

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 18, 2014 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE FOR PART III A AND PART III B (DOCUMENT-BASED QUESTION)

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

Contents of the Rating Guide

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

- A question-specific rubric

For **Part III B** (DBQ) essay:

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

General:

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

Mechanics of Rating

The procedures on page 2 are to be used in rating papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in Global History and Geography and United States History and Government*.

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

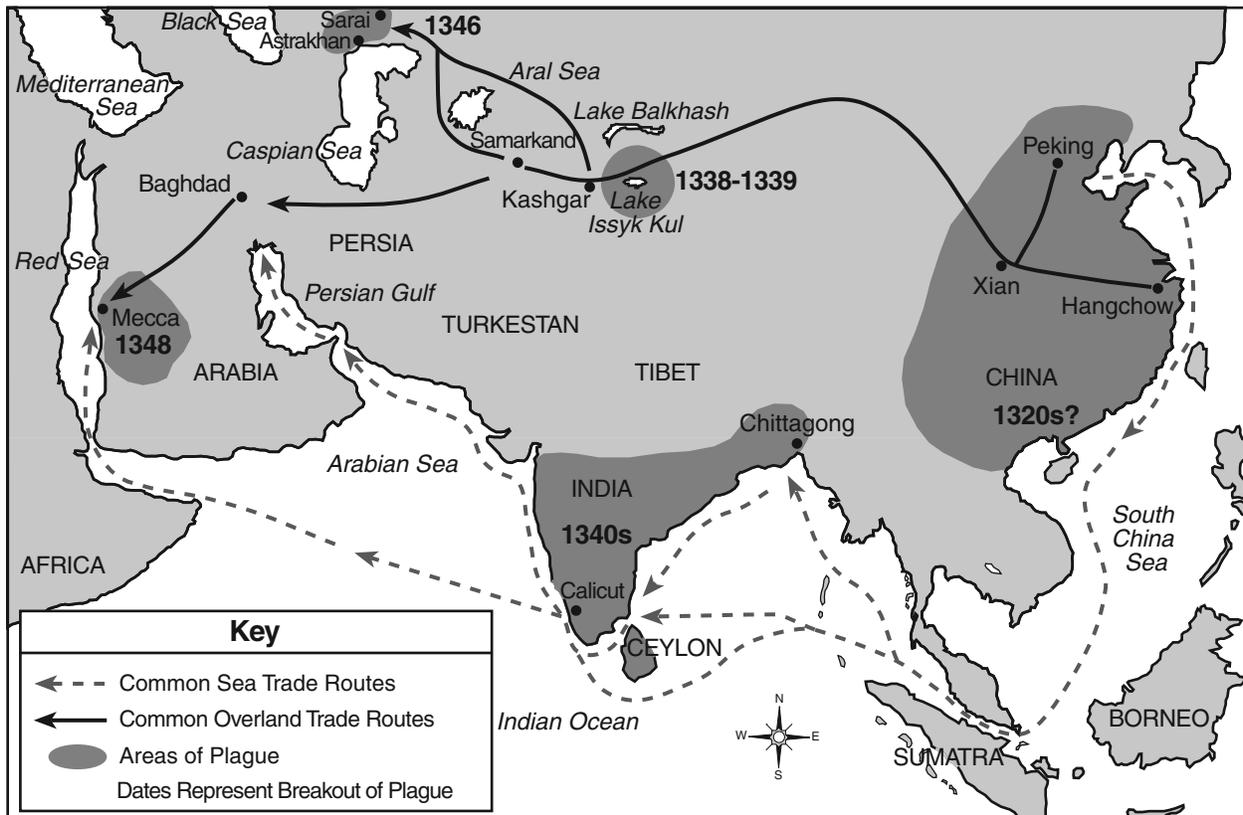
Schools are not permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ essay) on this exam after each question has been rated the required number of times as specified in the rating guides, regardless of the final exam score. Schools are required to ensure that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

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

Global History and Geography
Part A Specific Rubric
Document-Based Question
June 2014

Document 1

Origins and Spread of the Black Death in Asia



Source: Melissa Snell, "Origins and Spread of the Black Death in Asia," *Medieval History*, About.com (adapted)

1 Based on the information on this map, what activity contributed to the spread of the Black Death?

Score of 1:

- Identifies an activity that contributed to the spread of the Black Death as shown on this map
Examples: trade; people traveling along the trade routes/people traveling along the Silk Road in Asia; travel/trade along sea routes; trading with other areas

Score of 0:

- Incorrect response
Examples: people refusing to travel; stopping trade; only using land routes; plague
- Vague response
Examples: spreading; swimming; breaking out; Silk Road; routes
- No response

Document 2

In this excerpt, William H. McNeill discusses the interpretation of historical evidence to explain how the plague was spread. He suggests that available evidence makes it unlikely that the plague was found in China before 1331.

...By contrast, after 1331, and more particularly after 1353, China entered upon a disastrous period of its history. Plague coincided with civil war as a native Chinese reaction against the Mongol domination gathered headway, climaxing in the overthrow of the alien rulers and the establishment of a new Ming Dynasty in 1368. The combination of war and pestilence [disease] wreaked havoc on China's population. The best estimates show a decrease from 123 million [in] about 1200 (before the Mongol invasions began) to a mere 65 million in 1393, a generation after the final expulsion of the Mongols from China. Even Mongol ferocity cannot account for such a drastic decrease. Disease assuredly played a big part in cutting Chinese numbers in half; and bubonic plague, recurring after its initial ravages at relatively frequent intervals, just as in Europe, is by all odds the most likely candidate for such a role....

Source: William H. McNeill, *Plagues and Peoples*, Quality Paperback Book Club (adapted)

2 According to William H. McNeill, what was *one* way the plague affected China after 1331?

Score of 1:

- States a way the plague affected China after 1331 according to William H. McNeill
Examples: it was one of the reasons population decreased dramatically; many people died; wreaked havoc on China's population; it was one of the reasons the population decreased from 123 million to 65 million/population was cut in half; it helped influence the end of the Mongol regime/overthrow of alien rulers; it helped lead to the establishment of the Ming dynasty; it helped cause China to enter a disastrous period of its history

Score of 0:

- Incorrect response
Examples: Mongols became fierce warriors; Mongol domination gathered headway; it was just as in Europe; as a reaction against Mongol domination
- Vague response
Examples: it was a drastic decrease; it was by all odds; it gave best estimates; plague coincided with civil war; frequent intervals; weakened
- No response

Document 3

Social and Economic Effects of the Plague in Europe

The plague had large scale social and economic effects, many of which are recorded in the introduction of the *Decameron*. People abandoned their friends and family, fled cities, and shut themselves off from the world. Funeral rites became perfunctory [superficial] or stopped altogether, and work ceased being done. Some felt that the wrath of God was descending upon man, and so fought the plague with prayer. Some felt that they should obey the maxim [saying], “Eat, drink, and be merry, for tomorrow you may die.” The society experienced an upheaval to an extent usually only seen in controlled circumstances such as carnival [festival]. Faith in religion decreased after the plague, both because of the death of so many of the clergy and because of the failure of prayer to prevent sickness and death....

Source: “Plague,” *Decameron Web*, Brown University (adapted)

3 According to this article, what was *one* effect of the plague on European society?

Score of 1:

- States an effect of the plague on European society according to this article
Examples: people abandoned their friends/family; people fled/left cities; people shut themselves off from the world; funeral rites became perfunctory/superficial; sometimes there were no funerals; work ceased being done; some people prayed to fight off the plague; some people thought they should “eat, drink and be merry for tomorrow you may die”; some people thought they were going to die tomorrow; society experienced an upheaval; faith in religion decreased; some thought it was the wrath of God descending upon them; they thought prayer had failed to prevent sickness and death; many clergy died; literary works such as the *Decameron* were created describing effects of the plague

Score of 0:

- Incorrect response
Examples: people moved to cities; people experienced carnivals/festivals; work increased
- Vague response
Examples: they should obey the maxim/saying; circumstances were controlled; there were effects; recorded
- No response

Document 4

...The Chinese had long been opposed to the opium trade. The drug had been introduced into China by Dutch traders during the seventeenth century. As early as 1729, there were imperial decrees forbidding the sale and smoking of this “destructive and ensnaring vice.” In 1796, Jiaqing, the new emperor, placed a complete ban on its importation, but he was a weak administrator and soon pirates and opium merchants were bribing officials to look the other way. By 1816, the [British] East India Company had imported 3,000 chests of opium from its poppy fields in the north Indian state of Punjab. By 1820, this had risen to 5,000 and by 1825 to almost 10,000.

As more and more Chinese became addicts, and silver flowed out of the economy to British coffers, the Chinese government moved toward confrontation. The emperor Daoguang, who came to the throne in 1821 was a reformer, and, supported by his advisor Lin Zexu (1785–1850), the emperor banned opium in 1836 and ordered the decapitation of “foreign barbarians” who concealed and traded the drug...

Source: Perry M. Rogers, ed., *Aspects of World Civilization: Problems and Sources in History, Volume II*, Prentice Hall (adapted)

4a According to Perry Rogers, what was *one* reason the Chinese were unsuccessful in halting the opium trade?

Score of 1:

- States a reason the Chinese were unsuccessful in halting the opium trade according to Perry Rogers
Examples: emperor Jiaqing was a weak administrator; pirates/opium merchants bribed officials; officials were looking the other way when pirates/merchants sold opium; more and more Chinese became addicts; efforts to ban opium imports did not work; the British/British East India Company were determined to continue the opium trade; because it was a destructive and ensnaring vice/opium was addictive

Score of 0:

- Incorrect response
Examples: the Chinese had long been opposed to the opium trade; the drug had been introduced by Dutch traders during the 17th century; British East India Company had poppy fields
- Vague response
Examples: it was forbidden; they were opposed; it was introduced; 3,000, 5,000 or 10,000 chests
- No response

4b According to Perry Rogers, what was *one* effort made by the Chinese to halt the European trade in opium?

Score of 1:

- States an effort made by the Chinese to halt the European trade in opium according to Perry Rogers

Examples: imperial decrees were issued against sale/smoking of opium; Jiaqing placed a complete ban on its importation; the emperor/Daoguang banned opium in 1836; Daoguang ordered the decapitation of “foreign barbarians” who concealed/traded the drug; a ban was placed on imports of it; the government moved toward confrontation

Score of 0:

- Incorrect response
Examples: the Chinese had long favored the opium trade; silver flowed out of the economy; emperor Daoguang supported the sale/smoking of opium; more and more Chinese became addicts
- Vague response
Examples: it was introduced; there were poppy fields; it went to British coffers; support of advisor Lin Zexu
- No response

Document 5

The Treaty of Nanjing was signed by Great Britain and China following the Opium War (1839–1842).

An Excerpt from the Treaty of Nanjing

ARTICLE III.

It being obviously necessary and desirable, that British Subjects should have some Port whereat they may careen and refit their Ships, when required, and keep Stores for that purpose, His Majesty the Emperor of China cedes [gives] to Her Majesty the Queen of Great Britain, etc., the Island of Hongkong, to be possessed in perpetuity [forever] by Her Britannic Majesty, Her Heirs and Successors, and to be governed by such Laws and Regulations as Her Majesty the Queen of Great Britain, etc., shall see fit to direct.

Source: "Treaty of Nanjing (Nanking), 1842," USC-UCLA Joint East Asian Studies Center

5 What did the British gain as a result of the Treaty of Nanjing?

Score of 1:

- Identifies what the British gained as a result of the Treaty of Nanjing
Examples: island of Hong Kong; possession of Hong Kong; a port whereat they may careen/refit their ships; a port where they may keep stores for their ships; a port; the right to create laws for Hong Kong; an island

Score of 0:

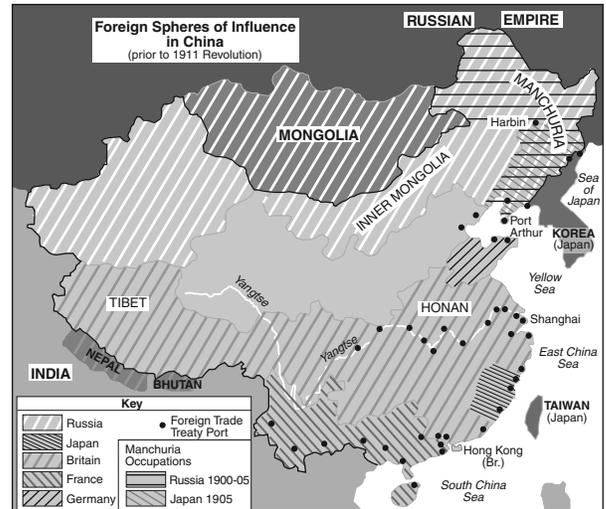
- Incorrect response
Examples: ships; laws; regulations; heirs/successors; stores
- Vague response
Examples: a place; an emperor; an excerpt; possession
- No response

Document 6a



Source: Joseph Keppler, *Puck*, August 15, 1900 (adapted)

Document 6b



Source: MapWorks, on the Portsmouth Peace Treaty website (adapted)

6 Based on this 1900 Joseph Keppler cartoon and the information on this map, state *one* problem China faced after the Treaty of Nanjing took effect.

Score of 1:

- States a problem China faced after the Treaty of Nanjing took effect as shown in these documents

Examples: many countries fought over China/divided China/sliced up China/tried to gain control of parts of China; Japan/Russia/France/Germany/Great Britain carved up/divided China; being carved into spheres of influence; revolution in 1911; imperialism; China lost power/influence/was overpowered; the need to remove foreign occupiers/influences when or if it wakes; Manchuria being occupied by Russia/Japan in 1905

Score of 0:

- Incorrect response
Examples: China is sleeping; Hong Kong was returned to the Chinese; revolution in 1905
- Vague response
Examples: it was influenced; there was trouble; it came with the wake
- No response

Document 7a

The Eastern Question and the Balkans



Source: Patrick K. O'Brien, ed., *Oxford Atlas of World History*, Oxford University Press (adapted)

... As a result of the Balkan Wars (1912–1913) Serbia had doubled in size and there were growing demands for the union of south Slavs (Yugoslavism) under the leadership of Serbia. Austria had a large south Slav population in the provinces of Slovenia, Croatia, the Banat and Bosnia. Austria was very alarmed at the growing power of Serbia. She [Austria-Hungary] felt Serbia could weaken her [Austria-Hungary's] own Empire.

The Austrians decided that they would have to wage a preventative war against Serbia in order to destroy her growing power. They were waiting for the correct pretext (excuse). When Franz Ferdinand was shot, the Austrians saw this as the perfect opportunity to destroy Serbia. But when she [Austria-Hungary] attacked Serbia, Russia came to her [Serbia's] aid and the war spread....

Source: Stephen Tonge, "Causes of the First World War," A Web of English History online (adapted)

7a According to Stephen Tonge, what was *one* cause for tension between Austria and Serbia?

Score of 1:

- States a cause for tension between Austria and Serbia according to Stephen Tonge
Examples: Austria was very alarmed at the growing power of Serbia; Serbia was threatening Austria's power; Austria felt Serbia could weaken her own Empire; Serbia was getting bigger/had doubled in size; Serbia was seeking to expand its territory; growing demands for the union of South Slavs in Austria under the leadership of Serbia; South Slavs wanted to unite/be together; the Balkan Wars; growth of Yugoslavism; the shooting of Franz Ferdinand; Russian support for Serbia after the shooting of Franz Ferdinand; Austria-Hungary attacked Serbia; Austria had a large South Slav population; Bosnia-Herzegovina had been annexed by Austria-Hungary; nationalism; Austria decided to wage preventative war against Serbia

Score of 0:

- Incorrect response
Examples: Austria was gaining power; Austria had doubled in size; Russian support for Austria after the shooting of Franz Ferdinand
- Vague response
Examples: weakening empire; size doubled; it was an eastern question
- No response

Document 7b

This is an excerpt of the testimony given by Gavrilo Princip reprinted in *The Sarajevo Trial*. He was accused of assassinating Archduke Ferdinand of Austria-Hungary and his wife in July 1914.

The Hearing of Gavrilo Princip 12 October 1914 In the Afternoon

...Pr. [Prosecutor]: — Call Gavrilo Princip. (He is brought in.) Do you consider yourself guilty?

Acc. [Accused, Gavrilo Princip]: — I am not a criminal, because I destroyed that which was evil. I think that I am good....

Pr.: — What kind of ideas did you have?

Acc.: — I am a Yugoslav nationalist and I believe in the unification of all South Slavs in whatever form of state and that it be free of Austria.

Pr.: — That was your aspiration. How did you think to realize [accomplish] it?

Acc.: — By means of terror.

Pr.: — What does that signify?

Acc.: — That means in general to destroy from above, to do away with those who obstruct and do evil, who stand in the way of the idea of unification.

Pr.: — How did you think that you might realize your objectives?

Acc.: — Still another principal motive was revenge for all torments which Austria imposed upon the people....

Pr.: — What was the feeling about Austria in your circles?

Acc.: — It was the opinion that Austria behaved badly to our people, which is true, and certainly that she (Austria) is not necessary....

Source: W. A. Dolph Owings et al., eds., *The Sarajevo Trial, Volume I*, Documentary Publications

7b Based on this excerpt from *The Sarajevo Trial*, what was *one* goal of Gavrilo Princip?

Score of 1:

- States a goal of Gavrilo Princip based on this excerpt from *The Sarajevo Trial*
Examples: the unification of all south Slavs; Yugoslav nationalism; freedom from Austria; a state for South Slavs/Yugoslavs; revenge for all torments which Austria imposed on the people; to do away with those who obstruct and do evil who stand in the way of the idea of unification; revenge; to use acts of terror to unify Slavs; to destroy that which was evil; to destroy from above to gain unification; he wanted to assassinate the Archduke

Score of 0:

- Incorrect response
Examples: to make Austria a free country; to unite South Slavs with Austria; Austrian nationalism
- Vague response
Examples: to have aspirations; to have a principal motive; destroy; freedom
- No response

Document 8a

British Training Poster



Source: W. G. Thayer, 1915, Library of Congress, Prints and Photographs online catalog

Document 8b

German Trenches, ca. June 16, 1916



Source: Library of Congress, Prints and Photographs online catalog

8 Using information from these images, state *one* impact Gavrilo Princip’s assassination of Austria-Hungary’s Archduke Ferdinand had on European countries.

Score of 1:

- States an impact Gavrilo Princip’s assassination of Austria-Hungary’s Archduke Ferdinand had on European countries using information from these images
Examples: a war was fought; soldiers died; soldiers faced harsh conditions because of war; propaganda was used to train soldiers for war; war was conducted in trenches; war between countries using new technology/techniques (trench warfare/poison gas/gas masks/respirators); World War I; war broke out between Great Britain and Germany; soldiers learned how to use respirators/gas masks to protect themselves

Score of 0:

- Incorrect response
Examples: life was easy; British and Germans fought together; fog killed soldiers
- Vague response
Examples: don’t breathe; they learned; they adjusted; trenches; shooting; technology
- No response

Document 9

Europe, 1914



Europe, 1923



Source: Abraham and Pfeffer, *Enjoying World History*, AMSCO (adapted)

9 Based on these maps, what was *one* change to the political boundaries of Europe that occurred after World War I?

Score of 1:

- Identifies a change to the political boundaries of Europe after World War I as shown on these maps

Examples: there were more countries after the war; Austria-Hungary was broken up; Austria became a separate country from Hungary; new countries were created; Poland/Czechoslovakia/Lithuania/Latvia/Estonia/Yugoslavia were created; Serbia/Montenegro were eliminated as separate countries/became part of Yugoslavia; Germany lost territory/was divided; the Ottoman Empire was destroyed/replaced by Turkey; Russia lost territory/became the USSR; Rumania gained territory; Finland became independent from Russia/USSR; Ireland was no longer part of Great Britain

Score of 0:

- Incorrect response
Examples: the Ottoman Empire became larger; Austria-Hungary took over more territory; Yugoslavia no longer existed
- Vague response
Examples: they were different; Europe changed/grew; countries
- No response

Global History and Geography
Content-Specific Rubric
Document-Based Essay
June 2014

Historical Context:

Turning points are events that result in regional and worldwide change. Three turning points that transformed societies and regions were the *outbreak of the bubonic plague*, the *signing of the Nanjing Treaty*, and the *assassination of Archduke Ferdinand*.

Task: Select *two* turning points mentioned in the historical context and for *each*

- Describe the historical circumstances surrounding this turning point
- Discuss changes that occurred within a society and/or region as a result of this turning point

Scoring Notes:

1. This document-based question has a minimum of *six* components (describing the historical circumstances surrounding *each* of *two* turning points and discussing *at least two* changes that occurred within a society and/or region as a result of the turning point).
2. Changes resulting from the turning point may be on a society, a region, or on both.
3. The changes within a society or region may be immediate or long term.
4. Changes resulting from the turning point may be discussed from a variety of perspectives as long as the positions taken are supported by accurate historical facts and examples.
5. Only *two* turning points should be chosen from the historical context. If three turning points are addressed, only the first two should be rated.
6. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 6a, 6b, 7a, 7b, 8a, and 8b may be considered separate documents *if* the response uses specific, separate facts from *each* document.

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

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

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **each** of **two** turning points by describing the historical circumstances surrounding **each** of **two** turning points and discussing **at least two** changes to a society and/or region as a result of each turning point
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *outbreak of the bubonic plague*: connects the spread of the plague along sea and overland trade routes from China to the death of millions and devastated economies in Europe leading to short-term declines in farm and industrial production, disruption of trade, and changes in lifestyles that eventually led to increases in wages and the growth of cities; *signing of the Nanjing Treaty*: connects the role of Great Britain in the opium trade with China to the ineffective attempts by the Chinese government to outlaw the trade, the defeat of China in the Opium War, the loss of Hong Kong to Britain, and the division of China among the major world powers which increased foreign influence in China and led to the anti-foreign movement within China
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to turning points(see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *outbreak of the bubonic plague*: Silk Road; Black Death; Mongol domination in China; decrease in population in China and Europe; abandonment of family, friends, and cities in Europe; labor shortages; upheaval in society; decreased respect for clergy in Europe; *signing of the Nanjing Treaty*: British colony of India; addiction of Chinese; economic loss to Britain; “foreign barbarians;” extraterritoriality; spheres of influence; Boxer Rebellion; Open Door policy
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing **one** turning point more thoroughly than the **second** turning point **or** by discussing **one** aspect of the task less thoroughly than the others
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *outbreak of the bubonic plague*: discusses the role played by trade routes from China leading to the spread of the disease from Asia to Europe and discusses how population losses led to the establishment of the Ming dynasty in China and the beginning of the end of feudalism and religious changes in Europe; *signing of the Nanjing Treaty*: discusses how the war with Britain stemming from imperial Chinese efforts to ban the use and trade of opium led to the development of European spheres of influence in China, the ceding of Hong Kong to Great Britain, and the control of additional ports by foreign powers
- Incorporates relevant information from **at least four** documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

Outbreak of the Plague

Key Ideas from Documents 1–3

Historical Circumstances	Changes as a Result of the Plague
<p>Doc 1—Possibility of origin of plague around 1320s in China</p> <p>Carried over Silk Road</p> <p>Plague carried on overland trade routes to Baghdad and Mecca by 1348</p> <p>Plague carried over sea trade routes to India in 1340s and to Mecca by 1348</p> <p>Doc 2—Plague probably started in China no earlier than 1331 based on current evidence</p> <p>Plague in China coincided with civil war to overthrow Mongols after 1353</p>	<p>Doc 2—Most likely candidate for havoc wreaked on China’s population</p> <p>Death of approximately one half of population due to plague and war over approximately 200 years</p> <p>Contributed to gradual end of Mongol rule in China</p> <p>Establishment of Ming dynasty in China 1368</p> <p>Return of plague at relatively frequent intervals in China and Europe</p> <p>Doc 3—Abandonment of friends, family, cities</p> <p>Isolation of people in Europe</p> <p>Funeral rites became superficial or ended in Europe</p> <p>Work stoppage in Europe</p> <p>Increase in prayer for some Europeans because of belief that disease a result of God’s wrath</p> <p>Changed social practices for some in Europe — “eat, drink, and be merry” before facing death</p> <p>Decreased faith in religion in Europe due to death of many clergymen and failure of prayer to prevent sickness</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Changes as a Result of the Plague
<p>Contribution of Mongol control of Silk Road in spreading plague to Europe</p> <p>Spread of plague to Europe by late 1340s</p> <p>Source of plague not initially identified but eventually linked to fleas on rats</p> <p>Contribution of lack of sanitation to spread of plague</p> <p>Spread of plague in Afro-Eurasia aided by density of population in urban areas</p> <p>Italy one of first areas in Europe to be devastated by plague</p> <p>Use of plague-infected bodies as biological weapons by Mongols</p>	<p>Changes in Asia:</p> <p>Disruption of economies and societies</p> <p>Resurgence of Confucianism</p> <p>Collapse of Pax Mongolica</p> <p>Changes in Europe:</p> <p>Giving of more money to the Church for some</p> <p>Self-atonement through flogging for some</p> <p>Attempts to freeze wages leading to more peasant uprisings against nobles and priests</p> <p>Diminished respect for clergy influencing the Reformation and loss of supremacy of the Catholic Church</p> <p>Questioning of traditional institutions influencing the Renaissance</p> <p>Access to more land and greater geographical mobility for peasants</p> <p>Loss of population resulting in scarcity of workers, higher wages, increasing urbanization, beginning of the end of feudalism</p> <p>New class of property-owning farmers</p> <p>Demand for better working conditions among artisans in urban areas</p> <p>Jews and others blamed for plague resulting in their persecution</p>

Signing of Treaty of Nanjing

Key Ideas from Documents 4–6

Historical Circumstances	Changes as a Result of Treaty of Nanjing
<p>Doc 4—Opium introduced to China by Dutch in 17th century</p> <p>Imperial decrees against sale and use of opium issued as early as 1729</p> <p>Ban against opium importation issued by Emperor Jiaqing</p> <p>Officials bribed by pirates and Chinese opium merchants</p> <p>Increase in [British] East India Company opium imports to China from India (3,000 chests in 1816 to almost 10,000 chests in 1825)</p> <p>Opium from poppy fields in northern India/Punjab</p> <p>Chinese government more confrontational as Chinese addiction grew and silver supplies diminished</p> <p>Opium banned in 1836 and decapitation of “foreign barbarians” involved in the trade ordered by Emperor Daoguang</p>	<p>Doc 5—Cession of Hong Kong to British monarchy following Opium War (1839–1842)</p> <p>Doc 6—Competition among European powers over control of China (Russia, Germany, Great Britain, France, Italy, and Austria-Hungary), as well as competition from Japan</p> <p>Foreign spheres of influence throughout much of China</p> <p>Lack of autonomy for much of China</p> <p>Increased number of foreign treaty ports</p> <p>Russian control of Mongolia</p> <p>Russian and Japanese control of Manchuria</p> <p>Cession of Korea and Taiwan to Japan</p> <p>British control of the Yangtze River and Hong Kong</p> <p>French control in southern China</p> <p>German control of Port Arthur</p> <p>Revolution in 1911</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Changes as a Result of Treaty of Nanjing
<p>China’s weaponry and forces outmoded in comparison to European weaponry, forces, and industrial technology</p> <p>Role of imperialism</p> <p>Appeal of Chinese markets</p> <p>Chinese efforts to restrict trade to a certain port</p> <p>Lack of understanding by Europeans of Chinese world view and lack of understanding by Chinese of European world view</p> <p>Opium shipment blown up provoking British to engage in war</p>	<p>China required to pay reparations</p> <p>Treatment of foreigners changed after Opium War (extraterritoriality)</p> <p>Increased importation of opium</p> <p>Intensifying of public health issue in China</p> <p>Taiping Rebellion (1850–1864)</p> <p>French control of Annam (Indochina)</p> <p>Boxer Rebellion (1900)</p> <p>Revolution of 1911 ending dynastic rule</p> <p>Rise of nationalist government</p> <p>Details of efforts by Chinese government and people to make social, economic, and political reforms</p> <p>Humiliation of Chinese as a result of treaty</p> <p>Issuing of Open Door policy by United States</p>

Assassination of Archduke Ferdinand

Key Ideas from Documents 7–9

Historical Circumstances	Changes as a Result of Assassination
<p>Doc 7—Balkan Wars (1912–13) Increase in size of Serbia and increased demands for a union of south Slavs (Yugoslavism) Fear by Austria-Hungary that Serbia’s power would weaken empire so preventative war sought Goals of Yugoslav nationalist Gavrilo Princip — eliminating those obstructing unification, avenging Austrian abuses of Slavic people) Princip and allies willing to use terror to achieve goals</p>	<p>Doc 7—Austrians use assassination of Franz Ferdinand as opportunity to destroy Serbia’s power Gavrilo Princip tried in Sarajevo for assassination of Archduke and his wife Spread of war a result of Russia’s aid to Serbia Doc 8—Beginning of World War I Training of troops for new warfare (respirators, poisonous gas) Trench warfare Doc 9—Boundary changes in Europe from 1914 to 1923 Division/reduction in size of Germany Breakup of Austro-Hungarian empire Formation of Czechoslovakia and Yugoslavia Expansion of Rumania Reduction in size of Finland/separation from Russia Loss of territory for Russia/USSR Creation of Estonia, Latvia, and Lithuania Reestablishment of Poland Inclusion of Serbia and Montenegro in Yugoslavia Collapse of Ottoman Empire/new country of Turkey Eventual creation of Ireland</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Changes as a Result of Assassination
<p>Formation of Triple Alliance in 1882 between Germany, Austria-Hungary, and Italy Formation of Triple Entente between France, Great Britain, and Russia Pan-Slavism Movement Impact of nationalism on empires (Austro-Hungarian, Ottoman) Militarism practiced by major European powers Imperialism policy of many powers European powers competing for resources Formation of nationalist organizations (Black Hand)</p>	<p>Germany’s support for Austria-Hungary’s efforts to seek revenge for assassination of Archduke and his wife Austria’s ultimatum to Serbia Introduction of new weaponry during World War I (submarines, airplanes, machine guns, and tanks) Physical destruction of landscape (cities, villages, farmland) Suffering of troops in trench warfare Death of 8 to 10 million Huge number of wounded March 1917 Revolution, Bolshevik Revolution (1917), Armistice (1918) German war guilt and reparations from terms of Versailles Treaty (1919) Formation of League of Nations</p>

Turning points have changed the course of history for generations. They have made change not only in their region, but also turning points have changed the world. Two major turning points were the Treaty of Nanjing and the assassination of Archduke Franz Ferdinand. These events effects were not only felt at the time, but also for years to come.

The Opium War is an embarrassing time in China's history. China was historically a Confucianist country, that limited and restricted foreign influence. Confucian scholars did not value merchants or outside ideas. The Qing government limited where Europeans, including the Dutch and the British, could trade. This trade was very regulated and very one-sided, favoring the Chinese over the Europeans. Silver flowed from the British and the Dutch into China, while Chinese products such as tea and porcelain flowed to the British and Dutch. This situation began to change in 1729 when Dutch traders introduced the highly addictive drug, opium. China banned it, but Chinese officials were bribed by the Dutch to keep quiet and let Dutch and later British traders sell the drug. Over time more of the Chinese population became addicted and the power of the Chinese government declined, partly as a result of not being able to stop other countries such as Britain from trading opium. By 1816 the East India company had imported 3,000 chests of opium and China was losing money (Doc 4). The balance of trade had shifted in favor of the British. With many in the population addicted, China was desperate and decided to take a stand destroying a British opium shipment. This started the Opium Wars which lasted for several years ending in 1842 with the Treaty of Nanjing. As a result, Britain got Hong Kong and

access to trade in several port cities in China (Doc 5). Imperialist Britain which also had control of part of India had gotten markets in a very coveted country. For China, the Treaty of Nanjing was the first of several unequal treaties that she was forced to sign with different countries. Not only did Britain have influence, but eventually so did France, Germany, Japan, and Russia. China became unable to control its own country as foreign countries took spheres of influence while China laid almost dead (Doc 6). In fact, if not for the Opium Wars and the Treaty of Nanjing, China may not have overthrown the Qing dynasty when it did or experienced a long and violent civil war that eventually put the communist leader Mao Zedong into power. Britain controlled Hong Kong for over 100 years. It became a major trading and banking center of the British colonial empire. Hong Kong didn't become free of British control until the late 20th century. The signing of the Nanjing Treaty changed the country of China and influenced the history of Great Britain.

Serbia and Austria-Hungary did not get along. Austria-Hungary was a multicultural empire that was being threatened by nationalist movements around it and in it. Because Austria-Hungary included many Slavic peoples, they were alarmed by Serbia's growing power, because Serbia's people were Slavic (Doc 7). In Bosnia-Herzegovina the Slavs wanted independence from Austria Hungary. The terrorist group, the Black Hand saw the perfect opportunity to make a statement. When Archduke Franz Ferdinand, heir to the Austro-Hungarian throne, came to the city of Sarajevo, Bosnia, an assassination was planned to promote Slavic unity. When the time came to do it though, people backed out. Gavrilo Princip didn't though,

and he killed the Archduke and his wife. Austria-Hungary gave Serbia an ultimatum and when Serbia refused it Austria-Hungary used it as a reason to declare war on Serbia. Little did they know how big this situation would become. Serbia was supported by Russia who was also a Slavic nation. Pan-Slavism is the idea that Slavic peoples should unite and help each other out. So, when Serbia had war declared on them Russia immediately joined forces with them. Allegiances and alliances kicked in. Austria-Hungary wanting help as well, turned to its ally Germany. Britain and France, having former political disputes with Germany, joined Serbia and Russia. The Ottoman Empire then joined Germany and Austria-Hungary. We know this conflict today as World War One (Doc 8). This war lasted four years, wiping out or at least affecting a whole generation of men. As a result of the war Europe's map changed drastically with Austria-Hungary splitting up, the creation of Poland, Czechoslovakia, Lithuania, Latvia, and other countries, and Germany losing land (Doc 9). This also led to the Treaty of Versailles which was oppressive towards Germany, helping Germany slide into economic ruins. This bad economic state in Germany led to Hitler's rise and World War Two. By assassinating Archduke Franz Ferdinand, Gavrilo Princip spread terror. The ripples of his action were felt for over 30 years. It caused millions to die, and the world map to change. It was a major turning point.

Turning points have shaped the world. Their effects are felt for many years, some even today. If not for the Treaty of Nanjing and the assassination of Archduke Franz Ferdinand, the world would be a different place. The effects of those two events have changed the world and in some cases taught us lessons.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the signing of the Nanjing Treaty and the assassination of Archduke Ferdinand
- Is more analytical than descriptive (*Nanjing Treaty*: trade in China was very regulated and one-sided favoring the Chinese over the Europeans; situation in China began to change when Dutch traders introduced opium; China banned opium but officials bribed by the Dutch to let Dutch and later British traders sell it; Chinese population became addicted and government declined partly as a result of being unable to stop other countries from trading opium; China became unable to control its own country as foreign countries took spheres of influence; *Archduke Ferdinand*: because Austria-Hungary included many Slavic peoples, they were alarmed by Serbia's growing power; assassination planned to promote Slavic unity; Europe's map changed drastically with Austria-Hungary splitting up, creation of Poland, Czechoslovakia, Lithuania, Latvia, and Germany losing land; the ripples of the war were felt for over 30 years)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Nanjing Treaty*: Confucian scholars did not value merchants or outside ideas; Qing government limited where Europeans could trade; silver flowed into China and tea and porcelain flowed to the British and Dutch; the balance of trade shifted; China destroyed British opium shipment; first of several unequal treaties China was forced to sign; if not for Opium Wars China may not have overthrown Qing dynasty when it did or experienced a long and violent civil war that eventually put communist leader Mao into power; Hong Kong became a major trading and banking center of British colonial empire and did not become free of British control until late 20th century; *Archduke Ferdinand*: Black Hand saw an opportunity when the Archduke came to the city of Sarajevo; Pan-Slavism is the idea that Slavic peoples should unite; Austria-Hungary turned to Germany; Britain and France joined Serbia and Russia; World War I wiped out or affected a whole generation of men; Treaty of Versailles oppressive toward Germany and led to Hitler's rise and World War II)
- Richly supports the theme with many relevant facts, examples, and details (*Nanjing Treaty*: by 1816 East India Company imported 3,000 chests of opium; gave Hong Kong to Britain and access to port cities in China; *Archduke Ferdinand*: assassinated with wife; Austria-Hungary declared war on Serbia; Serbia supported by Russia)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states the signing of the Nanjing Treaty and the assassination of Archduke Ferdinand in some cases taught us lessons

Conclusion: Overall, the response fits the criteria for Level 5. Analytical statements and details are effectively integrated in a thorough treatment of the task. Connection of the Treaty of Nanjing to Mao's eventual rise to power and the assassination of Archduke Ferdinand to the rise of Hitler and World War II demonstrate an understanding of contingencies and long-term effects.

There have been events in history that have reshaped the world. Be they great, such as the sweeping devastation of the bubonic plague, or a tiny spark such as the assassination of Austria's Archduke Ferdinand, these events are what changed the course of history.

The bubonic plague is currently believed by many to have originated in China, somewhere around the year 1331. It swept across Asia, joining forces with the war that would free China from Mongol rule to cut the Chinese population almost in half. (document 2) Today we know that the plague itself was carried by fleas who, hitching a ride on the inevitable rats that could be found on any trading ship or caravan of the time, took the bubonic plague to Europe, where it quickly became known as The Black Death. However, at the time no one knew why this horrible devastation was happening.

As the Black Death dramatically depleted Europe's population, society seemed to disintegrate. Family and friends were abandoned and people barricaded themselves inside their homes in a hopeless attempt to escape the disease. Burials were perfunctory, if they were held at all; there were always those left laying where they'd died, at home or elsewhere. The people of Europe tried many ways to halt the plague, or just protect themselves. The religious prayed, believing the illness to be the wrath of God. People carried flowers or kept a fire always burning thinking that this was a way to breathe fresh air and ward off the disease. There was often the speculation – perhaps this will work. Perhaps that.

As devastating as the Black Death was, it didn't last forever. China's ordeal with the plague, eventually ended and a demoralized Europe was eventually freed from its grasp as well. The effects,

however, lasted perhaps longer than the disease itself. In Europe, labor shortages developed because so many died. Some people moved from the manor to cities seeking jobs. The inability of prayer to halt the disease was a major blow to the Church, and it never quite recovered its hold on the European population. (document 3) The Black Death coupled with losses in earlier events such as the Crusades damaged the power and prestige of the Church. People began to question its power and authority. By the early 1500s, some Europeans like Martin Luther, began to identify corruptions in the Church which they believed hurt the Church's ability to help the people adequately. As the Church's power diminished in Europe, nation states grew in power eventually surpassing the power the Church had before the Black Death.

The assassination of Archduke Ferdinand of Austria, while seemingly miniscule in comparison, was the catalyst for another wave of death, this time from war and its wholesale slaughter. In the early 1900s, many years after the bubonic plague wreaked havoc on Europe and the east, the Balkan wars left an independent Serbia, larger and more powerful than before. A strong Slavic nationalistic sentiment in the Balkan region championed by Serbia and its growing power made the perfect situation for trouble. While Serbia was independent, there were still Slavs who remained under foreign, imperial rule such as those in Bosnia-Herzegovina. It was Yugoslavian nationalist Gavrilo Princip who, in an effort to free Slavic territories under Austro-Hungarian rule, gave the increasingly nervous Austrian empire the excuse needed to nip the possible Serbian threat in the bud, through the assassination of the afore mentioned Archduke.

(document 7a) What had looked like an easy way for Austria-Hungary to get rid of an impending problem by demanding Serbia give up much of its autonomy to Austria-Hungary turned out not to be so, as no sooner was the ultimatum rejected by Serbia than Russia jumped to their defence. Germany joined Austria and the system of alliances that had been developed in the preceding decades dragged the rest of Europe into the mess. A policy of militarism followed by European powers, that had previously been meant as a deterrent for war, and also helped lead to the war.

This conflict, soon coined the 'Great War' or 'the war to end all wars', revolutionized the way war was waged. Trench warfare, chemical warfare, and new military inventions made this war distinctly different from those that came before. Two unmoving fronts steadily produced dead bodies and little more for over four years. (document 8) At the end no one really won because so many lives were lost. However, after the war, the losing countries (Austria, Germany and its allies) faced heavy reparations. Germany faced the worst of these sanctions as a result of the Treaty of Versailles, so the economic decline and governmental disorganization brought by the end of WWI led eventually to WWII — but that is a different story.

Suffice it to say that whether it be disease or war — both have devastating effects. Both the plague and the assassination brought large changes and are known as turning points.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the outbreak of the bubonic plague and the assassination of Archduke Ferdinand
- Is more analytical than descriptive (*plague*: swept across Asia joining forces with the war that would free China from Mongol rule; as it dramatically depleted Europe's population society seemed to disintegrate; people barricaded themselves inside their homes in a hopeless attempt to escape the disease; the religious prayed believing the illness to be the wrath of God; China's ordeal with it eventually ended and a demoralized Europe was eventually freed from its grasp; *Archduke Ferdinand*: Balkan Wars left an independent Serbia larger and more powerful; although Serbia was independent there were still Slavs who remained under foreign imperial rule; Yugoslavian nationalist Princip gave increasingly nervous Austrian Empire the excuse needed to stop possible Serbian threat; at the end no one really won because so many lives were lost)
- Incorporates relevant information from documents 1, 2, 3, 7, and 8
- Incorporates substantial relevant outside information (*plague*: carried by fleas hitching a ride on rats found on trading ships and caravans; people carried flowers or kept a fire burning as a way to breathe fresh air and ward off disease; Black Death coupled with losses in earlier events such as the Crusades damaged the power and prestige of the Church; by early 1500s some Europeans like Martin Luther began to identify corruptions in the Catholic Church; as the Church's control in Europe diminished, nation-states grew in power and eventually surpassed the power of the Church; *Archduke Ferdinand*: Serbia rejected Austria-Hungary's ultimatum; system of alliances developed in preceding decades entangled most countries in Europe in war and dragged rest of Europe into the mess; new military inventions made war distinctly different; two unmoving fronts steadily produced dead bodies and little more for over four years; Germany faced perhaps the worst reparations as a result of Treaty of Versailles; economic decline and governmental disorganization brought by World War I led eventually to World War II)
- Richly supports the theme with many relevant facts, examples, and details (*plague*: believed to have originated in China around 1331; family and friends abandoned; *Archduke Ferdinand*: assassination by Princip; Russia defended Serbia; trench warfare and chemical warfare used)
- Demonstrates a logical and clear plan of organization; includes an introduction that states events such as the plague and the assassination of Archduke Ferdinand have changed history and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 5. While analytic statements based on document information are used to frame the discussion, integrated pieces of outside information are used to support and round out the discussion for both the plague and the assassination of Archduke Ferdinand. An awareness of global connections related to the task is demonstrated in the explanations provided.

Turning points are events which sometimes result in massive changes or overhauls of society in either a specific region or on a global scale. The bubonic plague, a disease that spread across Eurasia, caused widespread loss of life and a catastrophic breakdown of society. The assassination of Archduke Franz Ferdinand sparked the conflict that would result in a global scale confrontation known as the Great War, or World War I.

The bubonic plague, a disease which ravished the population of Eurasia and achieved epidemic status, originated most likely from China in the 1320s or 1330s. Exact circumstances and the initial outbreaks are hard to determine, as there have not been enough surviving evidence of the disease. Although at the time it was unknown how the plague was transmitted, historians now believe the disease spread through infected rats and fleas, and with the exchange of goods that occurred between merchants on the Silk Roads, (Doc 1) spreading from China to South Asia, Central Asia, the Middle East, and eventually Europe, by way of these established land and sea routes. The Black Death contributed to the massive loss of life during its era, and partly explains China's rapidly declining population. The bubonic plague, along with civil war and rebellions against the Mongolian rulers of China, who were considered foreign, brought Chinese populations from about 123 million to only 65 million between 1200 to 1393. (Doc 2) The disease weakened the Mongols themselves as well, leading to the overthrow of the Yuan Dynasty in China and the establishment of the Chinese Ming administration as a result. In Europe during this time frame, society was in shambles. As large groups of people died, individuals fled, leaving their towns and

their families, and isolating themselves from the outside world. As the death was continuing, many turned to religion for help. However, when the bubonic plague continued to run through its course, faith in prayer and religion decreased, as it did not help against the outbreaks. (Doc 3) Some people questioned the authority of the Pope and the Church because it seemed like the Church could not even help the innocent. Later on, this may have helped lead to the Reformation during which time many people questioned the Church's power and some groups such as the Lutherans broke away from the Church. Both European and Asian societies were weakened economically as a result of the black death causing trade to be disrupted and profits to decrease. Tensions finally snapped with the turning point of Archduke Franz Ferdinand's assassination by Gavrilo Princip. As a result of Serbia's partial success in driving the Ottomans out of the Balkans and the Balkans Wars, Serbia grew in size and power. This led to increasing support for Yugoslavism, or the unification of South Slavs including the Slav population in Austria-Hungary. They were supported by the Russians who tried to help Slavs throughout eastern Europe as part of pan-Slavism. This situation alarmed the Austrians who feared that the Serbs and Slavs would challenge their empire. Thus, the assassination of Austrian Archduke Ferdinand provided an excuse for war with the Serbs. However, secret alliances and military pacts made before the assassination also brought Russia, Germany, France, Britain, and other European states into the conflict known as the Great War, or World War I. (Doc 7a) The assassin, Gavrilo Princip, was a Serbian nationalist who supported the Yugoslavian movement and relied on acts of terror to "liberate" the South Slavs from Austrian

control. He believed that the Slavs were persecuted by the Austrians and that Austria was in opposition to the Serbian cause. (Doc 7b) Gavrilo Princip was the immediate catalyst for the inevitable Great War. As the war progressed, new weapons and strategies brought a deadlier aspect to the battlefield, including poison gas and trench warfare. (Doc 8a, 8b) Stagnant conditions caused the unnecessary loss of life and a slow, grinding war in which neither side would submit to the other. However, when the war did end, boundary changes in Europe were a result. The disintegration of the Austria-Hungary Empire into smaller, independent states, the loss of German land, and the establishment of Turkey were results of the Great War (Doc 9). Also partially because of the Great War, the Russian Revolution began causing Russia to leave the war and sign a separate treaty with Germany that made Russia lose territory. That treaty caused Russia to lose what would become Poland, Latvia, Estonia, and Lithuania. However, revolutions in Russia eventually caused it to become the communist USSR.

The turning points of the bubonic plague epidemic and the assassination of Archduke Franz Ferdinand caused widespread change and altered society in the long term. A devastating loss of life resulted from both catalysts, and the entire global equilibrium underwent a shift during these times.

Anchor Level 4-A

The response:

- Develops all aspects of the task for the outbreak of the bubonic plague and the assassination of Archduke Ferdinand
- Is both descriptive and analytical (*plague*: ravished population of Eurasia and achieved epidemic status; exact circumstances and initial outbreaks hard to determine; historians now believe it was transmitted through exchange of goods on Silk Roads; weakened the Mongols leading to establishment of Chinese Ming administration; in Europe people fled towns and their families and isolated themselves; *Archduke Ferdinand*: Austrians feared Slavs would challenge their empire; the assassination provided an excuse for war with Serbs; Princip believed Slavs persecuted by Austrians and Austria opposed Serbian cause; new weapons and strategies brought deadlier aspect to battlefield; Austro-Hungarian empire disintegrated into smaller states)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*plague*: spread through infected rats and fleas; caused trade to be disrupted and profits to decrease; may have helped lead to Reformation during which many people questioned the Church's power and some groups such as Lutherans broke away from the Church; *Archduke Ferdinand*: as a result of Balkan Wars and success in driving the Ottomans out of the Balkans, Serbia grew in size and power; Russians tried to help Slavs throughout eastern Europe as part of Pan-Slavism; secret alliances and military pacts also brought Russia, Germany, France, Britain, and other European states into conflict; stagnant conditions caused unnecessary loss of life and a slow grinding war in which neither side would submit; partially because of the Great War, the Russian Revolution began causing Russia to leave the war resulting in a separate treaty with Germany; revolutions in Russia caused it to become communist USSR)
- Supports the theme with relevant facts, examples, and details (*plague*: spread from China to South Asia, Central Asia, Middle East, and Europe by established land and sea routes; along with civil war and rebellion against Mongolian rulers China's population went from about 123 million to 65 million; many turned to religion for help; *Archduke Ferdinand*: assassinated by Gavrilo Princip, a Serbian nationalist; poison gas and trench warfare used in World War I; war led to boundary changes in Europe; Russia lost territory that would become Poland, Latvia, Estonia, and Lithuania)
- Demonstrates a logical and clear plan of organization; includes an introduction that defines turning points and discusses effects of the outbreak of the bubonic plague and the assassination of Archduke Ferdinand and a conclusion that states both turning points caused a devastating loss of life and shifted the global equilibrium

Conclusion: Overall, the response fits the criteria for Level 4. The discussion relies on document information and some well-placed analytic statements to demonstrate a good understanding of the task. Integrated outside information for the assassination of the Archduke supports and strengthens the discussion; however, limited use of outside information for the plague weakens it.

There have been many turning points throughout history that have greatly influenced and changed not only European society, but societies around the world. Two events that were major turning points in history are the outbreak of the bubonic plague and the assassination of Archduke Ferdinand. These events sparked major changes due to the number of people who were effected by the results of the events. The bubonic plague had devastating effects on the social and economic lifestyles of Europeans, while the assassination of Archduke Ferdinand had consequential effects on the major powers at the time.

The bubonic plague devastated many aspects of European life. Approximately 1/3 of the population died as a result of this disease. It is now known that this disease probably originated in China around 1331 and spread to Europe as a result of fleas on black rats, transported on ships and overland through trade (Document 2). McNeill believes the drastic decrease in Chinese population from 1200 to 1393 was at least partially because of the effects of the bubonic plague in China. Europe was most likely exposed to the disease through trade connections. The Silk Road and overland trade routes in Europe and Mediterranean Sea Trade routes contributed to the spread of the disease throughout Europe (Document 1). Italian city-states that had been expanding their trade suffered badly because of the bubonic plague. The bubonic plague was a major turning point, because of the number of people who died as a result of the disease and its effects on economies and the social aspects of peoples lives. Economically work in cities and on manors stopped being done, because there was a shortage of labor due to the massive loss of life. (Document 3). This

was good for serfs who survived the disease, because many moved to the cities to fill jobs. It also drove up wages. This situation helped lead to the breakdown of manorialism and the rise of early capitalism. The bubonic plague also had a negative effect on religion. Many people lost faith, because of the death of so many clergy, and because of the failure of prayer to prevent the spread of sickness and death (Document 3). Other social aspects of life changed. During the Plague some people abandoned their families, fled cities, shut themselves off from the world, and in many cases did not properly bury those who died. The bubonic plague was an event that devastated many people, and changed many aspects of European life.

The assassination of Archduke Ferdinand sparked a huge war that involved the major powers in the world. The war left countries financially and physically devastated. The war started as a result of tensions between Serbia and Austria. Austria became scared that Serbia would weaken its empire due to the fact that it had recently doubled its size and there was a growing demand for the union of all southern Slavs including those who lived under the rule of the Austrian empire (Document 7a). Austria wanted to go to war with Serbia as a preventative measure to stop its growing power and because it feared the Slavic people within its empire would rebel. It hoped war would help protect its power and the stability of the empire. When Archduke Ferdinand was shot by a Yugoslav nationalist, Austria jumped at the opportunity and soon declared war on Serbia. Russia also a Slavic area would come to Serbia's aid, and Germany would come to Austria's. This war that started in the Balkans would turn into a world war. This war was a turning point, because it was a

different type of warfare and it involved the major powers. As depicted in document 8a trench warfare was used in this war and other technological warfare techniques such as poison gas were also used. This war used many war techniques that were not seen before making it one of the deadliest wars to date. As the war came to a close many things were changed that had an important effect on all countries that were involved. Germany was forced to pay heavy reparations to the Allies, or the countries who “won” the war, and they were forced to accept the War Guilt Clause, which stated that Germany took full responsibility for starting the war. There were also many changes to the boundaries in Europe. The country of Poland was created, the country of Czechoslovakia was created, the country of Yugoslavia was created, and Austria and Hungary became two separate states. Many particularly in Germany thought provisions of the Treaty of Versailles were unfair. They say that the Central Powers signed an armistice, not just a surrender agreement and that Germany did not start the war but merely supported an ally. This idea became propaganda that helped lead to the rise of Hitler and the Nazi party. The assassination of Archduke Ferdinand sparked a world war that changed many aspects of life world wide.

The bubonic plague and the assassination of Archduke Ferdinand were turning points in history for their monumental influence and the changes caused to lives around the world. The bubonic plague changed economic and social aspects of European life. The assassination of Archduke Ferdinand changed warfare techniques and economic and political relations between the major powers in the world at the time.

Anchor Level 4-B

The response:

- Develops all aspects of the task for the outbreak of the bubonic plague and the assassination of Archduke Ferdinand
- Is both descriptive and analytical (*plague*: McNeil believed drastic decrease in Chinese population was at least partially because of it; spread as a result of trade connections; many people lost faith because of death of so many clergy and failure of prayer to prevent the spread of sickness and death; *Archduke Ferdinand*: assassination sparked huge war that involved the major world powers; there was a growing demand for the union of all southern Slavs; Austria wanted to go to war with Serbia as a preventative measure to stop its growing power and because it feared Slavic people within the empire would rebel; Austria hoped war would help protect its power and the stability of the empire; Balkan war would turn into a world war)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*plague*: spread to Europe as a result of fleas on black rats transported on ships and overland through trade; Italian city-states had been expanding trade connections and suffered badly because of plague; most work in cities and on manors stopped being done because of shortage of labor due to massive loss of life; serfs who survived moved to cities; situation helped lead to breakdown of manorialism and rise of early capitalism; *Archduke Ferdinand*: war left countries financially and physically devastated; used many techniques not seen before making it one of deadliest wars to date; Germany forced to pay heavy reparations to Allies or countries who had “won” the war and accept war guilt clause which stated Germany took full responsibility for starting the war; many particularly in Germany thought provisions of Treaty of Versailles unfair; they said Germany did not start the war but merely supported an ally and this idea helped lead to rise of Hitler and Nazi party)
- Supports the theme with relevant facts, examples, and details (*plague*: killed approximately one third European population; people abandoned families, fled cities, shut themselves off from world, and in many cases did not properly bury the dead; *Archduke Ferdinand*: war started as result of tensions between Serbia and Austria; shot by Yugoslav nationalist; Austria declared war on Serbia; trench warfare and poison gas used; Poland and Yugoslavia created, Austria and Hungary separated)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that states the plague had devastating effects on social and economic lifestyles of Europeans while the assassination of Archduke Ferdinand had consequential effects on the major powers at the time

Conclusion: Overall, the response fits the criteria for Level 4. Analytic statements are supported with accurate outside information, historical facts, and logical details from the documents demonstrating a good understanding of the task. Repetition of information weakens the response.

Throughout World History there have been several events that have had enormous effects worldwide. Events such as the Bubonic plague and the assassination of Archduke Ferdinand were so catastrophic that their impacts transformed societies and regions. Still today we are uncovering evidence behind what led to these great turning points and what the long term effects of these turning points are.

The bubonic plague was one of the world's largest epidemics killing millions of people. It is believed that it originated in China around 1331 and from there spread to much of the rest of the known world by the mid 1300s. Although it wasn't known at the time it is now believed that the disease was spread along the Silk Road and other prosperous trade routes. (Doc 2) Over time people have found out that rats carried the disease and helped to spread it throughout much of Europe. Medieval Europe at the time was a very dirty and unclean place. City people dumped their garbage out their windows into the streets. Farmers even brought their animals inside to sleep with them to keep warm. Due to the poor sanitary factors, especially in the cities, the disease spread fast and hit hard. At this time in Europe the Catholic Church was a dominant institution, and many people turned to the Church and religion to try and counteract the plague. Some prayed for health but some believed the plague was God's wrath and the messiah would soon come. But as clergy and loved ones continued to die people began to turn away from religion believing it would not save them. (Doc 3) This was a transformation from a European society shaped by religious teachings and power to a society where the individual was starting to hold more value. Some people questioned Church authority and people became less reliant on the Church. As a

result, the Church started to lose power in Europe. You could say this helped lead to the Renaissance and the Reformation. The loss of the power and the prestige of the Church helped lead reformers to break away from the Catholic Church and form their own Christian churches. The Bubonic plague killed millions of people and helped release Europe from the Middle Ages.

The Assassination of Archduke Ferdinand was a spark that ignited World War one. This event was an incredibly significant turning point in World History changing the course of life for millions of people. The relationship between Austria-Hungary and Serbia was not on good terms. Austria-Hungary included many different ethnicities. Only a minority of people were actually Austrian and many people in the empire were Slavic. Serbians were also Slavic and wanted to control the Slavic parts of the empire. As Serbia's power and its access to Austro-Hungarian land began to grow, Austria-Hungary became very alarmed and feared that Serbia could weaken her empire. Tension grew and Austria-Hungary was looking for an excuse to start war with Serbia. The assassination of Ferdinand created the perfect opportunity to go to war with Serbia. (Doc 7a) They did not however plan for the long chain of events that would follow.

The alliance system that developed during the late 1800s and early 1900s created secret and open alliances that brought many countries into the war. Russia helped Serbia and Germany helped Austria. Other countries including Britain, France, the Ottoman Empire, Italy, and many others joined the war. It was soon a war not between Austria and Serbia but between much of the world. The war was between the central and allied powers. Austria-Hungary, the Ottoman Empire, and

Germany vs Serbia, Russia, Britain, France, and later the United States. As the war started new advanced military technology was used and war began to change. Poison Gas, trench warfare, and tanks were used in World War I. (Doc 8b) This created a huge difference in wars from past history to what it is now. The number of deaths were far greater and the destruction was massive.

Countries did not learn from these actions. They continued making more and deadlier weapons such as the atomic bomb which was used in World War II. Unfortunately, wars have continued to get more technologically advanced and deadly.

In conclusion The Assassination of Franz Ferdinand and the Bubonic Plague transformed societies and regions. The historical circumstances surrounding these turning points helped lead to transformations that can still be seen in the world today.

Anchor Level 4-C

The response:

- Develops all aspects of the task for the outbreak of the bubonic plague and the assassination of Archduke Ferdinand
- Is both descriptive and analytical (*plague*: believed to have originated in China around 1331 and spread along Silk Road and other prosperous trade routes; as clergy and loved ones continued to die people began to turn away from religion; transformation from a European society based on religious teachings and power to a society where the individual was starting to hold more value; *Archduke Ferdinand*: assassination was a spark that ignited World War I; Austria-Hungary feared Serbia could weaken her empire; Austria-Hungary was looking for an excuse to start a war with Serbia and his assassination created the perfect opportunity)
- Incorporates relevant information from documents 1, 2, 3, 7, and 8
- Incorporates relevant outside information (*plague*: people found out rats carried it; medieval Europe was a very dirty and unclean place; helped lead to Renaissance; loss of power and prestige of the Church helped lead reformers to break away from Catholic Church and form their own Christian churches; *Archduke Ferdinand*: only a minority of people in Austro-Hungarian Empire were actually Austrian and many people in the empire were Slavic; created secret and open alliances that brought many countries into war; Germany helped Austria; Great Britain, France, Ottoman Empire, Italy, and later the United States, joined the war; war between central and allied powers; number of deaths in World War I far greater and the destruction was massive; countries did not learn from actions of World War I but continued making more and deadlier weapons such as the atomic bomb which was used in World War II)
- Supports the theme with relevant facts, examples, and details (*plague*: killed millions; people prayed for health; *Archduke Ferdinand*: Serbians wanted control of parts of Austro-Hungarian Empire; Russia helped Serbia; poison gas and trench warfare used)
- Demonstrates a logical and clear plan of organization; includes an introduction that states still today we are uncovering evidence behind what led to the outbreak of the bubonic plague and the assassination of Archduke Ferdinand and a conclusion that is a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response is well developed and makes good use of facts and details to justify the outbreak of the bubonic plague and the assassination of Archduke Ferdinand as turning points. While some analytical statements are included, further integration of these statements and fewer repetitive statements would have strengthened the effort.

Turning points are events that result in regional and worldwide change. Change does not occur overnight, but rather is a process in which many factors come together to bring about change. The event that so called “breaks the camel’s back”, and is very soon followed by the change is referred to as the turning point. Two turning points in world history are the signing of the Nanjing Treaty and the assassination of Archduke Ferdinand.

The signing of the Nanjing Treaty occurred following the Opium War in China. Document 4 gives us insight about why the Opium War happened. For several centuries prior to the war, China limited the types and amounts of products they imported in order to maintain a favorable balance of trade. This upset many European countries that wished to trade with them because of the profit potential they saw. In order to expand their trade with China, European traders notably the Dutch and English exported opium to China where it was illegal. Users became addicted and wanted more opium from the Europeans. The Chinese government tried to stop the importation of opium by banning it, but to no avail. Eventually, a stronger emperor came to power and made a more effective ban. After an aide to the emperor seized some opium and tried to close down trading ports, Europeans, Britain in particular, became very angry. This situation escalated into the Opium War between China and Great Britain which lasted from 1839–1842. China lost the Opium War, and was forced to sign the Nanjing Treaty.

As part of the Nanjing Treaty, China was forced to give control of the island of Hong Kong to Great Britain, and also open port cities for trade. This had long term effects on China. As evident from

Documents 6A and 6B, China was divided into many foreign spheres of influence after they were forced to sign a series of unequal treaties. As time progressed the Chinese people were unhappy with the growing presence and influence of foreigners in China and rebelled against foreigners in the Boxer Rebellion. After the Opium War, the Qing Dynasty became increasingly weaker until its collapse in the early 1900s and this led to the rise of the Nationalist government.

The assassination of Archduke Ferdinand, and his wife occurred on June 28, 1914. The murderer, Gavrilo Princip, was a Serbian nationalist and he murdered the heir to the Austro-Hungarian throne. This increased already present tensions between Serbia and Austria-Hungary. Growing demands of Yugoslavism, for a union of south Slavs, occurred as a result of Serbia's victory in the Balkan Wars of 1912-1913. The growing power of Serbia made Austria nervous because they feared Serbian attempts to take part of their empire. Austria decided it was necessary to wage war against Serbia before it became too strong and was just waiting for an opportune time to act. The assassination proved to serve as an excellent excuse to wage war against Serbia, which it did a month later on July 28, 1914. Because of the various alliances between European countries, the war Austria declared on Serbia became a world wide war known to many as World War I or The Great War.

World War I caused many changes within society. For one, World War I was a total war, a war which did not just involve the military population but the civilian population as well. Almost all the resources went to fighting the war. Men, women, and children were greatly affected. Because many men went out to fight, many more women

entered the workforce. Women replaced men in many factories. This led some of them to increase their push for suffrage as well. Additionally, because war costs a lot of money people's taxes increased and many business became temporarily nationalized. After the war the Treaty of Versailles was signed. This treaty created new countries in Europe as well as the League of Nations.

Major turning points in world history include the signing of the Nanjing Treaty, and the assassination of Archduke Ferdinand and his wife. Both these events caused regional change as well as change worldwide. They greatly impacted the lives of many people throughout the world.

Anchor Level 3-A

The response:

- Develops all aspects of the task with some depth for the signing of the Nanjing Treaty and little depth for the assassination of Archduke Ferdinand
- Is more descriptive than analytical (*Nanjing Treaty*: users became addicted and wanted more opium from Europeans; Chinese government tried to stop importation of opium by banning it but to no avail; a stronger emperor came to power and made a more effective ban; *Archduke Ferdinand*: growing demands of Yugoslavism, for a union of south Slavs, occurred as a result of Serbia's victory in Balkan Wars; his assassination proved to be an excellent excuse to wage war against Serbia)
- Incorporates some relevant information from documents 4, 5, 6, 7, and 9
- Incorporates relevant outside information (*Nanjing Treaty*: prior to Opium War China limited the types and amounts of products they imported to maintain a favorable balance of trade; many European countries wished to trade with China because of the profit potential they saw; China forced to sign unequal treaties and open port cities; Chinese unhappy with growing presence and influence of foreigners in China and rebelled in Boxer Rebellion; after Opium War Qing dynasty became weaker until its collapse and this led to the rise of the Nationalist government; *Archduke Ferdinand*: he and wife assassinated on June 28, 1914; heir to Austro-Hungarian throne; a total war involved military as well civilian population; women entered workforce by replacing men in factories, which led some of them to increase their push for suffrage; Treaty of Versailles created new countries and a League of Nations)
- Includes some relevant facts, examples, and details (*Nanjing Treaty*: Opium War between China and Great Britain lasted from 1839 to 1842; China lost Opium War; China forced to give control of Hong Kong to Great Britain; China divided into foreign spheres of influence; *Archduke Ferdinand*: Gavrilo Princip, a Serbian nationalist, was his murderer; assassination increased tensions between Serbia and Austria-Hungary)
- Demonstrates a satisfactory plan of organization; includes an introduction that states turning points lead to changes that happen as a process of many factors coming together and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The discussion uses information from the documents and good descriptive outside information to address the task adequately. The response could have been strengthened by including more analytic statements and by expanding on and developing key ideas mentioned.

Throughout history, the world has been affected by many turning points. Some of these turning point have completely altered the path of history permanently and irrefutably. Two of these turning events were the outbreak of the bubonic plague and the assassination of Archduke Ferdinand, which sparked rapid and long term change in their respective regions.

The bubonic plague was an outbreak of a deadly disease in which the population of the Eastern Hemisphere dropped radically. It is believed that the plague originated in China during the 14th century, but its exact origin is unknown (doc. 2). Unfortunately, this outbreak occurred during a time period in which trade was growing throughout Eurasia. This caused the spread of disease along trade routes such as the Silk Road and the Indian Ocean trade routes (doc. 1). As the disease spread through trade, it worked its way to Europe where it caused a dramatic upheaval in the common way of life for Europeans. The plague entered Europe during a time when the Christian religion was flourishing, and it could be said the plague had the greatest affect on religious life. Many people believed that the plague was the wrath of God upon the people of Europe for their sinful ways. This lead many people to believe that praying was the cure for the plague. When praying didn't work, some people started to lose faith. Some of these people blamed God for bringing the plague upon Europe. Others seemed to rebel against Christian morals by "eating, drinking, and being merry." (doc. 3) Overall, the church ended up loosing some of its following because of peoples loss of faith, as well as the loss of clergy members to the disease. (doc. 3) This population loss was not only felt on a religious scale but a hemispherical one as well.

A dramatic decrease of population occurred throughout Eurasia in regions such as Europe, China, India and the Middle East. It was said to have killed more Chinese civilians than the Mongols ever could. (doc. 2) Millions of people died. The plague changed religion in Europe and people's lives throughout Eurasia.

Another turning point in World History was the assassination of archduke Ferdinand of Austria by a Serbian radical. This event sparked short term effects such as war and nationalism, as well as long term ones like the territorial shifting of borders. Austria and Serbia had competing goals in the early 1900's. Austria was an aging empire that was trying to fight off growing nationalist movements within its borders. Some Serbians who were Slavic wanted to unite Slavs together. This angered Austria as parts of Austria included Slavs. With the growing power of Serbia at the time, Austria was becoming worried about its ability to control the smaller Slavic territories and tension began to build between the two countries. Austria then felt that it needed to wage a preventative war against Serbia in order to maintain power. They just needed the right excuse or pretense to start it. (doc. 7a). With the assassination of the archduke, they got just that. With the attack mounted between the two countries, other countries in Europe joined the war to defend their assets and allies and this resulted in WWI. The first world war effected European countries such as Great Britain, France, and Germany (doc. 8b) as well as Russia. Hundreds of thousands of people died in the trenches because of weapons such as poison gas and machine guns. It was one of the deadliest wars in history. After the defeat of Germany and Austria in the first world war, a large shift in borders occurred within

Anchor Paper – Document-Based Essay—Level 3 – B

Europe. (doc. 9) German and Austrian territory was reduced in size and the Austrian Empire was broken up into new European countries. These and other changes were determined in the Versailles Treaty. This treaty led to resentment and anger especially by Germany which helped lead to the rise of fascism in Germany and twenty years later WWII.

Both of these turning points in world history greatly affected the course of history. With the bubonic plague decimating Eurasia's population and weakening the power of the church and the assassination of Archduke Ferdinand starting WWI, these turning points influenced the path of history immensely. Each turning point in history changes societies and regions even if it is indirectly.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for the outbreak of the bubonic plague and the assassination of Archduke Ferdinand
- Is more descriptive than analytical (*plague*: deadly disease in which population of Eastern Hemisphere dropped radically; believed it originated in China during 14th century; worked its way to Europe and caused dramatic upheaval in common way of life; many believed it was the wrath of God upon people for sinful ways; when praying did not work some started to lose faith; said to have killed more Chinese civilians than Mongols ever could; *Archduke Ferdinand*: assassination sparked short-term effects such as war and nationalism as well as long-term effects such as territorial shifting of borders; some Serbians wanted to unite Slavs together; with growing power of Serbia, Austria becoming worried about its ability to control smaller Slavic territories; Austria needed the right excuse or pretense to start a war and assassination provided that)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*plague*: entered Europe when Christian religion was flourishing; *Archduke Ferdinand*: Austria was an aging empire; hundreds of thousands of people died in trenches because of weapons such as poison gas and machine guns; Treaty of Versailles led to resentment and anger especially by Germany which helped lead to rise of fascism in Germany and 20 years later World War II)
- Includes some relevant facts, examples, and details (*plague*: spread along Silk Road and Indian Ocean trade routes; millions died; *Archduke Ferdinand*: killed by Serbian radical; Austria trying to fight off growing nationalist movements within its borders; war led to large shift in borders within Europe; territory of Germany and Austria reduced in size; Austrian Empire broken up into new European countries)
- Demonstrates a satisfactory plan of organization; includes an introduction that states some turning points have completely altered the path of history permanently and irrefutably and a conclusion that summarizes the changes brought about by the outbreak of the bubonic plague and the assassination of Archduke Ferdinand

Conclusion: Overall, the response fits the criteria for Level 3. While some good historical outside information is included in the discussion of Archduke Ferdinand, the response relies primarily on document information to develop the task. A few well-placed analytical statements strengthen the response.

If the world never had any turning points the world would not be in the state it is now. Turning points are a time of change. They can change the way people lived and think. They act like a reset button. The turning point itself can be a painful and confusing time but in the end, it brings change to society. Two turning points were the bubonic plague and the assassination of Archduke Ferdinand.

The period leading up to the bubonic plague was a time when people did not understand how disease was spread. In the Middle Ages there were not any major types of sewage or waste systems, so it was very common for people to get sick. Merchants and traders were traveling from site to site in places like this. Almost everywhere they went; India, China, Arabia, and so on they had sick people especially with the fleas and rats lurking around that carried the plague. (Doc 1) This made it easy for the plague to catch a ride going from one location to another. (Doc 2) There is no concrete evidence of where the plague officially started, but many theorize that it started in or around China. Because so many people died from the plague, people started to not take responsibility for their actions. The theme "Eat, drink, and be merry, for tomorrow you may die" (Doc 2) is similar to today's common phrase, You Only Live Once. During the plague, this theme was more literal and people started following it, creating uncontrollable circumstances. (Doc 3) These actions led to people's disbelief in the church, since they felt God was not preventing what was happening. All of these actions taken by the survivors of the plague caused a period of distrust in the Church. Some people started to break away from the Catholic Church and people started making their own faiths since they were not satisfied with the current ones.

Eventually this led to a period called the Reformation which saw the development and growth of many Protestant faiths. The death of many caused some to develop a new way of believing.

Another time in history where things rapidly changed was when Archduke Ferdinand was assassinated. The action of the assassination was completed by someone who felt that all of his people, the south Slavs, should be unified and allowed to live in an area free of Austria. (Doc 7B) This one single action caused almost the whole world to go to war. Things were already heated up between some European nations. Entangling alliances between countries connected countries together for protection. Along with this was the rise of nationalism which caused nations to promote themselves and show pride even at the cost of war. Imperialism and militarism also helped push Europe toward war, but this shot, the assassination, was one heard across Europe and it effected the world. Before the war, there were fewer countries in Eastern Europe. After the war, empires got split up. New countries such as Poland, Yugoslavia, and Czechoslovakia were formed. Because many countries sent their men to fight, there were many countries who had soldiers who became shell shocked from the war. WWI introduced trench warfare, causing an almost never-ending battle between sides on the front. While in the trenches, many became sick because they would be there for months at a time. They got gang-green, and trench foot. They got injuries while "going over the top" which meant they had to leave the safety of the trench to try to conquer an enemy trench. If an injured soldier came back home, it was hard to live a normal life. The battles of WWI took a long time, but eventually ended in 1918 with an armistice. The treaties that followed

led to Austria-Hungary splitting up, and many slavs joining together to form Yugoslavia. These results changed the economy of Europe. Germany was blamed and given the burden of paying back the money spent on the war, and lives were lost, all because of the assassination of Archduke Ferdinand.

Turning points can hurt a society. These two examples led to many deaths, uniting some people while killing and forgetting about others. Throughout time, turning points have helped signal the end of one time period and the beginning of another.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for the outbreak of the bubonic plague and the assassination of Archduke Ferdinand
- Is more descriptive than analytical (*plague*: almost everywhere merchants and traders traveled there were sick people; because so many died people started not to take responsibility for their actions; led to people's disbelief and distrust in the Church as they felt God not preventing what was happening; *Archduke Ferdinand*: assassination completed by someone who felt South Slavs should be unified and allowed to live in an area free of Austria; the shot, the assassination, was one heard across Europe and it affected the world); includes weak application (*plague*: people started making their own faiths since they were not satisfied with the current ones)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*plague*: in the Middle Ages there were no major types of sewage or waste systems; eventually led to Reformation which saw development and growth of many Protestant faiths; *Archduke Ferdinand*: entangling alliances connected countries together; rise of nationalism caused nations to promote themselves; imperialism and militarism helped push Europe toward war; many countries had soldiers shell-shocked from the war; soldiers in trenches got gangrene and trench foot; injuries sustained while "going over the top"; World War I eventually ended with an armistice; Germany was blamed and given burden of paying back money spent on the war)
- Includes some relevant facts, examples, and details (*plague*: many theorize it started in or around China; *Archduke Ferdinand*: fewer countries in eastern Europe before the war; after war empires split up; new countries Poland, Yugoslavia, and Czechoslovakia formed; Austria-Hungary split up; many Slavs joined together to form Yugoslavia)
- Demonstrates a satisfactory plan of organization; includes an introduction that states turning points can be painful and confusing times and a conclusion that states turning points have helped signal the end of one time period and the beginning of another

Conclusion: Overall, the response fits the criteria for Level 3. The response strings together broad generalizations, outside information, and document details to demonstrate an understanding of the task. A more cohesive approach and further development of ideas would have enhanced the discussion.

Throughout global history many turning points took place in the world. These turning points resulted in major change throughout the entire world. Two turning points in history are the outbreak of the Bubonic Plague and the assassination of Archduke Ferdinand.

In the 1300s during the Middle Ages in Europe and Asia the deadly Bubonic Plague or Black Death spread rapidly and caused many deaths. As seen in document 1, one major reason for the onset and spread of the Black Death was the major trade going on in those times. All across Asia and the Indian Ocean goods were being traded and along with it the spread of the plague. The Black Death had many social and economic effects the European people. (Doc 3) Many people abandoned their friends and family and were forced to flee from their cities in order to save themselves from the deadly plague. As a result of the plague, faith in the religion was lost because prayers did not prevent people from dying and lots of clergy members were lost in the plague.

The assassination of Archduke Ferdinand was another major turning point in history. The assassination took place on the Balkan peninsula in the early 1900s. Archduke Ferdinand was heir to the throne in Austria where they felt threatened by the growth of power and population of the Serbians (Doc. 7a). After the assassination the whole world was plunged into the massive world war where soldiers fought in trenches (Doc. 8b). We can see from document 9 that after the war many empires were broken up like the Austrian Hungarian empire was broken up into several small countries existing till today.

Thus we see how the Bubonic Plague and the assassination of Archduke Ferdinand caused major changes to occur throughout the

world. These turning points had its effects and some of it we can still feel today. Turning point continue to occur and do its changes throughout the world.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for the outbreak of the bubonic plague and the assassination of Archduke Ferdinand
- Is primarily descriptive (*plague*: Black Death spread rapidly and caused many deaths in Asia and Europe; many in Europe abandoned friends and family and were forced to flee from cities; faith in religion was lost because prayers did not prevent people from dying; *Archduke Ferdinand*: Austria felt threatened by growth of power and population of Serbia; many empires broken up after the war; Austrian-Hungarian empire broken up into several small countries which still exist today)
- Incorporates limited relevant information from documents 1, 3, 7, 8, and 9
- Presents little relevant outside information (*Archduke Ferdinand*: heir to the Austrian throne; after assassination world plunged into massive world war)
- Includes few relevant facts, examples, and details (*plague*: trade major reason for onset and spread; many clergy members lost; *Archduke Ferdinand*: assassination took place in Balkan peninsula in early 1900s; soldiers fought in trenches)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states the effects of the outbreak of the bubonic plague and the assassination of Archduke Ferdinand still affect us today

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates a basic understanding of both turning points. General statements address the task but are limited and lack supporting historical details. The response relies primarily on document information and applies it in a cohesive discussion.

In history there are many turning points. Some of them are positive but most are negative. One negative turning point was the assassination of Franz Ferdinand, who was the Archduke of Austria. Another negative turning point was the bubonic plague.

The assassination of Ferdinand was a major turning point because it caused World War I. Austria was waiting for the right event to wage war. (Doc. 7a) Ferdinand was assassinated by a Serbian radical who wanted the unification of Serbia without the influence of Austria. (Doc. 7b) The war became world-wide because of the allies of Serbia & Austria being dragged into the war. This was also the first war that had trench warfare and tanks. (Doc. 8b) They had to wear gas masks to protect themselves from the harmful gas that was being used on both sides. (Doc. 8a)

Another turning point was the bubonic plague, also known as Black Death. This was spread by rats that had fleas and traveled on the trade routes. (Doc. 1) Some of the effects of the plague were decline in business, and a loss of faith. The loss of faith was due to the fact that they prayed for the end of the plague and they didn't get what they wanted, and also because of a lack of clergy. (Doc. 3) The lack of business was due to the fact that people were fleeing the diseased regions. The plague was mainly spread over the Silk Road, which was a major trade route.

The attempt to unite Serbia was unsuccessful because it remains separated. The bubonic plague killed thousands of people. In conclusion most of these turning points were negative due to the fact of so many deaths.

Anchor Level 2-B

The response:

- Minimally develops some aspects of the task for the assassination of Archduke Ferdinand and all aspects for the outbreak of the bubonic plague
- Is primarily descriptive (*Archduke Ferdinand*: Austria waiting for right event to wage war; gas masks had to be worn for protection from harmful gas; *plague*: decline in business because people were fleeing diseased regions; people lost faith because they prayed for its end and it did not happen and because of lack of clergy); includes faulty application (*Archduke Ferdinand*: assassinated by Serbian radical who wanted unification of Serbia without influence of Austria)
- Incorporates limited relevant information from documents 1, 3, 7, and 8
- Presents little relevant outside information (*Archduke Ferdinand*: war became worldwide because of allies of Serbia and Austria being dragged into the war; first war that had tanks; *plague*: spread by rats that had fleas and traveled on trade routes)
- Includes few relevant facts, examples, and details (*Archduke Ferdinand*: assassination cause of World War I; first war that had trench warfare; *plague*: also known as Black Death; mainly spread over Silk Road; killed thousands of people)
- Demonstrates a general plan of organization; includes an introduction that states some turning points are positive but most are negative and a conclusion that states these turning points are negative due to the fact that there were so many deaths

Conclusion: Overall, the response fits the criteria for Level 2. The response provides relevant information and some outside information demonstrating a basic understanding of the task. However, while outside information is referred to for both turning points, the lack of integration and development of this information weakens the effort.

Turning points throughout history shaped the many significant and influential events that happened. Wars broke out, mass death happened and governments were established and changed.

The bubonic plague was a lethal disease that hit Europe hard causing thousands of deaths during the Middle Ages. It was transferred through rats and since there was such poor hygiene it was easily transferred. It made it to Europe by traveling along the Silk Roads (Document 1) which was a trade route that went through Asia and into Europe. The plague in Europe was a very big deal. Some people thought that it was God's wrath being bestowed upon them. People began living life as though it were their last day because they could very well die the next morning (Document 3).

Many years later another turning point happened that caused the very brutal wide spread war of World War I (Document 8). Arch Duke Franz Ferdinand was assassinated by the Serbians. This was one of the main causes, along with Nationalism and the existence of alliances, that caused the start of WWI. The Austrians saw this as a perfect opportunity to attack Serbia for what they have done, thus began WWI (Document 7a). This war involved all of Europe including the two major forces the Allies and Axis powers. By the end of the war Europe had been changed significantly. Borders were reestablished because of war crimes and conquering of new territories. Austria-Hungary was broken up and Germany got smaller. The decrease in size and power of Germany also led to increase amounts of Nationalism which caused WWII. (Document 9)

One turning point always lead to a chain of events. If that one event were to never happen things could have been drastically

different; lives could have been saved, government and people would have acted differently, and the world might be different than what it is today.

Anchor Level 2-C

The response:

- Develops all aspects of the task in some depth for the outbreak of the bubonic plague and the assassination of Archduke Ferdinand
- Is primarily descriptive (*plague*: lethal disease hit Europe hard; traveled along Silk Roads; people began living life as though it was their last day because they could very well die the next morning; *Archduke Ferdinand*: Austrians saw assassination as perfect opportunity to attack Serbia; one of main causes of brutal widespread World War I; by end of the war Europe had changed significantly); includes weak application (*Archduke Ferdinand*: decrease in size and power of Germany led to increase in nationalism)
- Incorporates limited relevant information from documents 1, 3, 7, and 9
- Presents relevant outside information (*plague*: caused thousands of deaths; transferred through rats and since there was such poor hygiene easily transferred)
- Includes few relevant facts, examples, and details (*plague*: Silk Road a trade route that went through Asia into Europe; *Archduke Ferdinand*: at end of war Austria-Hungary was broken up and Germany got smaller); includes inaccuracies (*Archduke Ferdinand*: war involved all of Europe including two major forces, the Allies and Axis powers; at end of the war borders reestablished because of war crimes and conquering of new territories)
- Demonstrates a general plan of organization; includes an introduction that states as a result of turning points many significant and influential events brought change and a conclusion that discusses turning points as part of a chain of events and contingency

Conclusion: Overall, the response fits the criteria for Level 2. The response relies on document information and broad generalizations to demonstrate a basic understanding of the task. Many of the broad generalizations lack specific details needed to support the claims being made. The use of outside information in the discussion of the plague strengthens the response. The discussion of the assassination blends elements of World War I and World War II.

Turning points events that result in regional and worldwide change. Two turning points that transformed societies and regions are outbreak of the bubonic plague and the assassination of Archduke Ferdinand. Both turning points effected region and worldwide change differently.

The turning point of the outbreak of the bubonic plague was caused by trading with other countries which was spread in Europe and Asia. The plague killed 53 million people just in Asia. The plague caused people in Europe and Asia to leave there friends, family, and cities and also made people lose there faith in God because praying did not stop the plague. The society experienced an upheaval to a extent usually only seen in controlled circumstances.

The second turning of the assassination of Archduke Ferdinand. The assassination of Archduke Ferdinand was caused by war tension between Austria-Hungary and Serbia because Austria felt threatened by the power of Serbia increasing. Once the Archduke was assassinated it brought war between the two countries. Both countries had allies which brought them into the war which made it worse. This affected the society economically because countries had to pay for the war and the war was in there own country.

Turning points are events that result in regional or worldwide change. Both turning of the outbreak of the bubonic plague and the assassination of the Archduke both had a change regional and worldwide. The turning points affected the world economically and religiously.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task for the outbreak of the bubonic plague and the assassination of Archduke Ferdinand
- Is descriptive (*plague*: made people lose their faith in God because praying did not stop it; *Archduke Ferdinand*: Austria felt threatened by Serbia's increasing power; allies of Austria-Hungary and Serbia brought into the war which made it worse; society affected economically because countries had to pay for the war)
- Includes minimal information from documents 1, 2, 3, and 7
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*plague*: caused by trading with other countries; spread to Europe and Asia; *Archduke Ferdinand*: assassination brought war between Austria-Hungary and Serbia); includes an inaccuracy (*plague*: it killed 53 million people just in Asia)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a weak conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response is limited in scope and lacks development but does attempt to address the theme. Simplistic statements using document information indicate a very limited understanding of the task.

Anchor Paper – Document-Based Essay—Level 1 – B

Turning points in history are events that result in regional and worldwide change. Two turning points that transformed societies and regions were the outbreak of the bubonic plague & the signing of the Nanjing Treaty.

The bubonic plague was spread because of the Common Overland Trade Routes. The plague had large scale social & economic effects. People abandoned their friends and family, fled cities and shut themselves off from the world. The society experienced an upheaval to an extent. Many thought that by praying they would get better. The bubonic plague killed many people & it changed the society in Asia.

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

- Minimally addresses some aspects of the task for the outbreak of the bubonic plague
- Is descriptive (*plague*: large scale social and economic effects; people abandoned friends and family, fled cities, and shut themselves off from the world; many thought by praying they would get better; changed society in Asia)
- Includes minimal information from documents 1, 2, and 3
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*plague*: spread because of common overland trade routes; killed many people)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The use of a few general statements and information copied from documents frames a brief discussion of the bubonic plague. A few descriptive conclusions are included but minimal explanation results in a very limited development of the task.

There are many turning points that have transformed societies and regions throughout the world. Turning points are events that result in regional and worldwide change. An example of turning points are the outbreak of the bubonic plague, the signing of the Nanjing Treaty and the assassination of Archduke Ferdinand.

The outbreak of the bubonic plague is an example of a turning point in Global History. There were numerous amounts of social as well as economic effects of the plague in Europe. According to Document 3, one effect of the Plague on European society was that faith in religion decreased, this was because of death and failure of prayer. Another effect of the plague was that people abandoned their friends as well as families, fled cities and many people shut themselves out from the rest of the world. Some people felt that they should live life as there is no tomorrow or obey the saying "eat, drink, and be merry, for tomorrow you may die". These were some of the changes that occurred within European society as a result of the turning point.

Another turning point in Global History was the signing of the Nanjing Treaty. During the seventeenth century the Chinese opposed the Opium trade. The drug opium was a "destructive and ensnaring vice". There were efforts to terminate this drug, however the efforts failed. Jiaqing placed a ban on the drug being imported. However opium merchants and pirates bribed officials. The treaty of Nanjing was signed by Great Britain and China following the Opium War. According to Document 5 as well as 4 the Treaty of Nanjing helped Britain gain ports where they would store and refit their ships.

The last turning point in Global History was the assassination of Archduke Ferdinand. According to Document 7a Serbia doubled in

Document-Based Essay—Practice Paper – A

size which was a result of the Balkan wars. However Austria felt threatened by Serbia's growing power they decided that they would have a preventative war against them. When Archduke Ferdinand was assassinated the Austrians sought to destroy them however Russia came to their help. Because of this the war eventually spread. According to document 7b Gavrilo Princip was accused of assassinating the archduke. The goal of Princip was to use terror to unify all South Slavs in whatever form and be free of Austria. These were all turning points.

There are many turning points that have transformed societies and regions throughout Global History. Examples of turning points are the outbreak of the bubonic plague, the signing of the Nanjing Treaty and the assassination of Archduke Ferdinand. These turning points led to regional as well as worldwide change.

In the world, there are many events that are turning points which results in change. There are events that changed even societies and regions. Two changes that transformed societies and regions were the outbreak of the bubonic plague and the signing of the Nanjing Treaty.

The outbreak of the bubonic plague that spread caused a major change. In Document 1, the reason that the plague spread was that the trade routes in Asia. The plague originated in China and then it spread along the way to other countries when trade happened. Also in Document 3 it talked about what happened during the plague. During the plague the effect on European society was big since many people either fled, abandoned families and friends or even shut themselves out from the world. Work was not happening and people prayed to God as to fight the plague. So with the plague spreading the countries change since with those conditions people have to adapt to it, to survive.

For the signing of the Nanjing Treaty there were some events that resulted from it. Some events were good for countries while some were bad for countries. For this Treaty, in Document 5, Britain gained a good result from it. Britain gained the island of Hongkong as a result from the treaty. In Document 6a and 6b, it showed that China collapsed after the signing of Treaty because other countries took control over parts of China. With the signing of Treaty of Nanjing it showed from the documents that some countries suffered a crisis while some countries resulted in good fortune. The event changed the countries that resulted from the Nanjing Treaty.

With all the events happening, the way countries will change relies

Document-Based Essay—Practice Paper – B

on how events affect them. Some countries will seem to have good fortune coming their way while other countries seems to have entered a stroke of bad luck. Though countries will have both good and bad luck coming their way. Life is like that. They will have the sweet taste and the bitter taste at same times. The best is to accept it and look to the brighter side to find something good out of it. Things have 2 sides to them. Like with the changes in the world, it can result in good or bad, to countries and people alike.

Single events in history have the ability to change the world almost instantaneously. Powerful events such as the assassination of Archduke Ferdinand and the signing of the Nanjing treaty impact the world politically, socially, and economically. These events not only impact the region that they occur in, but sometimes the entire world.

The assassination of Archduke Ferdinand was the spark that was needed to start the First World War. The world had been heading toward war for a variety of reasons. A strong sense of nationalism across Europe allowed for the formation of new countries such as Germany, Italy, and Serbia but also led to the fear of the breakup of empires such as the Ottoman and Austro-Hungarian. The belief in militarism caused nations to develop and stock pile weapons, another key factor leading up to the war. As a newer nation, Germany especially felt that they needed to prove themselves through superior military strength. Austria Hungary was one of the last remaining empires and it was crumbling. The fact that the empire itself was falling apart, but the individual ethnic groups in the empire, namely the Slavs were growing stronger was another reason for the buildup to war (Doc 7). The people in Serbia who were ethnically Slavic had a sense of strong nationalism and wanted to unite all Slavic people in a policy known as pan-Slavism. Because there were many Slavs in Austria-Hungary, the Serbs wanted to gain some Slavic parts of Austria-Hungary and incorporate them into Serbia. The Serbians were the ones who ended up assassinating Ferdinand (Doc 7).

The world dramatically changed after Ferdinand was killed. It plunged the world into a war in which millions of young men would die. World War I was a war that changed the way wars were fought

forever. The introduction of and use of weapons such as the machine gun and poison gas (Doc 8a) proved to be brutal and deadly. Tanks were even introduced to replace the cavalry. World War I relied on a trench war. The war was largely a stalemate as a result of the use of trenches (Doc 8b). The trenches were horrible and many people died simply because of living in cold, wet, unsanitary conditions that helped cause sickness. Socially, the world would never be the same. Some men went into the war looking for glory but came out, if they survived, with a pessimistic view of humans and a bitter attitude toward other nations. Politically, many new countries were formed. Part of the Ottoman Empire became Turkey, the Austro-Hungarian empire split up into Austria, Hungary, Czechoslovakia, and Yugoslavia. Parts of Germany were formed into Poland along with parts of the former Russian Empire. The assassination of Archduke Ferdinand would be an indirect cause of World War II.

China is a region that has changed a lot over time. In the 1700s and 1800s China was engaged in foreign trade. The British and Dutch had overseas empires and needed new markets to sell their goods to. China with its large population was the perfect place to do so. By the 1800s Britain had a large empire. The British controlled parts of India, and a few parts of Africa and after the Opium Wars parts of China. One of the biggest products that it traded in China was opium. Opium was a drug that was first introduced by the Dutch (Doc 4) but was also grown by Britain in India. The drug was a huge profit maker for Britain, but was highly addictive. Because of this the Chinese government saw it as a destructive drug so they tried to stop its sale by confiscating and destroying it but were unsuccessful. After the

Document-Based Essay—Practice Paper – C

Chinese government destroyed a shipment of British opium. Britain went to war over the destroyed opium by claiming the navy was protecting British property and subjects. This was called the Opium War.

The British easily won the Opium War and as a result, the Chinese were required to sign the Treaty of Nanjing. The treaty stated a few things. First, China had to give control of Hong Kong to the British. They were also required to give Britain ports for trade throughout the country. (Doc 5) China was eventually divided into spheres of influence which were given to certain countries and only they could trade there. The country of China was basically controlled by foreign nations. Very little of China was actually controlled only by itself (Doc 6b). China was weak before the Opium Wars but after them the spheres of influence weakened China more eventually leading to the collapse of the Chinese government. Hong Kong would remain a British colony for over a hundred years.

Events like the Treaty of Nanjing and the assassination of Ferdinand impact history in a major way. Britain held Hong Kong until almost the end of the twentieth century and World War II was largely caused by the hatred generated after World War I.

Two of the most deadly things that can effect human beings are disease and war. Perhaps the most deadly disease inflicted on humanity was the Bubonic Plague. One of the deadliest wars in histories was World War 1 which was sparked by the assassination of the Achduke Ferdinand.

The Bubonic Plague a very feared and sinister disease of its time had a big impact on human history. At the time people were not quite sure as to how this disease started or spread, but many historians believe it originated in China at around 1331. (Doc 2). Once the disease manifested in China it began to spread along the trade routes infecting many people in its path. By 1349 it had arrived in Mecca, one of the holiest cites of the Islamic faith through common sea trade routes and the Silk Roads. It then traveled to Europe (Doc 1). This disease had a huge effect on people and the way they lived. The disease became so bad that friends would abandon other friends or would barricade themselves in their houses (Doc 3). Due to the fact that many died so quickly and many people were afraid of the disease and didn't know how it spread, many people stopped working and some economies suffered. At this time of need many people turned to the church for guidance, but when prayer did not solve the problems and even the clergy themselves began to die, people began to abandon their religious beliefs (Doc 3). A new attitude began to take shape for some of just partying and having a merry time because one could die the next day (Doc 3).

A secon deadly event that can effect human history is war. One of the deadliest wars that faced humanity was World War 1. This war was sparked by the assassination of Achduke Ferdinand. The assassination

of Archduke Ferdinand was orchestrated by Yugoslavian nationalists who wanted an independent union of Slavic people headed by the country of Serbia (Doc 7a). Some say a reason Archduke Ferdinand was assassinated was to symbolize the belief in a unified Slavic people free from Austrian control. (Doc 7b). The Yugoslavian nationalists hoped to defy Austria by using terror. Many Slavic nationalists wanted revenge for the torments by the Austrian oppressors. (7b).

This act of terror was responded to by Austria with war against the Serbian people, but then Russia entered on the side of the Serbian people (Doc 7a). This started a whole reaction by the major Alliances called The Triple Alliance and Triple Entente bringing many countries into the war. This new Great and devastating war had a devastating effect on people. This new war introduced new weapons and tactics. One of the new weapons used in this war was the use of poison gas (Doc 8a). This poison gas had terrible and deadly devastating effects including blindness, lung damage, and death (Doc 8a). This new war also introduced Trench warfare where soldiers would dig in and live and fight (Doc 8b). These trenches were horrible with rats, disease and they were often muddy and dirty. This war led to many deaths eliminating almost an entire generation of men. This war was the biggest war to date with the largest death toll. Near the end of the war a new disease began to spread through the battle fields known as the Spanish flu this pandemic led to more deaths than the entire war. Another effect of WWI war 1 was the establishment of new countries due to the break up of empires (Doc 9). These new countries were primarily based on ethnic similarities that were once controlled by larger empires. All of this came about from the assassination of Archduke Ferdinand.

Document-Based Essay—Practice Paper – D

The effects of these two events on the world can still be seen and felt by the people of today especially WWI and the assassination of Archduke Ferdinand. These events are a permanent scar on the history of humanity and will be remembered as some of the darkest times for humanity.

Document-Based Essay—Practice Paper – E

In the mid - 1900s Ferdinand was assassinated by Gavrilo Princip because Ferdinand was trying to punish him. Then awhile later the signing of the Nanjing Treaty had taken place. The outbreak of the bubonic plague happened in 1943. All these things happened for one reason. They wanted to end war.

When Archduke Ferdinand had got assassinated everybody had went on a strike. Nobody wanted to do anything at all. They also had a hard time getting over that he was gone.

The signing the Nanjing Treaty was a set of laws that had to be followed by many people. It was sign to let people use them. They had been used for a few years after the signing took place. Then they just got sick of it and didn't use them.

The outbreak of the bubonic plague is an outbreak of a deadly disease it killed over 3000 people. It was so bad that people died instantly and that people needed to see a doctor as soon as they can.

All the things I used in this essay are related to world war I and II. Many people died in all this they also survived it but it was a rough life back then.

Practice Paper A—Score Level 2

The response:

- Minimally develops some aspects of the task for the outbreak of the bubonic plague and mentions all aspects of the task for the signing of the Nanjing Treaty
- Is primarily descriptive (*plague*: numerous social and economic effects in Europe; faith in religion decreased because of death and failure of prayer; many people shut themselves off from rest of the world; some felt they should live life as if there was no tomorrow; *Nanjing Treaty*: efforts to terminate opium failed; opium merchants and traders bribed officials; helped Britain gain ports where they could store and refit their ships)
- Incorporates limited relevant information from documents 3, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*plague*: people abandoned friends as well as families; people fled cities; *Nanjing Treaty*: Jiaqing placed ban on importing opium; signed by Great Britain and China following Opium War); includes an inaccuracy (*Nanjing Treaty*: during the 17th century Chinese opposed opium trade)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Three turning points are addressed; however, only the first two can be rated. A reiteration of document information forms the basis of the response. Although some aspects of the task are mentioned, a limited understanding of the outbreak of the plague and the signing of the Nanjing Treaty as turning points is indicated.

Practice Paper B—Score Level 1

The response:

- Minimally develops some aspects of the task for the outbreak of the bubonic plague and the signing of the Nanjing Treaty
- Is descriptive (*plague*: spread because of trade routes in Asia; many people either fled, abandoned families and friends, or even shut themselves off from the world; work was not happening; *Nanjing Treaty*: China collapsed after treaty signed because other countries took control over parts of China)
- Includes minimal information from documents 1, 3, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*plague*: originated in China; to fight it people prayed to God; *Nanjing Treaty*: Britain gained island of Hong Kong)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that uses personal opinion to discuss the effect of change

Conclusion: Overall, the response fits the criteria for Level 1. While document information included in the response is germane to the task, lack of supporting explanation weakens the effort. Although the historical circumstances surrounding the Nanjing Treaty are not addressed, simplistic statements of positive and negative changes as a result of both turning points demonstrate awareness that turning points change societies.

Practice Paper C—Score Level 4

The response:

- Develops all aspects of the task but discusses the assassination of Archduke Ferdinand more thoroughly than the signing of the Nanjing Treaty
- Is both descriptive and analytical (*Archduke Ferdinand*: assassination was the spark that started World War I; empire was falling apart but individual ethnic groups, namely Slavs, were growing stronger; Serbs wanted to gain some Slavic parts of Austria-Hungary and incorporate them into Serbia; war was largely a stalemate because of use of trenches; *Nanjing Treaty*: opium grown by the British in India and was a huge profit maker; Chinese government saw opium as a destructive drug so they tried to stop its sale by confiscating and destroying it but were unsuccessful; China essentially controlled by foreign nations)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Archduke Ferdinand*: a strong sense of nationalism across Europe allowed for formation of new countries but also led to fear of breakup of empires; belief in militarism which caused nations to develop and stockpile weapons, another key factor leading up to the war; ethnically Slavic people in Serbia had a strong sense of nationalism and wanted to unite all Slavic people with Pan-Slavism; tanks introduced to replace the cavalry; some men went into war looking for glory but survivors had a pessimistic view of humans and bitter attitude toward other nations; *Nanjing Treaty*: British and Dutch had overseas empires and needed new markets; after Chinese destroyed shipment of British opium Britain went to war over destroyed opium, eventually leading to collapse of the Chinese government)
- Supports the theme with relevant facts, examples, and details (*Archduke Ferdinand*: assassinated by a Serbian; poison gas a brutal and deadly weapon; many new countries formed after war; Austro-Hungarian Empire split into Austria, Hungary, Czechoslovakia, Yugoslavia; parts of Germany formed into Poland along with parts of former Russian Empire; *Nanjing Treaty*: opium introduced by Dutch; China had to give control of Hong Kong to British; China required to give Britain ports for trade throughout the country; China eventually divided into spheres of influence)
- Demonstrates a logical and clear plan of organization; includes an introduction that states single events have the ability to change the world and impact not only the region they occur in but sometimes the entire world and a conclusion that states as a result of the Treaty of Nanjing Great Britain held Hong Kong until almost the end of the 20th century and World War II was largely caused by hatred generated after World War I

Conclusion: Overall, the response fits the criteria for Level 4. The strength of this response lies in the integration of analytic statements, some well-placed outside information, and the use of details to discuss the assassination of Archduke Ferdinand. The treatment of the signing of the Nanjing Treaty is adequate but further development would have enhanced the response.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth for the outbreak of the bubonic plague and the assassination of Archduke Ferdinand
- Is more descriptive than analytical (*plague*: a very feared and sinister disease; at the time people not quite sure how it started or spread; became so bad that friends would abandon other friends or barricade themselves in their houses; when prayer did not solve the problems and clergy began to die people began to abandon religious beliefs; new attitude of partying and having a merry time began to take shape because you could be dead the next day; *Archduke Ferdinand*: assassinated to symbolize belief in a unified Slavic people free from Austrian control; many Slavic nationalists wanted revenge for the torments of Austrian oppressors; new countries formed after the war primarily based on ethnic similarities)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates limited relevant outside information (*plague*: some economies suffered; *Archduke Ferdinand*: Austria's actions started a reaction from Triple Alliance and Triple Entente bringing many countries into the war; poison gas had terrible and deadly devastating effects including blindness, lung damage, and death; trenches horrible with rats, disease, and often were muddy and dirty; war deaths eliminating almost an entire generation of men)
- Includes some relevant facts, examples, and details (*plague*: many historians believe originated in China around 1331; arrived in Mecca by 1349; traveled along common sea trade routes and the Silk Roads; *Archduke Ferdinand*: assassination orchestrated by a Yugoslavian nationalist; assassination sparked a war; Austria declared war against Serbia; Russia entered war on side of Serbian people; new weapons and tactics introduced in the war)
- Demonstrates a satisfactory plan of organization; includes an introduction that states two of the most deadly things that affect human beings are disease and war and a conclusion that states the outbreak of the bubonic plague and the assassination of Archduke Ferdinand are a permanent scar on the history of humanity and will be remembered as dark times

Conclusion: Overall, the response fits the criteria for Level 3. Document information frames the response and demonstrates an understanding of the task. However, the discussion of the plague is less developed than the discussion of the assassination of Archduke Ferdinand. Although some good outside information is provided to discuss the assassination of Archduke Ferdinand, the inclusion of information about the Spanish flu is not well connected to the task.

Practice Paper E—Score Level 0

The response:

Fails to develop the task

Conclusion: Overall, the response fits the criteria for Level 0. Although the response attempts to address all three turning points, the theme is not referred to and no relevant facts, examples, or details are included. The narrative rambles, contains errors, and demonstrates almost no knowledge of the turning points.

Global History and Geography Specifications June 2014

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Change—Challenges to Tradition or Authority	Standards 2, 4, and 5: World History; Economics; Civics, Citizenship, and Government
Document-based Essay	Change; Conflict; Movement of People and Goods; Imperialism; Power; Belief Systems; Science and Technology	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

Scoring information for Part I and Part II is found in Volume 1 of the Rating Guide.

Scoring information for Part III is found in Volume 2 of the Rating Guide.

The *Chart for Determining the Final Examination Score for the June 2014 Regents Examination in Global History and Geography* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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