

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 16, 2006 — 12:30 to 3:30 p.m., only

SCORING KEY AND RATING GUIDE

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 <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

Contents of the Rating Guide

For both **Part II** (thematic) and **Part III B** (DBQ) essays:

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

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

- A question-specific rubric

Mechanics of Rating

The following procedures 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 Administering and Scoring the Regents Examination in Global History and Geography and United States History and Government*.

Global History
and Geography
August 16, 2006

Part I

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

Cut Here

Cut Here

Copyright 2006

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Scoring the Part I Multiple-Choice Questions

On the detachable answer sheet, indicate by means of a checkmark each incorrect or omitted answer to multiple-choice questions; do not place a checkmark beside a correct answer. Use only red ink or red pencil. In the box provided on the answer sheet, record the number of questions the student answered correctly in Part I.

Rating the Essay 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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions need only be scored by one rater.
- (3) The scores for each scaffold question may be recorded in the student's examination booklet.

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 chart located at the end of these scoring materials must be used for determining the final examination score.

Global History and Geography
Content-Specific Rubric
Thematic Essay—August 2006

Theme: Movement of People and Goods: Trade

Trade routes and trade organizations have had an impact on nations and regions. The effects have been both positive and negative.

Task: Identify *two* trade routes *and/or* trade organizations and for *each*

- Explain *one* reason for the establishment of the trade route or trade organization
- Discuss *one* positive effect *or one* negative effect of the trade route or trade organization on a specific nation or region

You may use any example from your study of global history. Some suggestions you might wish to consider include the Silk Roads, the trans-Saharan trade routes of the African kingdoms, Mediterranean trade routes, the Hanseatic League, the British East India Company, the Organization of Petroleum Exporting Countries (OPEC), and the European Union (EU).

Scoring Notes:

1. This thematic essay has a minimum of *four* components (*one* reason for the establishment of *two* trade routes and/or organizations and *one* positive *or one* negative effect on a nation or region)
2. The response should identify two specific trade routes or two trade organizations or one of each.
3. The explanation given for the establishment of the trade routes or trade organizations may be the same for both trade routes and/or trade organizations.
4. The same nation or region may be used to discuss the positive effect *or* the negative effect of both trade routes and/or trade organizations.
5. After discussing one positive effect *or* one negative effect of each trade route or organization, the discussion of any additional effects can be considered supplemental information.
6. As is the case with many historical topics, what constitutes a positive effect or a negative effect of the trade route or trade organization is subject to the student's point of view. The response may discuss effects from a variety of perspectives as long as accurate facts and examples support the position.
7. Using a trade organization that includes the United States is acceptable if the response does not focus exclusively on the United States, i.e., discussing the United States plantation system resulting from triangular trade or the impact of NAFTA on the domestic economy of the United States is not acceptable; discussing the effect of triangular trade on the Caribbean or of NAFTA on Mexico is acceptable).

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by explaining one reason for the establishment of two trade routes and/or trade organizations and discussing one positive effect *or* one negative effect of each trade route or trade organization on a specific nation or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information) e.g., *Silk Roads*: discusses Wu-ti's conquests west of China that led to the growth of overland trade and a worldwide demand for silk, which led to the Chinese government safeguarding and keeping secret the techniques for silk production; discusses how the silk trade expanded to include other products and led to foreign interest in China; *OPEC*: discusses the nationalization of the oil industry and formation of OPEC and the subsequent monitoring of production and insuring of competitive prices; discusses the connection between the economic boycott of oil shipments to Israel's supporters and the energy crisis and inflation
- Richly supports the theme with relevant facts, examples, and details, e.g., *Silk Roads*: caravan routes; oases; towns; cultural diffusion; missionaries; *OPEC*: drilling agreements; oil revenues; Anwar Sadat; oil embargo; Persian Gulf
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops *all* aspects of the task but may do so somewhat unevenly by completing both aspects of the task for one trade route or trade organization more thoroughly than for the other trade route and/or organization *or* addressing one aspect of the task for both trade routes and/or organizations more thoroughly than for the other aspect
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information) e.g., *Silk Roads*: worldwide demand for silk led to establishment of Silk Roads to link China and the West; India became a major player in trade by exchanging Indian goods for Chinese silk and operating as a middleman which led to cultural diffusion; *OPEC*: organized to give member countries control of oil production; desire to stop Western support for Israel led to shortages and increase in prices in West
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

Note: If *at least two* components have been thoroughly developed evenly and in depth, and the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

- Minimally develops *all* aspects of the task or develops *at least two* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

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

Throughout history, trade routes and trade organizations have had enormous impacts on the areas under their influence. The effects of trade have been both positive and negative. The Venetian fleets during the high Middle Ages and the Eurasian silk roads in the post-classical era are examples where trade impacted other aspects of society to a significant extent.

Venice's Mediterranean Merchant fleets had a great amount of influence over the states around the Mediterranean Sea. Venice was originally founded by a band of Italian refugees after the Huns under Attila subjected them to a precious sack. Settling among the marshy lowlands on the East coast of Italy, they were able to create a city that would control some of the most important trade routes in the world. For centuries, the Byzantine empire had controlled much of the Eastern Mediterranean until the sacking of Constantinople in the 1200s. The Merchant fleets of Venice were created for a simple reason; to make money. The Venetian fleets traded goods and resources to and from stops in Europe, Italy, Africa, and the eastern shore of the Mediterranean Sea. They began to rise as a trading power. As a result, Venice grew very wealthy and gave Christian Europe a crucial connection to goods being traded on the Silk Route. As a result of the trade routes controlled by Venice, Europe was able to obtain silks, carpets and ceramics in exchange for iron and wood from Central Europe. Banking and insurance became important. The middle class also began to develop.

The ~~the~~ European Renaissance began in this region much

sooner than in France or England. Cultural diffusion through contact with Arab cultures brought improved technology by integrating European and Arab sailing and military techniques. Venice reached its high point in the 13th and 14th centuries.

Not all trade routes positively impacted the regions where they resided. The Silk Road was an example of this. Founded during the great days of the Han Dynasty, the Silk Road was a lifeline connecting China with Europe. It was first created so that silk and spices from the Far East could be traded with the Europeans for gold and other commodities. Trade along the ~~Silk~~ silk route flourished at certain times and was limited at other times. During the period of Mongol control trade on the silk route was strong. The Mongols extended the areas connected by the Silk Road and benefited from the items sold along it in the tribute collected. Although this exchange made both regions prosperous by the late Middle Ages, it brought Europe and much of the world to their knees, because not only did goods move along the road, so did disease. The traders and merchants had unwittingly exposed themselves to the bacterium *Yersinia pestis*, better known as the Black Death. When the disease reached Europe it killed over one-third of Europe's population. As a result of the Silk Road, millions of human beings died from disease and the European economy and social structure was decimated.

The way the Silk Road spread disease and the way that the

Venetian fleet ensured the survival of Europe are examples of how trade affected the regions where they existed in ways which could not have been anticipated. The positive and negative effects of trade have and ~~will~~ always will have a great impact on the course of history.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by explaining reasons for the establishment of the Venetian merchant fleet in the high Middle Ages and the Eurasian Silk Roads in the post-classical era, and by discussing a positive effect of the Venetian trade and a negative effect of the Silk Road trade
- Is more analytical than descriptive (*Venetian Mediterranean merchant fleets*: the growing wealth of Venice gave Christian Europe a crucial connection to goods being traded on the Silk Roads; cultural diffusion through contact with the Arabs brought improved technology in sailing and military techniques; *Silk Roads*: exchange made both regions prosperous; by the late Middle Ages, it brought Europe and much of world to its knees because disease moved along the road; trade flourished at certain times and was limited at others; Mongols extended the areas connected by the Silk Road and benefited from the tribute collected; European economy and social structure was decimated by disease)
- Richly supports the theme with relevant facts, examples, and details (*Venetian Mediterranean merchant fleets*: Italian refugees; Huns; Attila; Africa; Constantinople; middle class; Renaissance; *Silk Roads*: Han dynasty; lifeline connecting China with Europe; spices; Far East; gold; late Middle Ages; Yersinia pestis; Black Death)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are well beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The discussion of the Venetian Mediterranean fleet is both detailed and analytical, reflecting a sophisticated understanding of the evolution of its influence. The insightful treatment of the Silk Roads considers the balance between positive and negative effects, enhancing the overall quality of the response.

Throughout history, nations and regions have been impacted by various trade routes and trade organizations. The effects of these routes or organizations often are negative and harm a specific nation or region. The Atlantic Slave trade provided negative effects on the Western coast of Africa and similarly for the Organization of Petroleum Exporting Countries on industrialized nations. The establishment of the Atlantic Slave trade and of ~~of~~ Opec differ but both have negative effects.

The Atlantic Slave Trade was caused by European involvement in the Americas. Europeans were looking for a cheap source of labor since using Native Americans became ineffective. Thus, the Europeans began importing African slaves into the Americas due to the demand for labor on plantations. Africans proved to be more effective than Native Americans since they were more immune to European diseases. However, this negatively impacted the people of Kongo and Benin. Hundreds of thousands of would-be slaves died on the journey alone to the Americas while even greater numbers died because of the Europeans harsh treatment. This also greatly impacted the region of West Africa. Kingdoms fell ~~apart~~ apart when Europeans contracted with African merchants and rulers to get African natives to bring to the Americas. Asante was a Kingdom formed on the results of the slave trade. They would kidnap other Africans and then trade them for weapons. However when the slave trade collapsed, we too did these nations leaving parts of Western Africa in ruins.

The Organization of Petroleum Exporting Countries was created for a different reason. Most of OPEC's members are from the Middle East and together produce most of the world's oil. These nations joined together formed a monopoly on oil production, and are able to control the prices and where oil is exported. Although this is mainly positive for these nations, the global economy is so interdependent that OPEC's decisions affect the rest of the world. For example, if OPEC decides to raise oil prices or cut production, other nations suffer. When OPEC did this in the 1970s and even recently, highly industrialized nations, who depend on oil, must pay more for oil affecting their economies. Prices for many goods skyrocket and the average person cannot afford such things as gas for cars. Changes in lifestyle and energy conservation efforts, for example, the production of hybrid cars has begun. Brazil is using an ethanol based fuel to ~~limit~~ limit the amount of oil they need. China and India have become more dependent on oil. Their demand for oil and the lack of refineries to produce oil-based fuels has had an impact on the high cost of oil.

Trade routes and trade organizations are created for different reasons and have various impacts. The Atlantic Slave Trade was created because Europeans needed a source of cheap labor. As a result, many Africans died and parts of West Africa were politically in ruins. OPEC was created as a monopoly on oil production. When they decided to raise prices or cut production, industrialized and industrializing

nations were greatly affected. While new sources of oil production have been developed, especially in Asia, OPEC still has a great influence on the world market.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by explaining reasons for the establishment of the Atlantic slave trade routes and the Organization of Petroleum Exporting Countries and by discussing a negative effect of both
- Is more analytical than descriptive (*Atlantic slave trade*: caused by European involvement in the Americas; African nations fell apart when Europeans contracted with African merchants for natives to bring to the Americas; *OPEC*: although OPEC’s monopoly on oil production is positive for them, the economy is so interdependent that OPEC’s decisions affect the rest of the world; highly industrialized nations who depend on oil must pay more for oil, affecting their economies)
- Richly supports the theme with relevant facts, examples, and details (*Atlantic slave trade*: cheap labor; plantations; Native Americans; Kongo; Benin; Asante; parts of western Africa in ruins; *OPEC*: Middle East; monopoly for oil production; global economy; cut production in the 1970s; prices sky rocket; energy conservation; hybrid cars; Brazil; ethanol-based fuel; China; India; lack of refineries)
- Demonstrates a logical and clear plan of organization; includes an introduction that is well beyond a restatement of the theme and a conclusion that analyzes the results of the trade route and the trade organization

Conclusion: Overall, the response fits the criteria for Level 5. The concise explanations and strong details regarding the founding of the slave trade and OPEC are complemented by the insightful analysis of the effects of actions by the controlling kingdoms and nations.

Trade involves interactions between different people. This is why trade routes and trade organizations have impacted the areas through which they pass or are active in. While trading is happening, these interactions cause exchange of cultural ideas. Trading interactions can also lead to the takeover of the less powerful or advantaged region by the greater, more advantaged area. Such results can be both beneficial and damaging to the nations or regions in which they occur.

One trade organization that has had a negative ~~effect~~ effect on a nation is the British East India Company. This organization was created at a time, the 1600s, when Western nations such as Britain were developing an interest in the exploration of and trade with the East. They were in the midst of the mercantilist philosophy (which resulted in imperialism). The various trading expeditions that were sailing to the East were organized into the British East India Company. This company used the capital (money invested) put in by investors to fund their workings and split the profits. This type of organization, called a joint stock company, developed in this time period from mercantilism and eventually would lead to laissez faire capitalism.

The British East India Company had a negative effect on the region in which it was concentrated, India. This trading organization made India its colony until the British government put it under its direct control. The effects of this event are beneficial from the point of view of the British, but the Indians did not feel this way. They were overpowered by England, made poor, and faced famines from ~~the~~ the

presence of this foreign power. The British took over their economy and demanded taxes in the form of cash crops. The Indians faced discrimination and distasteful the British. They fought for ~~independence~~ ^{independence} for ~~many years~~ ^{many years}, beginning with the Sepoy Rebellion and ending in the 1940s.

Another example of the impact of trade are the trans-Saharan trade routes travelled by the Arab and Berber traders. These trade routes spanned the large Sahara desert from Northern Africa to West Africa. They were created out of a need in the various African Kingdoms for certain materials, such as gold and salt, and the desire for weapons and cloth. The trans-Saharan trade routes had positive effects on the people of Northern Africa. It resulted the exchange of ideas, or cultural diffusion. For example, Islam was spread by these trade routes and scholars could go to the great university at Timbuktu. Also, the trading Kingdoms were able to expand their economic and political influence through the trans-Saharan trade.

Trade causes interactions between many people. These interactions result in certain changes among those people, which can be both positive and negative. While in India, the British profited and the Indians ~~lost~~ lost. In Africa both sides seemed to benefit from the trans-Saharan trade.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by explaining reasons for the establishment of the British East India Company and the trans-Saharan trade routes and discussing a negative effect of the British East India Company and a positive effect of the trans-Saharan trade routes
- Is both descriptive and analytical (*British East India Company*: connects the beneficial effects of the British East India Company on the British to the negative effects on the Indians who were overpowered, impoverished, and lost cultural ideas; Indians faced discrimination, and distrusted the British; the Indians fought for independence for many years; *trans-Saharan trade routes*: connects the creation of the trade routes out of need for materials with the exchange of ideas and religion; expanded their economic and political influence through the trans-Saharan trade)
- Supports the theme with relevant facts, examples, and details (*British East India Company*: trade with the East; mercantilist philosophy; imperialism; capital; invested; joint stock company; laissez-faire capitalism; colony; famines; cash crops; Sepoy Rebellion; *trans-Saharan trade routes*: Arab and Berber traders; African kingdoms; gold and salt; desire for weapons and cloth; cultural diffusion; Islam; university at Timbuktu)
- Demonstrates a logical and clear plan of organization; includes an introduction that is well beyond a restatement of the theme and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 4. The strength of the response is in the multifaceted discussion of the impact of the British East India Company over time. The treatment of the trans-Saharan trade routes, while adequate, is less analytical and is supported with fewer details.

Trade routes and trade organizations have certainly had an impact on nations and regions. Organizations such as the EU and NAFTA have been beneficial to the regions it has impacted, yet there have also been drawbacks. Both have been for the greater good of the regions, but have also been malignant to some of the individual countries in the regions.

The EU was created in order to strengthen the economy of Europe as a whole through economic unification. So far, this organization has had some successful aspects with fewer tariffs in Europe. Control of this trade bloc accounts for about one-fifth of the world's trade. It has made trade easier within Europe by making it easier to travel through different countries, because of the new EU passports. Trade is less confusing with the Euro as common currency among most member nations. However, its economic success is not leading to universal success. An early fear was that some unique cultures would disappear by mixing into one European ~~culture~~ culture. Recent fears concern workers from former African colonies and the Middle East taking jobs and Europeans becoming unemployed. Although the EU has been successful, it is not 100% beneficial to Europe.

NAFTA also wanted to make trade between North American countries easier, and in some aspects has been successful. Individual businesses have appeared to be successful through this cheaper and easier trade, but some Americans have been

hurt by it. Since companies are able to move throughout North America, some American companies had set up factories called maquiladoras along the Mexican ~~border~~ border. Factory workers in Mexico are generally paid less than American workers, so businesses will cut costs by having Mexican workers, which is made possible by NAFTA. This could leave an increasing amount of American workers without jobs. So as trade has increased as planned, there is a negative aspect as American job opportunities in some industries have decreased.

Although goals of trade organizations have been to help the economies of a region, they are clearly ~~not~~ not beneficial to all the inhabitants in these regions. The EU has helped trade, but people ^{feared} ~~it~~ ^{would} ~~it~~ hurt the unique cultures of some European countries. NAFTA has helped trade as well, but people think it has hurt the job opportunities of the American working class. Even though the goals of ~~the~~ trade routes or organizations have been successful in improving the trade and economy of certain regions, they have also hurt some aspects of the regions involved.

Anchor Level 4-B

The response:

- Develops all aspects of the task by explaining reasons for establishing the European Union and NAFTA and discussing the positive effects and the negative effects of both
- Is both descriptive and analytical (*European Union*: created in order to strengthen economy of Europe through economic unification; early fear that some unique cultures would disappear by mixing into one European culture; *NAFTA*: individual businesses appeared successful through cheaper and easier trade, but some Americans were hurt by it; factory workers in Mexico generally paid less than Americans, so businesses will cut costs by having Mexican workers, made possible by NAFTA; could leave an increasing amount of American workers without jobs)
- Supports the theme with relevant facts, examples, and details (*European Union*: tariffs; one-fifth of the world's trade; EU passport; Euro; African colonies; Middle East; unemployed; *NAFTA*: maquiladoras; trade; job opportunities; American working class)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are well beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. It reflects a clear understanding of the role of trade organizations in the growth of regional economies while acknowledging the negative impact of such growth. The discussion of cultural and nationalistic concerns is particularly insightful.

Trade routes and trade organizations have tremendously impacted the world throughout history. These trade routes were the driving force behind cultural diffusion across the globe. Along with the importance and power these organizations had, both negative and positive effects came with it. Trade routes have led to the start and prospering of some nations, as well as the demise for others. These routes and organizations help spread religions, arts, and other influences and also brought invaders and other problems.

A main trade route that has been ~~very~~ important for hundreds of years has been the Mediterranean sea. The Mediterranean trade routes have spread influences and connected Europe and Africa throughout history. The Phoenicians and ancient Greeks carried their civilizations and learning around the Mediterranean area. From Ancient Rome and its history with Carthage to the Middle Ages and the Crusades, the Mediterranean routes affected all conflicts and situations in Southern Europe and Northern Africa. In Ancient Rome, it was a means of transportation of goods from Northern Africa to Rome, which helped spread influences between the two. During the late Middle Ages and the time of the Crusades, the routes were of great importance. Many historians say although the Europeans lost, they in fact won. The Mediterranean promoted the spreading of both cultures. It was used by Islamic armies to spread Islam and by Christians to spread their religion into Europe and Northern Africa. The

Mediterranean trade route was a very important, positive factor in the spread of influences and cultures in it's region. Although the routes ~~was~~ were very positive, many negatives came with its importance. It was also a main route for foreign invaders to the countries surrounding the Mediterranean. In many ways it has lead to the defeat of many countries. Throughout history, the Mediterranean trade routes have shown great importance from spreading all types of influences, as well as, transportation of people and goods.

One of the most important natural resources in this world is oil. Oil is abundant in many Middle Eastern countries. It is a main cause for conflicts and problems in the modern world. The organization that controls the exporting of oil is known as the OPEC, the Organization of Petroleum Exporting Countries. This oil cartel was set up to deal with the many issues that come with oil. Getting prices and control of the supply are some of the issues. A main positive effect of the OPEC is the exporting of the oil and the distribution across the world, providing people with what is currently, a necessity to life and providing profits for those who control the oil. A main negative of the OPEC is that the control of so much oil comes with many conflicts and problems. Most of the middle East as well as the rest of the world is in conflict due to the demand for this powerful substance. The Organization of Petroleum Exporting Countries deals with both positive and negative effects of controlling one of the world's most important

natural resource. This control gives a few nations like Saudi Arabia and Iran a great deal of economic power.

Trade routes and trade organizations have changed the world throughout the course of history. From the earliest of times to modern day, these routes and organizations play key roles in history. It affects the spread of cultures and influences, as well as the distribution of goods and economies across the world.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by explaining reasons for the establishment of and discussing the positive and negative effects of the Mediterranean trade routes more thoroughly than for OPEC
- Is both descriptive and analytical (trade routes were the driving force behind cultural diffusion across globe; *Mediterranean trade routes*: spread influences and connected Europe and Africa throughout history; in regards to Crusades, many historians say although Europeans lost, they in fact won, because the Mediterranean promoted spreading of both cultures; *OPEC*: issues come with oil, such as prices and control of supply; control gives few nations a great deal of economic power)
- Supports the theme with relevant facts, examples, and details (*Mediterranean trade routes*: Phoenicians; Ancient Greeks; Ancient Rome; Carthage; Middle Ages; Crusades; Northern Africa; foreign invaders; *OPEC*: oil cartel; prices; supply; exporting; distribution; profits; demand; Middle East; Saudi Arabia; Iran)
- Demonstrates a logical and clear plan of organization; includes a strong introduction and a very general conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the extension of the impact of trade beyond economic factors to cultural diffusion is strong. The attention to the results of trade routes and OPEC reflects an understanding of the complexities of the issues. However, the treatment of reasons and effects of OPEC are somewhat superficial.

Throughout history, societies have used the concept of trade to increase the power and strength of their civilizations. Among other things, trade provided ~~more~~ a large part of the economy in some nations, and most importantly, the movement of ideas, people, goods, and technology throughout the world. Two examples of trade routes established for the benefit of civilizations are the Silk Road, and the Trans-Saharan trade routes. These two trade routes not only provided economic profit, but also played key roles in the development of the regions influenced by them.

One trade route that greatly impacted the regions it ran through was the Silk Road. Established by the Chinese, this trade route spanned far westward and carried many different people and traders. This trade route was essential to be formed for the Chinese at that time in history because to reach its full potential, the Chinese wanted and needed to share their goods, ideas, and technologies with other ~~areas~~, as well as receive. As the Chinese would learn in years to come, isolation often leads to a loss of power, no matter how stable or ~~more~~ superior a nation is. Combining their ideas with that of other peoples, the Chinese would come to dominate the Silk Road. Despite its advantages, the Chinese would suffer from the Silk

and as foreign influences began to "overpower" the region. Ideas such as Buddhism from India ~~came~~^{started} to replace traditional customs, and soon the Chinese would close their doors to the outside world. With the development of the idea of the Middle Kingdom, which states that the Chinese culture was superior to that of any other region, they began a period of isolation. As the Chinese turned inward, the rest of the world would pass them by.

Another trade route that held great influence was the trans-Saharan trade routes. With the development of caravans and the use of camels, the trans-Saharan trade routes were made to provide a land route to West Africa. These trade routes would come to yield great power in the exchange of ideas and goods, such as the introduction of Islam to the Africans by means of the Muslim merchants. ~~Other~~ West African empires such as Mali, Ghana, and Songhai benefited from trading their natural resources. Because the area was rich in gold and salt, these empires, among others, flourished through the trade on the trans-Saharan trade routes. In addition, because of the relatively smooth coastline, the West Africans had limited trade before the establishment of these trade routes. Therefore, the Africans

Especially those closest to the trans-Saharan trade routes, greatly benefited from the contact with other regions and peoples.

In conclusion, various trade routes in different locations had diversified effects on the regions they influenced. Whether the trade routes were beneficial or harmful depended solely on the cultures of the people. Trade routes were vital to the success of many societies, and would shape their rise to power, or demise.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth by explaining reasons for the establishment of the Silk Roads and trans-Saharan trade routes and discussing positive effects for both trade routes
- Is more descriptive than analytical (throughout history, societies have used trade to increase the power and strength of their civilizations; trade provides a large part of the economy in some nations and the movement of ideas, people, goods, and technology; *Silk Roads*: as the Chinese turned inward, the rest of the world would pass them by; *trans-Saharan*: trade routes would come to yield great power in the exchange of ideas and goods; relatively smooth coastline limited African trade); includes weak and isolated application (*Silk Roads*: as the Chinese would learn in later years, isolation often leads to loss of power, no matter how stable or superior a nation; Chinese would come to dominate the Silk Roads)
- Includes some relevant facts, examples, and details (*Silk Roads*: with the idea of the development of the Middle Kingdom, China began a period of isolation; *trans-Saharan*: development of caravans and the use of camels; provided land route to West Africa; introduction of Islam to the Africans by means of Muslim merchants; Mali, Ghana, and Songhai benefited from trading their natural resources; rich in gold and salt); includes a minor inaccuracy (whether trade routes were beneficial or harmful depended solely on the cultures of the people)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although the discussion of the Silk Roads is at times off task and contains some overgeneralizations, the discussion of the trans-Saharan route is thorough. Some of the analytical points that are made in the introduction and the conclusion strengthen the response.

Many trade routes have developed over time. Each developed for different reasons and each impacted the region it occupied differently. These impacts were both positive and negative. Trade routes caused cultural diffusion, war and many other events throughout history. The Silk Road in China and the Trans-Saharan Trade Route in Africa each impacted their regions positively and negatively.

The Silk Road in China was created during the Han dynasty under the leadership of Emperor Wu. The Silk Road was created to transport armies and make traveling safer for merchants. The Silk Road positively affected China because it brought great riches into China from Rome and even Europe. It allowed for cultural diffusion and the spread of Confucian and Buddhist ideologies. The Silk Road negatively affected China by allowing unwanted goods and conflicting ideologies into China. This is how the Silk Road impacted China.

The Trans-Saharan Trade Route greatly impacted Africa. The Trans-Saharan Trade Route was set up to allow for the trade of gold and salt. The Trans-Saharan Trade Route brought great wealth

to Kingdoms such as Ghana and Mali. It allowed for Kingdoms to get the resources they needed in some parts of Africa Salt was so greatly needed that it was worth its weight in gold. The Trans Saharan Trade Route also allowed for the spread of Islam across Africa. The Trans Saharan Trade Route negatively impacted Africa by allowing slaves to be traded by Muslims across Africa, or captured and taken for sale elsewhere. This is how the Trans Saharan Trade Route impacted Africa.

The Silk Road in China and the Trans Saharan Trade Route in Africa both greatly influenced the regions they were in. They brought great wealth and allowed for cultural diffusion. Unfortunately they also allowed for unwanted acts to go on in the regions. For the most part these trade routes positively effected the areas that they were in. Trade Routes will continue to influence areas throughout history. These routes will make positive and negative impacts upon the areas in which they reside.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by stating a reason for the Silk Roads and the trans-Saharan trade routes and discussing a positive and a negative effect for each trade route
- Is more descriptive than analytical (*Silk Roads*: created to transport armies and make trading easier for merchants; brought great riches into China from Rome and even Europe; allowed for cultural diffusion and the spread of Confucist and Buddhist ideology; *trans-Saharan*: in some parts of Africa salt was so greatly needed that it was worth its weight in gold; allowed slaves to be traded by Muslims or captured and taken for sale elsewhere); includes faulty and weak application (*Silk Roads*: negatively affected China by allowing unwanted goods and conflicting ideologies into China; *trans-Saharan*: the spread of Islam across Africa)
- Includes some relevant facts, examples, and details (*Silk Roads*: created during the Han dynasty under the leadership of Emperor Wudi; *trans-Saharan*: brought great wealth to kingdoms such as Ghana and Mali)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The discussion is supported with a few historical details and some overgeneralizations. The discussion of the trans-Saharan trade routes is stronger than the discussion on the Silk Road. The inclusion of a few well-placed analytical statements adds to the discussion.

For much of history man has had the need to trade with other parts of the world. The routes and trade organizations can have positive and negative effects. ~~The~~ The Silk Road and OPEC both are either ~~trade~~ trade routes or organizations developed for trade.

The silk roads were most prominent during the middle ages. They were roads that connected China to the Middle East. These roads better helped the flow of products back and forth. One of the major goods traded was silk. The roads were traveled by many traders in land caravans. While the silk roads brought much profit and new items to people it also brought the plague to Europe. A Santist and historian Hebrah that the Black Death was brought by a trade caravan to the Middle East. From there it traveled by ship to Italy where it began to ~~spread~~ cause havoc in Europe for 100 years killing millions. The silk roads had positive and negative effects on the world.

The trade of oil has become extremely important in the last 50 years. With the increased trade of this valuable liquid the organization OPEC was formed. OPEC is a group of oil producing nations that ~~cooperate~~ work together to manage the world's oil supply. Together, they agree on how much oil to release and how much to drill. This has had a positive effect on these nations, by working together they can decide how much oil to release and at the same time keep the prices high because of supply and demand. This has allowed the nations involved to make greater profits.

Trade routes and organizations have had a positive and negative effects. Despite how brought the people. OPEC makes more money, ~~also~~ even though there are some negative effects. The world could not function without trade.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by explaining a reason for establishing the Silk Roads and OPEC and discussing the positive effects of both
- Is more descriptive than analytical (*Silk Roads*: most prominent in the Middle Ages; helped flow of products; brought much profit, new items, also the plague to Europe; *OPEC*: oil-producing nations that work together to manage oil supply; agree how much oil to release and how much to drill; keep prices high because of supply and demand)
- Includes some relevant facts, examples, and details (*Silk Roads*: China; Middle East; silk; traders in vast caravans; black death traveled by ship to Italy; *OPEC*: 50 years; greater profits); includes a minor inaccuracy (black death caused havoc in Europe for 200 years)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The strength of the response is the explanation of reasons for OPEC and the use of details to support the consequences of the Silk Road.

Throughout history, trade routes and trade organizations have had an impact of both positive and negative effects. Trade is used to export goods from one country to make a profit, and use that profit for imports from other countries that the country cannot produce. Also it could be used as a Union of states that reduce trade tariffs with each other to improve trade efficiency, such as the European Union.

The European Union is a group of highly economic countries that cut tariffs from 9% to 4% to improve the amount of trade and make trade easier. Each country that wants to join the European Union must fulfill the economic and political quotas for membership of the EU. ~~Too consistently~~ Also most nations of the EU, are required to use the union's money system, called the Euro, to eliminate the exchange of currency. The United Kingdom is exempt from the Euro money system, because the British money unit, the Pound, is ~~more~~ worth more than the Euro.

On May 1st 2004, ten nations including 8 ex-communist nations, and Malta and Cyprus were invited to join the EU and all were accepted. The former communist nations were Czech Republic, Slovakia, Slovenia, the Baltic States Lithuania, Latvia and Estonia, Poland, and Hungary. These post Soviet nations will highly benefit from the EU, because they would be able to import high technology goods from the highly economic Western Europe, for a lot less money. Future members of the EU are Romania and Bulgaria in 2007, Croatia in 2008, ^{and} Albania, Bosnia, and Serbia in 2015. If political tensions weaken to a minimum in Israel and the economy stays strong as it is now, Israel will join by 2015 - 2020.

Anchor Level 2-A

The response:

- Develops some aspects of the task in some depth by explaining a reason for the establishment of the European Union and discussing some positive effects
- Is primarily descriptive (European Union cut tariffs to improve the amount of trade and make trade easier; United Kingdom exempt from the Euro money system; post-Soviet nations will highly benefit from membership because they would be able to import high technology goods from Western Europe); includes faulty and weak application (European Union is a group of highly economic countries; most members are required to use the Union's money system to eliminate the exchange of currency)
- Includes few relevant facts, examples, and details (each country that wants to join the European Union must fulfill the economic and political quotas for membership; Euro is the money system; communist nations were invited to join)
- Demonstrates a general plan of organization; contains digressions (listing future members of the European Union); includes an introduction that is beyond a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The statement regarding the use of trade for profit and to acquire needed goods and the beginning of the discussion of the European Union strengthens the response. However, the listing of members and future members in the latter part of the discussion weakens the response. Content weaknesses and the lack of discussion of a second trade route or organization prevent this from being a Level 3 response.

Throughout history trade routes and organizations have had major impacts on the surrounding areas. Some of these effects have been positive while others have been negative. The Silk Roads that ran through Asia and Europe, and the East India Company from Britain are two good examples of trade routes with positive and negative effects.

The Silk Roads are some of the most famous and most travelled on trade routes in the world. These trade routes were established hundreds of years ago for people who traded between Asia and Europe. There were many things traded such as silk, gold, pottery and many other products. The Silk Roads had a few negative effects but for the most part it had a very positive effect on the eastern part of the world. One of the most positive effects that came out of these trade routes was the expansion of religion. Many religions such

as ~~the~~ Islam and Christianity were brought to parts of the world that had never heard of these religions before. The Silk Roads were very crucial in the development of the eastern world.

Another trade organization that had a large impact on the Eastern world was the British East India Company. This company made and sold tea to India in the 1800's. Although the company was big they didn't really have a positive effect on the world. India was bitter at Britain because they were forcing their culture on India. Eventually India tried to break free. Just because there is a trading organization in a country doesn't mean that ~~is~~ it is helping that country.

There have been trading routes and organizations all over the world throughout history. Some of these routes have had positive effects, ~~the~~ like the Silk Roads, and some, like the British East India Company ~~had~~ have had negative effects.

Anchor Level 2-B

The response:

- Develops some aspects of the task in some depth by stating a reason for the establishment of the Silk Roads, discussing some positive effects of the Silk Road, and then discussing some negative effects of the British East India Company
- Is primarily descriptive (*Silk Roads*: some of the most famous and most traveled trade routes in the world; *British East India Company*: India was bitter at Britain because they were forcing their culture on them; eventually India tried to break free; because there is a trading organization in the country does not mean it is helping that country); includes faulty and weak application (Christianity brought to the eastern part of the world by the Silk Roads; British East India Company made and sold tea to India; although the company was big, it did not really have a positive effect on the world)
- Includes few relevant facts, examples, and details (*Silk Roads*: established hundreds of years ago for people who traded between Asia and Europe; silk; gold; pottery; expansion of religion); includes inaccuracies (British East India Company as a trade route)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. The discussion on the Silk Roads is adequate; however, the lack of supporting historical facts and details about the British East India Company weakens the response. Although a few good conclusions are provided, the response predominantly mentions information rather than discussing it.

Throughout history trade routes and trade organizations have had a large impact on cultural diffusion, economic and social advancement and cultural diversity. Although not all effects of the trade routes and organizations are positive, the world would be nowhere near where it is today without them.

Two of the most well known trade routes in the world are the Silk Road and the trans-Saharan trade route. The Silk Road was a trans continental route which crossed over Europe and Asia until China. The Silk Road was established so that many Europeans could enjoy the exotic foods and spices from east Asia. Along with the foods and spices many other things were passed along the Silk Road such as religion, ideas, and culture. The spread of all these things led to great cultural diffusion along with advancements in many areas.

The trans-Saharan trade route was a way for the isolated African kingdoms to be joined together through trade. This route led to the expansion of cities and also united the North African region.

Although most effects of the trade routes were positive, the negative was the thieves. Thieves raided and attacked trade

route travelers causing much uncertainty of the safety of the routes, that led to the establishment of new trade ~~paths~~ routes, mostly through the oceans. Once those trade routes were established the extent of trade greatly rose.

Without trade routes such as the trans-Saharan and the Silk Road the regions which those are in would not be nearly as advanced and diverse as they are. Although both positive and negative effects came along with the trade routes, even the negatives in the end, ended up becoming ~~positives~~ positives and leading to global expansion and exploration.

Anchor Level 2-C

The response:

- Minimally develops most aspects of the task by stating a reason for the establishment of the Silk Road and trans-Saharan trade routes and discussing the positive effects of each
- Is primarily descriptive (trade had a large impact on cultural diffusion, economic and social advancement, and cultural diversity; *Silk Roads*: transcontinental route; led to cultural diffusion and advancements in many areas; *trans-Saharan*: led to expansion of cities and also united the North African region); includes weak application (Silk Road established so that many Europeans could enjoy the exotic foods and spices from East Asia)
- Includes few relevant facts, examples, and details (*Silk Roads*: religion, ideas, and culture passed along the Silk Roads; *trans-Saharan*: isolated African kingdoms were joined together through trade and united the north African region)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are beyond the restatement of theme

Conclusion: Overall, the response fits the criteria for Level 2. A few good points are included but they are not supported with historical facts and details. Connection of the discussion of the negative effect of land routes which led to the establishment of ocean trade routes to a particular trade route would have strengthened the response.

Trade routes and trade organizations have had an impact on nations and regions. The effects have been both positive and negative. Trading is when two countries or more exchange goods for each other because one country can't get what the other country has in their country. Two examples of trading is the Silk Road and OPEC which stands for Organization of Petroleum Exporting Countries. ~~_____~~ This trade route and trade organization are both very good examples.

There are many reasons for the establishment of the Silk Road. The Silk Road was one of the best trading routes. It was in China, China benefited ^{from} this trade route. There was a lot of natural resources coming in and out.

One reason for the establishment of the Organization of Petroleum Exporting Countries was to make money. OPEC countries have a lot of petroleum, that's what the other countries want. Petroleum will be traded from one country to another for other goods or natural resources. OPEC

Anchor Paper – Thematic Essay – Level 1 – A

was successful because they are giving and getting a lot of money.

The Silk Road and OPEC were good examples of a trade route, and of a trade organization. The Silk Road established trade in China and OPEC established petroleum to many other countries.

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

- Minimally develops some aspects of the task by mentioning reasons for the establishment of the Silk Road in China and of OPEC and mentioning the positive effects of both
- Is descriptive (trading is when countries exchange goods for each other because one country can't get what the other country has); contains limited application (OPEC countries have a lot of petroleum, that's what the other countries want) and weak analysis (OPEC is successful because they are giving and getting a lot of money)
- Includes very few relevant facts, examples, or details (*Silk Road*: natural resources coming in and out of China)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. It does not identify a specific area or region that was affected by OPEC. While the response does include some attempts at analysis, the minimal discussion has few supporting details.

There were many developments in the past that were made and needed in order to develop and better ~~the~~^a country. Some of these ~~places~~^{things} included the Silk Road in China and the Organization of Petroleum Exporting Countries (OPEC). These trade routes and organization had an impact on nations and regions. These effects ~~to~~^{sometimes} were ~~both~~ negative and/or positive.

The OPEC is an organization that developed because many people had ^{wanted} oil ~~and~~^{but} no one really had any control over it. ~~Some~~ Some people later on came together and developed the OPEC. Even today the OPEC still exists. The OPEC is the reason why oil prices continuously are rising. The OPEC sends oil from one place to another (from one country to the next). The ~~rise~~ rise of ~~oil~~ gas prices today is good for the OPEC, but bad for any U.S. driver.

In China, before the creation of the silk road, it was very hard for people ~~to get~~ in China to be able to obtain goods from other countries or to send goods ~~from~~ to other countries. The

Silk Road made all of this easier. Now the people of China were able to do both exports and imports. And this made every one happy, giving them all positive effects; the Chinese were now able to spread out their ideas to other places and receive ideas from other people.

Trade routes and organizations were made to help better the countries. Although, it helped to send ideas/products, from place to place, it sometimes had bad effects one country and good for the other. These past ideas helped to shape the countries into what they are today.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by mentioning the reasons for the establishment of the Organization of Petroleum Exporting Countries and the Silk Road in China and by discussing the positive and negative effects of OPEC and the positive effects of the Silk Road
- Is descriptive (*OPEC*: sends oil from one place to another; *Silk Road*: Chinese were now able to spread out their ideas to other places and receive ideas from other people); contains faulty application (*OPEC*: is the reason oil prices continuously are rising; the rise of gas prices today is good for OPEC but bad for any United States driver)
- Includes few relevant facts, examples, or details (*Silk Road*: exports; imports)
- Demonstrates a general plan of organization; the introduction and conclusion are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response reflects a minimal understanding of the reasons for establishment of particular trade routes and organizations and oversimplifies the effects. While recognizing there are two sides to each situation, the discussion of these results is very simplistic.

From the beginning of time people have traded with other civilizations and as the years went by more ways to trade were available. New trade routes have formed because of peoples' desire to obtain new goods from foreign areas. Two trade routes that have held a major influence on the world during their time was the Silk Road in Asia and the Triangular trade route connecting Africa, the Americas, and Europe.

The Silk Road was made during the Han empire to trade Asian goods with the middle East and Europe. At that time, Chinese goods were at high demand like silk. There were many positive effects of this route that still effect China today. Many cultural ideas were diffused through this route such as Buddhism which soon became very popular in China. Although at first the Silk Road was seen as unsafe, during the mongol period it became safer. Another trade route that impacted the world was the Triangular Trade.

The triangular trade route connected Africa to Americas, and the Americas to Europe, creating a triangle. This trade route formed when the Americas were being colonized, and there was a large demand for slaves. The Europeans would take slaves from Africa, and on large ships they would bring them to the Americas. From there, the Europeans would ship the raw materials back to Europe. This route effected Europe in a positive way by bringing new foods especially maize into peoples' lives. However this had a negative effect for the slaves. They lost all of their rights and many died from the harsh labor or even on the horrible boat ride to the Americas. Slavery made S. American colonies dependent on trade such as Brazil and started a new trend of slavery in north and South America until the early 1900's. Therefore the effect the triangular trade route was overall negative.

The silk road and the triangular trade, although occurring many years ago, have effected the world even today.

Cultural ideas and beliefs were spread throughout the world, such as foods and religions. Even though these routes are no longer in use, the cultural diffusion they have caused still remains.

Throughout history there have been many trade routes and trade organizations. All of them have affected a country in either a positive or negative way. The Triangular Trade route and the Organization of Petroleum Exporting Countries or called OPEC are two examples of trade routes and trade organizations.

The triangular trade route was both beneficial and not beneficial. The reason the Triangular Trade route was established is Westernized countries wanted slaves to work for them. They owners did not want to do the work themselves so they bought the slaves from auctions. This may sound like a positive but it was not. Africa was hit hard by this. People were taken from their families, never to be seen again. The slaves got put on a very crowded ship that was unsanitary and they were not fed much food. Africa's population decreased

tremendously. Some slaves died going to the countries that needed the slaves.

Organization of Petroleum Exporting Countries or called OPEC a huge monopoly. One of the reasons OPEC was started was the Middle East countries wanted to become rich by selling oil and other petroleum products. All the westernized nations depend on fuel for heating, transportation, and even electricity. So it is a must that westernized countries buy petroleum. Without it they could not function. OPEC is a negative effect to the ~~countries~~ ^{United States} ~~that~~ ^{that} ~~buy oil~~ ^{The U.S. uses oil so much that OPEC} ~~because they~~ raises the price of it constantly. Fuel prices increases and the average person starts to become poor because they have to pay more for fuel. There are ways to get around fuel prices by using public transportation and heating with wood. Most people today ~~can't~~ can't do that now because they are used to the technology we have today.

Trade routes and trade organization are very important to the world. Although there are negative effects of it, the world would not be able to function without them. Trade has lasted since the beginning of time and is crucial to every successful ~~an~~ economy.

People have used many different methods to develop their nations. These nations have formed trade organizations to further their country. The British East India Company and the Organization of Petroleum Exporting Countries have had negative effects on others even though they generate a lot of wealth.

The British East India Company was established to use India as a mercantile country. They used India's raw materials to make money for themselves. They made products out of these materials and sold them back to India to make a large profit. So the reason why the British East India Company was established was to make a large profit off of India.

OPEC was established to control the price and amount of oil that is produced. An organization had to be formed so that oil exporting countries wouldn't get out control.

These organizations had many negative effects on specific nations. India was furious that they were being controlled by Britain. This forced the people of India to buy British

manufactured goods at high prices. There were many people who revolted against this including Gandhi who used non-violent civil disobedience. Recently OPEC has had a negative effect on the United States. Since OPEC has been limiting the amount of oil produced, prices have been skyrocketing. The world runs on oil and the U.S. relies on it even more. If prices keep going up it could send the U.S. and maybe the world into depression.

OPEC and the British East India have had negative impacts on different nations. They have been used to help other countries too. Groups of people have used many different methods to exploit other countries.

Trade has effected history in many ways and a major trade route could lead to positive and negative effects of the area. The Silk road allowed trade from China all the way across Asia. The East India company made trade from Great Britain to India.

The Silk road was a cause of change in Asia. It was formed to help trade from China to rest of Asia. China had many products like silk the the rest of the world had not developed yet. The Silk Road led to the spread of ideas. The Silk Road spread new products around the continent and sparked new interest in China. Eventually China's inventions of silk, gunpowder, and other technological advances would ~~be~~ change the world in a positive way.

The East India company controlled trade from India to Great Britain. The company wanted to make a profit off of Indian textiles and their cheap labor. The trade organization would eventually have a revolt from it's own personal army. The Sepoy

Indians were forced to keep order among its own people with laws that were completely unfair to them. When a soldier went around that their ammunition contained parts of a animal considered sacred to them it was the last straw. They revolted and forced the British military to get involved. The East India company effected India in a negative way.

The trade routes of a place have greatly effected the history of the area. The Silk road and East India company effected the area in negative and positive ways. A idea spread along a trade route could change history dramatically.

Throughout the ages, several countries have had both advanced and simple methods of trade. However, all countries had the ideal of prosperity close at hand when developing their trade and because of this other countries were taken advantage of bringing negative effects of the trade establishment despite many positive effects that come with trade. Both the establishment of trade in the British East India Company and the Silk Roads had both beneficial and detrimental effects.

The British East India Company was formed by British investors in strategic locations on India's coastlines where trade posts were set up. The trade of teas, spices and cotton by the investors brought huge profits and expansion further into India and other parts of Asia. However, conflicts and mismanagement led to the Sepoy Rebellion. Britain eventually completely took over India as an imperial colony for exclusive trading rights in which India served as a market for goods & a source of raw materials. The Company still controlled the tea trade until 1823 & its structure for trade was still used. India greatly benefitted their imperial controller Great Britain. However, Indians were still subject to growing cash crops which depleted their soil & the people starved because not enough food was produced & they weren't the ones making a profit. Also, nationalism and resentment continued to grow; for example, British made Indians buy salt which was taxed from them when they had their own salt which

led Mahatma Gandhi an Indian leader to protest this in the Great Salt March. The British also cause conflicts between the two religious groups in India Hindus + Muslims, which caused hatred + bloody disputes which eventually caused the division of India on the East + West to form East + West Pakistan which continued to cause conflict even up until this day.

The Silk Roads were first formed between China and countries looking to trade in the East during the Han dynasty. Europeans wanted luxury goods that were not to be found in Europe such as fine cloths like silk and porcelain + various spices. The quest for fast + easy routes to China became very competitive after the Middle Ages between European powers who wanted to expand their trade. The traders such as Marco Polo brought back descriptions of the wealth + goods of the Chinese. He also described innovations like burning coal for heat that was new to western countries. Also in Asia new ideas were brought back from India. Early Buddhist monks went with traders on the Silk Road to China and brought major change to the religious culture of Asia. This is commonly known as cultural diffusion and that was a mostly positive effect of China's trade w/ Europe which also made these merchants rich. Cities became more diverse with artisans and merchants in addition to government officials.

Trade brings with it culture and a quest for riches. There are several effects European countries had on the East which

include the positive spread of ideas and culture and negative effects of control, domination and the act of taking advantage of what they would call less developed countries at that time. Therefore trade can be both beneficial and detrimental to the countries who are expanding their trade + those taken (colonized) over or being traded with.

* * * * *

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth by stating one reason for the establishment of the Silk Roads and for triangular trade and discussing one positive effect of the Silk Roads on Asia and one negative effect of triangular trade on the Americas
- Is more descriptive than analytical (*Silk Roads and triangular trade*: although occurring many years ago, trade routes have affected the world even today; the cultural diffusion they have caused still remains)
- Includes some relevant facts, examples, and details (*Silk Roads*: Han; Asian goods; Middle East; Europe; silk; Buddhism; Mongol Period; *triangular trade*: Africa; the Americas; Europe; colonized; slaves; raw materials; maize; South American colonies; Brazil); includes a minor inaccuracy (slavery existed until the early 1900s)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although the response is mostly descriptive, it makes some attempt at analysis by weighing the positive and negative effects of triangular trade, thus strengthening the discussion.

Practice Paper B—Score Level 2

The response:

- Minimally develops all aspects of the task by stating a reason for the triangular trade route and the formation of OPEC and discussing positive and negative effects for both
- Is primarily descriptive (*triangular trade*: people were taken from their families never to be seen again; some slaves died going to the country that needed slaves; *OPEC*: a huge monopoly; it is a must that westernized countries buy petroleum because without it they could not function; fuel prices increase and the average person starts to become poor because they have to pay more for fuel; public transportation and wood are a way to get around fuel prices); includes faulty and weak application (*triangular trade*: westernized countries wanted slaves to work for them; *OPEC*: linking OPEC only to the Middle East; all the westernized nations depend on fuel for heating, transportation, and electricity)
- Includes few relevant facts, examples, and details (*triangular trade*: slaves got put on a very crowded ship that was unsanitary and they were not fed much food; Africa's population decreased tremendously; *OPEC*: Middle Eastern countries wanted to become rich by selling oil and other petroleum products)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that is somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. A few analytical statements are included in the discussion of OPEC; however, overgeneralizations and statements which lack supporting details weaken the response. The discussion of the triangular trade focuses only on one aspect of that trade.

Practice Paper C—Score Level 2

The response:

- Minimally develops all aspects of the task by stating a reason for the establishment of the British East India Company and OPEC and discussing negative effects for both
- Is primarily descriptive (*British East India Company*: used India's raw materials to make money for themselves; *OPEC*: limits on amount of oil produced leads to skyrocketing prices; world runs on oil; increase in prices could send the United States and maybe the world into depression); includes faulty application (confuses the British East India Company and the British government in the discussion of the effects; OPEC had to be formed so that oil exporting countries would not get out of control)
- Includes few relevant facts, examples, and details (*British East India Company*: established to use India as a mercantile country; *OPEC*: control price and amount of oil that is produced)
- Demonstrates a general plan of organization; lacks focus; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. Overgeneralizations and a lack of attention to chronology, especially in the discussion of the British East India Company, weaken the response. Although accurate historical facts are included in the discussion, faulty application diminishes their effectiveness.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth by stating a reason for the establishment of both the Silk Roads and the British East India Company and discussing a positive effect of the Silk Roads and a negative effect of the British East India Company
- Is more descriptive than analytical (*Silk Roads*: sparked new interest in China; *British East India Company*: wanted to make a profit off Indian textiles and cheap labor; eventually its own personal army revolted; personal army [Sepoy Indians] forced to keep order among their own people with laws that were totally unfair to them); includes faulty and weak application (invention of silk)
- Includes some relevant facts, examples, and details (*Silk Roads*: China had many products like silk that the rest of the world had not developed; invention of gunpowder; *British East India Company*: rumor went around that ammunition contained parts of an animal considered sacred to them)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Much of the information is general in nature. Facts and examples are mentioned, but they are not discussed. However, some of the conclusions are satisfactory.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by explaining the reasons for the establishment of the British East India Company more thoroughly than the establishment of the Silk Roads and by discussing the positive impacts of both
- Is both descriptive and analytical (*British East India Company*: trade brought huge profits and expansion into India; British caused conflict between Hindus and Muslims and eventually caused the division of India; *Silk Roads*: Buddhist monks brought major change to religious culture; cities became more diverse with artisans and merchants, in addition to government officials)
- Supports the theme with relevant facts, examples, and details (*British East India Company*: British investors; trade posts; teas; spices; cotton; Sepoy Rebellion; imperial colony; company controlled the tea trade until 1873; exclusive trading rights; market for goods; source of raw materials; cash crops; nationalism; Mohandas Gandhi; Great Salt March; Hindus; Muslims; East and West Pakistan; *Silk Roads*: Han Dynasty; silk; porcelain; spices; Middle Ages; Marco Polo; burning coal for heat; cultural diffusion)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are well beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. While the explanation of the establishment of the Silk Roads is not extensive enough to warrant a score of 5, the overall discussion is both analytical and descriptive with many relevant details. The references to the beneficial and detrimental effects of trade indicate a strong understanding of the role of trade.

Global History and Geography
Part A Specific Rubric
Document-Based Question—August 2006

Document 1



Source: Roger B. Beck et al., *World History: Patterns of Interaction*, McDougal Littell (adapted)

1 What does the information shown on this map indicate about the governments of Western Europe and Eastern Europe after World War II?

Score of 1:

- States that the information on this map indicates the governments of Western Europe and Eastern Europe after World War II were either communist or noncommunist
Examples: countries in Eastern Europe were communist countries while countries in Western Europe were noncommunist countries; communism divided Western Europe and Eastern Europe; Western Europe and Eastern Europe were split between noncommunist and communist countries

Score of 0:

- Incorrect response
Examples: Western Europe was added to the Soviet Union; Germany was communist; Eastern Europe was noncommunist; Western Europe was communist
Note: Stating either *Eastern Europe became communist* or *Western Europe was noncommunist* by itself does not fully answer the question and should receive no credit.
- Vague response that does not answer the question
Examples: Europe changed; they were different; Europe was divided; communism was in Europe
- No response

Document 2a

Imre Nagy, the Hungarian leader, was forced out of office by the Soviet Communist government. The people of Hungary protested his removal from office.

This is Hungary calling! This is Hungary calling! The last free station. Forward to the United Nations. Early this morning Soviet troops launched a general attack on Hungary. We are requesting you to send us immediate aid in the form of parachute troops over the Transdanubian provinces [across the Danube River]. It is possible that our broadcasts will soon come to the same fate as the other Hungarian broadcasting stations . . . For the sake of God and freedom, help Hungary! . . .

— Free Radio Rakoczi

Civilized people of the world, listen and come to our aid. Not with declarations, but with force, with soldiers, with arms. Do not forget that there is no stopping the wild onslaught [attack] of Bolshevism. Your turn will also come, if we perish. Save our souls! Save our souls! . . .

— Free Radio Petofi

Source: Melvin J. Lasky, ed., *The Hungarian Revolution: The Story of the October Uprising as Recorded in Documents, Dispatches, Eye-Witness Accounts, and World-wide Reactions*, Frederick A. Praeger, 1957 (adapted)

2a Based on these broadcasts from Free Radio Rakoczi and Free Radio Petofi, state *two* reasons the Hungarian people were asking for help in 1956.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each reason the Hungarian people asked for help in 1956
Examples: Soviet troops attacked Hungary; Hungary's revolution was failing; free radio in Hungary was being destroyed; Bolshevism would not be stopped if Hungary was allowed to perish; if the United Nations did not help, they would fall; to save them from communism; to save them from Soviet control or influence

Score of 0:

- Incorrect response
Examples: the United Nations has helped; civilized peoples came to their aid; Hungary has the last free station
- Vague response that does not answer the question
Examples: declarations have been made; Hungary is calling; it is free radio; Hungary is asking for help
- No response

Document 2b

This morning the forces of the reactionary conspiracy [anti-Soviet plot] against the Hungarian people were crushed. A new Hungarian Revolutionary Worker-Peasant [Communist] Government, headed by the Prime Minister Janos Kadar, has been formed. . . .

— Radio Moscow

Source: Melvin J. Lasky, ed., *The Hungarian Revolution: The Story of the October Uprising as Recorded in Documents, Dispatches, Eye-Witness Accounts, and World-wide Reactions*, Frederick A. Praeger, 1957

2b Based on this broadcast from Radio Moscow, state *one* result of the Hungarian Revolution.

Score of 1:

- States a result of the Hungarian Revolution

Examples: the reactionary conspiracy was crushed; the anti-Soviet plot against the Hungarian people was crushed; a new government was formed; the communists won; the Hungarians lost; a new prime minister was appointed; Janos Kadar became leader of Hungary

Score of 0:

- Incorrect response

Examples: the Hungarian people won; the revolution was successful

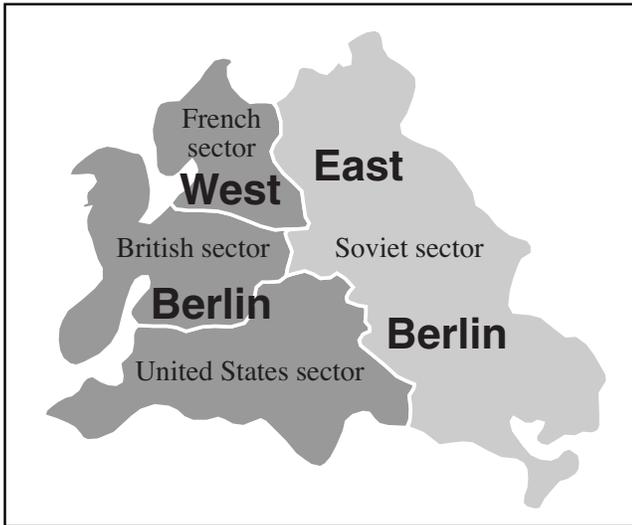
- Vague response that does not answer the question

Examples: the radio was important; Moscow responded; the people were communist

- No response

Document 3a

Berlin, Germany After World War II



Source: Henry Brun et al., *Reviewing Global History and Geography*, AMSCO (adapted)

Document 3b

Berlin, 1961



Source: Heiko Burkhardt, dailysoft.com

3 Based on this map and the Burkhardt photograph, state *one* way the Cold War affected the city of Berlin.

Score of 1:

- States one way the Cold War affected Berlin
Examples: Berlin was divided; East and West Berlin were separated; a wall divided Berlin; soldiers guarded the wall; Berlin was divided into four sectors; the people of Berlin were separated from each other; East Berlin was communist and West Berlin was noncommunist; East and West Berlin were separated into communist and noncommunist sectors

Score of 0:

- Incorrect response
Examples: the Soviet sector was the biggest; people could watch the wall; there were no changes in Berlin between World War II and 1961
- Vague response that does not answer the question
Examples: the Soviets did not let people live there; they were communist and noncommunist
- No response

Document 4

. . . The preservation of peace forms the central aim of India's policy. It is in the pursuit of this policy that we have chosen the path of nonalignment [nonalignment] in any military or like pact or alliance. Nonalignment does not mean passivity of mind or action, lack of faith or conviction. It does not mean submission to what we consider evil. It is a positive and dynamic approach to such problems that confront us. We believe that each country has not only the right to freedom but also to decide its own policy and way of life. Only thus can true freedom flourish and a people grow according to their own genius.

We believe, therefore, in nonaggression and noninterference by one country in the affairs of another and the growth of tolerance between them and the capacity for peaceful coexistence. We think that by the free exchange of ideas and trade and other contacts between nations each will learn from the other and truth will prevail. We therefore endeavor to maintain friendly relations with all countries, even though we may disagree with them in their policies or structure of government. We think that by this approach we can serve not only our country but also the larger causes of peace and good fellowship in the world. . . .

Source: Prime Minister Jawaharlal Nehru, speech in Washington, D.C., December 18, 1956

4 According to Prime Minister Nehru, what was India's foreign policy in 1956?

Score of 1:

- States India's foreign policy in 1956 as expressed by Prime Minister Nehru
Examples central aim is preservation of peace; nonalignment; peaceful coexistence; maintain friendly relations with all countries; to not choose sides in the Cold War; nonaggression and/or noninterference by one country in the affairs of another

Score of 0:

- Incorrect response
Examples: submission to what was considered evil; disagreement with policies and/or structure of government; to form a military alliance
- Vague response that does not answer the question
Examples: good fellowship in the world; to tolerate them; good relations; free exchange of ideas and/or trade; learn from other countries
- No response

Document 5

Sook Nyul Choi was born in Pyongyang, Korea and immigrated to the United States during the 1950s. She integrates her autobiographical information into a work of historical fiction set in Korea between the end of World War II and 1950.

. . . Our freedom and happiness did not last long. In June 1950, war broke out. North Korean and Communist soldiers filled the streets of Seoul, and were soon joined by Chinese Communist troops. Russian tanks came barreling through. In the chaos, many more North Korean refugees made their way to Seoul. Theresa and the other nuns finally escaped, and made their way to our house. They told us that the Russians and Town Reds had found out about Kisa's and Aunt Tiger's other activities. They died as all "traitors" did. They were shot with machine guns, and then hanged in the town square to serve as a lesson to others. We never heard any further news about the sock girls, or about my friend Unhi. I still wonder if they are alive in the North.

Source: Sook Nyul Choi, *Year of Impossible Goodbyes*, Houghton Mifflin Company

5 Based on Sook Nyul Choi's description, state *two* ways the beginning of the Korean War affected the people of Korea.

Score of 2 or 1:

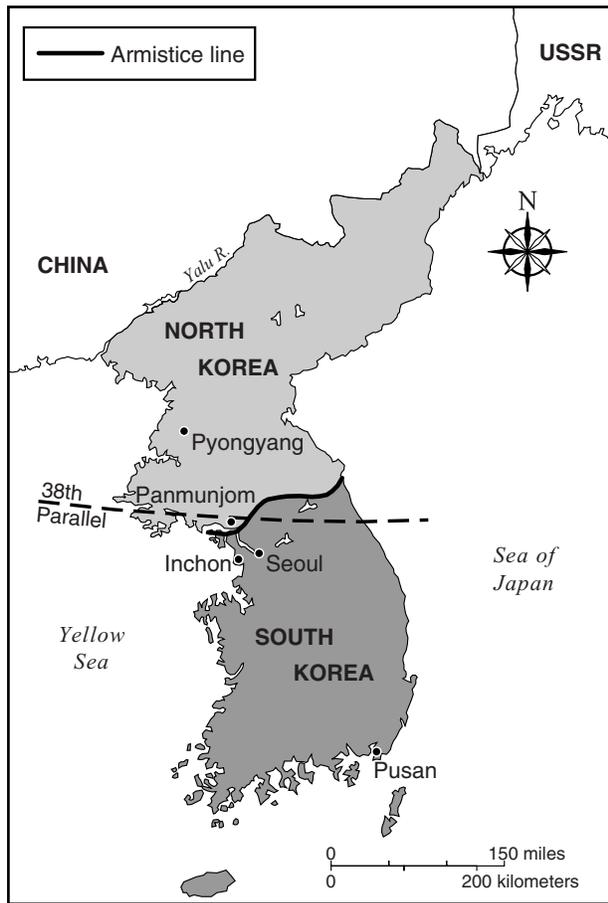
- Award 1 credit (up to a maximum of 2 credits) for each way the Korean War affected the people of Korea
Examples: refugees found their way to Seoul; "traitors" were killed; Russian tanks in the streets caused chaos; freedom and/or happiness did not last; people were separated from friends and never heard from again

Score of 0:

- Incorrect response
Examples: they had to become communist; communists escaped; only troops were allowed in Seoul
- Vague response that does not answer the question
Examples: lessons had to be learned; people were not happy; chaos; people filled the street; some people escaped
- No response

Document 6a

War in Korea, 1950–1953



Document 6b

War in Vietnam, 1954–1973



Source: Burton F. Beers, *World History: Patterns of Civilization*, Prentice Hall (adapted)

6 Based on the information shown on these maps, state *one* similarity in the way the Cold War affected Korea and Vietnam.

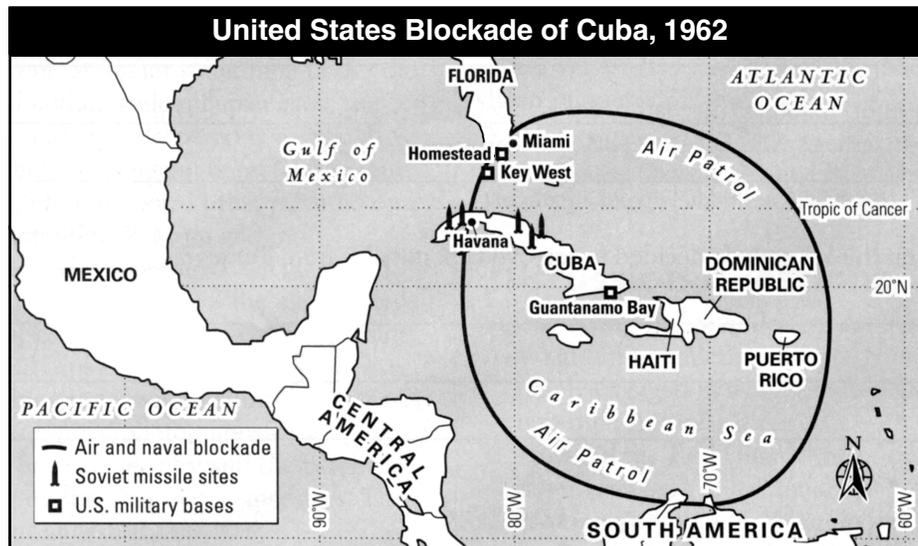
Score of 1:

- States a similarity in the way the Cold War affected Korea and Vietnam
Examples: both countries were divided; wars occurred in both countries; wars started in the 1950s in both countries; both were separated into north and south sections; Communist China influenced both North Korea and North Vietnam

Score of 0:

- Incorrect response
Examples: they both were peninsulas; they were demilitarized; China was on both borders
- Vague response that does not answer the question
Examples: armistice lines; both were in Asia
- No response

Document 7a



Source: *World History: Patterns of Interaction*, McDougal Littell (adapted)

Document 7b

This Government as promised has maintained the closest surveillance of the Soviet military build-up on the island of Cuba.

Within the past week unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation on that imprisoned island.

The purpose of these bases can be none other than to provide a nuclear strike capability against the Western Hemisphere.

Upon receiving the first preliminary hard information of this nature last Tuesday morning at 9 A.M., I directed that our surveillance be stepped up. And having now confirmed and completed our evaluation of the evidence and our decision on a course of action, this Government feels obliged to report this new crisis to you in fullest detail.

The characteristics of these new missile sites indicate two distinct types of installations. Several of them include medium-range ballistic missiles capable of carrying a nuclear warhead for a distance of more than 1,000 nautical miles.

Each of these missiles, in short, is capable of striking Washington, D.C., the Panama Canal, Cape Canaveral, Mexico City or any other city in the southeastern part of the United States, in Central America or in the Caribbean area. . . .

Source: President John F. Kennedy, address to the nation on the Soviet arms buildup in Cuba, October 22, 1962

7 Based on this map and John F. Kennedy's address, state *one* way the Cold War affected Cuba.

Score of 1:

- States a way the Cold war affected Cuba
Examples: Soviet missiles were placed in Cuba; a blockade was set up around Cuba; United States surveillance of Cuba was increased; Cuba became a flashpoint for tensions between the United States and the Soviet Union

Score of 0:

- Incorrect response
Examples: the United States set up military bases in Cuba; Soviet missiles had a strike capability anywhere in the Western Hemisphere
- Vague response that does not answer the question
Examples: Soviet missiles; Kennedy made an address
- No response

Document 8a

. . . Immediately after the revolution, the Sandinistas had the best organized and most experienced military force in the country. To replace the National Guard, the Sandinistas established a new national army, the Sandinista People's Army (Ejército Popular Sandinista—EPS), and a police force, the Sandinista Police (Policía Sandinista-PS). These two groups, contrary to the original Puntarenas Pact [agreement reached by Sandinista government when in exile] were controlled by the Sandinistas and trained by personnel from Cuba, Eastern Europe, and the Soviet Union. Opposition to the overwhelming FSLN [Sandinista National Liberation Front] influence in the security forces did not surface until 1980. Meanwhile, the EPS developed, with support from Cuba and the Soviet Union, into the largest and best equipped military force in Central America. Compulsory military service, introduced during 1983, brought the EPS forces to about 80,000 by the mid-1980s. . . .

Source: Library of Congress, Federal Research Division (adapted)

8a According to this document from the Library of Congress, what effect did the Cold War have on Nicaragua in the 1980s?

Score of 1:

- States an effect of the Cold War on Nicaragua in the 1980s
Examples: compulsory military service was introduced; Sandinistas were influenced by Communists; EPS developed with support from Cuba/Eastern Europe/ the Soviet Union

Score of 0:

- Incorrect response
Examples: Sandinistas were overthrown; Sandinistas weakened the military; Cuba and the Soviet Union took over Nicaragua; military service was ended
- Vague response that does not answer the question
Examples: revolution; Sandinistas; Sandinistas were organized; the Sandinistas had the best organized/ most organized military force in the country; there was little opposition to the influence of the police force
- No response

Document 8b

Her [Violeta Chamorro] husband's murder sparked a revolution that brought the Sandinistas to power. Now Violeta Chamorro is challenging them in Nicaragua's presidential election.

... "Violeta! Violeta! Throw them [Sandinistas] out! Throw them out!"

Surrounded by outstretched hands, Mrs. Chamorro hugs everyone in reach. Then Nicaragua's most famous widow goes straight to her message. This is the town where my husband was born, she tells them. This is where he learned the values of freedom that cost him his life. This is where he would tell us to make a stand against the Sandinista regime.

"I never thought that I would return to Granada as a candidate, raising the banner steeped in the blood of Pedro Joaquín Chamorro, to ask his people once again to put themselves in the front lines," she says. "But Nicaragua must win its freedom once again.

"All across the world," she continues, her voice rising, "people like you are burying Communism and proclaiming democracy. So set your watches! Set them to the same hour as Poland, as Bulgaria, as Czechoslovakia, as Chile! Because this is the hour of democracy and freedom — this is the hour of the people!" . . .

Source: Mark A. Uhlig, *New York Times*, February 11, 1990

8b According to Mark A. Uhlig, what political change did Violeta Chamorro hope to bring to Nicaragua?

Score of 1:

- States a political change that Violeta Chamorro hoped to bring to Nicaragua
Examples: to throw the Sandinistas out; freedom; to end communism in Nicaragua; proclaim democracy

Score of 0:

- Incorrect response
Examples: to bring the Sandinistas to power; to become allied with Poland, Bulgaria, Czechoslovakia, and/or Chile
- Vague response that does not answer the question
Examples: to become famous; to have an hour of democracy and/or freedom; values of freedom
- No response

Global History and Geography
Content-Specific Rubric
Document-Based Question
August 2006

Historical Context: As World War II came to an end, a new conflict emerged between the United States and the Soviet Union. This conflict, known as the Cold War, affected many regions of the world, including **Europe, Asia, and Latin America.**

Task: Discuss how the Cold War between the United States and the Soviet Union affected other nations **and/or** regions of the world

Key Ideas from the Documents

Effects of the Cold War on Europe:

Document 1	Soviet Union controlled countries in Eastern Europe after World War II; Germany divided; Europe divided into communist and noncommunist countries after World War II
Document 2	Soviets attacked Hungary; Hungary requested aid from the United Nations; communism posed a threat to the world; role of Free Radio; Hungarian revolution failed and new communist government was set up
Document 3	Berlin divided into four sections; Berlin separated into East and West Berlin; wall built in Berlin, East Germany

Effects of the Cold War on Asia:

Document 4	India avoided foreign entanglements; India followed nonalignment to preserve peace; India believed in nonaggression and noninterference; India tried to maintain friendly relations with all countries even though disagreeing with the policies and structure of government of those countries
Document 5	Communist threat to Korea from North Korea, China, and Russia; refugees escaped from North Korea; traitors shot to serve as lesson to others
Document 6	Korea divided at 38th parallel; armistice divided Korea into North and South Korea; Vietnam divided into North and South Vietnam; demilitarized zone (DMZ) in Vietnam between North and South Vietnam

Effects of the Cold War on Latin America:

Document 7	United States air and naval blockade of Cuba; United States military base in Cuba (Guantánamo Bay); Soviet missile sites in Cuba; Soviet military buildup on the island of Cuba; Soviet bases in Cuba provided nuclear strike capability against part of the Western Hemisphere; Soviet missiles in Cuba could strike Washington, D.C., and many other cities in much of the United States, in Central America, or in the Caribbean area
Document 8	Revolution in Nicaragua put Sandinistas in control; role of Sandinistas in Nicaragua; Sandinistas trained by personnel from Cuba, Eastern Europe, and the Soviet Union; Sandinistas' national army became the largest and best equipped military force in Central America with help from Cuba and the Soviet Union; Violeta Chamorro challenged Sandinistas in presidential election; Violeta Chamorro challenged communism so that democracy and freedom could be brought to Nicaragua; Poland, Bulgaria, Czechoslovakia, and Chile became democratic and free

Relevant Outside Information

(This list is not all-inclusive.)

Effects of the Cold War on Europe:

Winston Churchill's term "iron curtain"—
division between Western Europe and
communist-controlled Eastern Europe
Western Europe—democratic and capitalist
Increase in Soviet influence and control in
Central and Eastern Europe
Satellite nations in Eastern Europe; buffer zone
for Soviet Union
Overthrow of elected governments in Eastern
Europe; installation of puppet governments of
the Soviet Union
Revolutions in Czechoslovakia; Prague Spring
NATO
Warsaw Pact
Yugoslavia under Tito, out of the Soviet camp
Truman Doctrine
Containment
Reasons for division of Berlin
Berlin airlift
"Brain Drain" from East Berlin
Details about the construction of the Berlin
Wall
Marshall Plan aid
Dissidents
SALT talks
Solidarity's role in Poland
Nuclear arms race

Effects of the Cold War on Asia:

Control of China by Communists
Domino theory in Southeast Asia
United Nations police actions in Southeast Asia
Organization of SEATO (Southeast Asia Treaty
Organization)
Sino-Soviet split
Related details about the Korean War and the
Vietnam War
Spread of Vietnam War in Southeast Asia—
destabilization of Cambodia and Laos
Nuclear crisis in Korea
Unification of Vietnam

Effects of the Cold War on Latin America:

Bay of Pigs
Additional details about Cuban missile crisis
Role of détente; brinkmanship
Formation of OAS (Organization of American
States)
Ché Guevara
Quarantine of Cuba
Cuban "boat people"
Chile—Allende and Pinochet
Background details about Nicaragua; Contras
(Freedom Fighters) versus Sandinistas

Scoring Notes:

1. This document-based essay requires that *at least two* nations *or two* regions *or one* nation and *one* region be discussed.
2. A selected nation could be located within the selected region, but the episodes used to discuss the effects of the Cold War must be different, i.e., the crisis over the blockading of Berlin should *not* be discussed as the only effect for both Germany and Europe.
3. The focus of the response should be on nations other than the United States and the Soviet Union, i.e., if the SALT talks are selected, the discussion should not focus only on the reduction of tensions between the United States and the Soviet Union, but should also include its effect on other nations or regions.
4. For the purposes of meeting the criteria of using *at least five* documents in the response, documents 2a, 2b, 3a, 3b, 6a, 6b, 7a, 7b, 8a, and 8b may be used as separate documents *if* the response uses specific, separate facts from each individual document.
5. The effects of the Cold War on nations or regions not included in the historical context may be discussed as outside information, e.g., effects of the Cold War on African nations or on Africa; effects of the Cold War on Middle Eastern nations or on the Middle East.

Score of 5:

- Thoroughly develops the task evenly and in depth by discussing how the Cold War between the United States and the Soviet Union affected *at least two* other nations and/or regions of the world
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information) e.g., discusses the similarities and differences between military events of the Cold War in Berlin, Korea, and Vietnam; analyzes containment in Asia and its application and limitations in relation to specific events in the Cold War
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to the way the Cold War between the United States and the Soviet Union affected other nations and/or regions of the world (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Berlin/Germany*: containment; Berlin blockade; Berlin airlift; Warsaw Pact; “brain drain” from East Berlin; construction of the Berlin Wall; air corridors to Berlin; location of Berlin in East Germany; *Asia*: Chinese invasion of Korea; DMZ in Korea; defeat of French in Vietnam; Ho Chi Minh; domino theory; reunification of Vietnam under Communist rule)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops the task by discussing how the Cold War between the United States and the Soviet Union affected *at least two* other nations and/or regions of the world but may do so somewhat unevenly by discussing one nation or region more thoroughly than a second nation or region
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information) e.g., discusses the Soviet closing of Berlin and the eventual building of the Berlin Wall; discusses the similarities of containment as it is applied in Korea and Vietnam
- Incorporates relevant information from *at least five* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops the task with little depth *or* thoroughly develops the task evenly and in depth by discussing how the Cold War between the United States and the Soviet Union affected *at least one* nation or region of the world, using Level 5 criteria
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Score of 2:

- Minimally develops the task *or* develops the task in some depth by discussing how the Cold War between the United States and the Soviet Union affected *at least one* nation or region of the world
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

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

Score of 0:

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

As WWII came to a close, there was much rejoicing among all the nations of the globe. The ~~largest~~ ^{largest} war the world had ever seen had ended. However, soon after Germany and Japan's defeat, tensions between the Soviet Union and the United States mounted. There was disagreement over what kind of government would be reinstated in Germany. The Soviet Union supported communism, while the U.S. and other Allies promoted democracy. As a result, an Iron Curtain fell between West and Eastern Europe; to the West, nations were capitalist and democratic, but to the east, in the Soviet sector, nations were forced to abide ~~by~~ ^{to} communism. This period of tension between the U.S. and Soviet Union became known as the Cold War. The conflict between these two superpowers did not only affect Europe, but the world as a whole. Asia and Central America became battlegrounds as well as Europe.

Europe was the most immediate victim of the Cold War. Nations including Germany, Hungary, Poland, and Bulgaria all tasted the cold steel of this conflict between the superpowers. Germany could be called "ground zero" of the war. At the end of WWII, the United States, Britain, France, and the Soviet Union all occupied Germany. Each country possessed a sector of the country, Berlin, the capital of Germany, was divided into those sectors as well (Doc. #3 a). Berlin became a city that communists and noncommunists rallied for position in. The Soviet Union, to keep capitalist ideas from entering their sector, built the Wall of Berlin, which stretched the length of the city, and gave no one passage to the Western sector (Doc. #3 b). In an effort to rid Berlin of U.S. forces, the Soviet Union blockaded the city, hoping to force out the West. The U.S. responded with the Berlin Airlift, and brought supplies to West Berlin each day. As a result, the

Soviet Union grudgingly lifted the blockade. As important as Germany was to the superpowers, it was not the only nation of Europe affected. Satellite nations of the Soviet Union were angered by communism being forced on them. (Doc. #1) To the East of the Iron Curtain, the Soviet Union ruthlessly crushed any anti-communist feelings and revolts. In Hungary, a revolution took root and there was an attempt to overthrow the communist government. (Doc. #2a). The Soviet Union responded to the rebellion with swift military force, and it was crushed (Doc. #2b). The nations of Europe were all pawns in the game between the U.S. and the Soviet Union.

Asia was another part of the world affected by the Cold War. The Soviet Union and the U.S. campaigned endlessly to find support for their ideas, and pressured countries to follow their principles. In Vietnam and Korea, similar situations arose. In Korea, the North, determined to unite all of Korea under communism, invaded the South, along with Chinese forces and Soviet aid (Doc. #5). The United States did not hesitate in intervening in the Korean War, and joined with other United Nations forces to defend the South. Years and many lives later, Korea is still not united, and continues to be divided along the 38th Parallel. (Doc. #6). Vietnam also broke out in civil war. North Vietnam did not accept the idea of a divided country and tried to impose its communist ideals upon the whole country. After the French were defeated, the United States stepped in once again, to aid the non-communist South. Eventually, the U.S. was forced to pull out, and Vietnam fell to communism. Not all nations fought to repel communism. In China, Mao's communists overthrew the government and China became communist. China

was the Soviet Union's reluctant ally in the Cold War. Other nations still refused to become a part of the global conflict. India's democratic government, led by Nehru, was pressured by both sides, but would not give in. India remained neutral and followed a policy of nonalignment (Doc. #4). Asia as a whole was affected by the Cold War.

The Americas were the last major region affected by the Cold War. The Soviet Union wanted to get a hold in the Western Hemisphere, and saw Latin America as the means to do so. In Nicaragua, they formed an army, the EPS, to combat non-communists (Doc. #8a). However, Nicaragua rose up to overthrow communism (Doc. #8b). Perhaps the most tense incident in the Cold War was the Cuban Missile Crisis. The Soviet Union was placing ballistic missiles with nuclear capability in Cuba and using them as a stepping stone in the Caribbean (Doc. #7). Cuba claimed the missiles were necessary because of the Bay of Pigs Invasion by a group of Cuban refugees. The invasion was supported by the United States. Their actions failed horribly. Finally, after the United States quarantine, the Soviet Union backed down and nuclear war was avoided. However, Cuba remains communist to this day.

The Cold War was not merely a power struggle between two nations. It was a world-wide conflict, a war between two ideologies, communism and democracy. The world held its breath throughout this conflict, as many nations all over the globe were affected. Countries most directly affected by the Cold War resided in Europe, Asia and Latin America. The Cold War tensions reached to the farthest corners of the world and made an impact on people everywhere.

Anchor Level 5-A

The response:

- Thoroughly develops the task evenly and in depth by discussing how the Cold War between the United States and the Soviet Union affected Europe, Germany, Hungary, Vietnam, Korea, China, India, Nicaragua, and Cuba
- Is more analytical than descriptive (Europe was the most immediate victim of the Cold War; many nations tasted the cold steel of the conflict between the two superpowers; Germany could be called “ground zero” of the war; Berlin became a city that communists and noncommunists rallied for position in; Soviet Union grudgingly lifted the blockade; the Soviet Union and the United States campaigned endlessly to find support for their ideas and pressured countries to follow their principles; Soviet Union saw Central America as a means to get a hold in the Western Hemisphere; Cuban missile crisis was perhaps the most tense moment in the Cold War; Soviet missiles in Cuba were used as a stepping stone in the Caribbean; Bay of Pigs failed horribly)
- Incorporates relevant information from all the documents
- Incorporates substantial relevant outside information (iron curtain fell between Western and Eastern Europe; Berlin had been the capital of Germany; Berlin Wall stretched the length of the city; Soviet Union blockaded Berlin hoping to force the West out; Berlin airlift brought supplies to West Berlin every day; satellite nations of the Soviet Union were angered by communism being forced on them; United States joined with other United Nations forces to defend South Korea; North Vietnam did not accept the idea of a divided country and tried to impose its ideals upon the whole country; United States was forced to pull out of Vietnam and it fell to communism; Mao’s Communists overthrew the government and China became communist; Cuba claimed missiles were necessary because of the Bay of Pigs invasion which was supported by the United States; Cuba remains communist today)
- Richly supports the theme with many relevant facts, examples, and details (nations in Western Europe were capitalist and democratic Eastern European nations were forced to abide by communism; Hungarian revolution was crushed; North Korea invaded South Korea with help from Chinese forces and Soviet aid; Korea continues to be divided along the 38th parallel; India remained neutral and followed a policy of nonalignment; Soviet Union placed ballistic missiles with nuclear capability in Cuba)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the historical circumstances of the Cold War and a conclusion that evaluates the Cold War as more than a struggle between two nations

Conclusion: Overall, the response fits the criteria for Level 5. The employment of information from all documents results in somewhat brief discussions of effects of the Cold War in many different areas of the world. However, the strong analysis, the conclusions drawn from the individual documents, and the communication of an understanding of the dimensions of the Cold War with effective descriptive phrases demonstrate the strength of the response.

As World War II came to an end, a new conflict emerged between the United States and the Soviet Union. This conflict, known as the Cold War, affected many other regions of the world, including Eastern Europe, Asia, and Latin America. As document one shows, the continent of Europe was cut in two by a pro-communist/non-communist split. Individual nations were often lumped together under headings of "Democratic" or "Soviet", often trivializing the identity of these countries. This happened in Eastern Europe.

An example of the world politics and ideological stands can be seen rather plainly in the Hungarian revolution of 1956. In this year Hungarians rebelled against the Soviet influenced government and pleaded aid from other free nations, as document 2a states "civilized people of the world, listen and come to our aid." Hungary, a formerly autonomous state, had been and would again later be a part of the U.S.S.R.'s vast Eastern Bloc. In the name of Marx and Lenin the Soviets lorded over these countries, imposing a "perfect" communist state whether the people wanted it or not, just to show the world that yes, communism really does work. Enter the revolution, and the Soviets need to use armed force to maintain their "people's" government. Document 2b records a radio broadcast from Russia about a "reactionary conspiracy against the Hungarian people..." giving the (wrong) impression that Hungarians had been perfectly happy with their communist masters. For another 34 years, the Hungarians would not be allowed self-determination or expression, showing the tremendous influence the Red Menace had in corrupting the satellite states in the name of workers and the Russian desire for power. Had Russia simply let Hungary along on their own course, they most likely would've had a much calmer, happier history to look back on. Intervention in a free nation's affairs occurred around the world.

Often times during the Cold War one side would justify the overzealous nature of their pursuit of the enemy on the basis of the common good, believing that most other people would not really care if somebody else halfway around the world became Communist or not. Vietnam was such a time. Two sides, north and south, Communist and not, neither side backing down. Because of the nature of their politics the U.S.A. and Soviet Union took it upon themselves to cast the story as a fight of good vs. evil, both superpowers imagining themselves as being behind the good. Because of U.S. intervention, a Southeast Asian civil war that might have fizzled out in a few months turned into a ten-year behemoth. Civilian Vietnamese casualties soared, but America said stopping the war would mean conceding to "them"—the commies. Communists "freedom" fighters strapped ~~bombs~~^{barrels} of dynamite to prominent village families and set 'em off in town squares as a means of intimidation, but the Soviets said such extremes were necessary when dealing with such an inhuman enemy as the capitalists. This intimidation also occurred in Afghanistan, with pre-Taliban fundamentalists supported by America against pro-Soviet Afghans. As a result, both Vietnam and Afghanistan are still today regions of political instability, all due to the Cold War between the superpowers.

A third region heavily influenced by the Cold War was Latin America, specifically Nicaragua. After the revolutionary Sandinistas overthrew the corrupt former oligarchy, U.S. and U.S.S.R. gave it their usual spins. To America, this posed the threat of another government going (gasp!) communist. To the Soviets, it was proof of the beginning of a worldwide revolution, even though

communism was faltering in nearby Cuba. Document 8b states the reactions of the widow Violeta Chamorro to the collapse of the Soviet Union and the uncase in still-standing Nicaragua: "Throw them out!" "Set them (watches) to the same hour as... Chile... this is the hour of the people!" In Chile, the United States had supported Augusto Pinochet because he was anti-communist. Never mind that Pinochet was accused of human rights abuses. When another Nicaraguan revolution did come it was similar to Vietnam; U.S. backing of the anti-communist forces, the ~~Contras~~^{Contras}. That the Contras were more vicious than the sitting powers didn't matter, ... they were for freedom and democracy! So a movement that might have been abandoned by the people was aggravated by American funding. Once again a region's fate was decided by the whims of the superpowers.

During the Cold War, many areas outside of America and Russia were affected. Even saying you had the slightest sympathy for one side or the other cast you into the world wide struggle - lucky ^{were} the nations who could fall into a policy of nonalignment, like India (document 4). What it all boiled down to was not the freedoms or safety of the nations the superpowers meddled with, nor even the ideological superiority of one side to the other. What it ^{was} both groups' desire to be able to look at their enemy and say, "I have more power, and I'm better"

For this nations were destroyed, lives were ruined, and any hope of cooperation was smashed.

Anchor Level 5-B

The response:

- Thoroughly develops the task evenly and in depth by discussing how the Cold War between the United States and the Soviet Union affected Europe, Hungary, Vietnam, Afghanistan, and Nicaragua
- Is more analytical than descriptive (individual nations were often lumped together under headings of “democratic” or “soviet,” often trivializing the identity of these countries; because of United States intervention, a South Asian civil war that might have fizzled out in a few months turned into a ten-year behemoth; often times during the Cold War, one side justified their pursuit of the enemy on the basis of the common good; in Vietnam, the United States and the Soviet Union took it upon themselves to cast the story as a fight of good vs. evil; in Vietnam, both sides imagined themselves as being behind the good; movement that might have been abandoned by the people was aggravated by American funding)
- Incorporates relevant information from documents 1, 2a, 2b, 6b, 8, and cites document 4
- Incorporates substantial relevant outside information (in the name of Marx and Lenin, the Soviets lorded over countries, imposing a “perfect” communist state whether the people wanted it or not; Russian broadcasts gave the wrong impression that Hungarians had been perfectly happy with their communist masters; intimidation also occurred in Afghanistan with pre-Taliban fundamentalists supported by America against pro-Soviet Afghans; after revolutionary Sandinistas overthrew the corrupt former oligarchy of Nicaragua, the United States and the USSR gave it their usual spins; in Chile the United States had supported Augusto Pinochet because he was anticommunist; Pinochet was accused of human rights abuses)
- Richly supports the theme with many relevant facts, examples, and details (continent of Europe cut in two by a pro-communist/noncommunist split; in the Revolution of 1956, Hungarians rebelled against the Soviet-influenced government and pleaded for aid from free nations; communist North Vietnam and noncommunist South Vietnam; widow Violeta Chamorro; India’s policy of nonalignment); includes a minor inaccuracy (Vietnam still today has political instability)
- Demonstrates a logical and clear plan of organization; uses document 1 in the introduction to explain the communist/noncommunist split in Eastern Europe and concludes that power was more important than ideological superiority in the Cold War

Conclusion: Overall, the response fits the criteria for Level 5. Despite a minor inaccuracy, the descriptions and insightful analysis demonstrate both a good knowledge of and a strong opinion about the Cold War. The response is further strengthened by the integration and connection of information from the documents, which includes details and explanation of those details and outside information.

At the end of World War II, two superpowers emerged. They were the Soviet Union and the United States. Tensions began mostly because of the difference of political and economic systems. The U.S.S.R was communist, and the government had almost complete control over the economy and the daily lives of its citizens. As a democracy, the U.S. had a capitalist economy, characterized by free trade and the laws of supply and demand. Also, the U.S. allowed their citizens basic human rights, a privilege that citizens under some communist governments did not have. Fear and tensions continued to grow as more and more ^{Eastern} nations were drawn into the conflict. Europe, Asia and Latin America were 3 regions that were affected heavily.

One of the first areas to be affected was Eastern Europe. A military alliance was formed that bound the Soviet Union and its satellites together. (These nations can be seen on Document 1, labeled as the "communist countries" on the key.) One specific nation involved in this "alliance" was Hungary. The Soviet Union was known for keeping tight control over their satellites as seen in Doc 2b. When anti-communist plots were discovered, Soviet troops were sent in and a ^{Soviet} hand-picked leader set up a more controlling government immediately. Also affected in Eastern Germany was the city of Berlin. The Allied-occupied city was divided into sectors, one for each of the four nations from the WWII alliance (Doc 3a). Beginning with Stalin and the Berlin Blockade (closing off transportation

in and out of the ^{entire} city), tensions increased between Eastern & Western Berlin. The U.S. response, the Berlin airlift (sending supplies via planes to the democratic sectors of Berlin) only deepened the Soviet Union anger. Berlin and Hungary are only two examples of influence that the U.S.S.R. had over Eastern Europe; there are many more.

Another area greatly affected by the Cold War was Asia. Some nations, such as India, decided to remain neutral, or practice non-alignment. (Doc. 4) Others, such as Korea, became divided into two separate countries as a result of World War II. (Doc. 6) The Communist part of Korea in the north attacked the southern part. A war was fought between the two and the U.S. intervened and sort of ended it, although Korea remains divided. China also became a Communist nation; and became known as "Red China." A Capitalist nation did develop on the island of Taiwan and that was who the U.S. recognized as China until 1979. China (Taiwan), North and South Korea and India are prime examples of how the Cold War altered the world.

The final region where the Cold War had great influence was Latin America. Nicaragua's military force was increased with training from Soviet troops. The EBF and PS (army and police) were controlled by the Sandinistas, a Communist organization. (Doc. 8a) Also, former President Pedro Chamorro (Doc. 8b) was murdered as a result of Communist takeover.

In addition, the island of Cuba, only about 90 miles off the southern coast of Florida was heavily affected. Soon after Fidel Castro rose to power, many refugees fled to the U.S. Under President Kennedy these Cuban refugees were trained, and then sent back to their homeland to overthrow Castro and his government, which was claimed to deny human rights. This became known as the Bay of Pigs Invasion, and its results included angering the Cubans and Castro, and pushing them to align themselves with the Soviet Union. Later, the U.S. discovered nuclear missiles stationed on Cuba along with growing ^{Soviet} military forces. These weapons had the capability of hitting any city anywhere in the U.S., including the nation's capital. (Doc. 76) The U.S. response was to put up an air blockade (Doc. 76) and the Soviet Union eventually relented. Both Cuba and Nicaragua were deeply affected by the Cold War.

Although begun as a conflict between two superpowers, the Cold War quickly grew to include many smaller nations throughout Eastern Europe, Asia and Latin America. It seemed as though both the U.S. and the U.S.S.R. were simply trying to increase power & prestige over their rival. The fear and tensions created by each move the superpowers made were very real and only increased as time went on. The danger of nuclear war between the two was always possible and only ceased with the collapse of the Soviet Union. This conflict affected how the world developed after WWII and continues to affect us even today.

Anchor Level 4-A

The response:

- Develops the task by discussing how the Cold War between the United States and the Soviet Union affected Europe, Hungary, Berlin, India, Korea, China, Nicaragua, and Cuba
- Is both descriptive and analytical (United States allowed their citizens basic human rights, a privilege that citizens under some communist governments did not have; Soviet Union was known for keeping tight control over their satellites; Berlin airlift only deepened the Soviet Union's anger; Cuban refugees were trained and sent back to Cuba to overthrow Castro and his government; it was claimed that Cuba denied human rights; Bay of Pigs invasion angered the Cubans and Castro and pushed them to align with the Soviet Union; danger of nuclear war between the two was always possible and only ceased with the collapse of the Soviet Union)
- Incorporates relevant information from documents 1, 2, 3, 6, 7, and 8
- Incorporates substantial relevant outside information (USSR had almost complete control over the economy and the daily lives of its citizens; free trade and the laws of supply-and-demand characterized the United States; Berlin Blockade closed off transportation and cut off the entire city; Korea, which became divided into two separate countries as a result of World War II, remains divided; China became known as "Red China"; capitalist nation developed on the island of Taiwan and until 1979 that was who the United States recognized; soon after Fidel Castro rose to power, many refugees fled to the United States)
- Supports the theme with relevant facts, examples, and details (city of Berlin in East Germany; Allied-occupied Berlin divided into four sectors; India decided to practice nonalignment; North Korea attacked South Korea; Soviet troops helped train Nicaragua's military force; Sandinistas were a communist organization; nuclear missiles were discovered on Cuba which had the capability to strike the United States); includes some minor inaccuracies (nations labeled as communist countries on the map in document 1 are members of a military alliance; former President Pedro Chamorro was murdered as a result of a communist takeover)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the political and economic differences between the Soviet Union and the United States and a conclusion that discusses how the desire of both the Soviet Union and the United States to increase their personal power and prestige over their rival continues to affect the world even today

Conclusion: Overall, the response fits the criteria for Level 4. Both implicit and explicit outside information is interwoven with document information and is used to expand a well-balanced discussion of examples of the effects of the Cold War in different regions of the world. Although the depth of analysis is not extensive, a good understanding of the effects of the Cold War is demonstrated in the response.

World War II was a war fought between the greatest powers of the world. It can be argued that the United States dropping of two atomic bombs on Hiroshima and Nagasaki marked the end of one war and the beginning of another war. However, the period of time that followed World War II, which is known as the Cold War, resulted in new problems and conflicts. As tensions grew between Communists and Capitalists, nations in Eastern Europe, Asia, and Latin America were greatly affected.

One of the greatest effects the Cold War had was its effect on Eastern Europe. Much of Eastern Europe became Communist, while Western Europe remained non-Communist (doc #1), due to the expansion of the Soviet Union. However some nations were not happy with that control. In 1956, Hungarians launched the Hungarian Revolution in which they tried to break free of Soviet control. Through one of the few free radio stations Hungarians had left, they pleaded for military aid from the United Nations (doc #2). However, the United Nations did not react and Hungarians continued to be ruled by Communism, once again firmly behind the Iron Curtain.

Another conflict in Eastern Europe that resulted from the Cold War involved Germany. After World War I, Germany was blamed for the causes of the war and, in turn, were forced to pay reparations. The tensions between Germany and the rest of Europe were never really put to rest so it was not really a shock when a reunited Germany was unwanted, and feared after World War II. This led to a conflict between the Soviet Union and Capitalist nations because capitalists feared another communist nation and communists feared another capitalist nation. Germany

was divided into East and West Germany including East and West Berlin. The communist Soviet Union controlled East Berlin while the capitalist nations of France, Britain, and the United States controlled West Berlin (doc #3). During the years of the Cold War, when communism began to fail, the government of East Germany built the Berlin Wall to act as a strong border between East and West Berlin. East Germans had been fleeing to West Germany because of their failing economy so the wall was put up to prevent them from doing so. East Germans went as far as hiding underneath the seats of cars to try and make their way pass the wall and out of Communist oppression! Once again, this shows how the tensions between communists and capitalists affected other world nations: it led to the division of Germany and the Soviet oppression on the people of East Germany.

The Cold War also had an effect on the nations in Asia. In Korea, which had already been divided into two separate countries, North Korea and South Korea, the communist North wanted to unite South Korea. With Chinese troops and Soviet aid, North Korea began pummeling down ^{into} the capitalist South Korea (doc #5). It can be argued that one of the only reasons why South Korea was not totally defeated was because of the United States' policy of containment; the United States wanted to stop Communism from spreading into non-Communist nations. The Korean war is said to have pretty pointless because at the end of it, North Korea was still communist and South Korea was still capitalist; they were divided on the 38th parallel and continued to be.

Another effect the Cold War had in Asia was war in Vietnam, which

was from 1957-1973. (doc #6) The Vietnam war was fought between the Communist Vietcong, the North Vietnamese army and the Southern Vietnamese. Once again, the United States' policy of containment brought them into war to fight off the Vietcong. However, this time, they were unsuccessful and still, today, Vietnam is a communist nation. For one of the few times in history, Americans went home as losers. Even in today's world, people still question and protest against American involvement in the Vietnam War, as well as American involvement in most other ~~foreign~~ foreign affairs. One of the themes in Stephen King's Hearts in Atlantis, capsulizes these anti-war feelings of American students during the Vietnam War, which brings up the popular topic of the power of the younger generation.

The Cold War also affected nations in Latin America. During the 1980's, Nicaragua was under the influence of a socialist system. Many people were being oppressed by communism, which, in turn, led to the challenge against communist control. Violetta Chamorro hoped to bring democracy to Nicaragua, the same democracy that had been established in other nations that defeated communism, like solidarity had in Poland (doc #8).

After World War II, the Cold War dominated much of the world. Tensions between Communists and non-Communists reached an all-time high as they indirectly tried to fight each other off. In Eastern Europe, countries like Germany and Hungary tried to escape communist control. Communist control was abolished with the fall of the Berlin Wall, which symbolizes the collapse of communism. In Asia, conflicts between North and South Korea and North and South Vietnam ~~occurred~~ ^{occurred} to these same Cold War tensions, while Korea remained divided by communism, Vietnam was reunited which resulted in their being

controlled by communists. In Latin America, Violeta Chamorro of Nicaragua wanted to stimulate democratic feelings. These nations are only a few examples of how Cold War tensions dominated and affected other nations and regions of the world.

Anchor Level 4-B

The response:

- Develops the task by discussing how the Cold War between the United States and the Soviet Union affected Europe, Hungary, Germany, Korea, Vietnam, and Nicaragua
- Is both descriptive and analytical (some nations in Eastern Europe were not happy with Soviet control; United Nations did not react and Hungarians continued to be ruled by communism; tensions between Germany and the rest of Europe were never really put to rest so it was not really a shock when a reunited Germany was unwanted and feared after World War II; government of East Germany built the Berlin Wall to act as strong border between East and West Berlin when the economy began to fail; Korean War was said to have been pretty pointless because at the end of it North Korea and South Korea continued to be divided; Vietnam was one of the few times in history that the United States went home as a loser; people still question and protest against American involvement in the Vietnam War as well as in other foreign affairs; many people felt oppressed by communism, which in turn led to a challenge against Communist control in Nicaragua)
- Incorporates relevant information from documents 1, 2, 3, 5, 6, and 8
- Incorporates substantial relevant outside information (atomic bombs were dropped on Hiroshima and Nagasaki; Iron Curtain; Germany was blamed for the causes of World War I and was forced to pay reparations; East Germans went so far as to hide underneath the seats of cars to try and make their way past the Wall and out of communist oppression; policy of containment; Vietnam remains a Communist nation; discussion of anti-war feelings about Vietnam in Stephen King's themes in *Hearts in Atlantis*; Violeta Chamorro hoped to bring the same democracy to Nicaragua that had been established by Solidarity in Poland)
- Supports the theme with relevant facts, examples, and details (Hungarians tried to break free of Soviet control in the Hungarian revolution; Germany divided into East and West Germany, including East and West Berlin; Chinese and Soviet aid helped North Korea spread communism into South Korea)
- Demonstrates a logical and clear plan of organization; introduces by stating that the United States dropping of the atomic bombs on Hiroshima and Nagasaki marked the end of one war and the beginning of another war and concludes with restating the points made in the discussion

Conclusion: Overall, the response fits the criteria for Level 4. Although the discussion about Germany is somewhat repetitive, the other examples are thorough and conclude with good comparisons. A few analytical statements and the incorporation of outside information into the narrative strengthen the discussion of each example.

In the world after World War II two new superpowers arose. These nations were the United States and the Soviet Union. In the many years to come the Democratic United States and Communist Soviet Union would have many famous and terrifying incidents during the time of the Cold War. Battle for position throughout the world, nuclear bomb threats, and civil wars, would take place all throughout the world during this time. Things like the Cuban Missile Crisis, the Berlin airlift, and the Korean and Vietnamese Wars brought the world to the brink. These two nations affected the world from Eastern Europe to Asia to Latin America. Two superpowers in a battle for the world.

Europe before World War II and Europe after World War II were two extremely different places. After World War II Europe had basically been split into a non-Communist / Democratic west and a Communist east due to Soviet influence. (Doc 1). Even Berlin, the German capital city located in East Germany, was split in half. A Democratic West Berlin was split into the French, British, and United States sectors while the Communist East Berlin was under complete Soviet control (Doc. 3a). People in this city were forced to live with the fact they would never see some of their family or relatives ever again due to walls and guards splitting the city (Doc. 3b). As time went by and West Berlin became more and more prosperous, the differences between capitalism and communism became clearer. Both sides tried to point out how they were better in their Cold War propaganda. The West pointed to a prosperous West Germany.

From Europe we go to Asia, where a conflict between North Korea and South Korea reflects the conflict between the United States and Soviet Union. Korea is split into two nations a Communist North Korea and a Democratic South Korea. These two nations are divided by the 38th parallel at the end of World War II and this divider would be tested. In June of 1950 war broke out between the two Koreas as Russian tanks,

Anchor Paper – Document–Based Essay—Level 4 – C

Chinese Communist troops, and North Korean rebels came barreling into the South Korean capital of Seoul (Doc. 5). The war lasted from 1950 - 1953 ending with an armistice line which kept the two split being signed at the same spot as the previous border (Doc. 6)

Another war took place not long after in the Southeast Asian countries of North Vietnam and South Vietnam. Once again the Communist Northerners invaded their Southern counterpart. Many U.S. soldiers were sent to this country to help the south however in this conflict they were unsuccessful. From 1957 - 1973 a bloody war waged and in the end the Communist North Vietnam took control (Doc. 6). At this time this loss was seen as a big blow to the United States effort to stop the spread of Communism. Since then, Vietnam has not been a threat to the United States. In fact, they now produce things like Nike sneakers to sell to the United States.

The world was brought to the brink of nuclear war between in the Cuban Missile Crisis, which was one of the most frightening times in history. In 1962 it was found that the small, Latin American country of Cuba was holding Soviet nuclear missile sites only about 90 miles off the coast of Florida. This crisis brought the world to a stand still for thirteen days as JFK and Khrushchev stood up to each other. At first it seemed as if neither one would back down and there would be a nuclear war. Luckily, both the superpowers agreed that nuclear war wasn't the answer and the nuclear sites were shut down (Doc. 7). This crisis shows the Cold War was never just between the United States and the Soviet Union. If these two countries had gone to war, the whole world would have suffered.

In conclusion, two countries with a goal of maintaining their government throughout the world can control the world. For the some fifty years that these two countries went at it, the world was somewhat under their control. While

Anchor Paper – Document–Based Essay—Level 4 – C

countries were split-up, taken over, and forced into civil war by these two superpowers. Nuclear war was even almost waged between the two. These two countries brought the world to the brink and back again. Two countries, one great, the world.

Anchor Level 4-C

The response:

- Develops the task by discussing how the Cold War between the United States and the Soviet Union affected Europe, Berlin, Korea, Vietnam, and Cuba
- Is both analytical and descriptive (there were many famous and terrifying incidents during the Cold War; two superpowers were in a battle for the world; Europe before World War II and Europe after World War II were two extremely different places; Berliners would never see some of their family or relatives ever again due to walls and guards splitting the city; as West Berlin became more and more prosperous, the differences between capitalism and communism became clearer; armistice line which kept the two Koreas split was signed at the same spot as the previous border; loss in Vietnam was seen as a big blow to the United States effort to stop the spread of communism; since then Vietnam has not been seen as a threat to the United States; Cuban missile crisis brought the world to a standstill for thirteen days as Kennedy and Khrushchev stood up to each other; both the superpowers agreed that nuclear war was not the answer and the nuclear sites were shut down; Cuban missile crisis showed that the Cold War was never just between the United States and the Soviet Union)
- Incorporates relevant information from documents 1, 3, 5, 6, and 7
- Incorporates some relevant outside information (in their Cold War propaganda, both sides tried to point out how they were better; Korea divided at the end of World War II; Vietnam now produces things like Nike sneakers to sell to the United States)
- Supports the theme with relevant facts, examples, and details (Germany's capital city of Berlin located in East Germany was split in half; West Berlin was split into French, British, and American sectors while East Berlin was completely under Soviet control; 38th parallel divides Korea; Cuba was holding Soviet nuclear missile sites only about 90 miles off the coast of Florida)
- Demonstrates a logical and clear plan of organization; includes an introduction stating that the battle for position throughout the world, nuclear bomb threats, and civil wars were characteristic of the Cold War and a conclusion that discusses how the Cold War brought the world to the brink and back again

Conclusion: Overall, the response fits the criteria for Level 4. Although most of the response is a straightforward accounting of events from the documents, analytical statements highlight a good understanding of the Cold War. A variety of specific Cold War actions and an understanding of the power of both the Soviet Union and the United States to control the destinies of peoples all over the globe strengthen the response.

As world war II came to an end in 1945, a new conflict emerged between the democratic United States and the communist Soviet Union. This conflict between the 2 world superpowers, ~~known~~^{known} as the cold war, affected many regions of the world. The struggle for the spread and prevention of communism took place on many fronts.

A major area affected by the cold war was Eastern Europe. As shown in document 1, a divided Europe emerged, with communism prevailing in the east behind Winston Churchill's "Iron Curtain." Greece and Turkey, though not communist were only able to withstand communism with the aid of the Truman Doctrine, which gave them money, troops, and supplies. For ~~at~~ other nations like Hungary, as document 2a states, help did not arrive in time, and Soviet troops invaded Hungary in 1956. Romania, Poland, Czechoslovakia, Yugoslavia, Albania + Bulgaria felt similarly when the USSR captured a satellite nation, as seen in document 2b in Hungary, repressive communist governments were instituted immediately. Germany, however, had been divided into 4 zones after the war, shown in document 3a; Britain, France, the US, and the USSR controlled them. The 3 former nations combined their sectors in 1 democratic city, but the USSR held theirs tightly and inserted communism in. So Berlin

was divided, and while the west prospered with democracy, the repressed communist east did not. Asia was also strongly affected by the Cold War^{Korea} was most profoundly influenced. The north had turned to communism and, in 1950 attempted to conquer the south, with the intention of uniting the nation under communist rule. The Korean war began, and the 3 year long war brought troops from various nations of the world to Korean soil. Many were killed, including as document 5 states, traitors to communism in the Koreas. The US was a major force with the south Korea, but Communist China and Russia supported the north. In 1953, however, Korea was settled at an armistice line along the 38th parallel south of the equator, as document 6 shows, and Korea was divided. Vietnam also was thrown into a war for 16 years. Vietnam was divided into a communist north and a noncommunist south, like Korea, as seen in document 6, at the 17th parallel to the south. But in 1957, Ho Chi Minh, leader of north Vietnam, advanced into south Vietnam. In came the US, China, and the Soviets, again, and the northern communists' Ho Chi Minh trail through Laos and Cambodia plunged those nations into chaos as well. After long and hard fighting, and millions

lying dead, the Northerners triumphed, and Vietnam was united under Ho Chi Minh's communist leadership. Similarly, other Asian nations, especially in Southeast Asia, experienced unrest and nationwide troubles due to communist threats, such as the Khmer Rouge in Cambodia under the leadership Pol Pot, who slaughtered at least a million of his own people in his "terms" as Cambodia's leader.

Following World War II, a 45-year conflict began between the 2 world superpowers. The United States, a noncommunist democratic nation, and the Soviet Union, a communist nation, clashed with each other in various regions of the world in this Cold War era in a struggle that affected countless other nations.

Anchor Level 3-A

The response:

- Develops the task with little depth by discussing how the Cold War between the United States and the Soviet Union affected Eastern Europe, Hungary, Germany, Korea, and Vietnam
- Is both descriptive and analytical (while West Berlin prospered with democracy, the repressed communist East Berlin did not; North Korea turned to communism and in 1950 attempted to conquer the South with the intention of uniting the nation under communist rule; Korean War brought troops from various nations of the world to Korean soil; the United States was a major force in South Korea while Communist China and Russia supported the North)
- Incorporates some relevant information from documents 1, 2, 3, 5, and 6
- Incorporates relevant outside information (divided Europe emerged with communism prevailing in the East behind Winston Churchill's "iron curtain"; Greece and Turkey, though not communist, were only able to withstand communism with the aid of the Truman Doctrine; communist North Vietnam and noncommunist South Vietnam; 17th parallel of Vietnam; Ho Chi Minh plunged Laos and Cambodia into chaos as well; after long and hard fighting and millions lying dead, the North triumphed and Vietnam was united under communist leadership; other Asian nations, especially in Southeast Asia, experienced unrest and nationwide troubles due to communist threats; Khmer Rouge in Cambodia under the leadership of Pol Pot slaughtered at least a million of his own people in his term as Cambodia's leader)
- Includes some relevant facts, examples, and details (Germany was divided into four zones after World War II; the United States, Britain, and France combined their sectors in one democratic city; Korean War was settled with the armistice line); includes some minor inaccuracies (Marshall Plan sent troops to Europe; inaccurate chronology in the discussion of Hungary; Korea was settled at the 38th parallel south of the equator)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that mention that the struggle for the spread and prevention of communism took place on many fronts

Conclusion: Overall, the response fits the criteria for Level 3. The minor errors and confusion of some details do not substantially detract from the quality of the response. Document information is used to supplement outside information and demonstrates an understanding of the conflict in the Cold War.

As World War II came to an end, a new conflict emerged between the United States and the Soviet Union. This conflict, known as the Cold War, affected many regions of the world, including Eastern Europe, Asia and Latin America.

During this time many countries felt compelled, or threatened, ^{that they would} ~~to~~ fall to Communism. Many of these countries, in fact, did fall. For example, Eastern Europe after World War II had resulted in the expansion of the Soviet Union and Communist Rule. Berlin had been divided, as part of the Iron Curtain, and was controlled in the East by the Soviet Union. West Berlin was controlled, or divided, by the United States, Great Britain and France and was ruled under democracy.

Many countries in Southeast Asia also fell to Communism. By the 1950's, both Korea and Vietnam were under Communist rule. In the early and mid-50's, Korea was engulfed in war. ~~The~~ The United Nations sent troops and the country was also divided. The two nations were separated by a demilitarized zone, one that still exists today. To the North was the Communists and to the South, democracy.

while shaky, was being set in place.

Vietnam would also engage in warfare for close to a decade in the mid-60's through to the early 70's. The United States sent troops into ^{South} Vietnam, hoping to preserve democracy. He was grew tremendously unpopular in the United States and Richard Nixon would eventually ~~pull troops~~ pull troops out, under his policy of détente. The war spread into Laos and Cambodia but eventually there was a stalemate. ~~But~~ Today, Vietnam is also divided into two separate nations, by a demilitarized zone. The north is communist and the South is a democracy.

In the early 1960's, President John F. Kennedy was in office and Communism soon posed a threat even to the United States. About 90 nautical miles from the southern tip of Florida was the communist island of Cuba. The small island was ruled by Fidel Castro, who led a revolt to overthrow ~~Batista~~ Batista. At this time, Kennedy was a Congressman from Massachusetts. In 1962, the United States and Cuba met face to face, when U.S. Intelligence had detected several missile sites located on the small island. It was immediately brought to the attention of President

Kennedy and this began the period known as, ~~the~~ Thirteen Days. Literally, for thirteen days, the United States was at a standstill, waiting to find out if they were going to nuclear war with the Soviet Union. President Kennedy, and his brother Robert (Attorney General), held several meetings with Soviet Union Leader Nikita Khrushchev. Eventually, the matter was resolved, after a blockade on Cuba, and Soviet missiles were pulled from Cuba.

Meanwhile, back in Western/Eastern Europe, the Berlin Wall had been constructed separating West Berlin from East Berlin. President Kennedy visited the Berlin wall in 1963, where he gave his famous "Ich bin Berliner" speech. The Berlin wall had separated families, brother from brother. It wouldn't be until 1989, when the Berlin wall finally fell. ~~Only~~ It had been 26 years since Kennedy gave his speech at the wall.

~~The~~ Since the collapse of the Soviet Union, many countries have rose from the ashes and are now attempting democracy. However, it wasn't too long ago that Communism posed a huge threat to world peace and wars were being

The cold war was a bitter struggle between the United States and the Soviet Union that had many long-lasting effects on various nations. This war was different than previous wars because it did not involve actual battles, but many scares and threats. The cold war did not only effect the United States and the Soviet Union, but Eastern Europe, Latin America, and Asia as well. Some of these effects can still be seen today.

Several countries throughout the world were divided as a result of the cold war. One such country was Berlin, which was divided into an East and West sector with the building of the Berlin Wall. This division can be seen in the Map of Berlin after WWII and the photo of Berlin from 1961 (DOC 3A+B). The western section was democratically governed, since it was occupied by democratic nations. However, the Eastern side was ruled by the Soviet Union, and thus, was communist. The economy of West Berlin boomed as East Berlin fell behind. Many people from the East fled west to escape ~~to~~ from poverty and oppression. The Berlin Wall was built to prevent this migration. Another country that was divided was Korea, into North and South Korea. The Northern section was communist, and eventually there was a war fought between North and South Korea. Vietnam was also split up into North and South Vietnam, where the Northern portion was communist. There

divisions in Korea and Vietnam can be seen in the maps in Document 6. There was also a war between North and South Vietnam, in which the United States intervened. The U.S. fought to support the southern half, and many American soldiers were killed. In the end, skillful guerrilla fighting led North Vietnam to victory. The United States was forced to pull out of the war when thousands of young American soldiers were being killed. Berlin, Korea, and Vietnam were all split up into two countries as a result of cold war conflicts.

Unfortunately, violence took place in many nations because of the cold war. In 1956, the Soviets launched an attack on Hungary. Hungary begged for assistance from other nations, because they knew they could not fight off the communists themselves. Hungarians realized that if their nation fell to communism, it would be like in that other neighboring nation would also fall eventually, which is reflected when Free Radio Petofi announced, "Do not forget that there is no stopping the wild onslaught of Bolshevism. Your turn will also come, if we perish. Save our souls!" (DOC 2A). This was just another outbreak ^{of} violence caused by cold war tensions. Moreover, in the Korean War, Communist Chinese and Russian troops killed many Koreans who they considered to be "traitors." The brutal killings are described when ^{SPOK} Nyul Choi writes, "They died as all 'traitors' did. They were shot with machine guns, and then hanged in the town square to serve as a lesson to others." (DOC 5). Many

Innocent people were murdered by communist troops during the cold war. It is extremely sad that so many people in nations around the world perished as a result of the cold war.

Even the lives of Americans were threatened during the cold war. At this time, Cuba became very close with the Soviet Union. Cuba even allowed the Soviet Union to build missile sights on their land, as can be seen in the map of the United States Blockade of Cuba, 1962 (DOC 7A). Missiles from Cuba could easily reach targets in the United States, which would kill thousands of people. The Cuban Missile Crisis scared and shocked all citizens of the United States. The potential danger of the missiles was reflected when President John F. Kennedy announced, "Each of these missiles, in short, is capable of striking Washington D.C., the Panama Canal, Cape Canaveral, Mexico City, etc..." (DOC 7B). In order to protect the Nation, the United States issued a blockade around Cuba. However, it was a frightening situation, because the U.S. and U.S.S.R. were at the brink of what would be a devastating nuclear war.

The cold war greatly impacted nations all around the world. Communism still prevails in some countries today, and many effects of the cold war can still be seen. The Berlin Wall has been taken down, and the Soviet Union no longer exists, but the world will never forget the impacts of the cold war.

Anchor Level 3-C

The response:

- Develops the task with little depth by discussing how the Cold War between the United States and the Soviet Union affected Berlin, Korea, Vietnam, Hungary, and Cuba
- Is both descriptive and analytical (several countries throughout the world were divided as a result of the Cold War; economy of West Berlin boomed as East Berlin fell behind; United States fought to support South Vietnam and many American soldiers were killed; in the end, skillful guerilla fighting led North Vietnam to victory; United States was forced to pull out of the Vietnam War when enormous amounts of young American soldiers were being killed; Hungary begged for assistance from other nations because they knew they could not fight off the communists themselves; communist Chinese and Russian troops killed many Koreans whom they considered to be “traitors”; many innocent people were murdered by communist troops during the Cold War; even the lives of Americans were threatened during the Cold War; Cuba became very close with the Soviet Union and even allowed the Soviet Union to build missile sites; the United States and the USSR were at the brink of what would be a devastating nuclear war); includes faulty application (Berlin divided into an East and West sector with the building of the Berlin Wall; Cuban missile crisis scared and shocked all citizens of the United States)
- Incorporates some relevant information from documents 2, 3, 5, 6, and 7
- Incorporates limited relevant outside information (western section of Berlin was democratically governed, since it was occupied by democratic nations; eastern side of Berlin was ruled by the Soviet Union and thus was communist; many people from East Berlin fled to the West to escape from poverty and oppression; Berlin Wall was built to prevent migration)
- Includes some relevant facts, examples, and details (North Korea and North Vietnam both communist; blockade of Cuba; missiles from Cuba could easily reach the United States); includes some minor inaccuracies (the Cold War was different than previous wars because it did not involve actual battles, but many scares and threats; country of Berlin)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that states communism prevails in some countries today and many effects of the Cold War can still be seen

Conclusion: Overall, the response fits the criteria for Level 3. Document information forms the framework of the response. Some outside information and a few analytical statements offset occasional misstatements and overgeneralizations.

When World War II ended, people thought the madness had finally come to an end. All the while a hard-nosed conflict between the US and the USSR, known as the Cold War, was just beginning. The Cold War did not affect the US and the Soviet Union exclusively, however, it affected nations of Eastern Europe, Asia, and Latin America.

The Cold War had a significant impact on the nations of Eastern Europe. As document 1 shows, all of Western Europe was free and all of Eastern Europe was under Communist control.

Documents 2a and 2b discuss how this conflict affected the nation of Hungary. Hungary was the last remaining non-Communist nation in Eastern Europe. They were reaching out to the west community for aid. They feared that if the Soviets were not stopped, they would conquer the world. As 2b shows, the anti-Soviet forces were crushed and a Communist ruler, Prime Minister János Kádár took over.

Of all the places that the Cold War reached, it probably affected the city of Berlin, Germany the most. As document 3 shows, city was literally split in two, with the Berlin Wall.

The Western half was non Communist and the Eastern half Communist and under Soviet control. Not only was a city divided, but so were families. Anyone who tried to "conquer the wall" was killed immediately. The city would never be united again until the wall came down in 1989.

The Cold War had a significant impact on our neighbor, Cuba. Documents 4a and 4b discuss the impact of the Cuban missile crisis on the nation. The Soviets placed nuclear weapons on Cuba. President Kennedy, fearing nuclear war, ordered a naval blockade of the nation. The missiles were so powerful they could destroy the city of Washington D.C. It was hard for Cuba's to live a normal life.

As you can see, the Cold War had a significant impact on the world. We can only be thankful that a major conflict was avoided and there was not a world wide nuclear war.

Anchor Level 2-A

The response:

- Minimally develops the task by discussing how the Cold War between the United States and the Soviet Union affected Europe, Hungary, Berlin, and Cuba
- Is both descriptive and analytical (people thought the madness had finally come to an end with the end of World War II; hard-nosed conflict between the United States and the USSR, known as the Cold War was just beginning; Cold War did not affect the United States and the Soviet Union exclusively; Hungary was reaching out to the world community for aid; Hungarians feared that if the Soviets were not stopped, they would conquer the world; President Kennedy, fearing nuclear war, ordered a naval blockade of Cuba; missiles were so powerful that they could destroy the city of Washington D.C.); includes faulty and weak application and analysis (anyone who tried to “conquer the wall” was killed immediately;)
- Incorporates some relevant information from documents 1, 2, 3, and 7
- Presents little relevant outside information (not only was the city of Berlin divided but so were families; Berlin would never be right again until the Wall came down in 1989)
- Includes few relevant facts, examples, and details (anti-Soviet forces were crushed; West Berlin was noncommunist and East Berlin was communist under Soviet control; Soviets placed nuclear weapons on Cuba)
- Demonstrates a satisfactory plan of organization; includes an introduction and a brief conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Although overgeneralizations lead to some minor inaccuracies, the response demonstrates an understanding of the effects of the Cold War. In the discussion about the effects of the Cold War on the city of Berlin, document information and outside information are employed in attempts at analytical statements.

The cold war did not just affect the United States, and the Soviet Union. Although the U.S and the Soviet Union were fighting against each other many other areas around the world were affected. A few of the many areas that were affected are Africa, Eastern Europe, and Latin America.

As shown in document five Korea was affected greatly by the cold war. Due to the cold war Korea lost their freedom, and when people would try to escape they were found and killed under the suspicion of terrorism. In document six it shows that Korea and Vietnam were split into two halves north and south Korea, and north and south Vietnam.

Document three shows that Berlin was also greatly affected by the cold war. During the cold war Berlin also got split in two forming an East and a West Berlin. During the cold war a wall was built in Berlin, ~~called~~ that separated East and West Berlin. People were not allowed to cross over from East and West Berlin until the 1980s when people from Berlin rioted and tore down the wall.

Document two shows that Hungary was

Greatly affected by the cold war. During the war the Soviet Union attacked Hungary, and Hungary wasn't prepared for an attack so they begged the U.S. to parachute in and help them as soon as they could. As a result of this attack Hungary fell to the Soviet's communist rule. Document seven shows that Cuba played a large role in the cold war. The Soviet Union had placed missile bases in Cuba and had them pointing right at the U.S. This act terrified the U.S., and forced John F. Kennedy and other people in the White House to come up with an idea to stop the missiles from going off.

All in all the cold war affected many other areas than just the Soviet Union and the United States. Many innocent people's lives were taken due to the actions of the cold war. As shown throughout my essay the cold war affected many countries that should have not involved in the war at all.

Anchor Level 2-B

The response:

- Minimally develops the task by discussing how the Cold War between the United States and the Soviet Union affected Korea, Eastern Europe, Berlin, Hungary, and Cuba
- Is primarily descriptive (when people would try to escape from Korea, they were found and killed under the suspicion of terrorism; Korea and Vietnam were both split into the two halves of North and South; Berlin was also split; as a result of the attack, Hungary fell to Soviet Communist rule; Soviet missiles in Cuba terrified the United States; Kennedy and other people in the White House had to come up with an idea to stop the Soviet missiles in Cuba from going off); includes faulty, weak, and isolated application and analysis (due to the Cold War, Korea lost their freedom; people were not allowed to cross from East to West Berlin until the 1980s; people from Berlin raged and tore down the wall)
- Incorporates limited relevant information from documents 2, 3, 5, 6, and 7
- Presents little relevant outside information (Berlin Wall torn down in the 1980s)
- Includes few relevant facts, examples, and details (East and West Berlin; Soviet Union attacked Hungary; Soviet Union placed missiles in Cuba and had them pointing at the United States); includes an inaccuracy (Hungary asked for help from the United States)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. The overall content weaknesses detract from the quality of the response. Basic information is provided but is not supported with historical facts and details. Documents are utilized, but they are interpreted without placing them in a proper historical context.

The Cold War between United States and Soviet Union affected other nations and/or regions of the world. As World War II came to an end, a new conflict emerged between the United States and the Soviet Union. This conflict known as the Cold War affected many regions of the world, including Eastern Europe, Asia, and Latin America.

In Western Europe, it was made up of non-communist countries but in eastern Europe, it was made up of communist countries which made many conflicts. The Soviet Union even took over Hungary by invading with troops and communist power. Berlin was split into two parts West Berlin and East Berlin. The west Berlin was made up of the French, British and the United States sector and; the east Berlin was made up of the Soviet sector. Which then became the Berlin wall that split the west from the east. The west was democratic and the east side was communist.

The Soviet tried to use Cuba to take down the United States, but we were smart and caught them before they did anything to us. Cuba was a fighting ground for the US and the Soviet Union.

The Sandinistas had the best organized military in the country. The Sandinistas wanted to replace the National Guard so they established a new national army. The EPL and the PL were trained by personal from Cuba, Eastern Europe and the Soviet Union. The FSLN influence in the security forces did not surface until 1980. EPL developed support from Cuba and the Soviet Union into the largest and best equipped military force in Central

America. Compulsory ~~introduction~~ military service introduced during 1983, brought the E.P. forces to about 80,000 by the mid-1980s.

To conclude; - that the Soviet Union and the United States also get along now and the United States is now called the lower House of the world.

Anchor Level 2-C

The response:

- Minimally develops the task by discussing how the Cold War between the United States and the Soviet Union affected Europe, Hungary, Berlin, Cuba, and Nicaragua
- Is primarily descriptive (Soviet Union tried to use Cuba to take down the United States; Cuba was a fighting ground for the United States and the Soviet Union); includes weak and isolated application (Soviet Union even took over Hungary by invading with troops and communist power; the United States was smart and caught the Soviet Union before they did anything)
- Incorporates limited relevant information from documents 1, 3, 7, and 8
- Presents little relevant outside information (Berlin Wall split democratic West Berlin and communist East Berlin)
- Includes some relevant facts, examples, and details (noncommunist countries made up Western Europe and communist countries made up Eastern Europe; West Berlin made up of the French, British, and United States sectors; East Berlin made up of the Soviet sector)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Much of the response is document driven, and the discussion on Nicaragua is a paraphrasing of document 5. The points of information that are derived from the documents demonstrate a limited understanding of the effects of the Cold War.

At the end of World War II, the Cold War began. This conflict was between the United States and the ~~Soviet~~ Soviet Union. It affected many ~~regions~~ regions of the world, such as ~~Eastern~~ Eastern Europe ^{and Korea.} This essay will discuss how the Cold War affected the nations of ~~Europe~~ Europe, and Korea.

Document 1 is a map which shows the governments of Eastern and Western Europe. The western countries were non-communist after World War II, while the eastern countries were communist. The reason for this is because the nations of western Europe were defeated and reformed into non-communist. The communist nations in Eastern Europe were not affected very much by World War II.

Document 2 tells of when the Hungarian people called for help in 1956. They did this because they were being attacked by Bolsheviks. The Bolsheviks were rebelling because of a ~~weak~~ ^{corrupt} government and poor working conditions. Document 2b states that the ~~result~~ results of the Hungarian Revolution was a new communist government.

Documents 3a and 3b show how Berlin was directly affected by World War II. This nation was broken up into several sectors. These sectors were controlled by the French, Soviets, British, and the United States. Many civilians lost their rights, ~~freedom~~ ^{freedoms} and possessions because of the War.

Document 6 is a map which shows how Korea was divided into north and south regions in 1950-1953. North Korea was communist, and South Korea was non-communist. These nations were separated by the Armistice Line. The war in Korea separated this nation.

The cold War had an affected on several nations of the world. Eastern Europe and Asia were most directly impacted. ^{These impacts and affects} ~~They were~~ ~~negative~~ were negative. The Cold War hurt the ~~many~~ nations of the world.

Anchor Level 1-A

The response:

- Minimally develops the task by mentioning how the Cold War between the United States and the Soviet Union affected Europe, Hungary, Berlin, and Korea
- Is primarily descriptive (Berlin was directly affected by World War II; many civilians lost their rights, freedoms, and possessions because of the war; war in Korea separated this nation); lacks understanding and application (map shows the governments of Eastern and Western Europe)
- Incorporates limited relevant information from documents 1, 2, 3, and 6
- Presents no relevant outside information
- Includes some relevant facts, examples, and details (western countries of Europe were noncommunist after World War II, while the eastern countries were communist; Hungarian people called for help in 1956 because they were being attacked by the Bolsheviks; results of the Hungarian Revolution was a new communist government; sectors of Berlin were controlled by the French, Soviets, British, and the United States; North Korea was communist and South Korea was noncommunist; North and South Korea was separated by the armistice line); includes inaccuracies (nations of western Europe were defeated in World War II and reformed into noncommunist nations; communist nations in Eastern Europe were not affected very much by World War II; Bolsheviks were rebelling because of a corrupt government and poor working conditions; nation of Berlin; Korea was divided in 1950–1953)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that is somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. Despite the many inaccurate statements, the response demonstrates a minimal understanding of the effects of the Cold War. The few facts from the documents are accurate, but the interpretation and explanation of those facts is inaccurate.

As the world war II came to the end, a new conflict emerged between the United States and the Soviet Union. This conflict, known as the cold war, affected many regions of the world, including Eastern Europe, Asia, and Latin America.

The cold war affected Vietnam and Korea made them go north and south. The United States blockade of Cuba against Russia cause Russia was going to put missiles in Cuba. After WWII most of Europe was Communist countries and the rest was noncommunist countries.

Violeta Chamorro hop to bring to Nicaragua was to get rid of the Sandinista regime.

In WWII there were many changes in countries but people got the own territory like north Korea and south Korea also north and south Vietnam. Many people died cause of freedom and rights. The biggest armies in WWII were U.S. and the USSR.

Anchor Level 1-B

The response:

- Minimally develops the task by mentioning how the Cold War between the United States and the Soviet Union affected Vietnam, Korea, Cuba, Europe, and Nicaragua
- Is descriptive (Violeta Chamorro's hope was to get rid of the Sandinista regime in Nicaragua); includes faulty and weak application (Cold War affected Korea by dividing it into North and South)
- Incorporates limited relevant information from documents 1, 6, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Korea and Vietnam divided; blockade of Cuba; Sandinista regime); includes inaccuracies (blockade of Cuba because Russia was going to put missiles in Cuba; after World War II, most of Europe was communist countries; in World War II, there were many changes in countries but people got their own territory like North Korea and South Korea and North and South Vietnam)
- Demonstrates a general plan of organization; lacks focus; contains digressions (many people died because of freedom and rights); includes an introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Most of the response consists of unrelated statements that are overgeneralizations and not supported with historical facts and details. The information presented to explain the documents is minimal, but despite the incorrect application, the response does demonstrate a very limited understanding of the Cold War.

~~During~~ During the second world war, the United States and the Soviet Union were allies against Germany. After the war ended tensions grew ~~between~~ between these two countries. The tensions were known as the cold war. Soon other nations ~~also~~ began to feel the intensity of the cold war.

The goal of the US in the cold war was to fight off communism in countries that were threatened with it. Both Vietnam + Korea were separated into 2 parts (doc. 6). The North was communist and the South wasn't. South Korea + South Vietnam were both threatened by their northern counterparts (doc. 5). The US fought in both wars as did the Soviet Union. S. Korea has remained free but ~~unfortunately~~ unfortunately the US suffered a major loss in Vietnam + N. Vietnam took over the South.

Many countries fell to communism

during this time and the US didn't recognize them. In the case of China, the US only recognized the nationalists in Taiwan as being China. Meanwhile, most of Eastern Europe fell to the communist Soviet Union (doc. 1). Some countries tried to revolt like Hungary (doc. 2) and Czechoslovakia, but their attempts were squashed by Soviet troops.

After WWII ended Germany was split up. There was East Germany (Soviet Union) and West ~~Germany~~ Germany (US, England + France). Berlin, the capital, fell into East Germany. The Allies didn't ~~want~~ want the Soviet Union to control all of Berlin, so it was divided into 2 sections. This was difficult for the people of Germany especially in Berlin because the western parts were democratic and the eastern parts were communist (doc. 3). And due to the number of people in East ~~Berlin~~ Berlin fleeing ~~to~~ to West Berlin the Soviet Union built a wall all around East

Berlin.

Both the United States and the Soviet Union had ~~the~~ the atomic bomb, which made tension grow even more. When the US found out ~~that~~ that the Soviet Union had missiles in Cuba, it was known as the Cuba missile crisis.

Cuba had missiles that reach Washington D.C. (doc. 7) and had been given orders to use them if necessary. The US then shuck into Cuba to try and retrieve the missiles.

The Cold War between the United States + the Soviet Union affected the whole world, not just those two nations. Luckily, the cold war ended when the Soviet Union collapsed in the 1980's.

The Cold War was an era in history characterized by fear, tensions, freedoms and invasions. The capitalists, democratic United States began to fight against the communist Soviet Union for allies and supporters of their government's policies shortly after the closure of World War II. America saw its fight as a mission to secure freedom and prosperity among ^{the} nations of the world, as the USSR sought to spread communism and glorify the communist society. The push to spread these two vastly different ideologies affected countless people in nations spread across the globe.

After the defeat of the Nazis, the USSR began to set up governments supporting communism in the territories they occupied. As seen in Document 1, there was a split among the nations of Europe after the second World War. The nations of Western Europe, aided by the Marshall Plan from the United States, remained noncommunist. However, the Soviet Union refused to accept the help offered by the Marshall Plan and spread its influence into neighboring countries of Eastern Europe, trying to achieve Stalin's goal of a buffer zone. Many people had good cause to be fearful of Soviet expansion, because many of their liberties and freedoms would probably be abolished under a new, brutal government. This fear proved to be all too real.

in the countries that became satellites of the Soviet Union. Many people didn't like these puppet governments and in Hungary people revolted to bring about a government they wanted.

As seen in Document 2a, a Hungarian citizen issues a call for help to the United Nations, as he sees that there is no escape from Soviet invasion: "We are requesting that you send immediate aid in form of parachute troops... For the sake of God and freedom help Hungary!" In order to glorify their cause, Document 2b quotes a report from Moscow's state controlled radio, that, "[T]he forces of the reactionary conspiracy against the Hungarian people were crushed." This exemplifies how the USSR used propaganda, and skewed the truth to obtain support from people. The broadcast made the events sound like the USSR was helping the Hungarians when it was quite the opposite in reality.

In order to stop this vile expansion, the United States did everything in its power to contain communism with actions like the Truman Doctrine and the Berlin Airlift. The United States intervened militarily to stop socialism from spreading in Vietnam & Korea. These fights proved difficult because their close proximity to China and the USSR threatened to escalate the war to a world war. As displayed in Document 6, both Korea and Vietnam were divided in half—communists having support in the North, and

noncommunists having support in the South. However after the Vietnam War, the entire country became communist unlike the two Koreas, which still remain divided today. During the Korean War, North Korea spread havoc as it attempted to invade and conquer the South. Look Nyei Ahn's story in Document 5 chronicles how the Korean people were terrorized by the aggression supported by the communists from China & Russia: "They told us that the Russians & the town Reds had found out about Nyei's and Aunt Tiger's other activities... They were shot with machine guns and hanged in the town square to serve as a lesson to others." The spread of communism clearly brought terror to these people, the people who the United States led a mission to save. Even though the Cold War is supposedly over, North Korea continues to threaten the global community with its nuclear program.

The Cold War between the USA and the USSR brought changes in government to many nations, and increased tensions as well as terror. Changes were not confined to small areas, but spanned across the globe. When the Berlin Wall fell and the Soviet Union collapsed, people said the Cold War had ended. However, the dangers of nuclear war continue, stockpiles of chemical weapons still exist, and unstable governments in former communist countries continue to pose problems.

The Cold War between the United States and the Soviet Union has affected other nations and regions of the world.

~~During the Cold War the Soviet~~
Examples of this are ~~that~~ ^{that} during the Cold War, the Soviet Union was angry that the U.S. had made alliances, so they went and took over countries, which they called satellites. So because they took over these countries, they forced communism upon them, thus ~~how~~ how communism was spread. In fact, because of this, most countries enlisted in the policy of nonalignment, such as India (Doc. 4).

Berlin was affected greatly, because it was divided into two parts. The Western side was non-communist and was ~~shared~~ shared between the French, the British, and the U.S. And the Eastern side was communist and was controlled by the Soviet Union (Doc. 3). In Hungary, the Soviet troops ~~attacked~~ launched an attack on the people. The Soviets were also forcing the Hungarians to accept Bolshevism, and they did not want to (Doc. 2a).

The Cold War between the U.S. and Soviet Union, was basically a war of words. And also a building up of weapons and military to prepare for the worst. Because of this building up of weapons and military, other nations realized that if they were to even compete in this arms race, they would need to start building up their weapons and military also. An example of this is ~~the~~ Nicaragua in the 1980's. The Sandinistas organized the best and most experienced military force in the country. (Doc 8a).

The Soviet Union also had set up military bases in Cuba, where they could launch ballistic missiles capable of carrying a nuclear warhead for a distance of 1,000 nautical miles. ~~So basically~~ (Doc 7b). So basically each of these missiles is capable of striking anywhere in the Southeastern part of the United States, in Central ~~the~~ America, or in the Caribbean area (Doc 7b). Because of this, President John F. Kennedy, had ordered Cuba to be blockaded by Air and Naval forces. And he also set up military bases in the southernmost part of Florida and in the southernmost part of Cuba in case they happened to fire a missile. He also ~~also~~ kept Cuba

Document-Based Essay—Practice Paper – C

under very close surveillance. (Doc 7a).

In conclusion, the Cold War between the United States and the Soviet Union has affected ~~a~~ other nations and regions of the world, because this war, ~~o~~ was more of an arms race, in which not only did it affect the US. and the Soviet Union, but it made ~~a~~ other nations realize where they stood in world powers and ~~made~~ forced them to do the same in order to even ~~protect~~ protect themselves in case of an invasion.

Document-Based Essay—Practice Paper – D

The cold war between the United States and the Soviet Union affected many other nations in the world such as Eastern Europe, Asia, and Latin America. West and East Berlin, Germany after the cold war each became different. West was Communist and East was non-Communist.

France, Great Britain, Italy, Spain, West Germany, Norway, Sweden, Finland ~~are~~ the cold war are all non-Communist. Soviet Union, Yugoslavia, Romania, Poland,

Czechoslovakia, ~~and~~ after the Korea war were all Communist countries. Hungarian people were crushed and the prime minister was formed. The 38th parallel, Armistice line, the war in Korea 1950-1953. The war in North and South Vietnam was 1957-1973. In document 7a, one way the cold war affected the cold war in Cuba is that unmistakable evidence has established the fact that a series of offensive missile sites the affect that brought a political change does riodeta. Chamorro bring Nicaragua was return to the grenade a candidate raising the balmed stepped in the blood of Pedro Chamorro, stated in document 8B.

In this essay, tells you the conflict with the Soviet Union and the United States in the cold war.

Document-Based Essay—Practice Paper—E

With the end of World War II, the United States and the USSR emerged as superpowers. Being two of the most advanced countries in the world and having opposing ideologies, meant that they were each others enemies and rivals. This clash of power caused great terror throughout the world, in the period known as Cold War. The clash between the US and USSR caused people in Eastern Europe, Asia, and Latin America to be helplessly caught in the middle and unfortunately many of these people died as a result. The UN, which was dominated by the superpowers, was relatively powerless and unable to keep peace throughout the world.

Eastern Europe was one of the main areas that the western democracies were concerned about. The USSR "liberated" many of the countries in Eastern Europe by the end of World War II. As a result Soviet ideas and influence crept into these areas. This in turn ~~lead~~ lead to the rise of communist countries, satellites to the USSR, throughout Eastern Europe. In Hungary, as in many countries, the introduction of Communist ideas lead to revolt and unfortunate death of many (Document 2a, 2b). Some of this tragedy can be blamed on the UN's course of action on the matter (nothing). Germany was most likely the place in Eastern Europe that was hit the hardest. To ensure that it would no longer pose as a threat to the world, Germany was divided into 4 parts, each under the rule of one of the four allies who helped defeat Hitler. Soon, however, the western countries united their parts into one, resulting in an Eastern and Western Germany. Berlin, being the capital and one of the most industrialized cities in Germany, was also divided into two parts, although entirely within East Germany (Document 3a). When the western countries decided to change the West German currency the Soviets responded with the Berlin Blockaid. Although the Soviets backed down years later, they supported the building of the Berlin wall to keep the Eastern Germans "in" (Document 3b).

Due to the division of Berlin and Germany, the German people were left divided. Europe as a whole was divided (Document 1), into communist (East) and anti-communist (West) countries. Each side, fearing that the other wanted to extend their influence. As Churchill said, "an iron curtain had descended upon Europe."

Asia was another area of the world deeply affected by the Cold War. The Korean War was one of the first major conflicts in the Cold War. When WWII ended, Korea (like Germany) was divided into 2 parts. When the North Korean military crossed the 38th parallel many South Koreans were killed (Document 5). The US saw the invasion as an act of Communist aggression and along with other countries sent in troops to aid the South. With determination, the South aided by UN forces was able to push back the North across the 38th parallel, keeping Korea divided. The Vietnam war was also ~~caused~~ caused by a split (Document 6). Unfortunately, despite US aid, all of Vietnam fell to communism. The so called "Asian subcontinent" of India was able to stay out of the Cold War. Prime Minister Nehru followed a policy of non-alignment (Document 4) because then India would be able to accept aid from either side, in turn increasing money for much needed development.

Latin America was another area deeply affected by the US and USSR clash. The most serious change of a full, head on war came in Cuba, during the Cuban Missile Crisis (Document 7a, 7b). Because of a failed US invasion of the Island, the USSR under Khrushchev planned on creating missile sites in Cuba (Document 7a). This in turn resulted in increased panic in the US. Khrushchev finally back down after days of intense anticipation. In other countries, like Nicaragua, Communist-supported groups formed (Document 8a), resulting in increased tensions between the people. Even in countries that Communism spread to, there were some who stood against it and fought for

Document-Based Essay—Practice Paper – E

democracy. Violeta Chamorro was one such person (Document 8b). She gave hope to those who hated the Communist government, and eventually it was voted out.

With the collapse of the USSR in the late 1900s, the Cold War finally came to an end. Even though people throughout the world are less scared of what might happen, the Cold War continues to have effects throughout the world as in nuclear threats, Eastern Europe, Asia, and Latin America were just some of the areas affected by the Cold War. With the end of the Cold War, people are hopefully able to learn from it, so that it will not be ~~see~~ repeated again.

* * * * *

Practice Paper A—Score Level 3**The response:**

- Develops the task with little depth by discussing how the Cold War between the United States and the Soviet Union affected Vietnam, Korea, China, Hungary, Czechoslovakia, Germany, and Cuba
- Is both descriptive and analytical (goal of the United States was to fight off communism in countries that were threatened with it; both South Korea and South Vietnam were threatened by their northern counterparts; South Korea has remained free but unfortunately the United States suffered a major loss in Vietnam and North Vietnam took over the south; Berlin was divided because the Allies did not want the Soviet Union to control it; being divided was especially difficult for Berliners; the Wall was built because of the number of people fleeing to West Berlin)
- Incorporates some relevant information from documents 1, 3, 5, 6, and 7
- Incorporates some relevant outside information (during the second world war, the United States and the Soviet Union were allies against Germany; the United States only recognized the nationalists in Taiwan as being China; some countries like Czechoslovakia and Hungary tried to revolt, but their attempts were squashed by Soviet troops; Berlin, the capital of Germany, was in East Germany; both the United States and the Soviet Union had the atomic bomb which made the tension grow even more; Cuban missile crisis)
- Includes some relevant facts, examples, and details (both Korea and Vietnam were separated into two parts; the United States fought in Korea and Vietnam; most of Eastern Europe fell to the communist Soviet Union; Germany was split up after World War II; Soviet Union had missiles in Cuba); includes several minor inaccuracies (the Soviet Union fought in Vietnam; Berlin Wall was built all around East Berlin; the United States snuck into Cuba to try and retrieve the missiles; Cold War ended when the Soviet Union collapsed in the 1980s)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. Elements of analysis are supported by historical facts and details, but are often obscured by a simplistic narrative. Outside information is either alluded to or employed as a summary.

Practice Paper B—Score Level 4

The response:

- Develops the task by discussing how the Cold War between the United States and the Soviet Union affected Europe, Hungary, Korea, and Vietnam
- Is both descriptive and analytical (Cold War was an era of history characterized by fear, tensions, freedoms, and invasions; America saw its fight as a mission to secure freedom and prosperity among the nations of the world; the USSR sought to spread communism and glorify the communist society; push to spread two vastly different ideologies affected countless people in nations spread across the globe; many people had good cause to be fearful of Soviet expansion because many of their liberties and freedoms would probably be abolished under a new brutal government; the USSR used propaganda and skewed the truth to obtain support from the people; broadcast made it sound like the USSR was helping the Hungarians when in reality it was quite the opposite; fights in Korea and Vietnam proved difficult because of their close proximity to China and the USSR)
- Incorporates relevant information from documents 1, 2, 5, and 6
- Incorporates relevant outside information (Cold War began shortly after the defeat of the Nazis; nations of Western Europe, aided by the Marshall Plan from the United States, remained noncommunist; Soviet Union refused to accept the help offered by the Marshall Plan; Stalin's goal was a buffer zone; satellites of the Soviet Union; people did not like puppet governments; Truman Doctrine; Berlin Airlift; even though the Cold War is supposedly over, North Korea continues to threaten the global community with its nuclear program; when the Berlin Wall fell and the Soviet Union collapsed, people said the Cold War had ended; dangers of nuclear war continue, stockpiles of chemical weapons still exist, and unstable governments in former communist countries continue to pose problems)
- Supports the theme with relevant facts, examples, and details (USSR set up governments supporting communism in the territories they occupied; split among the nations of Europe after the second world war; Hungary asked the United Nations for help; Moscow's state-controlled radio; both Korea and Vietnam divided in half with communists having support in the north, and noncommunists having support in the south)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the reasons for the Cold War and a conclusion that discusses problems that continue as a result of the Cold War

Conclusion: Overall, the response fits the criteria for Level 4. Extensive quotations from the documents, though relevant, do detract from the quality of the response. However, analytical statements and outside information are woven into the narrative and they strengthen the discussion.

Practice Paper C—Score Level 2

The response:

- Minimally develops the task by discussing how the Cold War between the United States and the Soviet Union affected Europe, Berlin, Hungary, Nicaragua, and Cuba
- Is primarily descriptive (communism spread because the Soviet Union forced communism on other countries; Soviets forced the Hungarians to accept Bolshevism and they did not want to; Cold War was basically a war of words but was also a building up of weapons and military to prepare for the worst); includes faulty, weak, and isolated application and analysis (during the Cold War, the Soviet Union was angry that the United States had made alliances, so they went and took over countries; other nations decided that if they wanted to compete in the arms race, they would also need to start building up their weapons and military)
- Incorporates some relevant information from documents 2, 3, 4, 7, and 8
- Presents little relevant outside information (Soviet Union called countries they took over satellites; western side of Berlin was noncommunist and the eastern side was communist)
- Includes some relevant facts, examples, and details (Berlin was divided into two parts; Soviet Union set up military bases in Cuba where they could launch ballistic missiles capable of carry nuclear warheads; President Kennedy ordered Cuba to be blockaded by air and naval forces); includes some inaccuracies (most countries enlisted in the policy of nonalignment; President Kennedy set up military bases in southern Florida and the southernmost part of Cuba)
- Demonstrates a satisfactory plan of organization; includes a brief introduction and a conclusion that states the Cold War was an arms race which forced other nations to become involved

Conclusion: Overall, the response fits the criteria for Level 2. Although the basis of the response is a reiteration of document information, some analytical statements are included in the discussion. In many instances, false suppositions made about the history of the Cold War result in overgeneralizations.

Practice Paper D—Score Level 0

The response:

Refers to the theme in a general way; includes few accurate facts, examples, and details

Conclusion: Overall, the response fits the criteria for Level 0. The response uses snippets of information from documents 1, 2, 3, 6, 7, and 8, but the information is either used incorrectly, is incomplete, or is incoherent. The response demonstrates no understanding of the effects of the Cold War.

Practice Paper E—Score Level 4

The response:

- Develops the task by discussing how the Cold War between the United States and the Soviet Union affected Europe, Hungary, Germany, Korea, Vietnam, India, Cuba, and Nicaragua
- Is more analytical than descriptive (two of the most advanced countries in the world had opposing ideologies which meant they were enemies and rivals; USSR “liberated” many of the countries in Eastern Europe by the end of World War II and brought their ideas and influence into these areas; some of the tragedy can be blamed on the United Nation’s course of action on the matter—nothing; Germany was divided into four parts to ensure that it would no longer pose a threat to the world; although the Soviets backed down years later, they supported the building of the Berlin Wall to keep the Eastern Germans “in”; India would be able to accept aid from either side, in turn, increasing money for much needed development; Khrushchev finally backed down after days of intense anticipation; even in countries that communism spread to, there were some who stood against communism and fought for democracy; Chamorro gave hope to those who hated the communist government and eventually it was voted out)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (United Nations, which was dominated by the superpowers, was relatively powerless and unable to keep peace throughout the world; satellites to the USSR; when the Western countries decided to change the West German currency, the Soviets responded with the Berlin Blockade; as Churchill said, “an iron curtain had descended upon Europe”; unfortunately, despite all of the aid from the United States, all of Vietnam fell to communism; Asian subcontinent of India was able to stay out of the Cold War; because of a failed United States invasion, Khrushchev planned on creating missile sites in Cuba)
- Supports the theme with relevant facts, examples, and details (United States and USSR emerged as superpowers after World War II; introduction of communist ideas in Hungary led to revolt; each of the four parts of Germany was under one of the four Allies who helped defeat Hitler; Korean War was one of the first major conflicts in the Cold War; Korea was divided into two parts; Prime Minister Nehru followed a policy of nonalignment; communist-supported groups developed in Nicaragua; with the collapse of the USSR in the late 1900s, the Cold War finally came to an end)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how other countries were caught in the middle of the clash between the United States and the USSR and a conclusion that discusses the continuing effects of the Cold War on the world

Conclusion: Overall, the response fits the criteria for Level 4. Short parenthetical references to outside information support the narrative, which is mostly a point-to-point discussion of information from the documents. The introduction frames the theme, which is consistently developed in the discussion.

Global History and Geography Specifications

August 2006

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Movement of People and Goods: Trade	Standards 2, 3, and 4: World History; Geography; Economics
Document-based Essay	Conflict: Cold War; Power; Change; Decision Making; Nationalism; Human and Physical Geography; Human Rights	Standards 1, 2, 3, and 5: US and NY History; World History; Geography; Civics, Citizenship, and Government

The *Chart for Determining the Final Examination Score for the August 2006 Regents Examination in Global History and Geography* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

1. Go to <http://www.emsc.nysed.gov/osa/exameval>.
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.