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**Educator Guide
to the Regents Examination
in Global History and Geography II
(Grade 10)**

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University of the
State of New York
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Department

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Foreword

As part of the New York State Board of Regents Reform Agenda, NYSED has embarked on a comprehensive reform initiative to ensure that schools prepare students with the knowledge and skills that they need to be successful. To realize the goals of this agenda, the New York State Board of Regents adopted the New York State K-12 Social Studies Framework in April 2014. This change is intended to enrich pedagogy and student learning. As a result of the adoption of the NYS K-12 Framework, NYSED is deeply committed to a revision of the current state assessment program for Global History and Geography to measure Grade 10 content and skills.

The adoption of the NYS K-12 Social Studies Framework signaled the need for educators to shift instruction to prepare students in accordance with the rigor of the content and skills presented in it. The Office of State Assessment worked with members of the Content Advisory Panel to develop the Regents Examination in Global History and Geography II (Grade 10), incorporating the principals of evidence-centered design (ECD). State Education Department staff and members of the Content Advisory Panel worked together to develop claims, evidence, and Performance-Level Descriptions (PLDs) for the new assessment. They also worked together to develop the task models being used to develop test questions. Educators have been surveyed regarding the Regents Examination in Global History and Geography II (Grade 10) and State Education Department staff and Content Advisory Panel members analyzed that feedback and incorporated it into the assessment.

Based on analysis of field test results and out of an abundance of caution, a decision has been made to remove the part 2b question from Part II of the Regents Examination in Global History and Geography II (Grade 10).

Revised prototypes for Part II of this examination have been provided in the new addendum included at the end of this guide.

K–12 Social Studies Framework

Social Studies is intended to promote civic competence through the integrated study of the social sciences and humanities. Within the school program, Social Studies provides coordinated, systematic study that draws upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, belief systems, and sociology, as well as upon appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (adapted from the National Council for the Social Studies [NCSS] definition of Social Studies).

The Social Studies Framework allows for

- Students to develop an understanding of concepts and key ideas through inquiry, analysis of primary and secondary source documents, and application of disciplinary skills and practices
- Students to be assessed on their understanding of key ideas and conceptual understandings as well as Social Studies practices
- Districts and teachers to continue to have decision-making power about how to teach and illustrate key ideas and conceptual understandings to promote student understanding

The NYS K–12 Social Studies Framework (2014) can be found at

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>.

Social Studies Practices Grades 9-12

A. Gathering, Interpreting, and Using Evidence

1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.
2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.
4. Describe, analyze, and evaluate arguments of others.
5. Make inferences and draw conclusions from evidence.
6. Deconstruct and construct plausible and persuasive arguments using evidence.
7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.

B. Chronological Reasoning and Causation

1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
2. Identify causes and effects using examples from different time periods and courses of study across several grade levels.
3. Identify, analyze, and evaluate the relationship between multiple causes and effects.
4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).
5. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.
6. Recognize that choice of specific periodization favors or advantages one narrative, region, or group over another narrative, region, or group.
7. Relate patterns of continuity and change to larger historical processes and themes.
8. Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.

C. Comparison and Contextualization

1. Identify similarities and differences between geographic regions across historical time periods and relate differences in geography to different historical events and outcomes.
2. Identify, compare, and evaluate multiple perspectives on a given historical experience.
3. Identify and compare similarities and differences between historical developments over time and in different geographical and cultural contexts.
4. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).
5. Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.
6. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present (where appropriate).

D. Geographic Reasoning

1. Ask geographic questions about where places are located, why their locations are important, and how their locations are related to the locations of other places and people.
2. Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.
3. Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.
4. Recognize and interpret (at different scales) the relationships between patterns and processes.
5. Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.
6. Characterize and analyze changing connections between places and regions.

E. Economics and Economics Systems

1. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
2. Analyze the ways in which incentives influence what is produced and distributed in a market system.
3. Evaluate the extent to which competition between sellers and between buyers exists in specific markets.
4. Describe concepts of property rights and rule of law as they apply to a market economy.
5. Use economic indicators to analyze the current and future state of the economy.
6. Analyze government economic policies and the effects on the national and global economy.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counterargument.
2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
3. Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.
4. Identify, describe, and contrast the roles of the individual in opportunities for social and political participation in different societies.
5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.
6. Identify situations in which social actions are required and determine an appropriate course of action.
7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.
8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process.

Curriculum and Instruction Decisions

As teachers and districts consider curriculum and instructional decisions in light of the NYS K–12 Social Studies Framework, there are three instructional shifts to highlight. The purpose of the Framework in general, and the shifts, in particular, is to affirm what teachers are already doing well and to accelerate the types of changes in teaching and learning that can help students. The design of the NYS K–12 Social Studies Framework directly supports practitioners in making this shift toward greater conceptual understanding. The three instructional shifts are:

Shift #1: Focus on Conceptual Understanding

Shift #2: Foster Student Inquiry, Collaboration, and Informed Action

Shift #3: Integrate Content and Skills Purposefully

Instruction in Social Studies, aligned to the NYS K–12 Social Studies Framework, can and should take many forms—there is no one single approach that will meet the needs of all students. Teachers, as professionals, should develop a repertoire of instructional methods and strategies.

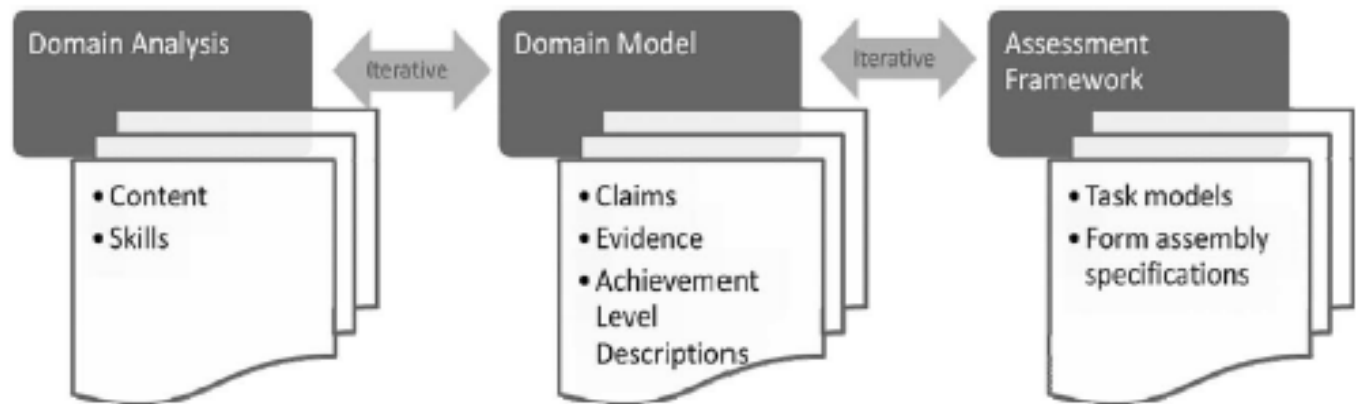
Different methods should be used depending on what content, skills, and relevant connections are being taught and the outcomes one wants students to demonstrate. Neither inquiry nor lecture can be the sole method used to teach. There are many different active learning strategies that teachers can employ effectively depending on the topics chosen, skills required, and learning objectives. Active learning strategies include research and oral reports, debates, simulations, project-based learning, and cooperative learning.

More information on the three instructional shifts is available at <https://www.engageny.org/resource/new-york-state-k-12-social-studies-field-guide>.

Introduction to the Regents Examination in Global History and Geography II (Grade 10)

The Regents Examination in Global History and Geography II (Grade 10), based on the NYS K–12 Social Studies Framework, is being developed for first administration in June 2019. Evidence Centered Design (ECD) has been the foundation for the development of this new exam. ECD is a systematic process to ensure comparable scores across multiple test forms. It provides a way to focus on the most valuable aspects of learning, content and skills.

Evidence Centered Assessment Design



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The first domain in ECD is comprised of content and skills. The skills in this domain are rooted in the Social Studies practices and include gathering, using, and interpreting evidence; chronological reasoning and causation; comparison and contextualization; geographic reasoning; economics and economic systems; and civic participation. These skills, or practices, represent the social science thinking skills and historical thinking skills that students should develop throughout their K-12 education to be prepared for civic participation, college, and careers.

The second domain is comprised of claims, evidence, and PLDs. Claims are clear statements about what students should be able to do at the end of the course. Evidence is what a student needs to do, say, or produce to support the acquisition of the claim. The PLDs explain what it means to earn a performance level of 1, 2, 3, 4, or 5 on the examination.

The third domain consists of the test design and the task models. The test design refers to the components that make up the examination. The task models are the structures, or shells, for collecting evidence for the claims.

To further illustrate the claims, evidence, and PLDs for Global History and Geography II (Grade 10), a document is provided beginning on page 10. The left column provides the claims along with an outlined list of possible evidence a student might demonstrate. The other columns show PLD levels 2 to 5 and provide a description of what students should be able to do at each level aligned to the claims and evidence.

Performance Level Descriptions

Global History and Geography II (Grade 10) [ca. 1750–present]

PLD LEVEL 3—Sufficient for graduation and credit proficiency; student partially meets grade-level expectations

PLD LEVEL 4—Meets framework grade-level expectations at a level demonstrating preparation for entry to Grade 11 United States History and Government course and on track for an entry-level college social science course

CLAIM AND EVIDENCE	NYS Level 2 Descriptor	NYS Level 3 Descriptor	NYS Level 4 Descriptor	NYS Level 5 Descriptor
<p>CLAIM 1 Students can analyze sources and use evidence to create and analyze disciplinary-based (e.g., geographic, economic, political and/or historical) claims.</p> <p>EVIDENCE</p> <ul style="list-style-type: none"> • Analysis of sources includes two components: <ul style="list-style-type: none"> A. Recognition or Acknowledgement of <ul style="list-style-type: none"> i. Format ii. Authorship iii. Time/Place iv. Audience v. Content vi. Purpose vii. Bias/Point of View B. Corroboration <ul style="list-style-type: none"> i. Relationship between sources ii. Relationship between sources 	<p>1.1 Student identifies origin and intent of sources and inaccurately describes how these factors influence the reliability of sources.</p> <hr/> <p>1.2 Student incorrectly identifies the biases she/he brings to the examination of a source (e.g., analyzing a source using current perspectives without using the historical context of the time in which it was created).</p>	<p>1.1 Student identifies authorship, purpose, content, bias/point of view, format of source, location of source in time and/or place, and/or intended audience of sources, and describes how some of these factors influence the reliability of sources.</p> <hr/> <p>1.2 Student identifies the biases she/he brings to the examination of a source with minor inaccuracies (e.g., analyzing a source using current perspectives vs. interpreting a source using the historical context of the time in which it was created).</p>	<p>1.1 Student identifies authorship, purpose, content, bias/point of view, format of source, location of source in time and/or place, and/or intended audience of sources, and describes how some of these factors influence the reliability (strengths/weaknesses/uses) of sources.</p> <hr/> <p>1.2 Student identifies the biases she/he brings to the examination of a source (e.g., analyzing a source using current perspectives vs. interpreting a source using the historical context of the time in which it was created).</p>	<p>1.1 Student identifies authorship, purpose, content, bias/point of view, format of source, location of source in time and/or place, and/or intended audience of sources and analyzes how some of these factors influence the reliability (strengths/weaknesses/uses) of sources.</p> <hr/> <p>1.2 Student identifies the biases she/he brings to the examination of a source (e.g., analyzing a source using current perspectives vs. interpreting a source using the historical context of the time in which it was created) and explains the biases of others.</p>

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CLAIM AND EVIDENCE	NYS Level 2 Descriptor	NYS Level 3 Descriptor	NYS Level 4 Descriptor	NYS Level 5 Descriptor
<p>and disciplinary-based (e.g., geographic, economic, political, and/or historical) claims</p> <p>iii. Reliability of the sources(s) in light of analysis</p> <ul style="list-style-type: none"> • Creation of disciplinary-based (e.g., geographic, economic, political, and/or historical) claim or argument includes: <ul style="list-style-type: none"> A. Disciplinary-based (e.g., geographic, economic, political, and/or historical) claim or argument B. Evidence from source(s) to support or refute the claim or argument • Analysis of disciplinary-based (e.g., geographic, economic, political, and/or historical) claim or argument includes: <ul style="list-style-type: none"> A. Disciplinary-based (e.g., geographic, economic, political, and/or historical) claim(s) or 	<p>1.3 Student uses irrelevant and/or disconnected historical/geographic/economic/political evidence from multiple sources to support a claim without reference to perspective or historical context.</p> <hr/> <p>1.4 Student evaluates a claim or argument using invalid evidence or sources.</p> <hr/> <p>1.5 Student makes an implausible claim or argument using irrelevant and/or disconnected historical/geographic/economic/political evidence and data from sources.</p>	<p>1.3 Student uses relevant historical/geographic/economic/political evidence from multiple sources to support a claim without reference to perspective or historical context.</p> <hr/> <p>1.4 Student evaluates a claim or argument using isolated evidence from one or more sources.</p> <hr/> <p>1.5 Student presents a plausible claim or argument using relevant historical/geographic/economic/political evidence and data from sources.</p>	<p>1.3 Student uses relevant historical/geographic/economic/political evidence from multiple sources to support or refute a claim or an argument with reference to perspective and/or historical context.</p> <hr/> <p>1.4 Student evaluates a claim or argument using multiple sources.</p> <hr/> <p>1.5 Student constructs a coherent claim or argument using relevant historical/geographic/economic/political evidence from sources.</p>	<p>1.3 Student uses relevant historical/geographic/economic/political evidence from multiple sources to support or refute a claim or an argument and proposes alternate interpretations, with reference to both perspective and historical context.</p> <hr/> <p>1.4 Student evaluates a claim or argument using and integrating multiple sources.</p> <hr/> <p>1.5 Student constructs a strong, coherent claim or argument by integrating relevant historical/geographic/economic/political evidence from sources.</p>

CLAIM AND EVIDENCE	NYS Level 2 Descriptor	NYS Level 3 Descriptor	NYS Level 4 Descriptor	NYS Level 5 Descriptor
<p>arguments(s)</p> <p>B. Evidence from source(s) to support or refute the claim</p> <p>C. Validity of the claim in light of evidence</p>	<p>1.6 Student describes the relationship between a given set of sources/documents and may use irrelevant and/or disconnected evidence.</p> <hr/> <p>1.7 Student supports or refutes the validity of a claim/argument by using opinion, or without the support of sources.</p>	<p>1.6 Student explains how a given set of sources/documents are related, using relevant evidence.</p> <hr/> <p>1.7 Student supports or refutes the validity of a claim/argument by explaining the reliability of the sources used to make the claim.</p>	<p>1.6 Student interprets and explains how a given set of sources/documents are related, using historical context and relevant evidence.</p> <hr/> <p>1.7 Student evaluates the validity of a claim/argument by analyzing the reliability of sources used to make the claim.</p>	<p>1.6 Student creates a historically accurate interpretation of how a given set of sources/documents are related, using historical context, current perspectives, and relevant evidence.</p> <hr/> <p>1.7 Student evaluates the validity of a claim/argument by analyzing the reliability of sources used to make the claim and proposes alternative interpretations.</p>

CLAIM AND EVIDENCE	NYS Level 2 Descriptor	NYS Level 3 Descriptor	NYS Level 4 Descriptor	NYS Level 5 Descriptor
<p>CLAIM 2 Students can analyze how events are related chronologically and the geographic, economic, political, and/or historical causes and effects of those events.</p> <p>EVIDENCE</p> <ul style="list-style-type: none"> • Analysis includes: <ul style="list-style-type: none"> A. Dynamics of continuity and change over periods of time B. Factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influenced changes over time C. Causes and effects using geographic, economic, political and/or historical lenses D. Effects of location and other spatial concepts E. Characteristics that define historical period(s) 	<p>2.1 Student identifies a time period, but inaccurately defines the historical, geographic, economic, or political characteristics associated with the period.</p> <hr/> <p>2.2 Student identifies events in chronological sequence with inaccuracies.</p> <hr/> <p>2.3 Student confuses the historical, geographic, economic, or political factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influence change and/or continuity within a time period.</p>	<p>2.1 Student identifies a time period and defines the historical, geographic, economic, or political characteristics associated with the period.</p> <hr/> <p>2.2 Student identifies related events in chronological sequence.</p> <hr/> <p>2.3 Student identifies the historical, geographic, economic, or political factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influence change and/or continuity within a time period with minor inaccuracies.</p>	<p>2.1 Student identifies a time period or periods and categorizes events that are associated with that period or periods, including historical, geographic, economic, or political characteristics associated with the period(s).</p> <hr/> <p>2.2 Student identifies and describes related events in chronological sequence.</p> <hr/> <p>2.3 Student describes and explains the historical, geographic, economic, or political factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influence change and/or continuity within a time period.</p>	<p>2.1 Student identifies a time period or periods and categorizes events that are associated with that period or periods, explaining her/his reasoning including historical, geographic, economic, or political characteristics associated with the period(s).</p> <hr/> <p>2.2 Student identifies and analyzes related events in chronological sequence.</p> <hr/> <p>2.3 Student analyzes and explains the historical, geographic, economic, or political factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influence change and/or continuity within a time period.</p>

CLAIM AND EVIDENCE	NYS Level 2 Descriptor	NYS Level 3 Descriptor	NYS Level 4 Descriptor	NYS Level 5 Descriptor
	<p>2.4 Student defines the concept of a turning point.</p> <hr/> <p>2.5 Student confuses cause and/or effect using a single historical, geographic, economic, or political lens.</p> <hr/> <p>2.6 Student confuses immediate and/or long-term causes and effects.</p>	<p>2.4 Student defines the concept of a turning point and identifies a specific turning point.</p> <hr/> <p>2.5 Student distinguishes between cause and effect using a single historical, geographic, economic, or political lens as appropriate.</p> <hr/> <p>2.6 Student identifies immediate and long-term causes and effects for events, using historical, geographic, economic, and/or political lenses as appropriate with some inaccuracies.</p>	<p>2.4 Student identifies a specific turning point and provide evidence of subsequent changes.</p> <hr/> <p>2.5 Student identifies multiple causes and multiple effects for events using historical, geographic, economic, and/or political lenses as appropriate.</p> <hr/> <p>2.6 Student analyzes immediate and long-term causes and effects, as well as correlations for events, using historical, geographic, economic, and/or political lenses as appropriate with minor inaccuracies.</p>	<p>2.4 Student identifies a specific turning point, provides evidence of subsequent changes, and evaluates the significance of those changes.</p> <hr/> <p>2.5 Student identifies and explains multiple causes and multiple effects for events in the context in which they occur, using historical, geographic, economic, and/or political lenses as appropriate.</p> <hr/> <p>2.6 Student analyzes and evaluates immediate and long-term causes and effects, as well as correlations for events, using multiple disciplinary lenses as appropriate.</p>

CLAIM AND EVIDENCE	NYS Level 2 Descriptor	NYS Level 3 Descriptor	NYS Level 4 Descriptor	NYS Level 5 Descriptor
	2.7 Student describes the location and the spatial organization of people, places, regions, and/or environments using simplistic terms (e.g., cardinal directions, distance) relating this description to events and/or time periods.	2.7 Student explains the location and spatial organization of people, places, regions, and/or environments using geographic reasoning, relating this explanation to events and time periods with minor inaccuracies.	2.7 Student explains the location and spatial organization of people, places, regions, and/or environments using geographic reasoning, relating this explanation to events and time periods.	2.7 Student explains the location and spatial organization of people, places, regions, and/or environments using geographic reasoning, relating this explanation to events and time periods with some depth.

CLAIM AND EVIDENCE	NYS Level 2 Descriptor	NYS Level 3 Descriptor	NYS Level 4 Descriptor	NYS Level 5 Descriptor
<p>CLAIM 3 Students can analyze how the context of time and place affect disciplinary-based issues and historical events, and also compare issues and events across time and place.</p> <p>EVIDENCE</p> <ul style="list-style-type: none"> • Analysis includes: <ul style="list-style-type: none"> A. Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments B. Connection of historical developments to broader regional, national, or global processes and patterns (e.g., revolutions, movements, crises, conflicts, ideologies, belief systems, networks of exchange, population 	<p>3.1 Student places events in an inappropriate context of time and place.</p> <hr/> <p>3.2 Student identifies similarities or differences between issues, historical developments, and/or events in different geographic and cultural contexts with minor inaccuracies.</p> <hr/> <p>3.3 Student compares issues or events making errors and/or drawing inaccurate conclusions.</p>	<p>3.1 Student places issues and events in the context of time and place (including the spatial organization of people, places, and environment) with some inaccuracies.</p> <hr/> <p>3.2 Student identifies similarities and differences between issues, historical developments, and/or events in different geographic and cultural contexts with minor inaccuracies.</p> <hr/> <p>3.3 Student compares and/or analyzes issues or events; the comparison and/or analysis may include errors.</p>	<p>3.1 Student places issues and events in the appropriate context of time and place (including the spatial organization of people, places, and environment) with minor inaccuracies.</p> <hr/> <p>3.2 Student identifies and explains in limited detail similarities and differences between issues, historical developments, and/or events in different geographic and cultural contexts.</p> <hr/> <p>3.3 Student compares and/or analyzes issues or events with some depth.</p>	<p>3.1 Student places issues and events in the appropriate context of time and place (including the spatial organization of people, places, and environment).</p> <hr/> <p>3.2 Student identifies and analyzes in detail similarities and differences between issues, historical developments, and/or events in different geographic and cultural contexts.</p> <hr/> <p>3.3 Student compares and/or analyzes issues or events in depth.</p>

CLAIM AND EVIDENCE	NYS Level 2 Descriptor	NYS Level 3 Descriptor	NYS Level 4 Descriptor	NYS Level 5 Descriptor
<p>distributions, settlement and migratory patterns) through a geographic, economic, political, and/or historical lens</p> <ul style="list-style-type: none"> • Comparison includes: <ul style="list-style-type: none"> A. Similarities and differences between events through a geographic, economic, political, and/or historical lens 				

CLAIM AND EVIDENCE	NYS Level 2 Descriptor	NYS Level 3 Descriptor	NYS Level 4 Descriptor	NYS Level 5 Descriptor
<p>CLAIM 4 Students can analyze disciplinary-based (e.g., geographic, economic, political, and/or historical) issues and demonstrate an informed course of action.</p> <p>EVIDENCE</p> <ul style="list-style-type: none"> • Analysis includes: <ul style="list-style-type: none"> A. Identification and summary of a disciplinary issues(s) B. Summary of research using disciplinary lenses and skills (e.g., geographic, economic, political and/or historical) to support and/or refute the issue(s) C. Connection of the issue(s) to civic activism D. Social and political responsibilities associated with citizenship in an interdependent global community in light of the issue(s) 	<p>4.1 Student partially summarizes an issue with errors.</p> <hr/> <p>4.2 Student incompletely researches issue, identifies a stakeholder interested in that issue, and applies a disciplinary lens to describe or partially explain the causes, current state, and effects of the issue lacking detail and support.</p> <hr/> <p>4.3 Student describes possible courses of action with errors and with limited detail.</p>	<p>4.1 Student identifies and briefly summarizes an issue with some errors.</p> <hr/> <p>4.2 Student minimally researches issues, identifies a key stakeholder and his/her vested interest in that issue, and applies disciplinary lenses as appropriate to articulate the causes, current state, and effects of the issue with limited details and support.</p> <hr/> <p>4.3 Student evaluates possible courses of informed action noting some costs and benefits and explaining those courses of action in limited detail.</p>	<p>4.1 Student identifies and summarizes an issue with limited depth.</p> <hr/> <p>4.2 Student researches and applies disciplinary lenses as appropriate to articulate and explain the relevant causes, current state, and relevant effects of the issue with detail and support while identifying key stakeholders and their vested interest in that issue, noting for some differing philosophies, political affiliations, or agendas.</p> <hr/> <p>4.3 Student evaluates possible courses of informed action, noting long-and/or short-term costs and benefits, and explaining those courses of action in detail.</p>	<p>4.1 Student identifies and effectively summarizes an issue in depth.</p> <hr/> <p>4.2 Student researches and applies disciplinary lenses as appropriate to explain and analyze the relevant causes, current state, and relevant effects of the issue with significant detail and support while identifying key stakeholders and their vested interests in that issue, noting differing philosophies, political affiliations, or agendas of some of the stakeholders, and evaluating a course of action taken by a stakeholder.</p> <hr/> <p>4.3 Student effectively evaluates possible courses of informed action in depth, noting long- and short-term costs and benefits, and explaining and analyzing those courses of action in significant detail.</p>

CLAIM AND EVIDENCE	NYS Level 2 Descriptor	NYS Level 3 Descriptor	NYS Level 4 Descriptor	NYS Level 5 Descriptor
<p>E. Recommended course of action to address the issue(s)</p> <p>F. Benefits and costs of taking action to address the issue(s)</p> <ul style="list-style-type: none"> • Demonstration includes: <ul style="list-style-type: none"> A. Evidence of carrying out the recommended course of action to address the issue(s) B. Participation in activities (e.g., debate, negotiation, editorials, raising awareness, influencing others) that focus on the issue(s) 	<p>4.4 Student fails to or does not accurately articulate how her/his course of informed action is related to the issue and provide little or no evidence.</p> <hr/> <p>4.5 Student takes action that does not relate to issue and information gathered or student does not take action.</p> <hr/> <p>4.6 Student does not engage targeted audience.</p> <hr/> <p>4.7 Student minimally reflects on informed course of action through written, visual, or verbal means.</p>	<p>4.4 Student articulates how her/his course of informed action is related to the issue with limited evidence and detail.</p> <hr/> <p>4.5 Student takes informed action in local, state, national, and/or global community and demonstrates civic responsibility through the action.</p> <hr/> <p>4.6 Student minimally engages the targeted audience through an appropriate course of informed action.</p> <hr/> <p>4.7 Student reflects on informed course of action through written, visual, or verbal means.</p>	<p>4.4 Student articulates how her/his course of informed action is related to the issue with evidence and detail.</p> <hr/> <p>4.5 Student takes informed action, in local, state, national, and/or global community and demonstrates civic responsibility through the action.</p> <hr/> <p>4.6 Student engages and/or affects the targeted audience and/or community in some ways through an appropriate course of informed action.</p> <hr/> <p>4.7 Student reflects on informed course of action with analysis and detail through written, visual, or verbal means.</p>	<p>4.4 Student effectively articulates and explains how her/his course of informed action is related to the issue with significant evidence and detail.</p> <hr/> <p>4.5 Student takes informed action in local, state, national, and/or global community and demonstrates civic responsibility through the action.</p> <hr/> <p>4.6 Student effectively engages and affects the targeted audience and/or community in significant ways through an appropriate course of informed action.</p> <hr/> <p>4.7 Student effectively reflects on informed course of action with significant analysis and detail through written, visual, or verbal means.</p>

Test Design and Weighting of Parts

The chart below outlines the test design for the Regents Examination in Global History and Geography II (Grade 10).

Part 1 consists of stimulus-based multiple-choice questions, Part 2 consists of two sets of short-answer constructed-response questions, and Part 3 consists of an extended essay question (Enduring Issues Essay).

Each of the three parts of the Regents Examination in Global History and Geography II (Grade 10) has a number of raw score credits associated with the questions/tasks within that part. To ensure an appropriate distribution of credits across the test, each part is weighted. The weightings take into account anticipated time on task, content coverage, and psychometric properties of the test. The table below shows the raw score credits, weighting factor, and weighted score credits for each part of the test. This information will be used to determine each student's scale score (final exam score) using a conversion chart provided by NYSED.

Parts	Question Type	Number of Questions	Maximum Raw Score Credit	Weighting Factor	Maximum Weighted Score Credits
Part 1	Stimulus-Based Multiple-Choice Questions	28	28	1	28
Part 2	Stimulus-Based Short-Answer Constructed-Response Questions (CRQs) -One Cause/Effect set -One Similarities/Differences <i>or</i> Turning Point set	2 Sets Set 1 has 3 one-point questions Set 2 has 4 one-point questions	7	1	7
Part 3	Enduring Issues Essay -Extended Essay based on five documents	1	5	3	15
Total					50

Question Formats

Part 1—Multiple-Choice Questions

In each multiple-choice question, students will be presented with a stimulus or set of stimuli and a series of two or more questions related to that stimulus/stimuli. Occasionally, a stimulus may be used to test a single question. Students will be asked to answer multiple-choice questions based on the stimulus/stimuli and on their knowledge of social studies.

Multiple-choice questions will test content *and* skills. The content is found in the Grade 10 section of the NYS K–12 Social Studies Framework represented by the key ideas and content understandings. The test specification grid below shows the possible range of questions per key idea on the exam.

**GLOBAL HISTORY AND GEOGRAPHY II (Grade 10)
TEST SPECIFICATION GRID
Range of Items by Key Idea
(Multiple Choice)**

Key Idea	Range
10.1	0-3 0-11%
10.2	1-9 3-32%
10.3	1-9 3-32%
10.4	1-6 3-21%
10.5	1-9 3-32%
10.6	1-6 3-21%
10.7	1-9 3-32%
10.8	1-6 3-21%
10.9	1-9 3-32%
10.10	1-6 3-21%
Cross topical	0-6 0-21%
Total # of Multiple-Choice Questions	28

Task Models

The skills component of each multiple-choice question is represented by a Task Model. As previously stated, Task Models are designed to elicit the use of a particular social studies skill and to address content from the Framework. There are 18 Task Models. Each multiple-choice question is built by determining which skill will be tested, identifying the task model related to that skill, and then determining the content. The selection of a stimulus or a pair of stimuli depends on the skill and content being tested. Task Models are based on the Global History and Geography II (Grade 10) claims, evidence, and Performance-Level Descriptions. A task model chart is provided on pages 23 through 26.

Part 1: Task Models for Stimulus-Based Multiple-Choice Questions

Task Models for Multiple-Choice Questions	Claims	Evidence	PLDs
1) Students are given a stimulus and asked to evaluate and classify (identify) best use.	1, 2, 3	Analysis of sources; Dynamics of continuity and change over periods of time; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments	1.1, 2.1, 3.1
2) Students are given a stimulus and asked to identify point of view, purpose, context, bias, format of source, location of source in time and/or place, and/or intended audience of sources using background knowledge.	1, 3	Analysis of sources; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments; Factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influenced changes over time	1.1, 3.1
3) Students are given a stimulus and asked to identify support for a given claim (bound in same timeframe/event/space). It must require students to draw on their knowledge rather than on straight comprehension of text.	1, 2	Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments; Factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influenced changes over time	1.4, 1.5, 2.1, 2.2
4) Students are given a stimulus and asked to select a plausible claim that logically flows from evidence presented.	1, 2	Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments; Factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influenced changes over time	1.4, 1.5, 2.1, 2.2

Part 1: Task Models for Stimulus-Based Multiple-Choice Questions

Task Models for Multiple-Choice Questions	Claims	Evidence	PLDs
5) Students are given a stimulus and asked to identify the significance of a turning point in history.	1, 2, 3	Evidence from source(s) to support or refute the claim or argument; The dynamics of continuity and change over periods of time; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments	1.4, 2.4, 3.1
6) Students are given a stimulus and asked to identify the significance of an event, action, idea, or development as part of change or part of continuity in history.	1, 2	Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments; Factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influenced changes over time	1.4, 2.1, 2.2, 2.3
7) Students are given a stimulus and asked to identify a central cause of the described phenomenon.	1, 2	Evidence from source(s) to support or refute the claim or argument; Causes and effects using geographic, economic, political, and/or historical lenses; Effects of location and other spatial concepts	1.4, 2.5, 2.6
8) Students are given a stimulus and asked to identify a central effect of the described phenomenon.	1, 2	Evidence from source(s) to support or refute the claim or argument; Causes and effects using geographic, economic, political, and/or historical lenses; Effects of location and other spatial concepts	1.4, 2.5, 2.6
9) Students are given a stimulus and asked to identify the impact of time and place on an issue or event linked to that stimulus.	1, 2, 3	Evidence from source(s) to support or refute the claim or argument; Effects of location and other spatial concepts; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments	1.4, 2.7, 3.1

Task Models for Multiple-Choice Questions	Claims	Evidence	PLDs
10) Students are given one stimulus or two stimuli and asked to identify a similarity in the described phenomenon (historical development, historical event, geographic setting, economic situation, individual's action/belief) (implicit comparison).	1, 3	Analysis of sources; Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments	1.1, 1.4, 3.2
11) Students are given one stimulus or two stimuli and asked to identify a difference in the described phenomenon (historical development, historical event, geographic setting, economic situation, individual's action/belief) (implicit comparison).	1, 3	Analysis of sources; Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments	1.1, 1.4, 3.2
12) Students are given a stimulus and asked to identify an informed action taken by an individual, group, or government connected to civic activism.	1, 3, 4	Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments; Identification and summary of a disciplinary issue(s); Connection of the issue(s) to civic activism	1.4, 4.1, 4.2
13) Students are given a visual stimulus such as a map, graph, chart, time line, cartoon, or photograph and asked to extract relevant information to answer a question, or to respond to a claim or argument.	1, 3	Analysis of sources; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments; Differentiate between relevant and irrelevant evidence demonstrating the ability to accurately interpret visual stimuli	1.3, 1.4, 1.7, 3.1
14) Students are given one stimulus or two stimuli and asked to identify a stakeholder or a stakeholder's issue.	1,4	Evidence from source(s) to support or refute the claim or argument; Identification and summary of a disciplinary issue(s); Connection of the issue(s) to civic activism	1.4, 4.1, 4.2

Task Models for Multiple-Choice Questions	Claims	Evidence	PLDs
15) Students are given a stimulus and asked to identify a course of action recommended by a historical figure, a group, or a government.	1, 2, 3, 4	Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments; Identification and summary of a disciplinary issue(s); Connection of the issue(s) to civic activism; Recommended course of action to address the issue(s)	1.4, 2.3, 3.1, 4.1, 4.3
16) Students are given a stimulus and asked to identify how historical events are related chronologically.	1, 2	Analysis of sources/information; Identifies how events are related historically/chronologically or identifies characteristics associated with a historical period (sequencing events)	2.1, 2.2, 2.4, 2.5, 2.6, 3.1
17) Students are given one stimulus or two stimuli and asked to identify a problem (issue).	1, 4	Evidence from source(s) to support or refute the claim or argument; Identification and summary of a disciplinary issue(s); Connection of the issue(s) to civic activism	1.4, 4.1, 4.2
18) Students are given one stimulus or two stimuli and asked to identify a response to a problem (issue).	1, 4	Evidence from source(s) to support or refute the claim or argument; Identification and summary of a disciplinary issue(s); Connection of the issue(s) to civic activism	1.4, 4.1, 4.2


Part 2— Short-Answer Constructed-Response Questions (CRQs) with CRQ Set Types

Short-answer constructed-response questions are designed to assess social science and historical thinking skills using primary and secondary sources. Each set of CRQs is based on a pair of documents and has three parts; context, sourcing, and relationship. There will always be two CRQ sets on each examination; one Cause and Effect set and one Similarities/Differences *or* Turning Point set. Pages 28 through 36 provide an overview and a guide to understanding the Short-Answer CRQ section of the Regents Examination in Global History and Geography II (Grade 10).

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
Question 2

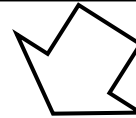
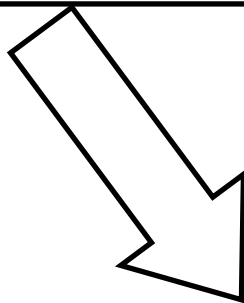
Sourcing

[Will most likely be a primary source]



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

- Bias **OR**
- Point of View **OR**
- Audience **OR**
- 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 historic change that took place in the period between the documents **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.

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

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

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

Document 2.

The question is 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.

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, an answer for 3b is incorrect if it

- only identifies and does not explain
- is not using evidence related to information in both documents
- provides incorrect information
- does 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

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

Question 2 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.

Question 2 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 2, 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?

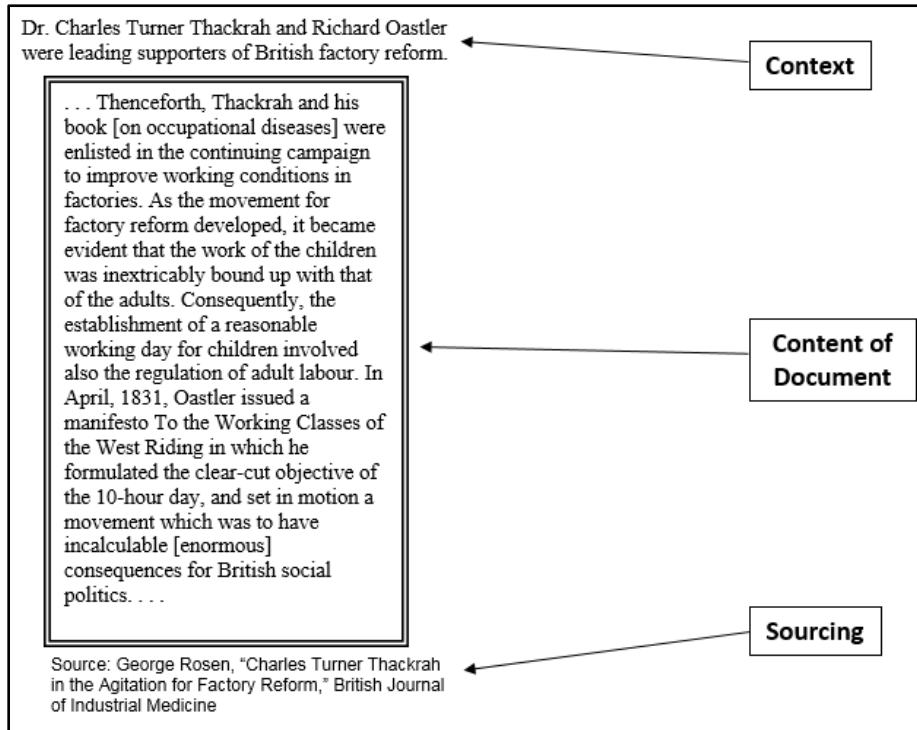
Purpose: Purpose refers to the reason a record, document, or source was produced.

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?

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 also 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.

The following references were consulted when developing the CRQ:

- Bailyn, Bernard. *On the Teaching and Writing of History: Responses to a Series of Questions*, Edward Connery Lathem, ed., Chanhassen, MN, Montgomery Press, 1994.
- Barzun, Jacques and Henry F. Graf. *The Modern Researcher*, 3rd edition, New York, Harcourt Brace Jovanovich, 1977.
- 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.
- Sieborger, Rob, Gail Weldon, and Chris Hinton. *What is Evidence? South Africa During the Years of Apartheid: A Skills-based Approach to Secondary History*, Cape Town, South Africa, Francolin Publishers, 1996.
- 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.

Part 3—Enduring Issues Essay Question

The enduring issues essay question will include five documents. Each of the five documents will contain multiple issues. An enduring issue is a challenge or a problem that has been debated or discussed across time. An enduring issue is one that many societies have attempted to address with varying degrees of success. The task requires students to identify and define an enduring issue based on a historically accurate interpretation of *at least* three documents, define the issue using evidence from *at least* three documents, and argue that this is a significant issue that has endured. The argument should include how this issue has affected people *or* has been affected by people **and** how the issue has continued to be an issue *or* has changed over time.

The identification of the enduring issue will be dependent on the five documents provided, the context of those documents, and the perspective or lens the student uses to interpret those documents. This set of circumstances will affect how the enduring issue is defined. Defining the enduring issue will require information from the documents and the application of social studies knowledge.

Enduring issues are often nested, meaning they contain a possible range of issues within them. One example of an enduring issue would be conflict, which could include war, disputes over resources, or threats to the balance of power. Another example of an enduring issue would be security. Issues nested under security could include cyber theft, weapons of mass destruction, or debate over the need for collective security. Depending on the documents provided, a student might write about conflict as a broad issue or war as a more specific issue. The enduring issue the student writes about is determined by the student based on the documents provided.

For a non-comprehensive list of enduring issues, please access the link below, select “Framework-based Social Studies Regents Examinations” and then under “Enduring Issues Essay” select “Enduring Issues Chart.”

<http://www.p12.nysed.gov/assessment/ss/home.html>

This information can also be found online at Engage NY by accessing the link below. Select “Enduring Issues Chart” located below the Vimeo

<https://www.engageny.org/resource/regents-exam-global-history-and-geography-ii-enduring-issues-essay-update-may-2017>

[Remember the “Enduring Issues Chart” is a way to think about enduring issues; it is not meant to be memorized.]

Detailed Directions for Training Raters to Score Responses to Enduring Issues Essay

In training raters to score responses to the Part III Enduring Issues Essay of these examinations, follow the procedures outlined below:

1. Introduction to the Enduring Issues Essay—

The introduction to the Enduring Issues Essay may take place once the administration of the examination has begun.

 - a. Raters read the documents for the Enduring Issues Essay.
 - b. Raters identify the issues presented in the documents.
 - c. Raters discuss possible issues and summarize expectations for responses.
2. Introduction to the Content-Specific Rubric—

The introduction to the content-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 the specific rubric with reference to the task.
 - b. Trainer reviews procedures for assigning holistic scores, i.e., by matching evidence from the documents to the rubric.
 - c. Trainer leads discussion of scoring criteria.
 - d. Trainer leads review of each anchor paper and commentary.
3. Practice Individual Scoring
 - a. Raters score a set of papers independently without looking at the scores and commentaries provided.
 - b. Trainer leads discussion of scores until raters feel confident enough to move on to actual rating.
4. Each Enduring Issues Essay is to be scored by two raters; a third rater will be needed to resolve scores that differ by more than one point.

Enduring Issues Essay Scoring Notes

1. The Outcomes Charts provide examples of enduring issues that students may identify in *at least three* documents. However, other issues may be identified if they are supported by accurate facts and examples from both the documents and outside information.
2. The discussion of the chosen issue must be related to the documents, accomplish the task, and be supported by accurate facts and examples.
3. The enduring issue may be discussed from different perspectives/points of view as long as the discussion is supported with accurate historical facts and examples.
4. While not required, nothing prohibits a student from including information from the 9th grade social studies framework.
5. While the United States should not be the focus of the argument, issues related to the United States may be used to address that part of the task as long as information used relates to the enduring issue selected from the documents provided.
6. A specific time-period or era need not be identified as long as it is implied in the discussion.
7. Although not required, a response may discuss both continuity and change regarding the selected enduring issue.

Draft Generic Rubric for the Enduring Issues Essay

Score of 5:

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

Score of 4:

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

Score of 3:

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

*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.

Resources

For additional information on the Framework-based Regents Examination in Global History and Geography II (Grade 10) refer to the following links:

Office of State Assessment Social Studies page – Prototypes, Vimeos, and useful documents for Part I, Part II, and Part III

<http://www.p12.nysed.gov/assessment/ss/framework-globalhistory.html>

Engage NY – Prototypes, Vimeos, and useful documents for Part I, Part II, and Part III

<https://www.engageny.org/resource/regents-exam-global-history-and-geography-ii>

ADDENDUM

DRAFT PROTOTYPES FOR GLOBAL HISTORY AND GEOGRAPHY REGENTS EXAM

PART 2—SHORT ANSWER CONSTRUCTED-RESPONSE QUESTIONS

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

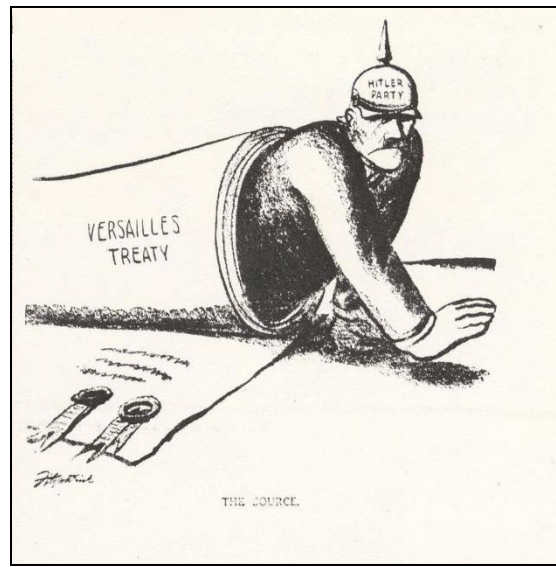
Historical Context—refers to the historical circumstances that led to this event/idea/historical development.

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

Framework Reference	10.5c: The devastation of the world wars and use of total war led people to explore ways to prevent future world wars. ➤ Students will examine international efforts to work together to build stability and peace, including Wilson’s Fourteen Points, the Treaty of Versailles, the League of Nations, and the United Nations.
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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

2. Based on the cartoon, explain how audience affects the way Daniel Fitzpatrick presents his ideas. [1]

Framework Reference	10.5d: Nationalism and ideology played a significant role in shaping the period between the world wars. ➤ Students will examine the role of nationalism and the development of the National Socialist state under Hitler in Germany.
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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

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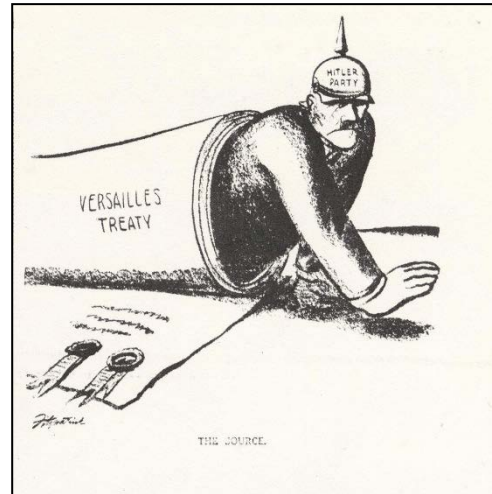
Article 232

. . . 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. . . .

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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.

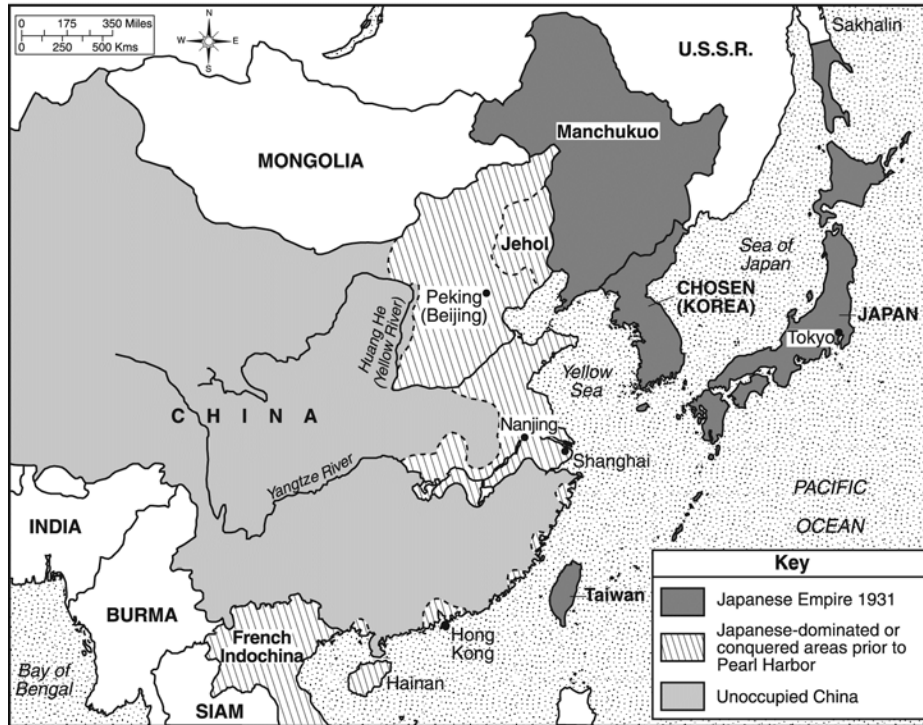
Effect—refers to what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.

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.

<p>Framework Reference</p>	<p>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.</p> <ul style="list-style-type: none"> ➤ 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.
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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

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

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

Framework Reference	<p>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.</p> <ul style="list-style-type: none">➤ 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. <p>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.</p> <ul style="list-style-type: none">➤ Students will explore at least two of these three African independence movements: Ghana, Algeria, Kenya.
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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. . . .

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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]