war; Hitler's use of military technology allowed him to quickly launch attack on Poland using Panzer tanks and other technology resulting in a quick defeat for Poland)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Some thoughtful analytic statements support document interpretation and demonstrate a good understanding of the benefits and drawbacks of technology as an enduring issue, especially in the discussion of the Industrial Revolution. Relevant outside information is effectively employed throughout the response but would have benefited from additional explanation.

During the 19th, 20th and early 21st centuries technological advancements in communication and transportation linked the people of the world together. These technologies were used to interact with others, move goods and products through trade, and assist people in migration. However, the technologies could be equally as destructive as productive in their uses during war, suppressing uprisings, and infringing on individual rights. Therefore, the impact of technology could be considered an enduring issue.

The development of new communication systems such as radio systems and telegraphs have had economic, military, and political effects on countries that had access to them. In Japan, during the Meiji Restoration, the government installed telegraph lines that connected major cities and allowed for communication in seconds. This had a significant impact on its people. Not only could people long distances apart now communicate but it also helped with local and international trade. Ships coming into Japanese ports could now be met by merchants and others. They even had international communication systems that linked Japan to China and Russia. It also helped the government by allowing it to be aware of the Satsuma rebellion in 1877 so they could easily deploy their national defense system to put the rebellion down (Doc. 2). Telegraph communications resulted in Japanese political and economic growth. New jobs and business resulted and trade became much more efficient (Document 2). However, these changes led to a Japanese need for raw materials leading to imperialism as well as the Japanese government crushing any anti-government movements or rebellions. Technologies during wartime were particularly destructive.

During World War II secret radios, portable communications, and enemy detection devices allowed for officers during the war to discuss developments on the war fronts and to then decide how to react. Without this technology the outcome could have drastically changed. In addition to these technologies, other military innovations such as the atomic bomb wreaked havoc on Hiroshima and Nagasaki. The legacy of death, radiation poisoning, and destruction of Japanese cities still haunts people today. However, some war technologies were used for productive purposes. Radios were used by families on the home front to stay informed about the war. Today, some of these technologies are still being used in a variety of ways.

The highway system in India connects India's 4 largest cities. The project was launched in 2001 and now allows for easy travel between the 4 cities, as before it was very difficult to travel long distances in a short period of time in India using India's road system that was in great disrepair and full of local traffic, animals, and potholes. The highway system is another example of a transportation/communication system that has boosted the economy of India and connected the major population centers allowing for more trade all around the country leading to more manufacturing and the movement of resources and raw materials. The highway system has boosted the economy because it allows for easy transportation of goods to trade and for travel of citizens to different cities which boosts local economies. However, the economic growth has been uneven, allowing some people to get rich while millions remain poor. This is only centered around the 4 largest cities and the highway itself causing these cities to grow even faster. This in turn is leading many to live in poor slums and work in

Anchor Paper – Enduring Issues Essay—Level 3

sweatshops and other low skill manufacturing jobs.

The enduring issue of the impact of technology in communication and transportation has occurred over time and place. Early civilizations developed the wheel and small trade routes that impacted communication and trade. Over time these transportation systems grew with the development of the Silk Roads and Trans-Saharan trade routes. Navigational technologies eventually led to the connection of countries around the world. From the Industrial Revolution with steam boats and trains, to modern day where you can talk to someone across the world with a click of a button, these technologies have both productive and destructive consequences.

Anchor Level 3

The response:

- Identifies and explains *impact of technology* as an enduring issue raised in the documents (during the 19th, 20th, and early 21st centuries technological advancements in communication and transportation linked people of the world together; technologies used to interact with others, move goods and products through trade, and assist people in migration; technologies could be equally as destructive as productive in their uses during war, suppressing uprisings, and infringing on individual rights)
- Develops both aspects of the argument with little depth
- Is more descriptive than analytical (development of new communication systems such as radio systems and telegraphs economic, military, and political effects on countries that had access; telegraph allowed people long distances apart to communicate; telegraph helped Japanese government be aware of and easily deploy their national defense system to put down Satsuma Rebellion in 1877; telegraph communications resulted in Japanese political and economic growth with new jobs and businesses and trade becoming much more efficient; technologies during wartime particularly destructive; during World War II secret radios, portable communications, and enemy detection devices allowed for officers to discuss developments on the warfront and then decide how to react; without technology outcome of World War II could have drastically changed)
- Includes some relevant evidence that includes facts, examples, and details from documents 2, 3, and 4
- Includes limited relevant outside information (telegraph helped Meiji Japan with local and international trade; changes in Japan led to need for raw materials leading to imperialism; military innovations such as atomic bomb wreaked havoc on Hiroshima and Nagasaki; legacy of death, radiation poisoning and destruction of Japanese cities still haunts people today; highway system in India allowed for more trade all around country leading to more manufacturing and movement of resources and raw materials; economic growth in India uneven allowing some people to get rich while millions remain poor; economic growth centered around four largest cities in India and highway caused these cities to grow even faster leading many to live in poor slums and work in sweatshops and other low skill manufacturing jobs; early civilizations developed wheel and small trade routes that impacted communication and trade; over time communication systems grew with development of Silk Roads and Trans-Saharan Trade Routes; navigational technologies eventually led to connection of countries around the world; today you can talk to someone across the world with click of a button)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Interpretation of document information and some relevant outside information demonstrate an understanding of why technology is an enduring issue. Analytic statements and a conclusion that crosses time and place reflect a good understanding of the task, but lack of development weakens their effectiveness.

The enduring issue present in most the documents is need for impact of innovation. Need for impact of innovation is like a country or area in time that needs innovation to keep up with the modern world. This issue had endured across for many years and still a problem we deal with today.

One document that shows the need for impact of innovation is doc 1. During the Industrial Revolution the world changed from people on their own home made products by hand to machines like the Spinning Jenny and water frame that can move products much faster in a shorter amount of time. In doc 1 it talks about how traditionally spinning of cotton into threads was taken place in the houses of textile workers but in 1764 Richard Arkwright patented his water frame that allowed large-scale spinning to take place on just one machine. Also another product was made by James Hargreaves called the Spinning Jenny that further revolutionized the process of spinning cotton. These machines caused factories to pop up in cities causing urbanization of people to come work in factories for better pay. The steam engine also massively contributed to the Industrial Revolution even producing more change in the modern world. This document shows how need for impact of innovation has endured across time because in the traditional style of making products took much longer and effort to move one product compared to machines that can easily make many products in a short period of moderizing Great Britain and growing the empire.

Another document that shows need for impact of innovation is Doc. 2. This document shows this is a enduring issue by talking about life in Japan in 1869 with a old system of telegraph lines to 1872

Anchor Paper – Enduring Issues Essay—Level 2

where the lines connect the country together and tied Japan in with the rest of the world. Also before innovation Japan had mail runners that took between Tokyo and Osaka 70 hours to deliver mail. This proves the need for impact of innovation because of this new way of telegraph and mailing system in connect Japan to the rest of the world and improved the way people lived.

The last document that shows this enduring issue is Doc. 3. It shows how it has endured across time because in the World War II period it shows innovations of communications and a radar system to detected enemy aircraft. During WWII this was so important because with out the innovations made the allies could of lost the war leave a Nazi world. Also the secret radio allowed families to be hearing the BBC when the Germans invaded the Dutch. The portable communications allowed troops to communicate with could cause a different outcome in a battle. These example show the enduring issue because if innovations were not made people could died and the war could be lost.

This enduring issue is important because without innovation the world would not grow. This issue is still present today in India with people without plumbing or AC. Innovation allows peoples life to be easier and connects the world together.

Anchor Level 2

The response:

- Identifies and explains *impact of innovation* as an enduring issue raised in the documents (innovation needed by countries or areas to keep up with the modern world; traditional style of making products took much longer; traditional efforts to make one product compared to machines that can easily make many products in a short period of time; allows people's lives to be easier and connects the world together)
- Minimally develops both aspects of the argument
- Is primarily descriptive (during Industrial Revolution world changed from people on their own making products by hand to machines that can make products much faster in a shorter amount of time; telegraph lines connected Japan to the rest of the world and improved the way people lived; secret radio gave families information; portable communication could cause a different outcome in battles; without innovations in World War II more people could have died)
- Includes few relevant facts, examples, and details from documents 1, 2, and 3
- Presents little relevant outside information (machines caused factories to pop up in cities causing urbanization of people coming to work in factories for better pay; without innovation Allies could have lost World War II leaving a Nazi world)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. A detailed summary of document information and the addition of a few applicable outside references focus on how innovation changed people's lives in specific situations. Some good conclusions are included in the treatment of individual examples, but lack of supporting facts and details weakens their effectiveness.

These documents have all shown examples of industrialization. Industrialization has had a huge impact on the world and still does to this day.

In the documents it clearly states some examples of industrialization. For example the evolution of the cotton wheel. As time went on new things were invented and eventually technology made it possible to make cotton much faster. Also the communication system. Back in 1869 the telegraph was a thing. People figured out ways to improve communication throughout the years and now look what we have. Another example is the transportation systems. Railroads used to be the biggest form of transportation and when that was invented it was a really big point in history.

This issue has affected people tremendously. It has caused peoples lives to become so much easier and better its unbelievable. Over time industrialization has just continued to grow and make things like technology, communication, transportation, etc so much better. For example planes, cars, phones, etc.

All in all industrialization has made a huge impact on life and continues to do so, It's the cause of how the world is today.

Anchor Level 1

The response:

- Identifies and briefly explains *impact of industrialization* as an enduring issue raised in the documents (as time went on new things were invented; technology made it possible; industrialization continued to grow and more things such as technology, communication, and transportation are so much better)
- Minimally addresses both aspects of the argument; includes an inaccuracy (cotton wheel)
- Is descriptive (technology made it possible to make cotton faster; people figured out ways to improve communication throughout the years; railroads used to be the biggest form of transportation; industrialization has caused people's lives to become so much easier and better)
- Includes minimal facts, examples, and details from documents 1, 2, and 4
- 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. A few isolated statements which are employed to interpret document information demonstrate a limited understanding of the task. Although all aspects of the task are superficially addressed with general statements, lack of supporting facts and details weaken the effort.

The impact of new technology is a significant enduring issue because it has affected many people over long periods of time throughout history. Advances in technology have led to more modernized factories and established faster and more efficient communication between people and nations. These technologies have shaped the way people live, work, interact, and fight wars.

New technology modernized factory techniques during the Industrial Revolution in Great Britain. When in 1769 Richard Arkwright created the water frame the factory workers could now have large scale spinning on a single machine. In addition, the creation of the power loom by Edmund Cartwright in the 1780's allowed mass production of cloth which caused the prices of cotton cloth to decrease leading to higher demand allowing Great Britain to grow economically. Production increased so much that Britain ended up looking for markets around the world to sell their factory made cloth and other products. Beyond this, the creation of the steam engine was great for the workers so that they could get the job done more efficiently. However, even though these industrial technologies increased production, efficiency, and ease of production, there were some negatives such as pollution of the cities and their water ways.

Japan has also benefitted from new advances in technology. For example, in 1869 the first telegraph line was established in Japan. The telegraph was adopted by Japan during the Meiji Restoration a period which overall benefitted and modernized Japan. The telegraph lines ran from its harbors on the coast all the way to the center of its cities and allowed clear communication about the arrival of new ships. As the Japanese became an industrialized nation and began trading with

foreign powers on a regular basis this proved to be a vital means of communication. In addition, the telegraph also helped the Japanese government by allowing for quick communication during times of revolts. With the use of telegraph lines, the government was more easily able to suppress the Satsuma Rebellion in 1877. Lastly, the telegraph helped business men in Japan allowed them communications. The telegraph clearly benefited people who held various roles in Japanese society. Another development during this same period was the postal system. The postal system benefited ordinary people as it does today. Letters and packages passed between people both within and outside of Japan. Communication technologies helped people in a variety of ways in Japan during and after the Meiji Restoration by modernizing a very old traditional system.

The new advances of technology often help both sides who were fighting during war time. In World War II Adolf Hitler was in control of Germany, and there were new technologies such as new bombs and improved tanks. The Japanese and Allied soldiers used field telephones to better keep in contact with their commanders and other soldiers. Also on the allied side the secret Radio was a homemade wireless receiver that helped families in occupied areas get urgent updates. It also gave coded messages to secret agents but overall helped out the war effort. Additionally, there was also a mobile aircraft radar in World War II used by the RAF. This technology benefitted the aircraft pilots by making them aware of incoming enemies. The radar signals bounced off enemy planes and altered the pilots of the moves of opposing powers. Probably the biggest technological weapon that was invented during World War II was the atomic bombs that

Enduring Issues Essay—Practice Paper – A

were dropped on Japan by the U.S. Technology is often created during wartime in order to help win the war although these technologies also have the very negative consequence of killing many people.

Technological developments have impacted many people and nations in a positive way and this has continued over time. This has been evident in the 18th century with the Industrial Revolution in Great Britain, the 19th century with Japan during the Meiji Restoration and lastly in the 20th century with World War II. It can be argued that this has still continued today with digital technologies like the cell phone. In the future technology will further develop and shape societies.

Throughout time people all over the world have relied on technology to simplify difficult tasks. Technology is what has allowed people to advance and has changed the ways people deal with trade, communication, transportation, banking, and construction. The technology has become so abundant and helpful, its hard to imagine the world without technology. Technology has been vital throughout time. In Industrial England, Meiji Japan, and the Middle East societies have utilized technological innovations to help solve problems. As a result people have become accustomed to these new innovations in their homes, at work and more. Therefore, the impact of technology is an enduring issue that can be evaluated from the Neolithic era up to modern day. Inevitably, the introduction of new technologies will continue to shape our futures.

Technology can be found practically in every society since the Neolithic era. When a government or group of people run into a problem, it often seems as if technological developments are made in order to help with these problems whether it be flood control, war technology, or new ways to make goods. Ancient civilizations are not the only societies to do this. In England during the Agricultural Revolution technologies such as the seed drill and mechanical reaper helped to speed up production. Also government policies such as the Enclosure Acts were enacted to ensure all land was being utilized. All of this helped increase food production which led to a population boom. In Industrial England there were many innovations and new technologies developed. Factories started to develop to take care of the needs of the people by producing new factory manufactured products and creating new jobs. Machines and innovations spinning cotton

such as using the spinning jenny, water frame, and later the power loom improved and sped up production. The production of clothes and other cotton based products were able to greatly increase in production rate, without lacking quality. Other technologies followed including the steam engine, assembly line, and many others leading to great economic growth in places such as Great Britain, Germany, and the United States allowing these countries to exercise their power over others. This is an example of the abilities technology gives us. It is extremely important that we continue to utilize technology to its full extent in order to continue improving the way of life, and its quality.

Japan also experienced a change in technological advancements in the 19th century after the Meiji Restoration. Under the Tokugawa Shogunate, communication throughout Japan was slower and more difficult in comparison to the more modern period. The development of telegraph lines linked areas of Japan together and made it easier for government officials and businessmen to communicate. As a result, internal rebellions were easily crushed due to the improved communication. Furthermore, the postal service radically improved as did the speed of frequency of communication in Japan.

Other advancements in transportation were equally as important as those in communication during the Meiji period. The introduction of the railroad allowed for faster movement of people, resources, and goods throughout Japan. This helped tremendously with the industrial boom Japan was experiencing.

The movement of goods to the coast allowed for shipment of products on newly developed steamships. Communication and transportation technologies revolutionized both the speed and

prevalence of interaction. This was only part of the Meiji period. During this time Japan adopted and innovated Western technology to fit their needs so that they could advance, expand, and conquer surrounding areas. Technological advancements allowed Japan to unite with the availability of easier communication and foster travel within Japan. It also allowed Japan to expand and gain colonies and territories.

In the Middle East, modern technology has affected many people today through social media, the internet, and more generally computers. This technology is a way to connect people together and disseminate information quickly. However, it can also lead to identity theft and organizing protests, inciting riots, and even revolutions. This modern technology has created risks and dangers in using the internet and certain websites. Some people are capitalizing on the extensive and excessive access they have when the internet is at their fingertips. Many people have sacrificed their privacy and opened themselves up to internet crime. This tells us we have to tread carefully. But more importantly, we are connected to countries across the ocean like never before. However, this technology is still necessary because it enables us to effectively communicate, trade, and share ideas to improve as a whole. The Middle East and other places around the world have adapted the new technology and is greatly benefitting from it. In the case of the Middle East, countries such as Egypt and others have formed specialized units to combat internet-related crimes but they are attempting to punish offenders under old laws governing communications and protection of intellectual property. Because these crimes are so new and constantly evolving, it is difficult for

Enduring Issues Essay—Practice Paper – B

countries to effectively address them since the law-making process is slower than the ever-changing internet related crimes. In other words the crimes probably won't end because the potential for making money is so great. Countries need to find better ways to protect privacy and deal with crimes. Maybe technology such as biometric security can eventually help people protect their privacy and ensure against identity theft.

The world has operated at a much faster pace as new technologies have been introduced. It has made connections seamless and the world in a sense, smaller. From the Industrial Revolution, to Meiji Japan, and in the middle East technology has influenced the development of societies over time. While the advent of new technologies has in many ways led to improvements in quality of life, increased communication, and improved transportation it has also created new challenges. As innovations continue to be introduced societies meet the new developments with both excitement and hesitation. It is exciting to think about the future technologies that await us. Due to the constant innovation even up until today technology is one of the greatest enduring issues throughout time.

The enduring issue which I will be addressing is how the need to advance has changed how the world trades, communicates, and transports. The safety of people and demands of the population have also affected how we've had to advance. This is why the need to advance is an enduring issue that each society over time looked to find a way to solve. Different problems required advancements in different regions. In this essay I will show how they've solved some of the problems.

Document 1 discusses how technology has changed the production of clothing. Before Richard Arkwright developed the "water frame," spinning cotton to produce cloth was a long and arduous process. His water frame made cotton spinning a lot easier, by being able to spin on a larger scale. Later, comes James Hargreaves and develops the "spinning jenny," to produce more cotton. Why were these advances necessary? Due to increasing population, there was a higher need for spun cotton. Due to higher production rate, there was an abundance of spun cotton to fulfill demands of the population. Later, inventions including steam production and constant power revolutionized the spinning of cotton.

Document 2 supports this enduring issue. It talks about how technology was used to advance communications and transportation. In Japan, these changes helped national defense as well as economic growth. In 1869, telegraph lines ran from the harbor to the center of the city. This helped people know when the ships would arrive so they could meet them. By 1872 telegraph lines were run to other parts of Japan. This helped them stop the Satsuma rebellion in 1877. However, people didn't use this that often. They then joined the UPU which

delivered postal mail to around the world. People used this very often. This is how technology affected the communication in Japan.

Technology also played a role in WW2, as shown by Document 3. There is a picture of a homemade wireless receiver which families used to get updates on the war. Soldiers also needed communications to inform their platoon, where they were, where the enemies were, and of their progress. They carried portable communications around. Radar technology played a role in detecting enemy plans. They were able to alert the nation and guard for it. They needed this to win the war. We see how much we need technology to advance to keep up with the invention of airplanes or bombs.

We see clearly from these 3 documents that the need to advance in technology is an enduring issue and a significant issue. Technology must be created to keep up with the times and supply and demand. More people means more cloths. Technology lets us produce what we need. People need to communicate and technology lets us faster and farther. To fight wars we need advanced technology. Due to inventions of bombs and airplanes, wars have been fought and won. Wars can't be fought with spears and bow and arrows anymore. A modernized world needs technology to keep on updating and improving.

Because of these reasons that are given in the documents, I have chosen the need to advance in technology as the enduring issue. The world would not be settled and updated had technology not been improved. This is why the world will always need constantly updating technology.

The enduring issue is the impact of Modernization. The impact of Modernization is when nations try to modernize and implement new technologies. This has affected people greatly because now they are able to use new technologies which can help with their everyday lives.

The impact of modernization affected people in countries positively. It has affected them positively because it made life easier. An example is in document 2 it states, "The first field to be improved was communications, which is easier to develop than transportation... By the end of Meiji, post offices handled about 33 pieces of mail each year for each Japanese individual. Quick communication had become a way of life." This shows how the new modern changes in Japan made life easier. Which, shows how the impact of modernization has affected people.

The impact of modernization has changed over time. It has changed over time because the way people modernized were different from before. For example, in document 1 it states, "The weaving process was similarly improved by advances in technology." Furthermore, in document 4 it states, "In the 1990s the country began opening it's markets to foreign investment, led by a pro-growth government... yet India's leaders realized their decrepit highways could hobble the country in it's race toward modernization." This shows how the impact of modernization changed over time, by the way countries modernized themselves.

In conclusion, the impact of modernization was an enduring issue that turned out for the better. It has affected people and nations. This caused them to expand and improve technologies. The impact of modernization has also changed over time in a sense.

The need for technological advancement is an enduring issue that has crossed time and place. Nations that fall behind technologically or don't keep pace with other countries often struggle. This has been proven across time in varying ways such as during the Industrial revolution, WWII, and in modern day India. Technological Advancement is necessary for improving societies, and these three examples represent this perfectly.

During the Industrial Revolution, new inventions were released to make production easier and faster. Before 1769, the spinning of cotton into threads to weave into cloth traditionally took place in the homes of textile workers under what was called the "putting out" system. Then Richard Arkwright invented the water frame. This patented invention made large-scale spinning on a single machine possible. With the addition of this machine, the spinning jenny, and the power loom created by Edmund Cartwright, the weaving process dramatically became more efficient. This put a lot of home-weavers out of work because they lacked the speed, but overall this new technology in the 1700's impacted the road to modernization greatly. Those who were not up to date with factory machines struggled, and they found that technological advancements were needed to keep up with the times and demands. Factory made cloth was cheaper and easier to produce, and with every new or improved invention, society also advanced. Not only was manufacturing of cloth transformed but other industries modernized and industrialized. Large scale changes took place including changes in the social class system with the creation of a new urban working class. Cities also transformed into large industrial crowded metropolises. The government also changed as it

soon realized it needed cheap raw materials and markets and this led to the Age of Imperialism.

Another example of the need for technological advancement occurred during WWII and the end of the Cold War. During times of war, in general the side with the bigger, better, and more efficient technologies and military tactics win. This was certainly the case for WWII. WWII was fought on multiple fronts and sometimes resulted in nations stationing troops or fighting in many locations.

Additionally, unlike wars fought earlier in history, WWII technologies allowed soldiers to fight longer-distanced battles and in a variety of terrains. Allied and Japanese soldiers used field telephones to keep in contact with commanders on a regular basis. The use of these telephones made it possible for soldiers to communicate quickly and frequently with commanders. As a result military units could change strategy, shift location, or catch their enemies off guard.

Radars were also a major part of technological advancement in WWII. Radars could alert soldiers to an oncoming enemy warcraft. Without this technology they were more vulnerable and it was likely to result in death. Without a radar alerting soldiers of enemies, the soldiers were at a great disadvantage. Even today radar technology is used by airplanes, during space exploration, or even to catch people who are speeding in their vehicles. The advancement of war machines and bombs ended the war. The atomic bomb was created and used to destroy the cities of Hiroshima and Nagasaki in Japan to end the second World War. Japan lacked the atomic weaponry developed by the United States, so they ultimately surrendered. The creation of the atomic bomb also led to the cold war, where the USSR and United

States rivalled and fought to be more technologically advanced than the other. If one had fallen behind, their enemy would push to increase their power. The improvement of war technologies helped shape WWII, and the Cold War. As newer technologies continue to be developed a trend remains. Places that can afford the development of innovations continue to dominate those who cannot.

There was a great need for technological advancement for India's roads and transportation systems. After India gained its independence from the British, they tried to keep the idealism of India's founders, which caused them to fall behind technologically and economically because they focused on a more socialized building of industry often focusing on self-sufficiency and the Indian manufacturing of goods. By the 1990s India realized that it needed to open its markets to foreign investment and transform its transportation systems and roads in order to compete with foreign competition and businesses. The leaders of India decided that their road systems were old and falling apart and were hurting the country in its race toward modernization (document 4). Just as Britain built a modern western railroad system in the 1850s which allowed it to profit immensely in the world economy, India needed to stay up to date with their infrastructure and markets to join the game of advancing and competing with western powers. They did this by opening markets and allowing new technology. They also built the Golden Quadrilateral, the new expressway project designed to link India's four largest cities that launched in 2001. This superhighway, although riddled with traffic, animals, and sometimes bad drivers driving on the wrong side of the road allowed goods and services as

Enduring Issues Essay—Practice Paper – E

well as people to travel much faster between India's great populated cities. Without the Golden Quadrilateral India would not be doing as well economically today.

Technological advancement has been proven to be necessary throughout history. It has become an enduring issue and in any decade or century, the nations who do not advance often find themselves lagging behind and struggling more than the nations with new inventions and up to date infrastructure and technology. So therefore in order for countries to compete with each other and increase their production, growth, and military they have to innovate and increase technologically. This issue will continue in modern society with the creation of new energy, new cars and other technology that further advances a country as a whole.

Practice Paper A—Score Level 3

The response:

- Identifies and explains *impact of technology* as an enduring issue raised in the documents (advances in technology have led to more modernized factories and established faster and more efficient communications between people and nations; technologies have shaped the way people live, work, interact, and fight wars)
- Develops both aspects of the argument with little depth
- Is more descriptive than analytical (Arkwright’s water frame meant factory workers could now have large scale spinning on a single machine; steam engine helped workers get job done more efficiently; telegraph helped Japanese government by allowing for quick communication during times of revolts which helped to more easily suppress Satsuma Rebellion; communication technologies helped people in a variety of ways during and after Meiji Restoration by modernizing a very old traditional system; field telephones helped Japanese and Allied soldiers keep in better contact with commanders and other soldiers; radar helped make aircraft pilots aware of incoming enemies; technology often created during wartime to help win the war although also have very negative consequences such as killing many people; technology will further develop and shape societies in the future)
- Includes some relevant evidence that includes facts, examples, and details from documents 1, 2, and 3
- Includes limited relevant outside information (Cartwright’s power loom allowed mass production of cloth which caused prices of cotton cloth to decrease leading to higher demand allowing Great Britain to grow economically; because production increased so much Britain ended up looking for markets around the world to sell their factory made cloth and other products; even though industrial technologies increased production, efficiency, and ease of production there were some negatives such as pollution of cities and their waterways; Meiji Restoration overall benefitted and modernized Japan; as Japan became industrialized nation and began trading with foreign powers on a regular basis telegraph proved to be vital means of communication; postal system benefitted ordinary people as it does today; new technologies in World War II when Adolf Hitler in control of Germany; probably atomic bomb biggest technological weapon invented during World War II; atomic bombs dropped on Japan by United States; technological developments continue today with digital technologies such as cell phone)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Document interpretation and some historical outside information frame a response that discusses how advances in technology affected countries in positive ways. Although good references demonstrate how technology has developed as an enduring issue over time additional supporting facts and details would have benefited the argument.

Practice Paper B—Score Level 5

The response:

- Clearly identifies and accurately explains *impact of technology* as an enduring issue raised in the documents (technology allowed people to advance and has changed ways people deal with trade, communication, transportation, banking, and construction; societies have utilized technological innovations to help solve problems; when a government or group of people run into a problem often seems as if technology invented to help with problems whether it be flood control, war technology, or new ways to make goods; world operated at much faster pace as new technologies introduced; technology has made connections seamless and world in a sense smaller)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (machines and innovations such as spinning jenny, water frame, and power loom improved and sped up production without lacking quality; development of telegraph lines linked areas of Japan together and made it easier for government officials and businessmen to communicate; due to improved communication internal rebellions easily crushed; communication and transportation technologies revolutionized both speed and prevalence of interaction in Japan; computer technology enables us to effectively communicate, trade, and share ideas as a whole; while advent of new technologies has in many ways led to improvements in quality of life, increased communication, and improved transportation has also created new challenges; as innovations continue to be introduced societies meet new developments with both excitement and hesitation)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from documents 1, 2, and 5
- Richly supports the task by incorporating substantial relevant outside information (technology can be found in practically every society since Neolithic Era; England undergoing an Agricultural Revolution that brought technologies such as seed drill and mechanical reaper as well as government policies such as Enclosure Acts; steam engine, assembly line, and many other technologies led to great economic growth in Great Britain, Germany, and the United States; under Tokugawa Shogunate communication throughout Japan slower and more difficult in comparison to more modern period; introduction of railroad allowed for faster movement of people, resources, and goods throughout Japan and helped with industrial boom; Japan adopted and innovated western technology to fit its needs so they could advance, expand, and conquer surrounding areas; computers can lead to identity theft and organizing protests, inciting riots, and even revolutions; many people sacrificed their privacy and opened themselves up to internet crime; because internet crimes so new and constantly changing difficult for countries to effectively address since law-making process slower than ever-changing internet-related crimes; countries need to find better ways to protect privacy and deal with crimes)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. A depth of understanding is demonstrated in the connections between historical and current circumstances. Analytic statements and thoughtful conclusions are interwoven throughout the discussion and effectively support technology as an enduring issue that has and continues to help civilizations advance.

Practice Paper C—Score Level 2

The response:

- Identifies and explains *need to advance technology* as an enduring issue raised in the documents (had to advance to protect the safety of the people and meet the demands of the population; technology changed the production of clothing; technology used to advance communication and transportation; technology lets people produce what they need; people need to communicate and technology lets us go faster and further; modernized world needs technology to keep updating and improving)
- Minimally develops both aspects of the argument
- Is primarily descriptive (before Arkwright developed the water frame spinning cotton to produce cloth was a long and arduous process; water frame made spinning cotton much easier by being able to spin cotton on a larger scale; increasing population meant a higher need for spun cotton; due to a higher production rate there was an abundance of spun cotton to fulfill demands of population; advances in technology in Japan helped national defense as well as economic growth; soldiers used communication to inform their platoon about where they were and where their enemies were; due to invention of bombs and airplanes wars have been fought and won; wars can no longer be fought with spears and bows and arrows)
- Includes few relevant facts, examples, and details from documents 1, 2, and 3
- 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 2. Most of the response focuses on a detailed summary of document information. The concluding discussion of each document demonstrates how advances in technology is an enduring issue, but integration of that information and additional supporting facts and details would have strengthened the effort.

Practice Paper D—Score Level 1

The response:

- Identifies and briefly explains *impact of modernization* as an enduring issue raised in the documents (nations try to modernize and implement new technologies; people use new technologies which can help with their everyday lives)
- Minimally addresses both aspects of the argument
- Is descriptive (affected people positively because it made life easier; quick communication became a way of life; way people modernized different than before)
- Includes minimal facts, examples, and details from documents 1, 2, and 4
- 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. Document quotations and brief general summaries demonstrate a basic understanding of the task. A methodical treatment of document information is limited in scope and lacks development.

Practice Paper E—Score Level 4

The response:

- Identifies and accurately explains *need for technological advancement* as an enduring issue raised in the documents (nations that fall behind technologically or do not keep pace with other countries often struggle; in general in times of war side with bigger, better, and more efficient technologies and military tactics win; as newer technologies continue to be developed, places that can afford development of innovations continue to dominate those who cannot)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (inventions made weaving process dramatically more efficient; factory made cloth cheaper and easier to produce; use of telephones made it possible for soldiers to communicate quickly and frequently with commanders; military units could change strategy, shift location, or catch enemies off guard; without radar soldiers more vulnerable and therefore likely to die; after India gained independence from Britain it tried to keep the idealism of its founders which caused them to fall behind technologically and economically; by 1990s India realized it needed to open its markets to foreign investment and transform its transportation systems and roads in order to compete with foreign competition and businesses; Golden Quadrilateral allowed goods and services as well as people to travel much faster between India’s great populated cities; without the Golden Quadrilateral India would not be doing as well economically today)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from documents 1, 3, and 4
- Supports the task by incorporating relevant outside information (spinning of cotton into threads to weave into cloth traditionally took place in homes of textile workers in what was called “putting out” system; many hand weavers put out of work with inventions because they lacked speed; cities transformed into large industrial crowded metropolises; government changed as it soon realized it needed cheap raw materials and markets which led to Age of Imperialism; World War II fought on multiple fronts and sometimes resulted in nations stationing troops or fighting in many locations; unlike wars fought earlier in history, World War II technologies allowed soldiers to fight longer-distanced battles and in a variety of terrains; even today radar technology used by airplanes during space exploration or even to catch people speeding in their vehicles; advancement of war machines and bombs ended World War II; atomic bomb created and used to destroy cities of Hiroshima and Nagasaki in Japan to end World War II; Japan lacked weaponry developed by United States so ultimately surrendered; creation of atomic bomb also led to Cold War where USSR and United States were rivals and fought to be more technologically advanced than the other; India focused on a more socialized building of industry often focusing on self-sufficiency and Indian manufacturing of goods; need for technological advancement will continue in modern society with creation of new energy, new cars, and other technology that further advances a country as a whole)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Some relevant outside information and analytic statements support document information and demonstrates an understanding of the need for technological advancement as an enduring issue. Some perceptive conclusions reflect historical insights but lack depth and detail.

The *Chart for Determining the Final Examination Score for the August 2022 Regents Exam in Global History and Geography II* (Grade 10) will be posted on the Department’s web site at: <http://www.nysed.gov/state-assessment/high-school-regents-examinations> 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.nysed.gov/state-assessment/teacher-feedback-state-assessments>.
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 2022 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 5 credits on Part II would have a total score for Part I and Part II of 27: $22 + 5 = 27$.

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 27 would receive a final examination score of 80.

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	10	15	20	25	29	33	37	41	45
	1	4	9	14	19	23	28	32	36	40	43	47
	2	7	12	17	22	26	30	35	38	42	46	49
	3	10	15	20	25	29	33	37	41	45	48	51
	4	14	19	23	28	32	36	40	43	47	50	53
	5	17	22	26	30	35	38	42	46	49	52	55
	6	20	25	29	33	37	41	45	48	51	54	57
	7	23	28	32	36	40	43	47	50	53	56	59
	8	26	30	35	38	42	46	49	52	55	58	61
	9	29	33	37	41	45	48	51	54	57	60	63
	10	32	36	40	43	47	50	53	56	59	62	64
	11	35	38	42	46	49	52	55	58	61	64	66
	12	37	41	45	48	51	54	57	60	63	65	68
	13	40	43	47	50	53	56	59	62	64	67	69
	14	42	46	49	52	55	58	61	64	66	68	70
	15	45	48	51	54	57	60	63	65	68	70	72
	16	47	50	53	56	59	62	64	67	69	71	73
	17	49	52	55	58	61	64	66	68	70	73	75
	18	51	54	57	60	63	65	68	70	72	74	76
	19	53	56	59	62	64	67	69	71	73	75	77
	20	55	58	61	64	66	68	70	73	75	77	78
	21	57	60	63	65	68	70	72	74	76	78	80
	22	59	62	64	67	69	71	73	75	77	79	81
	23	61	64	66	68	70	73	75	77	78	80	82
	24	63	65	68	70	72	74	76	78	80	82	84
	25	64	67	69	71	73	75	77	79	81	83	85
	26	66	68	70	73	75	77	78	80	82	84	86
	27	68	70	72	74	76	78	80	82	84	86	87
	28	69	71	73	75	77	79	81	83	85	87	89
	29	70	73	75	77	78	80	82	84	86	88	90
	30	72	74	76	78	80	82	84	86	87	90	92
	31	73	75	77	79	81	83	85	87	89	91	93
	32	75	77	78	80	82	84	86	88	90	92	95
	33	76	78	80	82	84	86	87	90	92	94	96
	34	77	79	81	83	85	87	89	91	93	96	98
35	78	80	82	84	86	88	90	92	95	97	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](#).