Understanding the CRQ

Document 1
Question 1

Historical/Geographic Context

[May be a primary or secondary source]

The response to question 1 requires the student to include historical circumstances
OR
to include geographic context.

Document 2
Questions 2a and 2b

Sourcing

[Will most likely be a primary source]

The response to question 2a provides the opportunity for students to address

- Bias ***OR***
- Point of View ***OR***
- Audience ***OR***
- Purpose

The response to question 2b provides the opportunity for students to address reliability for a specific use.

Documents 1 and 2
Question 3

Relationship between Document 1 & Document 2

[Synthesis]

The response to question 3 will be based on relationships between documents 1 and 2 allowing students to identify and explain these relationships:

- Identify and Explain a **Cause-and-Effect** relationship between events, ideas, or historical developments
- Identify a **Turning Point** associated with the events, ideas, or historical developments AND Explain why it is a turning point
- Identify a **Similarity** or a **Difference** between XXX and YYY AND Explain why it is a similarity or a difference

The response to question 3 ***must*** include evidence from ***both*** documents 1 and 2.

Understanding the CRQ

Short-Answer Constructed-Response Question (CRQ) Set Types

Always	One of the Following	
Causation: Cause & Effect	**Turning Point**	**Comparison: Similarities & Differences**
Student uses information from Document 1 to respond. **Question 1** — Historical/geographic context: Requires response to address the historical circumstances *or* geographic context [1]	**Student uses information from Document 1 to respond.** **Question 1** — Historical/geographic context: Requires response to address the historical circumstances *or* geographic context [1]	**Student uses information from Document 1 to respond.** **Question 1** — Historical/geographic context: Requires response to address the historical circumstances *or* geographic context [1]
Student uses information from Document 2 to respond. **Question 2a** — Requires response to provide information about bias, point of view, audience, *or* purpose [1] **Question 2b** — Requires response to address the reliability of the document for a specific use [1]	**Student uses information from Document 2 to respond.** **Question 2a** — Requires response to provide information about bias, point of view, audience, *or* purpose [1] **Question 2b** — Requires response to address the reliability of the document for a specific use [1]	**Student uses information from Document 2 to respond.** **Question 2a** — Requires response to provide information about bias, point of view, audience, *or* purpose [1] **Question 2b** — Requires response to address the reliability of the document for a specific use [1]
Student uses information from Documents 1 & 2 to respond. **Question 3** — Requires response to identify a cause-and-effect relationship between events, ideas, or historical developments [1]	**Student uses information from Documents 1 & 2 to respond.** **Question 3a** — Requires response to identify a turning point associated with the events, ideas, or historical developments [1] **Question 3b** — Requires response to explain why the events, ideas, or historical developments are considered a turning point [1]	**Student uses information from Documents 1 & 2 to respond.** **Question 3a** — Requires response to identify a similarity or a difference between the events, ideas, or historical developments [1] **Question 3b** — Requires response to explain a similarity or a difference between the events, ideas, or historical developments [1]
4 Points	**5 Points**	**5 Points**

Understanding the CRQ

Questions 1, 2, and 3 of CRQ

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

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

Each examination will include two CRQs: one Cause-and-Effect and EITHER a Turning Point OR a Similarity/Difference CRQ.

Question 1

- **Historical Context**—refers to the historical circumstances that led to this event/idea/historical development.

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

The response to the context question will not usually come directly from the document, but it will be related to information in the document.

Question 2

- **Reliability**—is determined by how useful the information found in a source is for a specific purpose.

The question will always be about reliability, but the structure and intent of the question will vary. The question is intentionally designed to align with the specific source provided.

Question 3—Causation

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

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

The response will need to identify and explain a cause-and-effect relationship using evidence from ***both*** documents 1 and 2. The explanation should make clear what the cause is and what the effect is.

Understanding the CRQ

Question 3—Turning Point

Questions 3a and 3b

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

Responses will need to both identify the turning point ***and*** explain why it is a turning point. The explanation ***must*** include evidence from ***both*** documents 1 and 2.

Scoring Note: If a response provides a correct explanation for question 3b, the response is awarded one credit even if the explanation is not tied to the turning point identified in question 3a.

Question 3—Comparison

Questions 3a and 3b

- **Similarity**—tells how something is alike or the same as something else.

- **Difference**—tells how something is not alike or not the same as something else.

Responses will need to clearly identify a similarity or a difference **and** explain that similarity or difference using evidence from ***both*** documents 1 and 2.

Scoring Note: If a response provides a correct explanation for question 3b, the response is awarded one credit even if the explanation is not tied to the similarity or difference identified in question 3a.

Scoring information for Question 3b:

For ***turning point*** and ***similarity/difference*** CRQs, answers for 3b are incorrect if

- they only identify and do not explain
- they are not using evidence related to information in both documents
- they provide incorrect information
- they do not answer the question

Scoring:

1. **3a is correct; 3b is correct but unrelated to 3a = one credit for each question**
2. **3a is correct; 3b is correct and related to 3a = one credit for each question**
3. **3a is incorrect; 3b is correct = one credit for 3b**
4. **3a is correct; 3b is incorrect = one credit for 3a**

Understanding the CRQ

Sources and Evidence

Questions 1, 2 and 3 of the CRQ

Primary Source: For historians, primary sources are materials from the time period being studied. These original documents offer the freshness that comes from direct personal observation, but lack the benefit that only comes from hindsight. These materials include letters, speeches, diaries, newspaper articles, oral history interviews, documents, photographs, and artifacts. They can also include less obvious sources (songs, plays, poems, advertisements, survey data, legal documents, and financial documents) as long as they come directly from the time period in question and provide relevant historical evidence.

Secondary Source: For historians, secondary sources are works of synthesis, analysis, and interpretation based on primary sources as well as the work of other authors. Some examples include textbooks, history books, scholarly journal articles, biographies, and encyclopedias. Secondary sources are interpretive works created or written *after* the time period being studied and have the benefit of hindsight, but lack the benefit of immediacy.

Considerations when using historical sources:

- Meanings of words sometimes change over time.
- Values can be different in different time periods as well as in different cultures.

Document 1 may be a primary source or a secondary source.

Document 2 will most likely be a primary source.

Analysis of Sources

Questions 2a and 2b of the CRQ

Evidence: Evidence refers to information or details from a source that can be used for a specific purpose, such as drawing a conclusion or formulating an argument.

Determining evidence from a source:

- Is based on the interpretation of the source(s)
- Is based on the examination/questioning of sources to determine/judge/interpret if a source is authentic, if it is biased, if it is accurate, and therefore if it is reliable

Evidence from a source can be used to support, extend, or challenge a historical argument. Evidence and sources are NOT the same thing. Evidence, like sources, needs to be analyzed and evaluated.

- All evidence is not of equal validity.
- All valid evidence is not of equal relevance.
- All valid relevant evidence is not of equal significance.

Understanding the CRQ

Question 2a of CRQ

Bias: Bias refers to one-sidedness. It always implies the opposite of objectivity. Instead of presenting facts in a neutral way, without inserting one's particular slant or opinion, bias is usually expressed in one of several ways:

- Through the use of "loaded" language, including appeals to emotion, exaggeration, or propaganda designed to frame a person, event, group, or institution in an overly positive or overly negative manner, e.g., the wicked, barbaric soldiers who rampage the countryside, wantonly destroying the property of innocent, unsuspecting civilians
- Through the deliberate inclusion or deliberate exclusion of certain facts to support a particular interpretation, including a lack of balance or an argument where only one side is presented and specific details are overemphasized, downplayed, or omitted
- Through character attacks and slurs, including subjective statements against a particular race, nation, or group within a society

An author may have a reason for being one-sided. Bias may result from limited access to information, unquestioned traditions, and/or life experiences. Unreasoned judgment or a prejudiced outlook can produce bias. Bias may be indicated by knowledge about the background of the author who may have a specific point of view: political, economic, social, religious, or moral.

Being biased does not limit the value of a source; however, it does affect how evidence from the biased source is used.

Scoring Note: When answering question 2a, a response cannot simply state the author is biased. It must explain the answer by stating which part of the story the author left out or what the author inaccurately reported.

Point of View: Point of view is an opinion. Historians use point of view *differently* than English teachers who define point of view as first person, second person, and third person.

Difference between point of view and bias: Point of view and bias exist on a spectrum between objectivity and subjectivity. An author may express an objective point of view on an issue in a balanced way OR may express an opinion that shows bias by providing unreasoned or poorly supported beliefs and/or strong personal feelings.

Audience: Audience refers to the group for whom a given document or source was produced or intended. When thinking about audience ask:

- Why does this work/document exist?
- Who was the author thinking would receive this work/document?
- Does the author of the work/document indicate who the intended audience is?

Purpose: Purpose refers to the reason a record, document, or source was produced.
When thinking about purpose ask:

- Why does this work/document exist?
- Why did the author create this work/document?
- What is the intent of this work/document?

Understanding the CRQ

Question 2b of CRQ

Reliability: Reliability in history refers to how accurate and useful a source is for a specific purpose. No source is necessarily reliable or unreliable for every purpose. A source such as Paul Revere's engraving of the Boston Massacre may be unreliable for telling the *facts* about the Boston Massacre but it could be reliable for telling about what the Sons of Liberty *thought* about that event.

Reliability is influenced by factors that include authenticity, bias, point of view, fact and opinion, and accuracy of facts.

Scoring Note: There are two components to the reliability answer. Responses must identify the extent to which a source provides reliable evidence (an evaluation of the source stating the source is reliable, somewhat reliable, or unreliable) **and** they also must explain the reasoning behind the evaluation provided for this source. To earn credit, **both** components must be present in the response.

The graphic organizer below is a possible teaching tool for use in the classroom. This graphic organizer will ***not*** appear on the actual examination. This teaching tool may be used to help students identify the extent to which the source is reliable. A student could circle one of these options on the graphic organizer and then explain their answer on the lines provided.

Reliable ←——————————I——————————→ Unreliable

Somewhat reliable

Explain the reasoning behind the evaluation of reliability circled above.

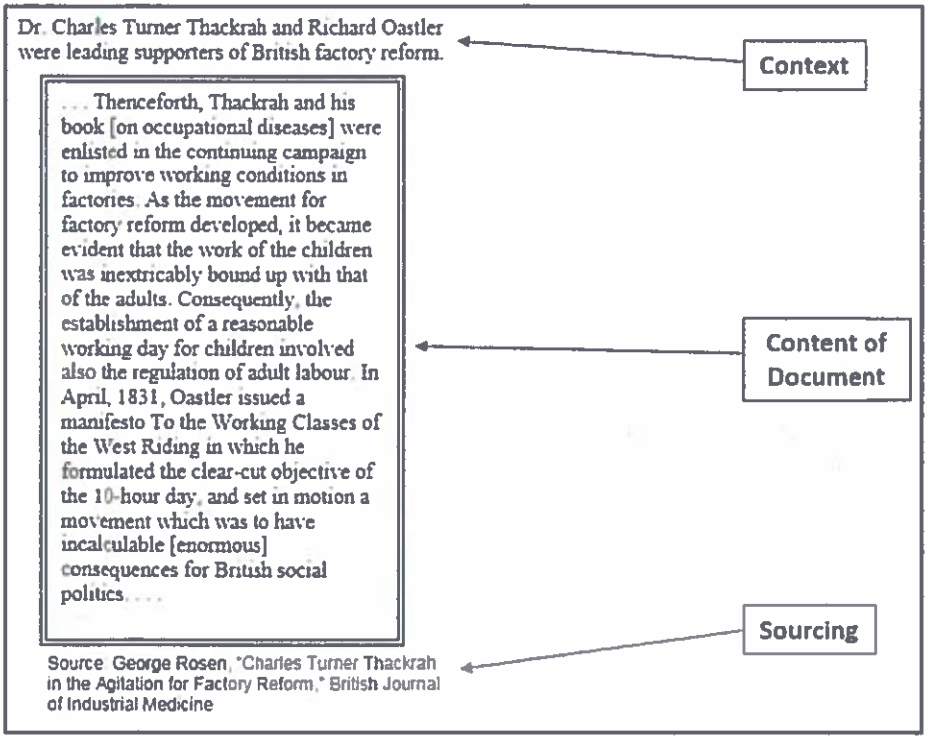
_____

_____

Understanding the CRQ

Some documents will include background/contextual information. If included, this information will appear above the document and should be considered as part of the document. Sourcing citation information will always appear below the document and should be considered as part of the document.

Example of the layout for a document:



Be sure all parts of the document: background/context, content of the document, and sourcing citation are carefully read before formulating answers to the questions in Part II, CRQ.

Understanding the CRQ

References:

- Bailyn, Bernard. *On the Teaching and Writing of History: Responses to a Series of Questions*, Edward Connery Lathem, ed., Chanhassen, MN, Montgomery Press, 1994.
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- Collingwood, R.G. "What is History?" Susan Miller, ed., *The Written World. Reading and Writing in Social Contexts*, New York, Harper, 1989 (336-341).
- Enright, Kerry, "Why Did It Happen? Making Claims about Cause and Effect," National History Education Clearinghouse, http://teachinghistory.org/teaching-materials/english-language-learners/24142.
- Hinton, Chris. *What is Evidence?*, London, John Murray, 1990.
- "Learning about cause and consequence," The Critical Thinking Consortium, 2014, www.tc2.ca.
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- Storey, William Kelleher. *Writing History: A Guide for Students*, 4th edition, New York, Oxford University Press, 2013.
- *Writing For Social Studies*, Evanston, Illinois, McDougal Littell, 1998.

GLOBAL HISTORY AND GEOGRAPHY II
REGENTS EXAMINATION

PART II REVISED DRAFT PROTOTYPES

WINTER 2018

PART 2—SHORT ANSWER QUESTIONS (CRQ)

Short Answer Question Set Structure	
Question 1 Historical or Geographic Context (using document 1)	Historical Context—refers to the historical circumstances that led to this event/idea/historical development. 1. Explain the historical circumstances that led to the historical development in the document. OR Geographic Context—refers to where this historical development/event is taking place and why it is taking place there. 1. Explain the geographic context for the historical developments shown on the map.
Question 2 Sourcing (using document 2)	2a. Identify/Explain bias, point of view, audience, or purpose. 2b. Explain the extent to which the document is a reliable source of evidence for understanding a specific use. In your response, be sure to include your evaluation of the source's reliability ***and*** your reasoning for that evaluation.
Question 3 Relationship between documents: <u>Types</u> • Causation AND • Turning Point OR • Comparison (using both documents 1 and 2)	**Causation** 3. Identify *and* explain a ***cause-and-effect*** relationship associated with the events, ideas, or historical developments in documents 1 and 2. Be sure to use evidence from ***both*** documents 1 and 2 in your response. _____AND_____ **Turning Point** 3a. Identify a ***turning point*** associated with the events, ideas, or historical developments related to ***both*** documents 1 and 2. 3b. Explain why the events, ideas, or historical developments associated with these documents are considered a turning point. Be sure to use evidence from ***both*** documents 1 and 2 in your response. _____OR_____ **Comparison** 3a. Identify a ***similarity*** *or* ***a difference*** between the events, ideas, or historical developments presented in documents 1 and 2. 3b. Explain a similarity ***or*** a difference in the events, ideas, or historical developments presented in these documents. Be sure to use evidence from ***both*** documents 1 and 2 in your response.

Each examination will include two CRQs: one Cause-and-Effect and EITHER a Turning Point OR a Similarity/Difference CRQ.

Document 1

Question 1

Historical/Geographic Context

[May be a primary or secondary source]

The response to question 1 requires the student to include historical circumstances
OR
to include geographic context.

Document 2

Questions 2a and 2b

Sourcing

[Will most likely be a primary source]

The response to question 2a provides the opportunity for students to address

- Bias ***OR***
- Point of View ***OR***
- Audience ***OR***
- Purpose

The response to question 2b provides the opportunity for students to address reliability for a specific purpose.

Documents 1 and 2

Question 3

Relationship between Document 1 & Document 2

[Synthesis]

The response to question 3 will be based on relationships between documents 1 and 2 allowing students to identify and explain these relationships:

- Identify and Explain a **Cause-and-Effect** relationship between events, ideas, or historical developments
- Identify a **Turning Point** associated with the events, ideas, or historical developments AND Explain why it is a turning point
- Identify a **Similarity** or a **Difference** between XXX and YYY AND Explain why it is a similarity or a difference

The response to question 3 ***must*** include evidence from ***both*** documents 1 and 2.

Document 1

Select Articles from the Treaty of Versailles

Article 159
The German military forces shall be demobilised and reduced as prescribed hereinafter.

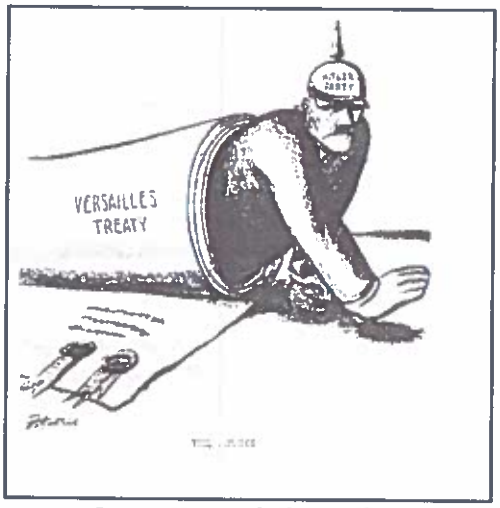
Article 231
The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies. . . .

Article 232
. . .The Allied and Associated Governments, however, require, and Germany undertakes, that she will make compensation for all damage done to the civilian population of the Allied and Associated Powers and to their property during the period of the belligerency of each as an Allied or Associated Power against Germany by such aggression by land, by sea and from the air, and in general all damage as defined in Annex I hereto. . . .

Source: *The Versailles Treaty*, June 28, 1919

Document 2

Daniel Fitzpatrick was an editorial cartoonist for the St. Louis Dispatch from 1913–1958, during which time his cartoons were published in thirty-five newspapers in the United States. During the 1920s and 1930s, while the United States was looking inward, Fitzpatrick was one of the first American cartoonists to warn of the dangers of fascism in Europe.



Source: Daniel Fitzpatrick, *St. Louis Post- Dispatch*, October 19, 1930

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

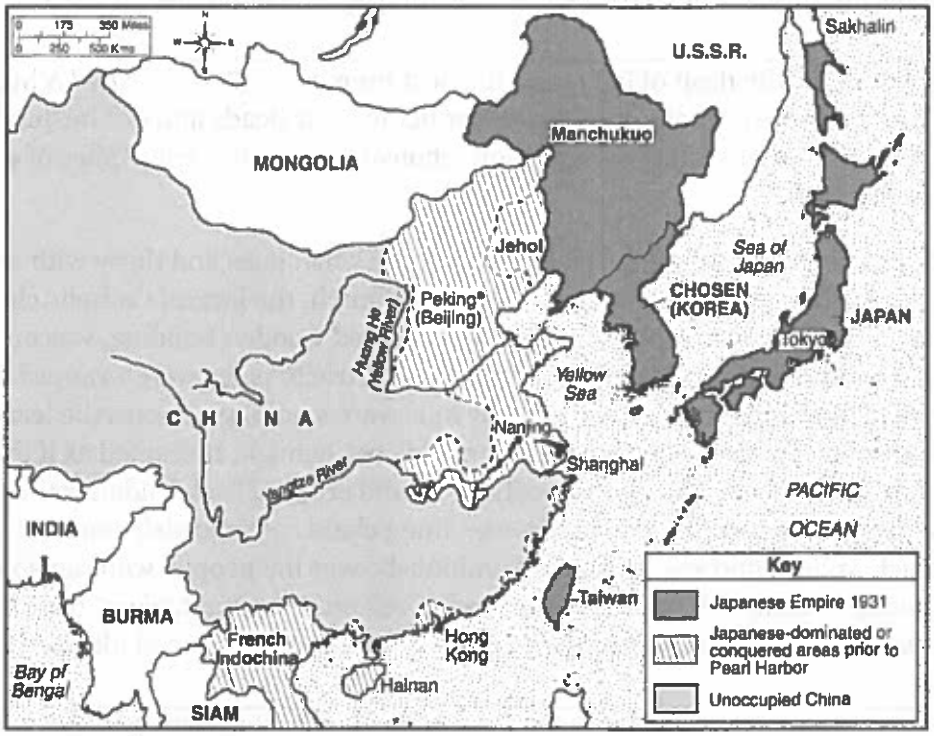
Effect—refers to what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.

3. Identify ***and*** explain a cause-and-effect relationship associated with the events or ideas in documents 1 and 2. Be sure to use evidence from ***both*** documents 1 and 2 in your response. [1]

SHORT ANSWER QUESTIONS—SET #2 (Turning Point)

Document 1

Growth of the Japanese Empire, 1931–41



Source: *Historical Maps on File*, Revised Edition, Volume II, Facts on File (adapted)

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

1. Explain the geographic context for the historical development shown on this map.

Framework Reference	10.4a: European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons. ➢ Students will trace how imperial powers politically and economically controlled territories and people, including direct and indirect rule in Africa (South Africa, Congo, and one other territory), India, Indochina, and spheres of influence in China.

Document 2

Dr. Tatsuichiro Akizuki was a physician practicing in Nagasaki on August 9, 1945. He kept notes on his experiences during and after the bombing. In 1961, when he was asked about his experiences, he felt it was his responsibility to write them down in a book. In 1969, Dr. Akizuki helped establish the Nagasaki Testimonial Society to increase the written records of the Nagasaki atomic bomb survivors. His book *Nagasaki 1945* was published in 1982.

> There was a blinding white flash of light, and the next moment — *Bang! Crack!* A huge impact like a gigantic blow smote [struck] down upon our bodies, our heads and our hospital. I lay flat—I didn't know whether or not of my own volition [choice]. Then down came piles of debris, slamming into my back. . . .
>
> All the buildings I could see were on fire: large ones and small ones and those with straw-thatched roofs. Further off along the valley, Urakami Church, the largest Catholic church in the east, was ablaze. The technical school, a large two-storeyed wooden building, was on fire, as were many houses and the distant ordnance factory. Electricity poles were wrapped in flame like so many pieces of kindling. Trees on the near-by hills were smoking, as were the leaves of sweet potatoes in the fields. To say that everything burned is not enough. It seemed as if the earth itself emitted fire and smoke, flames that writhed up and erupted from underground. The sky was dark, the ground was scarlet, and in between hung clouds of yellowish smoke. Three kinds of colour – black, yellow, and scarlet loomed ominously over the people, who ran about like so many ants seeking to escape. What had happened? Urakami Hospital had not been bombed—I understood that much. But that ocean of fire, that sky of smoke! It seemed like the end of the world. . . .

Source: Dr. Tatsuichiro Akizuki, *Nagasaki 1945*, Quartet Books, 1982

2a. Based on this excerpt, explain Dr. Tatsuichiro Akizuki's purpose for writing about what occurred in Nagasaki on August 9, 1945. [1]

Reliability—determined based on how useful the information found in a source is for a particular purpose.

2b. Explain the extent to which Dr. Tatsuichiro Akizuki's account is a reliable source of evidence for understanding what occurred in Nagasaki on August 9, 1945. In your response, be sure to include your evaluation of the source's reliability ***and*** your reasoning for that evaluation. [1]

Framework Reference	10.5b: Technological developments increased the extent of damage and casualties in both World War I and World War II. ➢ Students will compare and contrast the technologies utilized in both World War I and World War II, noting the human and environmental devastation.

Document 1

Growth of the Japanese Empire, 1931–41

Source: *Historical Maps on File*, Revised Edition, Volume II, Facts on File (adapted)

Document 2

Dr. Tatsuichiro Akizuki was a physician practicing in Nagasaki on August 9, 1945. He kept notes on his experiences during and after the bombing. In 1961, when he was asked about his experiences, he felt it was his responsibility to write them down in a book. In 1969, Dr. Akizuki helped establish the Nagasaki Testimonial Society to increase the written records of the Nagasaki atomic bomb survivors. His book *Nagasaki 1945* was published in 1982.

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All the buildings I could see were on fire: large ones and small ones and those with straw-thatched roofs. Further off along the valley, Urakami Church, the largest Catholic church in the east, was ablaze. The technical school, a large two-storeyed wooden building, was on fire, as were many houses and the distant ordnance factory. Electricity poles were wrapped in flame like so many pieces of kindling. Trees on the near-by hills were smoking, as were the leaves of sweet potatoes in the fields. To say that everything burned is not enough. It seemed as if the earth itself emitted fire and smoke, flames that writhed up and erupted from underground. The sky was dark, the ground was scarlet, and in between hung clouds of yellowish smoke. Three kinds of colour – black, yellow, and scarlet loomed ominously over the people, who ran about like so many ants seeking to escape. What had happened? Urakami Hospital had not been bombed—I understood that much. But that ocean of fire, that sky of smoke! It seemed like the end of the world. . . .

Source: Dr. Tatsuichiro Akizuki, *Nagasaki 1945*, Quartet Books, 1982

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

3a. Identify a turning point associated with the historical development and events related to ***both*** documents 1 and 2. [1]

3b. Explain why the historical developments and events associated with these documents are considered a turning point. Be sure to use evidence from ***both*** documents 1 and 2 in your response. [1]

SHORT ANSWER QUESTIONS—SET #3 (Comparison)

Document 1

Macgregor Laird, Scottish explorer and shipbuilder, wrote this narrative after travelling by steamship up the Niger River in West Africa between 1832 and 1834. Out of the forty-eight members of the expedition, Laird was one of nine who survived.

> We have the power in our hands, moral, physical, and mechanical; the first, based on the Bible; the second, upon the wonderful adaptation of the Anglo-Saxon race to all climates, situations, and circumstances . . . the third, bequeathed [given] to us by the immortal James Watt. By his invention [of the steam engine] every river is laid open to us, time and distance are shortened. If his spirit is allowed to witness the success of his invention here on earth, I can conceive no application of it that would meet his approbation [approval] more than seeing the mighty streams of the Mississippi and the Amazon, the Niger and the Nile, the Indus and the Ganges, stemmed by hundreds of steam-vessels, carrying the glad tidings of "peace and good will towards men" into the dark places of the earth which are now filled with cruelty. This power, which has only been in existence for a quarter of a century, has rendered rivers truly "the highway of nations," and made easy what it would have been difficult if not impossible, to accomplish without it. . . .

Source: Macgregor Laird and R. A. K. Oldfield, *Narrative of an Expedition into the Interior of Africa by the River Niger in the Steam-Vessels Quorra and Alburkah in 1832, 1833, 1834,* Volume II, London, Richard Bentley, 1837

Historical Context—refers to the historical circumstances that led to this event/idea/ historical development.

1. Explain the historical circumstances that led to British exploration in West Africa in the 1830s. [1]

Framework Reference	10.4a: European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons. ➢ Students will trace how imperial powers politically and economically controlled territories and people, including direct and indirect rule in Africa (South Africa, Congo, and one other territory), India, Indochina, and spheres of influence in China.

Document 2

Nnamdi Azikiwe was a Nigerian writer, a nationalist leader, and a Christian, who was born in Nigeria during British rule. He attended and taught at a number of universities in the United States between 1925 and 1934. Azikiwe returned to Nigeria in 1934 and became the first president of an independent Nigeria in 1960. This excerpt is from a speech he gave at a dinner in his honor arranged by university alumni while he was visiting New York in 1947.

> . . . Socially, the ogre [monster] of racial segregation and discrimination makes it extremely difficult for the colonial to develop his personality to the full. Education is obtainable but limited to the privileged. Hospitals are not available to the great number of the people but only to a negligible [small] minority. Public services are lacking in many respects; there are not sufficient water supplies, surfaced roads, postal services and communications systems in most communities of Nigeria. The prisons are medieval, the penal [criminal] code is oppressive, and religious freedom is a pearl of great price.

Source: *Zik: A Selection from the Speeches of Nnamdi Azikiwe*, Cambridge University Press

2a. Based on this excerpt from Nnamdi Azikiwe's speech, identify his point of view concerning British colonialism. [1]

Reliability—determined based on how useful the information found in a source is for a particular purpose.

2b. Explain the extent to which this excerpt from Nnamdi Azikiwe's speech is a reliable source of evidence for understanding British colonialism. In your response, be sure to include your evaluation of the source's reliability ***and*** your reasoning for that evaluation. [1]

Framework Reference	10.4a: European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons. ➢ Students will trace how imperial powers politically and economically controlled territories and people, including direct and indirect rule in Africa (South Africa, Congo, and one other territory), India, Indochina, and spheres of influence in China. 10.7b: African independence movements gained strength as European states struggled economically after World War II. European efforts to limit African nationalist movements were often unsuccessful. ➢ Students will explore at least two of these three African independence movements: Ghana, Algeria, Kenya.

Document 1

Macgregor Laird, Scottish explorer and shipbuilder, wrote this narrative after travelling by steamship up the Niger River in West Africa between 1832 and 1834. Out of the forty-eight members of the expedition, Laird was one of nine who survived.

We have the power in our hands, moral, physical, and mechanical; the first, based on the Bible; the second, upon the wonderful adaptation of the Anglo-Saxon race to all climates, situations, and circumstances . . . the third, bequeathed [given] to us by the immortal James Watt. By his invention [of the steam engine] every river is laid open to us, time and distance are shortened. If his spirit is allowed to witness the success of his invention here on earth, I can conceive no application of it that would meet his approbation [approval] more than seeing the mighty streams of the Mississippi and the Amazon, the Niger and the Nile, the Indus and the Ganges, stemmed by hundreds of steam-vessels, carrying the glad tidings of "peace and good will towards men" into the dark places of the earth which are now filled with cruelty. This power, which has only been in existence for a quarter of a century, has rendered rivers truly "the highway of nations," and made easy what it would have been difficult if not impossible, to accomplish without it. . . .

Source: Macgregor Laird and R. A. K. Oldfield, *Narrative of an Expedition into the Interior of Africa by the River Niger in the Steam-Vessels Quorra and Alburkah in 1832, 1833, 1834*, Volume II, London, Richard Bentley, 1837

Document 2

Nnamdi Azikiwe was a Nigerian writer, a nationalist leader, and a Christian, who was born in Nigeria during British rule. He attended and taught at a number of universities in the United States between 1925 and 1934. Azikiwe returned to Nigeria in 1934 and became the first president of an independent Nigeria in 1960. This excerpt is from a speech he gave at a dinner in his honor arranged by university alumni while he was visiting New York in 1947.

. . . Socially, the ogre [monster] of racial segregation and discrimination makes it extremely difficult for the colonial to develop his personality to the full. Education is obtainable but limited to the privileged. Hospitals are not available to the great number of the people but only to a negligible [small] minority. Public services are lacking in many respects; there are not sufficient water supplies, surfaced roads, postal services and communications systems in most communities of Nigeria. The prisons are medieval, the penal [criminal] code is oppressive, and religious freedom is a pearl of great price.

Source: *Zik: A Selection from the Speeches of Nnamdi Azikiwe*, Cambridge University Press

Similarity—tells how something is alike or the same as something else.

Difference—tells how something is not alike or not the same as something else.

3a. Identify a similarity ***or*** a difference regarding ideas about the role of the British in Africa as expressed in documents 1 and 2. [1]

3b. Explain a similarity ***or*** a difference regarding ideas about the role of the British in Africa as expressed in documents 1 and 2. Be sure to use evidence from ***both*** documents 1 and 2 in your response. [1]

GLOBAL HISTORY AND GEOGRAPHY II
REGENTS EXAMINATION

RUBRICS FOR PART II REVISED PROTOTYPE

WINTER 2018

Detailed Directions for Training Raters to Score Responses to Constructed-Response Questions

In training raters to score responses to the Part II CRQs of these examinations, follow the procedures outlined below:

1. Introduction to the Questions—

   The introduction to the questions may take place once the administration of the examination has begun.

   a. Raters read the questions for each CRQ.
   b. Raters identify the answers to each question.
   c. Raters discuss possible answers and summarize expectations for responses.

2. Introduction to the Specific Rubric—

   The introduction to the specific rubric may take place once the Uniform Statewide Admission Deadline has passed and the scoring key and rating guide have been obtained from the Department's website.

   a. Trainer leads review of specific rubric with reference to the task.
   b. Trainer reviews procedures for assigning scores, i.e., by matching evidence from the question to the rubric.
   c. Trainer leads discussion of scoring criteria until raters feel confident enough to move on to actual rating.

Each question in each CRQ is to be scored by one rater.

Scoring Notes for Short Answer Questions

Question 1 Historical or Geographic Context (using document 1)	1. The response to the context question will not usually come directly from the document, but it will be related to information in the document. Responses must be both historically/geographically accurate AND tied to the document/question.
Question 2 Sourcing (using document 2)	2a. The response will provide information about bias, point of view, audience, or purpose of the document. 2b. The question will always be about reliability, but the structure and intent of the question will vary. The question is intentionally designed to align with the specific source provided. Responses must explain the extent to which a source provides reliable evidence, stating whether the source is reliable, unreliable, or somewhat reliable, *and* must explain the reasoning for that evaluation. To earn credit, *both* components must be present in the response. Responses must be both historically accurate AND tied to the document/question.
Question 3 Relationship between documents: <u>Types</u> • Causation AND • Turning Point OR • Comparison (using both documents 1 and 2)	**Causation** 3. The response will use evidence from *both* documents to identify *and* explain a *cause-and-effect* relationship associated with the events, ideas, or historical developments shown in the documents. _____AND_____ **Turning Point** 3a. The response will use evidence from *both* documents to identify a *turning point* associated with the events, ideas, or historical developments shown in the documents. 3b. The response will use evidence from *both* documents to explain why the events, ideas, or historical developments are considered a turning point. If a response provides a correct explanation for question 3b, the response is awarded one credit even if the explanation is not tied to the turning point identified in question 3a. _____OR_____ **Comparison** 3a. The response will use evidence from *both* documents to identify a *similarity or a difference* associated with the events, ideas, or historical developments shown in the documents. 3b. The response will use evidence from *both* documents to explain why the events, ideas, or historical developments are considered a similarity or a difference. If a response provides a correct explanation for question 3b, the response is awarded one credit even if the explanation is not tied to the similarity or difference identified in question 3a.

Global History and Geography II

Part II Specific Rubric
Constructed-Response Questions
Prototype Sets

SHORT ANSWER QUESTIONS—SET #1 (Causation)

Document 1

Select Articles from the Treaty of Versailles

Article 159

The German military forces shall be demobilised and reduced as prescribed hereinafter.

Article 231

The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies.

Article 232

. . .The Allied and Associated Governments, however, require, and Germany undertakes, that she will make compensation for all damage done to the civilian population of the Allied and Associated Powers and to their property during the period of the belligerency of each as an Allied or Associated Power against Germany by such aggression by land, by sea and from the air, and in general all damage as defined in Annex I hereto. . . .

Source: *The Versailles Treaty*, June 28, 1919

1. Explain the historical circumstances that led to the development of the Treaty of Versailles.

Score of 1:

- Explains the historical circumstances that led to the development of the Treaty of Versailles

  Examples: World War I was fought in Europe between the Allies and the Central Powers; militarism in Europe led to World War I which cost many lives; the assassination of Archduke Franz Ferdinand of Austria-Hungary led to World War I which ended in 1918; a system of alliances in Europe led to World War I being fought from 1914–1918; the rise of nationalism in the Balkans led to competition among European powers and to World War I; the United States entered World War I, helping the Allies win the war/leading to Germany losing the war; President Woodrow Wilson called for an end to World War I and proposed a peace plan called Fourteen Points; World War I was fought in Europe; competition between European countries for colonies in Africa helped lead to World War I

Score of 0:

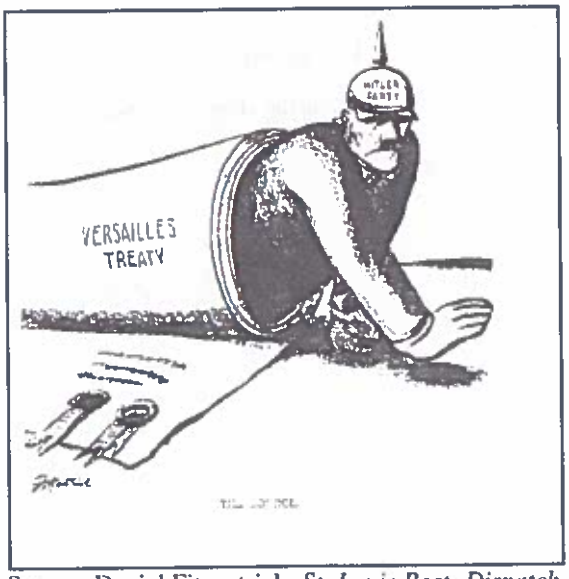
- Incorrect response

  Examples: World War II; rise of Nazism and Adolf Hitler; the Allies forced Germany to demilitarize/to accept responsibility for the war/to pay reparations; creation of the League of Nations

- No response

Document 2

Daniel Fitzpatrick was an editorial cartoonist for the St. Louis Dispatch from 1913–1958, during which time his cartoons were published in thirty-five newspapers in the United States. During the 1920s and 1930s, while the United States was looking inward, Fitzpatrick was one of the first American cartoonists to warn of the dangers of fascism in Europe.



Source: Daniel Fitzpatrick, *St. Louis Post- Dispatch*, October 19, 1930

2a. Based on the cartoon, explain how audience affects the way Daniel Fitzpatrick presents his ideas.

Score of 1:

- Explains how audience affects the way Daniel Fitzpatrick presents his ideas
  Examples: since his cartoons were directed at an American audience, Fitzpatrick wanted to convince them that Nazism/Hitler was a threat; Fitzpatrick is concerned Americans are not paying enough attention to the events in Europe and he wants to make them aware; focused on domestic issues associated with the Great Depression, Fitzpatrick depicted Hitler as militaristic/wearing the traditional German military helmet to draw the attention of American readers to what he saw as a potential threat; Fitzpatrick wanted to remind the audience/veterans/Americans that World War I did not keep the world safe for democracy; Fitzpatrick wants to warn Americans that the Versailles Treaty did not solve the world's problems; Fitzpatrick wants to warn Americans of the dangers of fascism in Europe

Score of 0:

- Incorrect response
  Examples: Hitler comes from the Versailles Treaty; he wants to convince Americans to remain neutral during the next conflict; the Nazi party ignored Fitzpatrick; his ideas did not convince Hitler to sign the Treaty of Versailles
- No response

2b. Explain the extent to which Daniel Fitzpatrick's cartoon is a reliable source of evidence for understanding Hitler's influence on Germany in 1930. In your response, be sure to include your evaluation of the source's reliability *and* your reasoning for that evaluation.

Score of 1:

- Explains the extent to which Daniel Fitzpatrick's cartoon is a reliable source of evidence for understanding Hitler's influence on Germany in 1930

Reliable:	reliable for showing that Hitler's party is up-and-coming in 1930; reliable for showing that Hitler uses the Versailles Treaty to enhance his power; useful for showing Hitler's rise to power in 1930; reliable for showing that Hitler is the head of a political party
Unreliable:	not reliable for showing the methods Hitler used to influence the German people; not reliable because it does not show any written works or ideology that he is using to guide/influence his followers
Somewhat Reliable:	although the cartoon explains that Hitler is gaining influence, Fitzpatrick does not provide specific evidence about the German election in 1930; although it is reliable for showing that Hitler is the head of a political party, it is unreliable for showing Hitler's political tactics such as public gatherings, speeches, and propaganda posters

Score of 0:

- Incorrect response

  Examples: it is reliable; it is unreliable; unreliable because it is a cartoon; reliable for showing that Hitler led the German people in World War II*; unreliable for showing Hitler was responsible for the Holocaust*

- No response

* Answers must be both historically accurate AND tied to the date in the document/question. Answers that use World War II and the Holocaust are not acceptable because the question is asking about 1930.

Document 1

Select Articles from the Treaty of Versailles

Article 159

The German military forces shall be demobilised and reduced as prescribed hereinafter.

Article 231

The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies. . . .

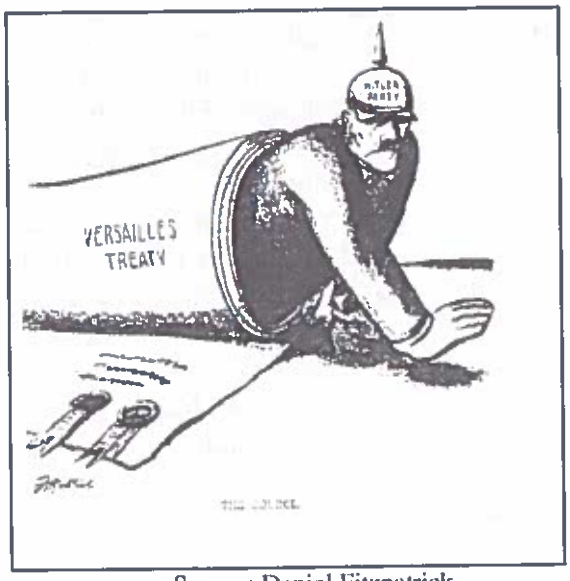
Article 232

. . .The Allied and Associated Governments, however, require, and Germany undertakes, that she will make compensation for all damage done to the civilian population of the Allied and Associated Powers and to their property during the period of the belligerency of each as an Allied or Associated Power against Germany by such aggression by land, by sea and from the air, and in general all damage as defined in Annex I hereto. . . .

Source: *The Versailles Treaty,* June 28, 1919

Document 2

Daniel Fitzpatrick was an editorial cartoonist for the St. Louis Dispatch from 1913–1958, during which time his cartoons were published in thirty-five newspapers in the United States. During the 1920s and 1930s, while the United States was looking inward, Fitzpatrick was one of the first American cartoonists to warn of the dangers of fascism in Europe.



Source: Daniel Fitzpatrick,
St. Louis Post- Dispatch,
October 19, 1930

3. Identify *and* explain a cause-and-effect relationship associated with the events or ideas in documents 1 and 2. Be sure to use evidence from *both* documents 1 and 2 in your response.

Score of 1:

- Identifies and explains a cause-and-effect relationship associated with the events or ideas in documents 1 and 2

  Examples: the demobilization of the Germans led to a rise in German nationalism and the rebuilding of the military under Hitler; German resentment over the harsh conditions of the Treaty of Versailles led to the rise of Hitler/Nazism; poor economic conditions in Germany resulting from paying reparations led to the success of Hitler in Germany; provisions of the Treaty of Versailles ratified by the German government and condemned by Hitler led to the emergence of Hitler as a leader; Hitler's Party rose to power by renouncing the Versailles Treaty; the Treaty of Versailles influenced the rise of Hitler/Nazis to power in Germany

Score of 0:

- Incorrect response

  Examples: the Treaty of Versailles contained Hitler; the Versailles Treaty caused Americans to punish Hitler; Hitler's defeat in World War I led to the Versailles Treaty
- No response

SHORT ANSWER QUESTIONS—SET #2 (Turning Point)

Document 1

Growth of the Japanese Empire, 1931–41

Source: *Historical Maps on File*, Revised Edition, Volume II, Facts on File (adapted)

1. Explain the geographic context for the historical development shown on this map.

Score of 1:

- Explains the geographic context for the historical development shown on this map

  Examples: Japanese industrialization and militarism led to the desire for more territory and resources; Japan lacks industrial resources/oil/coal/iron ore and was interested in expanding to mainland Asia and into the Pacific to obtain them/it; nationalism led to Japan's desire to extend its sphere of influence to mainland Asia as other imperialists had done; Japan's mountains/islands had limited farmland and living space that led to a desire for additional territory/expansion; economic sanctions placed on Japan by the United States and other countries pushed Japan to keep fighting in China; Japan wanted to secure strategic territories along the coastline of mainland Asia to protect their trade interests and their economy; Japan wanted coal from Manchukuo; Japan wanted colonies to supply goods/raw materials that were scarce at home; Japan's population /industrial development relied on agricultural products/food produced in/imported from its Asian colonies; Japan wanted to build a co-prosperity sphere/Greater Asia region free of the control of Western powers/Asia for Asians

Score of 0:

- Incorrect response

  Examples: Japan is an island/archipelago/mountainous; Japan invaded Pearl Harbor; Japan was isolated; Japan was defeated in World War II; Japan had annexed Chosen/Korea; Japan had been conquered

- No response

Document 2

Dr. Tatsuichiro Akizuki was a physician practicing in Nagasaki on August 9, 1945. He kept notes on his experiences during and after the bombing. In 1961, when he was asked about his experiences, he felt it was his responsibility to write them down in a book. In 1969, Dr. Akizuki helped establish the Nagasaki Testimonial Society to increase the written records of the Nagasaki atomic bomb survivors. His book *Nagasaki 1945* was published in 1982.

> There was a blinding white flash of light, and the next moment — *Bang! Crack!* A huge impact like a gigantic blow smote [struck] down upon our bodies, our heads and our hospital. I lay flat—I didn't know whether or not of my own volition [choice]. Then down came piles of debris, slamming into my back. . . .
>
> All the buildings I could see were on fire: large ones and small ones and those with straw-thatched roofs. Further off along the valley, Urakami Church, the largest Catholic church in the east, was ablaze. The technical school, a large two-storeyed wooden building, was on fire, as were many houses and the distant ordnance factory. Electricity poles were wrapped in flame like so many pieces of kindling. Trees on the near-by hills were smoking, as were the leaves of sweet potatoes in the fields. To say that everything burned is not enough. It seemed as if the earth itself emitted fire and smoke, flames that writhed up and erupted from underground. The sky was dark, the ground was scarlet, and in between hung clouds of yellowish smoke. Three kinds of colour – black, yellow, and scarlet loomed ominously over the people, who ran about like so many ants seeking to escape. What had happened? Urakami Hospital had not been bombed—I understood that much. But that ocean of fire, that sky of smoke! It seemed like the end of the world. . . .

Source: Dr. Tatsuichiro Akizuki, *Nagasaki 1945*, Quartet Books, 1982

2a. Based on this excerpt, explain Dr. Tatsuichiro Akizuki's purpose for writing about what occurred in Nagasaki on August 9, 1945.

Score of 1:

- Explains Dr. Tatsuichiro Akizuki's purpose for writing about what occurred in Nagasaki on August 9, 1945

  Examples: to recall/explain what happened on the day an atomic bomb was dropped on Nagasaki; he wanted people to know how the bombing had affected the people and area in which it was dropped; he wanted to describe what happened to him and the buildings near him so that others would know how terrifying it had been; to describe the infrastructural damage to Nagasaki caused by dropping the bomb; he wanted to describe the devastation caused by the atomic bomb dropped on Nagasaki; Dr. Akizuki wants to share his experience as an atomic bomb survivor; wants to show what he experienced to educate others so that people do not forget what happened in Nagasaki

Score of 0:

- Incorrect response

  Examples: Dr. Akizuki wanted to show that Nagasaki was prepared for the attack since Hiroshima had already been bombed; he wanted to show that churches and hospitals were not affected by the bomb; he wanted everyone to know that he was knocked down; to describe the end of the world; to describe Nagasaki in 1980; to describe fire; to describe the sky; to explain the bombing of Urakami Hospital/Urakami Church

- No response

2b. Explain the extent to which Dr. Tatsuichiro Akizuki's account is a reliable source of evidence for understanding what occurred in Nagasaki on August 9, 1945. In your response, be sure to include your evaluation of the source's reliability *and* your reasoning for that evaluation.

Score of 1

- Explains the extent to which Dr. Tatsuichiro Akizuki's account is a reliable source of evidence for understanding what occurred in Nagasaki on August 9, 1945

Reliable:	useful for/reliable for understanding the immediate effects of the bomb in Nagasaki because Dr. Akizuki provides an eyewitness account of the sounds and sights he experienced; as a survivor of the dropping of the bomb, Dr. Akizuki is reliable for understanding the effects of the bomb on people and on the landscape in the area of Nagasaki where he was located
Unreliable:	not reliable for knowing the details about what happened in Nagasaki beyond the hospital area where he worked; unreliable because some of the details in his account may be inaccurate or misremembered
Somewhat Reliable:	somewhat reliable because while this excerpt by Dr. Akizuki provides a compelling description of events in Nagasaki, eyewitness accounts are sometimes known to be unreliable; reliable for showing the immediate effects of the dropping of the atomic bomb/nuclear weapon but unreliable for showing long-term effects on Nagasaki; although Dr. Akizuki gives the perspective of a Japanese man who experienced the dropping of the atomic bomb in Nagasaki, he may have included faulty memories in his account because it was not published immediately/shortly after the dropping of the bomb; somewhat reliable because while he experienced the effects of the devastation of the atomic bomb in Nagasaki/he also has an agenda/he wants to be sure the effects of the bombing are not forgotten/he also is most likely sympathetic to the victims

Score of 0

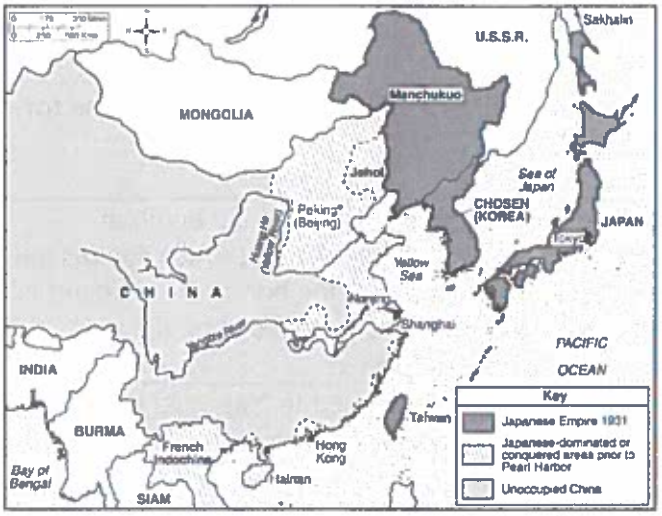
- Incorrect response

  Examples: it is reliable; it is unreliable; it is a primary source; it is an eyewitness account; he is a doctor; reliable for showing how people escaped from Nagasaki; reliable for showing why the bomb was dropped on Nagasaki; unreliable because he does not know what happened

- No response

Document 1

Growth of the Japanese Empire, 1931–41



Source: *Historical Maps on File*, Revised Edition, Volume II, Facts on File (adapted)

Document 2

Dr. Tatsuichiro Akizuki was a physician practicing in Nagasaki on August 9, 1945. He kept notes on his experiences during and after the bombing. In 1961, when he was asked about his experiences, he felt it was his responsibility to write them down in a book. In 1969, Dr. Akizuki helped establish the Nagasaki Testimonial Society to increase the written records of the Nagasaki atomic bomb survivors. His book *Nagasaki 1945* was published in 1982.

There was a blinding white flash of light, and the next moment — *Bang! Crack!* A huge impact like a gigantic blow smote [struck] down upon our bodies, our heads and our hospital. I lay flat—I didn't know whether or not of my own volition [choice]. Then down came piles of debris, slamming into my back....

All the buildings I could see were on fire: large ones and small ones and those with straw-thatched roofs. Further off along the valley, Urakami Church, the largest Catholic church in the east, was ablaze. The technical school, a large two-storeyed wooden building, was on fire, as were many houses and the distant ordnance factory. Electricity poles were wrapped in flame like so many pieces of kindling. Trees on the near-by hills were smoking, as were the leaves of sweet potatoes in the fields. To say that everything burned is not enough. It seemed as if the earth itself emitted fire and smoke, flames that writhed up and erupted from underground. The sky was dark, the ground was scarlet, and in between hung clouds of yellowish smoke. Three kinds of colour – black, yellow, and scarlet loomed ominously over the people, who ran about like so many ants seeking to escape. What had happened? Urakami Hospital had not been bombed—I understood that much. But that ocean of fire, that sky of smoke! It seemed like the end of the world....

Source: Dr. Tatsuichiro Akizuki, *Nagasaki 1945*, Quartet Books, 1982

3a. Identify a turning point associated with the historical development and events related to *both* documents 1 and 2.

Score of 1

- Identifies a turning point associated with the historical development and events related to both documents 1 and 2

  Examples: the dropping of the atomic bomb on Japan; the end of World War II, the defeat of Japan in World War II; Cold War

Score of 0

- Incorrect response

  Examples: Meiji Restoration; Axis Powers; spheres of influence
- No response

3b. Explain why the historical developments and events associated with these documents are considered a turning point. Be sure to use evidence from *both* documents 1 and 2 in your response.

Score of 1

- Explains why the historical developments and events associated with these documents are considered a turning point

  Examples: dropping the atomic bomb on Nagasaki ended World War II and Japanese expansion in the Pacific; Japan's empire/co-prosperity sphere was destroyed after the dropping of Fat Man/the atomic bomb on Nagasaki; Japan was a leading military power in Asia before World War II, but after the dropping of the bomb and their defeat, Japan no longer has a strong army; in the 1930s, countries were using conventional weapons to fight wars and gain territory, but since 1945, the threat of using nuclear weapons to expand into territories has been present; Japan expanded into Korea before World War I, but after the dropping of the atomic bomb on Nagasaki and Japan's defeat, Korea was divided by the Soviets and the Americans; after conquering many areas in Asia, Japan bombed Pearl Harbor bringing the United States into World War II, which ended when the United States dropped atomic bombs on Japan

Score of 0

- Incorrect response

  Examples: the Japanese bombed Pearl Harbor and the United States bombed Nagasaki; the Meiji Restoration led to competition between Japan and the United States to make nuclear weapons; the Japanese Empire was bombed

- No response

Scoring Note: If a response provides a correct explanation for question 3b, the response is awarded one credit even if the explanation is not tied to the turning point identified in question 3a.

Scoring information for Question 3b:

For turning point CRQs, answers for 3b are incorrect if

- they only identify and do not explain
- they are not using evidence related to information in both documents
- they provide incorrect information
- they do not answer the question

Scoring:

1. **3a is correct; 3b is correct but unrelated to 3a = one credit for each question**
2. **3a is correct; 3b is correct and related to 3a = one credit for each question**
3. **3a is incorrect; 3b is correct = one credit for 3b**
4. **3a is correct; 3b is incorrect = one credit for 3a**

SHORT ANSWER QUESTIONS—SET #3 (Comparison)

Document 1

Macgregor Laird, Scottish explorer and shipbuilder, wrote this narrative after travelling by steamship up the Niger River in West Africa between 1832 and 1834. Out of the forty-eight members of the expedition, Laird was one of nine who survived.

> We have the power in our hands, moral, physical, and mechanical; the first, based on the Bible; the second, upon the wonderful adaptation of the Anglo-Saxon race to all climates, situations, and circumstances . . . the third, bequeathed [given] to us by the immortal James Watt. By his invention [of the steam engine] every river is laid open to us, time and distance are shortened. If his spirit is allowed to witness the success of his invention here on earth, I can conceive no application of it that would meet his approbation [approval] more than seeing the mighty streams of the Mississippi and the Amazon, the Niger and the Nile, the Indus and the Ganges, stemmed by hundreds of steam-vessels, carrying the glad tidings of "peace and good will towards men" into the dark places of the earth which are now filled with cruelty. This power, which has only been in existence for a quarter of a century, has rendered rivers truly "the highway of nations," and made easy what it would have been difficult if not impossible, to accomplish without it. . . .

Source: Macgregor Laird and R. A. K. Oldfield, *Narrative of an Expedition into the Interior of Africa by the River Niger in the Steam-Vessels Quorra and Alburkah in 1832, 1833, 1834,* Volume II, London, Richard Bentley, 1837

1. Explain the historical circumstances that led to British exploration in West Africa in the 1830s.

Score of 1:

- Explains the historical circumstances that led to British exploration in West Africa in the 1830s
  Examples: the Industrial Revolution led to the use of steam power/mechanized weapons/advanced technology which aided imperialism; the Industrial Revolution led to European desire for resources/markets/colonies in Africa; improvements in maritime technology/medical advancements during the 1800s allowed for Europeans to travel to the interior of Africa; European desire to spread Christianity; European ethnocentrism led to imperialism in Africa; because of the industrial Revolution, the expanding British Empire wanted to control key rivers to encourage trade/capitalism/gain markets; Britain had been engaged in the region due to the slave trade and saw a moral obligation to rid Africa of such cruelty; European interest in Africa was increasing due to travel/adventure books written by explorers; Britain had emerged as a powerful country after defeating Napoleon

Score of 0:

- Incorrect response
  Examples: imperialism; steam engine; Social Darwinism; "White Man's Burden"; gold/salt trade; slave labor
- No response

Scoring Note: Answers for historical circumstances must be historically accurate. The document is from 1837; thus answers discussing Social Darwinism (late 1800s) and White Man's Burden (1899), though related to imperialism, are not accurate.

Document 2

Nnamdi Azikiwe was a Nigerian writer, a nationalist leader, and a Christian, who was born in Nigeria during British rule. He attended and taught at a number of universities in the United States between 1925 and 1934. Azikiwe returned to Nigeria in 1934 and became the first president of an independent Nigeria in 1960. This excerpt is from a speech he gave at a dinner in his honor arranged by university alumni while he was visiting New York in 1947.

> . . . Socially, the ogre [monster] of racial segregation and discrimination makes it extremely difficult for the colonial to develop his personality to the full. Education is obtainable but limited to the privileged. Hospitals are not available to the great number of the people but only to a negligible [small] minority. Public services are lacking in many respects; there are not sufficient water supplies, surfaced roads, postal services and communications systems in most communities of Nigeria. The prisons are medieval, the penal [criminal] code is oppressive, and religious freedom is a pearl of great price.

Source: *Zik: A Selection from the Speeches of Nnamdi Azikiwe*, Cambridge University Press

2a. Based on this excerpt from Nnamdi Azikiwe's speech, identify his point of view concerning British colonialism.

Score of 1:

- Identifies Nnamdi Azikiwe's point of view concerning British colonialism

  Examples: British colonialism has had many negative impacts on Nigeria; British colonialism created racial segregation/discrimination and has made it difficult for Nigerians/colonial people to develop their personalities; imperialism has made it difficult for Africa to develop; colonialism has made education/medical care available to only a few; Nigeria lacks public services and infrastructure in most communities due to British colonialism; human rights/personal freedoms are not guaranteed due to British colonialism; the British created a legacy of oppressive penal codes and medieval prisons; he sees the British as ogres/monsters for creating segregation and discrimination; religious freedom/Christianity is a "pearl of great price"; it was negative/negative; he saw it as oppressive/oppressive

Score of 0:

- Incorrect response

  Examples: education is obtainable for all because of the British; had a positive impact; imperialism; British are a small minority; British are lacking; Nigeria is lacking; Britain paid a great price for Nigeria; a pearl of great price

- No response

2b. Explain the extent to which this excerpt from Nnamdi Azikiwe's speech is a reliable source of evidence for understanding British colonialism. In your response, be sure to include your evaluation of the source's reliability *and* your reasoning for that evaluation.

Score of 1:

- Explains the extent to which the excerpt from Nnamdi Azikiwe's speech is a reliable source of evidence about British colonialism

Reliable:	reliable since Azikiwe grew up in Nigeria when it was under British rule; reliable since Azikiwe is Nigerian and he would have lived with the negative effects of British colonialism; reliable for suggesting harm was done to Nigerians under British colonialism; as a nationalist leader and future president, Azikiwe is a reliable source for understanding the reasons Nigerians sought independence from the British; reliable for presenting an educated/nationalist perspective on British colonialism
Unreliable:	unreliable for learning about British colonialism in other places in the British Empire such as Ghana, India, or South Africa; unreliable because it does not show any of the British perspective; may not be reliable for showing a villager's perspective on colonialism since he was educated in the United States and lived outside the country for ten years
Somewhat Reliable:	somewhat reliable because Azikiwe might be overstating the negative effects of British colonialism because he is speaking in the United States and possibly trying to gain support for his nationalist cause; somewhat unreliable because it shows the perspective of a Nigerian, but lacks balance because it does not include the British perspective

Score of 0:

- Incorrect response

  Examples: it is reliable; it is unreliable; it is a primary source; he is Nigerian; unreliable because he is in the United States; reliable/unreliable because he was discriminated against; he was oppressed; it is his opinion
- No response

Document 1

Macgregor Laird, Scottish explorer and shipbuilder, wrote this narrative after travelling by steamship up the Niger River in West Africa between 1832 and 1834. Out of the forty-eight members of the expedition, Laird was one of nine who survived.

> We have the power in our hands, moral, physical, and mechanical; the first, based on the Bible; the second, upon the wonderful adaptation of the Anglo-Saxon race to all climates, situations, and circumstances . . . the third, bequeathed [given] to us by the immortal James Watt. By his invention [of the steam engine] every river is laid open to us, time and distance are shortened. If his spirit is allowed to witness the success of his invention here on earth, I can conceive no application of it that would meet his approbation [approval] more than seeing the mighty streams of the Mississippi and the Amazon, the Niger and the Nile, the Indus and the Ganges, stemmed by hundreds of steam-vessels, carrying the glad tidings of "peace and good will towards men" into the dark places of the earth which are now filled with cruelty. This power, which has only been in existence for a quarter of a century, has rendered rivers truly "the highway of nations," and made easy what it would have been difficult if not impossible, to accomplish without it. . . .

Source: Macgregor Laird and R. A. K. Oldfield, *Narrative of an Expedition into the Interior of Africa by the River Niger in the Steam-Vessels Quorra and Alburkah in 1832, 1833, 1834,* Volume II, London, Richard Bentley, 1837

Document 2

Nnamdi Azikiwe was a Nigerian writer, a nationalist leader, and a Christian, who was born in Nigeria during British rule. He attended and taught at a number of universities in the United States between 1925 and 1934. Azikiwe returned to Nigeria in 1934 and became the first president of an independent Nigeria in 1960. This excerpt is from a speech he gave at a dinner in his honor arranged by university alumni while he was visiting New York in 1947.

> . . . Socially, the ogre [monster] of racial segregation and discrimination makes it extremely difficult for the colonial to develop his personality to the full. Education is obtainable but limited to the privileged. Hospitals are not available to the great number of the people but only to a negligible [small] minority. Public services are lacking in many respects; there are not sufficient water supplies, surfaced roads, postal services and communications systems in most communities of Nigeria. The prisons are medieval, the penal [criminal] code is oppressive, and religious freedom is a pearl of great price.

Source: *Zik: A Selection from the Speeches of Nnamdi Azikiwe*, Cambridge University Press

3a. Identify a similarity *or* a difference regarding ideas about the role of the British in Africa as expressed in documents 1 and 2.

Score of 1:

- Identifies a similarity *or* a difference regarding ideas about the role of the British in Africa as expressed in documents 1 and 2

  Similarities: both documents discuss the power of the colonizers; both documents discuss control of areas in West Africa; both address Christianization/religion in West Africa/Africa

  Differences: two different perspectives about British imperialism are expressed; document 1 expresses British reasons for imperialism and document 2 expresses reasons to decolonize

Score of 0:

- Incorrect response

  Examples: they were written at different times/the years are different; imperialism; both believe industrial technology will play a part in the future of Nigeria; document 1 is positive, document 2 is negative

- No response

3b. Explain a similarity *or* a difference regarding ideas about the role of the British in Africa as expressed in documents 1 and 2. Be sure to use evidence from *both* documents 1 and 2 in your response.

Score of 1:

- Explains a similarity *or* a difference regarding the role of the British in Africa as expressed in documents 1 and 2

  Similarities: Laird suggests that Western culture can adapt to and improve the world, and Azikiwi's life and speech show that Western education was possible, but was only available to a few privileged Africans; both documents discuss how Europeans came to West Africa and had the ability to make many changes in society; both Laird and Azikiwi view being able to practice the Christian religion as positive

  Differences: Laird believes that an Anglo-Saxon presence will bring peace and prosperity to British colonies and Azikiwi explains that British colonization resulted in discrimination; document 1 presents the British in immortal and protective terms whereas document 2 presents them as oppressive/monsters; Laird suggests that morality from the Bible will empower Africa and Azikiwe states that such a benefit came with a price, including the loss of indigenous identity/religions; document 1 shows how Europeans are now able to explore/conquer more of West Africa while document 2 shows how Nigerians have suffered as a result of this conquering; document 1 shows the power of Europeans due to their technology and document 2 shows how that technology was unevenly distributed in Nigeria

Score of 0:

- Incorrect response

  Examples: in document 1, Laird writes about Africa and in document 2, Azikiwe writes about Africa; Laird is in favor of exploration in Africa and Azikiwe thinks roads should be built; document 1 talks about mighty streams, but document 2 says that there are not sufficient water supplies; document 1 explains that African imperialism is impossible, but document 2 shows it happened
- No response

Scoring Note: If a response provides a correct explanation for question 3b, the response is awarded one credit even if the explanation is not tied to the similarity/difference identified in question 3a.

Scoring information for Question 3b:

For similarity/difference CRQs, answers for 3b are incorrect if

- they only identify and do not explain
- they are not using evidence related to information in both documents
- they provide incorrect information
- they do not answer the question

Scoring:

1. **3a is correct; 3b is correct but unrelated to 3a = one credit for each question**
2. **3a is correct; 3b is correct and related to 3a = one credit for each question**
3. **3a is incorrect; 3b is correct = one credit for 3b**
4. **3a is correct; 3b is incorrect = one credit for 3a**