

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 13, 2008 — 12:30 to 3:30 p.m., only

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

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

VOLUME
2 OF **2**
DBQ

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

(2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.

(3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

Rating the Scaffold (open-ended) Questions

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

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

Global History and Geography
Part A Specific Rubric
Document-Based Question—August 2008

Document 1

The Big Business of Slave Trading

... When in 1517 Bishop Bartolomeo de Las Casas advocated [supported] the encouragement of immigration to the New World by permitting Spaniards to import African slaves, the trading of humans in the New World formally began. Las Casas was so determined to relieve Indians of the onerous [difficult] burden of slavery that he recommended the enslavement of Africans. (Later, he so deeply regretted having taken this position that he vigorously renounced it.) The ban against the use of Africans was removed, and Charles II issued licenses to several Flemish traders to take Africans to the Spanish colonies. Monopoly of the trade went to the highest bidders. Sometimes it was held by Dutch traders, at other times by Portuguese, French, or English. As West Indian plantations grew in size and importance, the slave trade became a huge, profitable undertaking employing thousands of persons and involving a capital outlay of millions of dollars. By 1540 the annual importation of African slaves into the West Indies was estimated at 10,000. . . .

Source: Franklin and Moss, *From Slavery to Freedom: A History of African Americans*, Alfred A. Knopf

1 According to Franklin and Moss, what was *one* reason enslaved Africans were imported to the “New World” by Europeans?

Score of 1:

- States a reason enslaved Africans were imported to the “New World” by Europeans according to Franklin and Moss

Examples: so Indians would not have to be slaves; to remove the burden of slavery from the Indians; slave trade was profitable; labor was needed for plantations; slaves were needed on plantations; ban against the use of Africans was removed

Score of 0:

- Incorrect response
Examples: Las Casas supported immigration to the New World; slavery was renounced; the ban against the use of Indians was removed
- Vague response that does not answer the question
Examples: licenses were issued; there was a monopoly of trade; slave trade became huge; to replace them
- No response

Document 2

. . . Large-scale sugar plantations, established first in Brazil and, after 1645, in the Caribbean islands, were enormously profitable. Plantations in Cuba gave more than a 30 percent return on capital investment; those in Barbados returned 40 to 50 percent. These islands became societies whose economies relied heavily on the labor of African captives. In 1789, one-third of the population of Cuba was comprised of Africans. Between 1730 and 1834, up to 90 percent of the populations of Jamaica, Antigua, and Grenada were Africans. In Brazil in 1800, half the population was African. . . .

Source: Willie F. Page, *Encyclopedia of African History and Culture*, Volume III, Facts on File

Score of 1:

- States an impact of the arrival of Africans on Brazil and on the Caribbean Islands according to Willie F. Page
Examples: large-scale sugar plantations became profitable; island economies relied heavily on the labor of African captives; Africans became a bigger part of the populations; by 1789, one-third of the Cuban population was African; between 1730 and 1834, up to 90 per cent of the populations of Jamaica, Antigua, and Grenada were Africans; in 1800, half the Brazilian population was African

Score of 0:

- Incorrect response
Examples: plantations were first established in Brazil; 90 per cent of Africans lived in Jamaica; investments returned
- Vague response that does not answer the question
Examples: islands became societies; sugar plantations were large; it was an investment; they worked
- No response

Document 3

. . . Long-Term Effects. The trade in African slaves brought about the largest forced movement of people in history. It established the basis for black populations in the Caribbean and in North and South America. At the same time, it disrupted social and political life in Africa and opened the door for European colonization of the continent. . . .

The shift in European demand from gold, foodstuffs, and such products to slaves changed the relations among African groups and states. The prices Africans received for slaves made it more profitable for them to take captives from their neighbors than to establish networks for producing and selling other goods. In this way the slave trade encouraged strong states to raid weaker states for slaves. As a result, many African societies were torn by organized slave wars and general banditry. Successful slave-raiding and trading societies formed new states that were dominated by military groups and constantly at war with their neighbors. . . .

Source: John Middleton, ed., *Africa: An Encyclopedia for Students*, Volume 4, Thomson Learning

3 Based on this excerpt from *Africa: An Encyclopedia for Students*, state *two* effects of the slave trade on Africa.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect of the slave trade on Africa as stated in *Africa: An Encyclopedia for Students*

Examples: social/political/economic life in Africa was disrupted; the door for European colonization of the continent was opened; European demand for slaves changed the relations among African groups/states; it became profitable for Africans to take captives from their neighbors; slave trade encouraged strong states to raid weaker states for slaves; many African societies were torn by organized slave wars/general banditry; new African states were dominated by military groups; new states were constantly at war with their neighbors

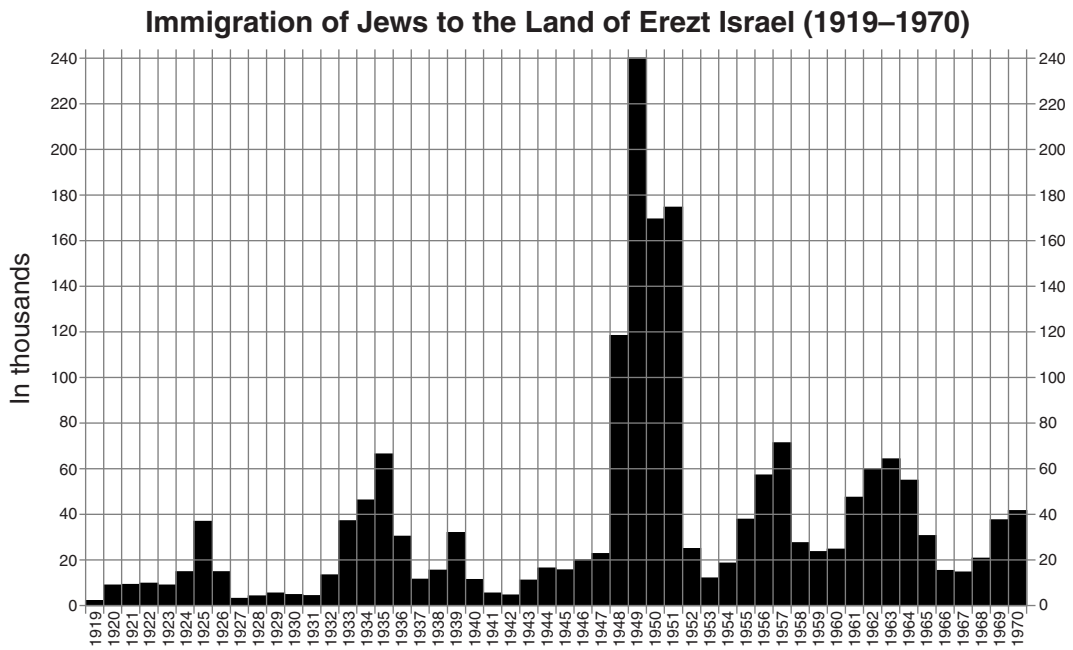
Note: To receive maximum credit, two *different* effects of the slave trade on Africa must be stated.

For example *Africans took captives from their neighbors* and *neighbors were raided for slaves* are the same effect expressed in different words. In this and similar cases, award only *one* credit for this question.

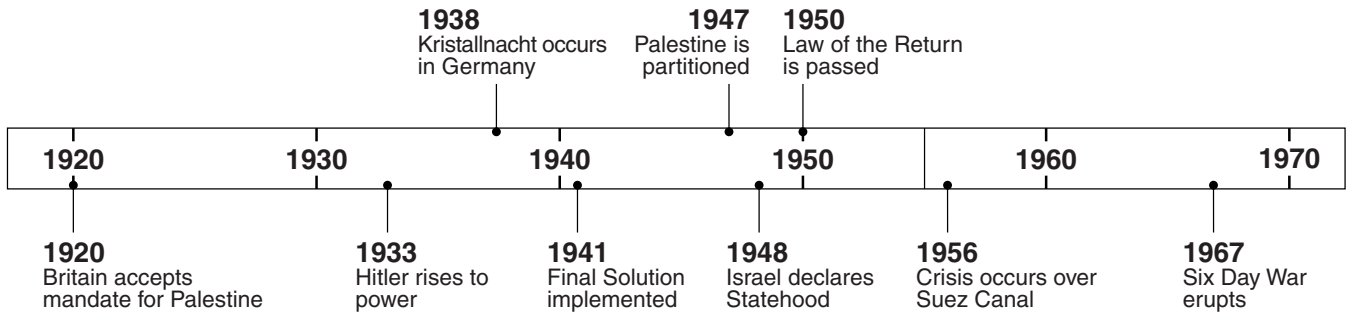
Score of 0:

- Incorrect response
Examples: it established the basis for black populations in the Caribbean; there was no more demand for gold; networks were established to produce and sell goods
- Vague response that does not answer the question
Examples: there was trade in African slaves; prices were more profitable; the effects were long-term
- No response

Document 4a



Document 4b



4 Based on these documents, identify *two* specific reasons large number of Jewish immigrants moved to the Palestinian/Israeli region between 1920 and 1970.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each ***different*** reason for the large numbers of Jewish immigrants moving to the Palestinian/Israeli region between 1920 and 1970 based on these documents

Examples: Hitler's rise to power; Kristallnacht; Final Solution; creation of Israel; partition of Palestine; the Law of the Return was passed; result of Six Day War

Note: To receive maximum credit, two ***different*** reasons for the large number of Jewish immigrants to the Palestinian/Israeli region between 1920 and 1970 must be stated. For example, *the Holocaust* and *Final Solution is implemented* are the same reason expressed in different words. In this and similar cases, award only ***one*** credit for this question.

Score of 0:

- Incorrect response
Examples: they were exiled by Hitler; Great Britain; mandate
- Vague response that does not answer the question
Examples: laws; conflict; war; things were bad
- No response

Document 5a

Arab Palestinians began to leave their homes in cities in December 1947. The number of Arab Palestinians leaving their homes increased to hundreds of thousands by May 1948. During the last week of April in 1948, as the fighting came closer to their home, the Palestinian family in this passage left Jaffa for Ramallah. On May 14, 1948, Israel was established. This new country included the city of Jaffa. Ramallah was in the West Bank that became part of Jordan.

. . . I grew up hearing the description of my father's last visit to Jaffa, and it has left an indelible [permanent] impression on me. My father's entire holdings were in and around Jaffa, the products of his own hard work. His father had left him nothing. How difficult it must have been to bid all this farewell. The image of my father, his every step echoing in the empty streets of the deserted city, still haunts me. . . .

He moved on to the marketplace, empty except for a few shops that had somehow remained open. He walked passed Hinn's, his barbershop, and found it closed. The courthouse was closed, as were the clinics, the nurseries, the cafés, the cinema. The place was deserted, prepared to be captured. What have we done, he wondered. How could we have all left? . . .

Source: Raja Shehadeh, *Strangers in the House: Coming of Age in Occupied Palestine*, Penguin Books

5a Based on this account by Raja Shehadeh, what was *one* impact on the city of Jaffa when the Palestinians left?

Score of 1:

- States an impact on the city of Jaffa when the Palestinians left according to Raja Shehadeh
Examples: city became deserted; streets were empty; only a few shops remained open in the marketplace; barbershop/courthouse/clinics/nurseries/cafés/cinema were closed; it left the city prepared to be captured; Jaffa's Palestinian population dropped

Score of 0:

- Incorrect response
Examples: barbershop/courthouse/clinics/nurseries/cafés/cinema were captured; the marketplace was closed
- Vague response that does not answer the question
Examples: impressions were left; it was hard work; shops were in the marketplace; they bid farewell; the Arab Palestinians moved to Ramallah
- No response

Document 5b

This excerpt describes the early days of the State of Israel in 1949 when many people, including the Jews from displaced camps in Europe, were migrating into and out of the region.

. . . At any rate, the return of the Arabs to their homes became increasingly difficult with the rise of another cataclysmic event—the mass influx of the Jews from all over the world. They had been coming, even in the midst of hostilities, at the rate of a thousand a day, in larger numbers than had been expected, and in much larger numbers than the country was ready to accommodate. The squeamishness of the Custodians of Abandoned (Arab) Property had to give way to the onrush of this deluge [flood of people] and the early comers and some of the old-timers helped themselves to whatever was left of the former Arab houses. . . .

Source: M. Z. Frank, Introduction to “From the Four Corners of the Earth,” *Sound the Great Trumpet*, Whittier Books

5b According to M. Z. Frank, what was *one* effect of the Jewish migration on Israel?

Score of 1:

- States an effect of the Jewish migration on Israel according to M. Z. Frank
Examples: the numbers of immigrants entering the country were larger than the country was ready to accommodate; some of the immigrants helped themselves to abandoned Arab houses; Israel’s Custodians of Abandoned Property could not protect Arab holdings

Score of 0:

- Incorrect response
Examples: Arabs returned at a rate of one thousand per day; migration ended in 1949; most Arabs were able to return to their homes
- Vague response that does not answer the question
Examples: it was another cataclysmic event; plans were being completed; it grew
- No response

Document 6

Richard Willstätter, a German Jewish chemist, won a Nobel Prize in 1915. In 1938, during Nazi rule, he managed to flee Germany. Many others fled before 1938 and some fled after.

. . . Willstätter's story demonstrates that the exodus of German Jews was one of the most astonishing migrations in history. It included not only Nobel Prize winners but thousands of other scientists, artists, academics, engineers, and professional men and women in every category. And since this was an entire population and not the usual young person in search of a fortune, it was made up of whole families, middle-aged couples, and even the elderly, like Betty Scholem, who settled in a small town in Australia, tending a sweetshop with one of her sons. Driven out of their country, they took their talent and skills and culture with them and made the rest of the world richer for it. . . .

Source: Ruth Gay, *The Jews of Germany*, Yale University Press

6 According to Ruth Gay, what was *one way* Germany was hurt by the migration of German Jews?

Score of 1:

- States a way Germany was hurt by the migration of German Jews according to Ruth Gay
Examples: Nobel Prize winners/scientists/artists/academics/engineers/professional men and women were lost; whole families/middle-aged couples/the elderly left; people took their talents/skills/culture with them

Score of 0:

- Incorrect response
Examples: the rest of the world was made richer; a German Jewish chemist won a Nobel Prize in 1915; they were driven out of the country; it was the most astonishing migration in history
- Vague response that does not answer the question
Examples: young people left in search of a fortune; the exodus is demonstrated; talents
- No response

Document 7

Partition

. . . Gandhi's beliefs were based, in part, on ancient Hindu ideals. This may have added to the hatred and suspicion that had always existed between Hindus and Muslims. The Muslims were afraid that they would have no power in the new India. Although the Hindu leaders, including Gandhi, tried to reassure the Muslims, no agreement could be reached. The country was finally divided into two parts—the independent Muslim state of Pakistan and a predominately Hindu state—the Democratic Republic of India. . . .

Source: Jean Bothwell, *The First Book of India*, Franklin Watts

7 According to Jean Bothwell, what was *one* cause of the migration of Muslims and Hindus?

Score of 1:

- States a cause of the migration of Muslims and Hindus according to Jean Bothwell
Examples: hatred/suspicion had always existed between Hindus and Muslims; Muslims were afraid they would have no power in the new India; no agreement on sharing power in a united India could be reached between Hindus and Muslims; India was divided; a Muslim state and a Hindu state were created; partition of India; people were afraid of violence

Score of 0:

- Incorrect response
Examples: Hindu leaders reassured Muslims; India was democratic; based on ancient Hindu ideals; agreements were reached; Gandhi was a Hindu
- Vague response that does not answer the question
Examples: Gandhi's beliefs were ideals; it was a partition; things got bad
- No response

Document 8

History's Greatest Migration

4,000,000 People Cross the Punjab to Seek New Homes

The mass migration and exchange of populations in the Punjab—Moslems moving west into Pakistan and Hindus and Sikhs trekking east into India—have now reached a scale unprecedented in history. Accurate statistics are impossible to obtain, but it is reasonable to estimate that no fewer than four million people are now on the move both ways.

What this means in terms of human misery and hardship can be neither imagined nor described. Within the past few weeks the conditions over a wide area of Northern India, including the whole of the Indus Valley and part of the Gangetic Plain, have deteriorated steadily. It is no exaggeration to say that throughout the North-west Frontier Provinces, in the West Punjab, the East Punjab, and the Western part of the United Provinces the minority communities live in a state of insecurity often amounting to panic.

Farther afield in the eastern parts of the United Provinces and to a less extent in Bihar and Bengal, much tension and friction prevail but there has hitherto been little movement of population. . . .

Source: *Guardian*, Thursday, September 25, 1947

8 Based on this article in the *Guardian*, state *two* ways the region of South Asia was affected by the mass migration of people in 1947.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way the region of South Asia was affected by the mass migration of people in 1947 based on this article in the *Guardian*
Examples: Moslems moved west from India into Pakistan; Hindus/Sikhs moved from Pakistan into India; millions of people moved between Pakistan and India/millions of people crossed the Punjab; much human misery/hardship was caused; some minority communities lived in a state of insecurity

Note: To receive maximum credit, *two different* ways the region of South Asia was affected by the mass migration of people in 1947 must be stated. For example, *people moved from India to Pakistan* and *Muslims moved from India to Pakistan* is the same way expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: misery/hardship deteriorated; fewer than four million people moved; there was little movement of population
- Vague response that does not answer the question
Examples: it reached a scale unprecedented in history; statistics are impossible; it cannot be imagined
- No response

Document 9

. . . And there were many [examples where untouchables were invisible during the partition]. In January 1948, two social workers, Sushila Nayyar and Anis Kidwai, went to visit Tihar village on the outskirts of Delhi. They had heard that a rich Hindu from Pakistan had left behind huge properties when he had moved, and had therefore, like many people, effected an exchange of property with a rich Muslim in Tihar to whom the land belonged. Each took the other's property. But neither was obliged to carry on with the other's business. The Hindu, therefore, threw out all previously employed workers from his newly acquired piece of property. Most of these were Muslims, but about a third were Harijans [untouchables]. The Muslims made their way to one or the other of the two Muslim camps that had been set up in the city. But for the Harijans, displaced in a war that was basically centered around Hindu and Muslim identities, there was nowhere to go. No camps to help them tide over the difficult time. No recourse to government—all too preoccupied at the moment with looking after the interests of Muslims and Hindus, no help from political leaders whose priorities were different at the time. . . .

Source: Urvashi Butalia, *The Other Side of Silence*, Duke University Press, 2000

9 According to Urvashi Butalia, what was *one* impact the migration of Muslims and Hindus had on South Asia?

Score of 1:

- States an impact the migration of Muslims and Hindus had on South Asia according to Urvashi Butalia

Examples: rich people exchanged properties; untouchables/Harijans/Muslims lost jobs; people were thrown out of work; displaced Harijans had no place to go/ received no help from political leaders; Muslim camps were set up in Delhi

Score of 0:

- Incorrect response
Examples: untouchables gained land; the government helped the Harijans; there was no government
- Vague response that does not answer the question
Examples: social workers went to visit; there was nowhere to go; the partition was invisible
- No response

Global History and Geography
Content-Specific Rubric
Document-Based Question
August 2008

Historical Context: Throughout history, migrations of people have affected countries and regions. These migrations have been both voluntary and involuntary and include *Africans to the Americas*, *Jews to Palestine and Israel*, and *Hindus/Muslims between India and Pakistan*.

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

- Describe the historical circumstances surrounding the voluntary or involuntary migration
- Discuss an impact the migration had on the country or region from which the group left *and/or* an impact the migration had on the new destination

You may *not* use the migration of Hindus and Muslims between India and Pakistan as two separate migrations.

Scoring Notes:

1. This document-based question has a minimum of *four* components (the historical circumstances surrounding *two* different migrations and *at least one* impact for *each* migration).
2. The migration of Hindus/Muslims between India and Pakistan cannot be used as two separate migrations.
3. The historical circumstances surrounding each migration could be similar, but the details should be specific to each migration, e.g., religious issue for Jews and for Hindus/Muslims.
4. A migration does not need to be identified as voluntary or involuntary.
5. The impact of each migration could be similar, but the details should be specific to each migration.
6. The impact of the migration may be immediate or long-term.
7. The impact of the migration is subject to the student's point of view. The response may discuss the impact of the migration from differing perspectives so long as the positions taken are supported by accurate historical facts and examples.
8. If three migrations are discussed, only the first two migrations discussed should be scored.
9. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 4a, 4b, 5a, and 5b may be considered as separate documents *if* the response uses separate facts from each document.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by describing the historical circumstances surrounding two different migrations and discussing an impact each migration had on the country or region from which the group left *or* an impact the migration had on the new destination
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Africans to the Americas*: connects the European demand for enslaved Africans to Las Casas' efforts to change the encomienda system that created another human rights violation, led to the loss of the youngest and strongest in Africa, and created a power vacuum, which left African societies at war with one another; *Jews to Palestine and Israel*: connects anti-Semitism, pogroms, and the Holocaust to Zionism and the inability of Israel to immediately accommodate the mass influx of people leading to the loss of property and power by Palestinians and their displacement to refugee camps
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to migrations (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Africans to the Americas*: encomienda system; New Laws of the Indies, 1542; Middle Passage; Trans-Atlantic Slave Trade; imperialism; colonialism; destruction of tribal boundaries; *Jews to Palestine and Israel*: Theodor Herzl; Balfour Declaration; British mandate; pogroms; anti-Semitism; Kristallnacht; Holocaust; Final Solution; United Nations partition plan; Law of the Return; Palestinians; refugees; West Bank
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops *all* aspects of the task but may do so somewhat unevenly by developing both components of the task for one migration more thoroughly than for the second migration *or* by developing one component more thoroughly than the second component for both migrations
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Africans to the Americas*: describes the Trans-Atlantic slave trade in which Africans were imported on the Middle Passage to replace Native Americans as a labor force and the resulting slave wars and destruction of African societies when strong African states raided weaker states for slaves; *Jews to Palestine and Israel*: describes the Holocaust and the Final Solution and the creation of the State of Israel as a homeland for the Jews leading to generations of conflict with the Palestinians who inhabited the land
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Note: At score levels 5 and 4, all *four* components should be developed.

Score of 3:

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

Note: If *both* components for *one* migration have been thoroughly developed evenly and in depth, and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

Africans to the Americas

Historical Circumstances

<i>Key Ideas from the Documents</i>	<i>Relevant Outside Information</i>
<p>Doc 1—Support of Las Casas for importation of African slaves to New World</p> <p>Determination of Las Casas to relieve Indians of difficult burden of slavery</p> <p>Removal of ban against the use of Africans in the New World</p> <p>Issuing of licenses by Charles II to Flemish traders to take Africans to the Spanish colonies</p> <p>Profits of the slave trade</p> <p>Doc 3—Shift in European demand from gold and foodstuffs to slaves</p>	<p>Encomienda system leading to use of Native Americans as forced laborers</p> <p>Epidemics and death for Native Americans from contact with Europeans</p> <p>New Laws of the Indies forbidding mistreatment of Native Americans and outlawing the encomienda system</p> <p>Enslaved Africans used by Spanish and Portuguese for laborers on indigo, cacao, and tobacco plantations and in gold mines as part of mercantilism</p>

Impact on Country or Region from which the Group Left

<i>Key Ideas from the Documents</i>	<i>Relevant Outside Information</i>
<p>Doc 1—Loss of thousands of African inhabitants by 1540</p> <p>Doc 3—Disruption of social and political life in Africa</p> <p>Opening door for European colonization of Africa</p> <p>More profitable for Africans to take captives from neighbors than to establish networks for producing and selling other goods because of trans-Atlantic slave trade</p> <p>Raiding of weaker states for slaves by strong African states</p> <p>Organized slave wars and general banditry in many African societies</p> <p>Domination of successful slave-raiding and trading societies by military groups who were constantly at war with their neighbors</p>	<p>Removal of many of the youngest and strongest Africans from their societies</p> <p>Destruction of cultures and artistic traditions of African kingdoms (Benin)</p> <p>Self-abuse and deforming of body as a way to escape slavery</p> <p>Lack of progress in economies of many African societies</p> <p>Dependence of many African societies on European powers</p> <p>Legacy of racial conflict in Africa (enmity between African groups, apartheid)</p>

Impact on Group's New Destination

<i>Key Ideas from the Documents</i>	<i>Relevant Outside Information</i>
<p>Doc 1— Increase in size and importance of plantations in the West Indies</p> <p>Doc 2—Increase in size and importance of plantations in the West Indies and Brazil</p> <p>Heavy economic reliance on labor of African captives</p> <p>Increase of Africans in total population in the Americas</p>	<p>Usefulness of African labor and farming experience (Haiti, Barbados)</p> <p>Influence on independence movements in region by successful slave revolt in Haiti led by Toussaint L'Ouverture</p> <p>Influence of race on social class system in the Americas</p> <p>Influence of African art, music, religion, and food on cultures in the Americas</p> <p>Denial of access to political participation in the Americas for many centuries</p>

Jews to Palestine and Israel

Historical Circumstances

<i>Key Ideas from the Documents</i>	<i>Relevant Outside Information</i>
<p>Doc 4— Conditions in Germany before and during World War II Partition of Palestine Israel’s declaration of statehood</p>	<p>Forced poverty and discrimination for many Jews in Europe (ghettos, pogroms) Launching of modern Zionist movement by Theodor Herzl Pledge of support by Britain for the creation of a Jewish state in Palestine in the Balfour Declaration Development of a plan by the United Nations to partition Palestine between the Arabs and the Jews in 1947 Need for a home for survivors of gas chambers, massacres, and hunger from displaced persons camps in Europe</p>

Impact on Country or Region from which the Group Left

<i>Key Ideas from the Documents</i>	<i>Relevant Outside Information</i>
<p>Doc 6— Loss of Nobel Prize winners other scientists, artists, academics, engineers, and professional men and women in every category by Germany Loss of talent, skills, and culture of whole families, middle-aged couples, and the elderly by Germany</p>	<p>Loss of Jewish communities throughout Europe and North Africa</p>

Impact on Group’s New Destination

<i>Key Ideas from the Documents</i>	<i>Relevant Outside Information</i>
<p>Doc 5— Movement of Palestinians as a result of fighting and displacement Loss of land, businesses, and communities by Palestinians Difficult for Arabs to return to their homes because of mass influx of Jews Jews coming in much larger numbers than area ready to accommodate Doc 6— Enrichment of Australia and other areas by talents, skills, and culture brought by Jews</p>	<p>War between Israel and neighboring Arab countries almost immediate after creation of Israel (War to Liberate Palestine/War for Israeli Independence) Sending United Nations peacekeeping forces to the region Continuation of conflict between Arabs and Israelis over control of land Peace difficult to maintain Use of violence by Palestinian Liberation Organization, Hamas, and Hezbollah in attempt to reclaim land and release jailed comrades Strengthening of Israeli military to defend land and ensure security Palestinians living in refugee camps Israeli construction of a controversial series of walls to separate their settlements from the Palestinians</p>

Hindus/Muslims between India and Pakistan

Historical Circumstances

<i>Key Ideas from the Documents</i>	<i>Relevant Outside Information</i>
<p>Doc 7—Existence of hatred and suspicion between Hindus and Muslims</p> <p>Fear of Muslims that they would have no power in the new India</p> <p>Lack of agreement to keep India united</p> <p>Division of India between Muslim Pakistan and predominantly Hindu India</p>	<p>British exploitation of Hindu-Muslim distrust to keep Indians divided and to discourage unification against the British</p> <p>Lobbying by All Muslim League and Jinnah for an independent Pakistan</p> <p>Perception of the Indian National Congress as representing Hindus by many Muslims</p> <p>Details of Gandhi’s role in Indian independence</p> <p>Indian Independence Act in 1947</p>

Note: The information on the impact of the migration of Hindus/Muslims depends on the point of view taken in the response.

Impact on Country or Region Left *and/or* on New Destination

<i>Key Ideas from the Documents</i>	<i>Relevant Outside Information</i>
<p>Doc 8—Movement of Muslims to Pakistan and Hindus and Sikhs to India</p> <p>Minority communities in a state of insecurity amounting to panic in the Northwest Frontier Provinces, in the West Punjab, the East Punjab, and the Western part of the United Provinces</p> <p>Doc 9—Exchange of land between some rich Hindus and Muslims</p> <p>Employed Muslim workers thrown out by Hindus in some cases</p> <p>Loss of jobs by many Harijans when Hindus took over</p> <p>No government help for displaced Harijans</p>	<p>Hindu-Muslim tensions and conflict over Kashmir</p> <p>Nuclear threats and underground testing of nuclear weapons as a result of long-term tensions over Kashmir</p> <p>Nonalignment policy of India</p> <p>Alignment of Pakistan with the United States during the Cold War</p> <p>Signing of treaty of friendship between India and the Soviet Union</p> <p>Motivation of other groups to seek independence (Sikhs, Tamils)</p> <p>Continuation of ethnic tensions (fundamentalist groups, use of violence)</p> <p>Increasing tension with remaining Muslim community in India as a result of growth of secularism</p> <p>Role of Islamic religion in Pakistan</p>

Migration: a movement of people from one area to another. Throughout history many famous and notable migrations of people have taken place. The one that is probably ~~the~~ most familiar is the forced migration of millions of African people across the Atlantic Ocean to the American colonies. Another famous exodus of people is the Jewish migration out of Europe and to Palestine and later, the newly created State of Israel, after World War II. Both of these migrations had disastrous effects on the mother nations. The African slave trade had a positive effect on the Americas while the Jewish migration caused tension in the Middle East. Migrations of peoples, whether forced or voluntary, affect the mother and receiving nation for the better and for the worse.

When the slave trade began in the early 1500's, under the recommendation of Bishop Las ^{Casas} ~~Casas~~, the enormity of the situation could not have been grasped. Las ^{Casas} ~~Casas~~ recommended the use of African slaves because they were more used to the climate and heavy labor that the Indians were forced to do as a result of the Encomienda System. The Encomienda System was put into place by the Spanish government and the peninsulares, who dominated colonial society. The system involved labour by the native people or a tax to get out of work. Much of the native population died as a result of the harsh conditions on plantations and in gold and silver mines. They also died from exposure to European diseases such as smallpox. Largely due to the recommendations of Las ^{Casas} ~~Casas~~, the New Laws were passed to

protect the Indians in the colonies. Las Casas suggested the use of African as a way to protect the dying Indians from further harm. Las Casas later was revulsed by his suggestion when he saw what he had done [Doc 1]. There was no stopping the slave trade once it had started though.

The slave trade was profitable to the European "New World", but detrimental to the African homeland. In the Caribbean Islands the sugar plantations, using African slave labor had up to a 50% return on capital investment, thereby making them profitable and useful [Document 2]. These Europeans were not, however, the only ones to pick up on just how profitable the slave trade was. The African nations realized that they too could become more wealthy by preying on weaker nations, gaining captives, and selling them to European slave traders. [Document 3] This development led to increased hostilities and all out turmoil within Western Africa. Rival African states, who were already participating in the trading of slaves, saw the European demand as an opportunity for military superiority. Slaves were often traded for guns which would give the nations more power. The steady demand for African slaves weakened the societies in Africa and later led to the exploitation of parts of the continent through European imperialism. This made it easier to ~~control~~ ^{of present day} ~~the~~ for countries such as Great Britain to gain control over Africa's raw materials and resources.

When Hitler came to power in Germany in 1933 a small wave of Jews fled to Palestine while they still had the chance. Hitler then closed his borders and implemented "the Final Solution" in 1941.

During World War II, few people, let alone Jews, could get out of Hitler's racist clutches. After the war ended and the horrors of the concentration camps were revealed, Zionism became more popular. After Israel declared statehood in 1948, waves of Jews fled Europe for a safe place in their "promised land." The year after Israel declared statehood 240 thousand Jews fled Europe and made the trek to Israel. [Document 4] Fearing that someone like Hitler would rise again, doctors, authors, scientists and artists, as well as all manner of professionals left their homes in Europe for a new life in their new homeland and to escape antisemitism.

This exodus was bad for both Germany and other European countries, and Israel and Palestine as well. Europe lost many great scientists, authors, artists and businessmen, including Richard Willstätter a German Jewish chemist. Willstätter won the Nobel Prize in 1915, but fled his home country in 1938 [Document 6.] When Israel split from Palestine many Arab families left their homes to avoid fighting and capture by armies of the new State of Israel. When Jews began pouring in to Israel from all over the world they took hold of all the abandoned property and claimed it for their own. [Document 5b] The Arabs that left the cities and their belongings behind were left with

nothing when they could not return home. [Document 5a] Though the Jewish influx brought many scientists and other important people to Israel it increased greatly the tensions between Israel and Palestine, between Arab and Jew. Although some Palestinians continued to live in Israel, the expanding Jewish population led to many Palestinians moving to refugee camps in neighboring Arab countries. As a result, tensions and war between Israel and these countries became a way of life. In the late 1970s, some Arabs and Jews met together to discuss a peace agreement. Even though the Camp David Accords failed to end tension in the Middle East, they were a ~~first~~ step in that direction. Efforts to maintain a lasting peace between Arabs and Jews still continue.

Generally, large scale migrations cause a problem for either the country receiving or the country losing peoples. Such was the case in the forced migration of African peoples and in the case of the Jewish exodus. These migrations changed the faces of nations and changed the course of history.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the migrations of Africans to the Americas and of Jews to Palestine and Israel
- Is more analytical than descriptive (*Africans to the Americas*: Las Casas, who later regretted his suggestion, saw the use of Africans as a way to protect dying Indians; slave trade led to increased hostilities and turmoil within west Africa; steady demand for African slaves weakened societies in Africa; *Jews to Palestine and Israel*: when Hitler came to power a small wave of Jews fled to Palestine while they still had the chance; during World War II, few people could get out of Hitler's sadistic clutches; after Israel declared statehood, waves of Jews fled Europe for a safer place in their "promised land"; fearing that someone like Hitler would rise again Jews left for a new life)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Africans to the Americas*: Las Casas recommended use of African slaves who were more used to the climate and heavy labor that Indians were forced to do as a result of the encomienda system; many of the native population died as a result of exposure to European diseases such as smallpox; the New Laws were passed; rival African states, who were already participating in trading of slaves, saw European demand as an opportunity for military superiority; *Jews to Palestine and Israel*: after horrors of concentration camps were revealed, Zionism became more popular; Jews wanted to escape anti-Semitism; many Arab families left their homes to avoid fighting and capture by armies of Israel; although some Palestinians continued to live in Israel, the expanding Jewish population led to many Palestinians moving to refugee camps; tensions and war between Israel and neighboring Arab countries became a way of life; even though Camp David Accords failed to end tension in the Middle East, they were a step in the right direction)
- Richly supports the theme with many relevant facts, examples, and details (*Africans to the Americas*: in the Caribbean Islands, the sugar plantations used African slave labor and had up to a fifty per cent return on capital investment; African nations realized they too could become wealthy by preying on weaker nations and gaining captives to sell as slaves; *Jews to Palestine and Israel*: Hitler closed his borders and implemented the Final Solution in 1941; the year after Israel declared statehood, 240,000 Jews fled Europe and made the trek to Israel; Europe lost many great scientists, authors, artists, and businessmen, including Richard Willstätter)
- Demonstrates a logical and clear plan of organization; includes an introduction that defines migration and makes statements of comparison between the African and Jewish migrations and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 5. The use of extensive outside information to interpret document information proves the thesis that both migrations discussed had disastrous effects on the mother countries and mixed results for the new destinations. Sophisticated conclusions, which are supported by historical facts and details, enhance the narrative.

Throughout history, the mass migration of a group of peoples has resulted in conflict, suffering, and even war. Two migrations that have resulted in these and other types of conflicts are the migration of the Jews to Israel and Hindus and Muslims in India. The impacts that both of these migrations have left on their people is tremendous, with thousands of peoples being forced to leave their homelands and start anew.

As World War II drew to a close, Zionists throughout the world renewed their calls for the formation of a Jewish state in the Middle East. Even before this the Jewish people had hoped for a Jewish state when the British issued the Balfour Declaration. Later, with support from the United Nations and an outpouring of international sympathy after the Holocaust, it was decided that the Jewish people would be allowed to form a homeland in the region of what had historically been Palestine. Although it met with great support from the Jews, the partitioning of the area into Israel and Palestine was met with great opposition from Palestinians because they already occupied the land. However the partitioning of the land into a Jewish and a Palestinian state by the international community was enacted, and on May 14, 1948 Israel came into existence.

Document 4a describes the large influx of Jewish settlers into the region. After WWII, hundreds of thousands of Jews migrated to the region. This would cause problems both for Israel and the nations they had left.

As Jews fled Germany, the effects of their departure on the country were far-reaching. Document 6 describes the effects that one migration had on Germany, detailing the exodus of Nobel Prize winner Richard Willstätter, along

with thousands of other scientists, artists, engineers, academics, and other professional men and women. The loss of these successful Jews from Germany, which became known as a brain drain, placed severe strains on the German economy, as these Jews had often been successful entrepreneurs and business men. As Jewish scientists left, many took with them valuable German military experience that would prove invaluable to Israel. Soon after the creation of Israel, Jews fought a war against the Arabs to maintain independence. Even though Israel had fewer soldiers its military was effective and well-trained. Because of this they were able to win the war and expand the borders. As the need for more land grew, Israel became unwilling to give up land that had been claimed in the war. This led to increased tensions with neighboring Arabs and the formation of militant Arab groups, such as Hamas. Because of the increased violence on both sides, peace has been difficult to achieve.

In addition to the creation of Israel, the formation of India and Pakistan also had far-reaching effects on the nation and its people. For hundreds of years India had been under British imperial rule, but thanks to the efforts of Gandhi and other Indian nationalists, Britain was now ready to turn the former colony over to its people. Before it could do so, however, a new government would have to be decided on. The All-Muslim League which represented the interests of India's Muslim population called for the division of India. Eventually, after much voting between Hindus and Muslims it was decided that the nation would be partitioned into 2 states, the primarily Muslim

Pakistan and the primarily Hindu India. This agreement is described in Document 7, which describes the conflict between Muslim and Hindu leaders that resulted in the partition. Muslims feared they wouldn't be given sufficient say in the government if only 1 nation was created, especially if it was ruled by the Hindu majority.

Due to the partition of India, hundreds of thousands of Muslims and Hindus left their homes and traveled to their respective states. Document 8 discusses the enormous amounts of people who left their homes and traveled, estimated at almost 4,000,000 people. Conditions for these travelers continually deteriorated, and violence soon broke out in many areas and refugees were massacred. Muslims killed Sikhs who were moving into India and Hindus and Sikhs killed Muslims who were moving into Pakistan. Thousands were killed. Gandhi was shot by a Hindu nationalist who believed Gandhi was doing too much for the Muslims. Despite the Indian Constitution's emphasis on equality for all citizens regardless of religion, conflict continues between Muslims and Hindus in India. Fundamentalist groups from both religions have used violence against the other religion, including bombings and an attack on the Indian Parliament. Although violence continues, many Muslims remain in India.

Both the migration of people into Israel and the movement of people within India and Pakistan causes problems for the nations the people had left, and their new nations. The civil, economic, and personal effects of these migrations were immense. Throughout history, these and other migrations have left their mark on the people and economics of many nations.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the migrations of Jews to Palestine and Israel and of Hindus and Muslims between India and Pakistan
- Is more analytical than descriptive (*Jews to Palestine and Israel*: Jewish migration placed severe strains on German economy; because of increased use of violence by both Jews and Arabs, peace has been difficult to achieve; *Hindus and Muslims between India and Pakistan*: Muslims feared they would not be given sufficient say in the government of India if only one nation was created, especially if it was ruled by the Hindu majority; conditions for Muslims and Hindus deteriorated and violence broke out in many areas; although violence continues, Muslims still remain in India)
- Incorporates relevant information from documents 4, 5, 6, 7, and 8
- Incorporates substantial relevant outside information (*Jews to Palestine and Israel*: after World War II, Zionists renewed calls for the formation of a Jewish state; Jewish people had hoped for a Jewish state with the Balfour Declaration; with support from the United Nations and an outpouring of international sympathy after the Holocaust, Jewish people were allowed to form a homeland; Palestinians opposed partitioning of the area because they already occupied the land; loss of successful Jews from Germany was known as a “brain drain”; soon after the creation of Israel, Jews fought a war against Arabs to maintain independence; even though Israel had fewer soldiers, its military was effective and well trained; Jews won war for independence and expanded its borders; as need for land grew, Israel became unwilling to give up the land claimed in wars; tensions increased and militant Arab groups such as Hamas formed; *Hindus and Muslims between India and Pakistan*: India had been under British imperial rule, but thanks to the efforts of Gandhi, Britain was now ready to turn the former colony over to its people; All Muslim League called for division of India; after much rioting, it was decided India would be partitioned into two states; refugees were massacred; Muslims killed Sikhs and Hindus and Sikhs killed Muslims; Gandhi was shot by a Hindu nationalist; despite the Constitution’s emphasis on equality for all citizens regardless of religion, conflict continues between Muslims and Hindus in India; fundamentalist groups from both religions have used violence, including bombings and an attack on the Indian Parliament)
- Richly supports the theme with many relevant facts, examples, and details (*Jews to Palestine and Israel*: in 1948, Israel came into existence; after World War II, hundreds of thousands of Jews migrated to Israel; Germany lost Nobel Prize winner, Richard Willstätter along with thousands of professional men and women; *Hindus and Muslims between India and Pakistan*: India was divided into the primarily Muslim Pakistan and the primarily Hindu India; due to the partition of India, an estimated four million people left their homes and traveled to either India or Pakistan)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The background information employed to describe the historical circumstances is relevant and thorough. The discussion of the impacts of the migrations as negative and long-lasting is insightful.

Migrations throughout have had a huge impact on their countries and regions. Some vitally important migrations include Hindus and Muslims between Pakistan and India, and Africans to the Americas. Both of these migrations had a huge impact on the world, but were very unique from each other.

The migration of Africans to the Americas was unique, because it ~~was~~ ~~was~~ was involuntary. Bishop Bartolomeo de las Casas had hoped to ease the harsh burden on the Native Americans who were swiftly dying from exposure to European diseases that they had not developed an immunity to. So he suggested using Africans in their stead. Although he later regretted this, because all it did was to shift the mistreatment and enslavement to the African people, his words had an enormous impact (Doc 1). The triangle trade route was set up which involved Europeans bringing their goods to Africa and trading them for slaves. Slaves were considered vital to plantation owners, who could not turn nearly as good of a profit without them (Doc 2). The Americans and Caribbean islands became big plantation runners, producing vast amounts of cotton and sugar cane with their slave labor. Because of this, African populations soared in these places, ranging from 30-90% of the population, (Doc 2). Even though they were a majority in many places in the Americas, they were often treated harshly and oppressed by the governments. Unfortunately, all of this also had a very ill effect on Africa. African society was torn by the banditry and raids and became very politically fragmented, which opened it up for colonization.

A major difference between African migration, and that of Hindus and Muslims between Pakistan in India is that for the latter, the migration was voluntary. However, this didn't mean that these people always felt that they had a choice about moving. ~~Between~~ ~~people~~ Gandhi, the leader of Indian independence, hoped the two groups could be united in one country. Paranoia between the 2 peoples over what was going to happen to the minority mounted to such a degree that they had to form separate countries. (Doc 7). Gandhi finally accepted that there had to be two countries and pleaded for a friendly settlement. Unfortunately Gandhi was assassinated by a Hindu who did not accept the partition. Millions of Hindus and Muslims fled across the borders resulting in violence and death. The migration of people between these 2 countries is one of the greatest in history, not only because of the sheer number of people who migrated, but because of how fast it happened. But this rapid movement had many detrimental effects on both places, as conditions simply fell apart with such mass displacement (Doc 8). Many people were left alienated, like the few minorities who chose to stay where they were (Doc 8), or the people who were left with no aid (Doc 9). The Muslim population struggled to have political unity because of the geographic separation of Pakistan. The only thing uniting East and West Pakistan was Islam. The regions were unable to unite behind this one force and two separate countries, Pakistan and Bangladesh were formed. Political instability is still a problem today.

These mass migrations of both African people, and Hindu and Muslim people, had huge impacts on the world. Although both unique cases, the effects were similar. Africa was torn by warring tribes, and India and Pakistan were left desolate by the destruction of the mass migration. Both migrations still have lingering affects, like the animosity between Hindus and Muslims today, and it takes many generations to rebuild everything that is destroyed. The impacts of these migrations were monumental.

Anchor Level 4-A

The response:

- Develops all aspects of the task for the migrations of Africans to the Americas and of Hindus and Muslims between India and Pakistan
- Is both descriptive and analytical (*Africans to the Americas*: Las Casas later regretted the suggestion of using Africans because it shifted mistreatment and enslavement from Native Americans to African people; slaves were considered vital to plantation owners who could not turn nearly as good a profit without them; the Americas and Caribbean Islands produced vast amounts of cotton and sugar cane with their free labor; African society became politically fragmented, which opened it up for colonization; *Hindus and Muslims between India and Pakistan*: paranoia between Hindus and Muslims over what was going to happen to the minority mounted to such a degree that they had to form separate countries; migration of people between India and Pakistan is one of the greatest in history, not only because of the sheer number of people who migrated but because of how fast it happened; conditions fell apart with mass displacement of Hindus and Muslims; many people were left alienated, like the few minorities who chose to stay where they were or the people who were left with no aid)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Africans to the Americas*: Native Americans were dying from exposure to European diseases to which they had not developed an immunity; Africans would not know the land in the Americas, and it would be difficult for them to escape; Triangle Trade route involved Europeans bringing their goods to Africa and trading them for slaves; even though Africans were a majority in many places in the Americas, they were often treated harshly and oppressed by the governments; *Hindus and Muslims between India and Pakistan*: Gandhi was the leader of Indian independence; Gandhi was assassinated by a Hindu who did not accept the partition; Muslim population struggled to have political unity because of geographic separation of Pakistan; only thing uniting East and West Pakistan was Islam; political instability is still a problem today)
- Supports the theme with many relevant facts, examples, and details (*Africans to the Americas*: Bishop Las Casas had hoped to ease harsh burden on Native Americans by using Africans in their stead; African population soared in the Americas and Caribbean Islands, ranging from 30 to 90 percent of the population; *Hindus and Muslims between India and Pakistan*: millions of Hindus and Muslims fled across the border; Gandhi hoped that Hindus and Muslims could be united in one country)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that makes a few statements of comparison between the two migrations

Conclusion: Overall, the response fits the criteria for Level 4. Some good analytical statements and outside information are used throughout the discussion, enhancing the details included from the documents. The strength of the response includes the understanding that while both migrations were unique, their effects were similar.

Throughout history, there have been many migrations of diverse ethnic & religious groups. All of these migrations, although different in time & location, were quite similar in their general causes & effects. Both the voluntary & involuntary migrations drastically changed & affected the regions in which they occurred, often altering the lives of those living there permanently. Two such migrations which had such results were the migration of Africans to the Americas & the migration of the Jews to Palestine & Israel.

Originally as the Americas were being colonized, the Native Americans were enslaved & forced to farm for the European colonists (Doc. 1). However, this enslavement was responsible for the deaths of many Native Americans who were unaccustomed to such working conditions (Doc. 1). Therefore, some, such as Bartolomeo de Las Casas, suggested the Africans be imported to do the work instead of the Native Americans, because they would be the better workers (Doc. 1). Not only were they used to the tropical conditions, but they also had immunity to European diseases. Thus began the involuntary migration of Africans to the Americas. Upon arriving in the Americas, the Africans were used predominately for farming on sugar plantations, which gave the Europeans greater profits, for they didn't have to pay these workers in wages (Doc. 2). In fact, profits could be as high as 40 to 50 percent on initial capital investment in the Barbados plantations (Doc. 2).

The migration of the Africans drastically influenced both their home regions in Africa, & influenced the parts of America to which they were transported. In Africa, many African tribes would attack one another, taking captives to sell into the slave trade with the Europeans (Doc. 3). Consequently, the stronger African states which had built up a more powerful military & become stronger economically dominated the slave trade & this tore apart African society (Doc. 3). In the Americas, African ideas were spread & their culture lived on as they were forced to settle. Even the social class system that developed in Latin America was impacted by race, with slaves at the bottom. Although this racial prejudice continued for many years, so did the cultural impacts of African music, dance, religion, and art.

The Jewish migration to Palestine & Israel was similar to the African migration. During the early part of the 1900s, the Jewish people were persecuted against in Europe & other parts of the world for their faith convictions which were different than the Christians who were the majority in many places. With the rise of Hitler and the Holocaust (Doc. 4a & 4b), many Jews fled Europe. Before and after the declaration of statehood by Israel in 1948, many fled there (Doc. 4a) in the name of Zionism which promised them a homeland in the land where their religion began. Soon Israel had one of the largest

Jewish populations in the world.

Both the regions which the Jews left & the regions they travelled to felt the effects of their migration. In Europe, particularly Germany where persecution was heaviest, countries lost the Jewish talent & culture which had supported their economy & society for so long (Doc. 6). Because the Jews were very talented artisans & intellectuals in many countries, countries were adversely affected by their departure (Doc. 6). In some cases, entire villages left adding to the devastation of the war. Not only did Germany have to recover from the war but they also had to rebuild their image. The regions in which they settled in Palestine & Israel was affected drastically by their migration, as well. Many Palestinians left their homes & everything they had known, & turn it all over to the Jews (Doc. 5a). This led to severe tensions between the Jews & Palestinians, tensions which continue to this day.

In conclusion, there have been many migrations, both voluntary & involuntary which have drastically impacted regions throughout the world. Two such were the migrations of Africans to the Americas & of Jews to Palestine/Israel. These migrations have impacted not only the specific peoples they have involved, but the world as a whole in a variety of ways.

Anchor Level 4-B

The response:

- Develops all aspects of the task for the migrations of Africans to the Americas and of Jews to Palestine and Israel
- Is both descriptive and analytical (*Africans to the Americas*: Las Casas suggested Africans be imported to do the work instead of the Native Americans; Africans were used predominantly for farming on sugar plantations, which gave Europeans greater profits because they did not have to pay these workers in wages; stronger African states, who had built up a more powerful military and became stronger, economically dominated the slave trade and this tore apart African society; although racial prejudice continued for many years, so did the cultural impact of African music, dance, religion, and art; *Jews to Palestine and Israel*: in Europe, particularly Germany where persecution was heaviest, countries lost Jewish talent and culture, which had supported their economy and society; movement of Palestinians led to severe tensions, which continue to this day)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Africans to the Americas*: Native Americans were enslaved and forced to farm for European colonists; enslavement was responsible for death of many Native Americans who were unaccustomed to such working conditions; Africans were not only used to tropical conditions, but they also had immunity to European diseases; African ideas were spread, and their culture lived on as they were forced to settle in the Americas; social class system that developed in Latin America was impacted by race with slaves at the bottom; *Jews to Palestine and Israel*: Jewish people were persecuted in Europe and other parts of the world for their faith, which was different than the Christians who were the majority in many places; as a result of the rise of Hitler and the Holocaust, many Jews fled Europe; before and after the declaration of statehood by Israel in 1948, many fled there in the name of Zionism; soon Israel had one of the largest Jewish populations in the world; in some cases, entire villages left adding to the devastation of the war; not only did Germany have to recover from the war, but it also had to rebuild its image)
- Supports the theme with relevant facts, examples, and details (*Africans to the Americas*: profits could be as high as forty to fifty percent on initial capital investment in the Barbados plantations; many African tribes would attack one another taking captives to sell into the slave trade with the Europeans; *Jews to Palestine and Israel*: Jews were very talented artisans and intellectuals in many countries; many Palestinians left their homes and everything they had known and turned it over to the Jews)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. While insightful, some of the generalizations that constitute the discussion of the two migrations lack sufficient historical details. The use of some analytical statements and outside information demonstrates an understanding of how migrations have led to drastic changes.

There have been many impacts of the many migrations that occurred in the 20th Century. Those migrations are either voluntary or involuntary. Two such migrations that occurred were Jews to Palestine and Israel and Hindu/Muslims between India and Pakistan. Each of these countries were aided by their political situation and had a profound effect on the area they left and the area they went to.

The migration of Jews to Palestine and Israel was an example of a voluntary migration. After the Holocaust, many western countries felt guilty about what had happened and wanted to give the Jews a homeland. This would have been fine, except that the land was already promised to the Arabs. These promises to the Jews and Arabs are reflected in the Balfour Declaration and McMahon's Pledge. The results of this were that the Arabs got extremely upset because they considered it their land. There was a lot of fighting in Israel. A civil war followed the creation of Israel and the Jews won additional lands by military force and created problems with Egypt and Iran because they wanted the Jews out. This was reflected in the Camp David accords with Jimmy Carter. After this agreement was made in the 1970's, tensions between Israel and Egypt were relaxed. However, tensions between Israel and Iran still continue today.

In Doc 6 it states that the Jews leaving Germany had a negative effect because Germany lost a lot of their intellectuals, doctors, and scientists. This would create a positive effect for Israel because culture and science would develop in Israel. For example, although much of the land in Israel is difficult to farm, Israelis have developed irrigation methods that with the use of kibbutz settlements help feed its ever-growing population. In Doc 5a it talks about how the Jews coming to Israel had a negative effect on Israel in terms of the Arabs because many basically picked up and left their lives behind and they continue to ~~comp~~ compete for land with the Jews.

The historical situation surrounding the Hindu/Muslims in India and Pakistan was that those two groups have rarely gotten along. The fighting got serious when India was getting its independence with the help of Gandhi. The Muslims didn't think they would have a large enough vote in the new government. This is why Pakistan was created. At first there was east/west Pakistan. Pakistan was supposed to be where the Muslims went. There were also issues with the Sikhs who were in northern India and were violent and intensified the problems in India. Migration also had many implications on the area. In Doc 7 it talks about the hostility that was always present between the Muslims and Hindus. The effect was that they had

two divided countries instead of one united strong country.

Kashmir has been a source of this tension. It has a Muslim population but is controlled by India. This has led to periodic fighting.

In Conclusion, Migrations usually have many positive and negative affects that are defined by the circumstances surrounding them. ~~People leave one area to another has~~
When People leave one area to another this produce an effect on both regions

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the migrations of Jews to Palestine and Israel more thoroughly than the migration of Hindus and Muslims between India and Pakistan
- Is both descriptive and analytical (*Jews to Palestine and Israel*: Jews leaving Germany had a negative effect because Germany lost intellectuals, doctors, and scientists; migration had a positive effect for Israel because culture and science would develop in Israel; Arabs and Jews continue to compete for land; *Hindus and Muslims between India and Pakistan*: Muslims did not think they would have a large enough vote in the new government; an effect of the hostility between Muslims and Hindus was that they had two divided countries instead of one united strong country)
- Incorporates relevant information from documents 5, 6, 7, and 8
- Incorporates relevant outside information (*Jews to Palestine and Israel*: after the Holocaust, many western countries felt guilty about what had happened and wanted to give Jews a homeland; land was already promised to the Arabs; these promises were reflected in the Balfour Declaration and McMahon Pledge; results were that Arabs got extremely upset because they considered it their land; there was and is a lot of fighting in Israel; a civil war followed the creation of Israel, and Jews won additional lands by military force and created problems with Egypt and Iran because they wanted the Jews out; after the Camp David Accords with Jimmy Carter in the 1970s, tensions between Israel and Egypt were relaxed; tensions between Israel and Iran still continue today; although much of the land in Israel is difficult to farm, Israelis have developed irrigation methods that, with the use of kibbutz settlements, help to feed its growing population; *Hindus and Muslims between India and Pakistan*: fighting got serious when India was getting its independence with the help of Gandhi; there were issues with Sikhs in northern India who were violent and this intensified problems in India; Kashmir has been a source of this tension; Kashmir has a Muslim population but is controlled by India)
- Supports the theme with relevant facts, examples, and details (*Jews to Palestine and Israel*: many Arabs picked up and left their lives behind; *Hindus and Muslims between India and Pakistan*: Hindus and Muslims have rarely gotten along; at first there was East and West Pakistan; Pakistan was supposed to be where the Muslims went)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Outside information is interwoven with document information and is used to expand the discussion of the two migrations. Although the depth of analysis is not extensive, an understanding of the two migrations is demonstrated in the narrative.

Migrations, both forced and voluntary, have always been a key part of human culture.

Migrations usually result from a change in home conditions, such as a different government, climate changes or war. Two important migrations in history were the migration of Jews to Israel following the Holocaust and World War II and the forced migration of Africans to the New World ~~the~~ starting in the 16th century.

In the case of the Israeli Jews, the migration was a result of war and religious persecution. In Germany, under the leadership of Adolf Hitler and the Third Reich, a Holocaust took place in which 6 million Jews were executed at death camps between Hitler's rise to power in 1933 and his death in 1945.

Among the primary reasons for migration was Kristallnacht, which was a night of terror in which Jewish homes and businesses were raided, destroyed, or burned down (Doc 4). When Israel became available as a haven for ~~these~~^{this} weary race, they jumped on the opportunity, and over half a million Jews migrated to Israel in the years following World War II.

There were many cultural effects of this mass migration of Jews. As Jews represented much of Germany's wealthy, educated middle class, this migration led to Germany's loss of "not only Nobel Prize winners but thousands of other scientists, artists, academics, engineers, and professional men and women in every category" (Doc 6). Germany suffered as a result of this massive migration, both economically and culturally.

Although it wasn't a standard voluntary migration, the massive movement of Africans to the New World in the 16th – 19th centuries was one of the largest and most influential migrations in the history of mankind. Since the conquest of the New World by the Spanish and Portuguese, Indian labor, obtained via the *encomienda* system had been used. However, as the Native Americans weren't immune to European diseases, the population was devastated, and the Indians didn't appear to be an effective source of labor. Bishop Bartolomeo de Las Casas pushed to go to Africa for labor "to relieve Indians of the onerous burden of slavery" (Doc 1). As a result, thousands of Africans left their tribes and crossed the Atlantic via the Middle Passage to

work in the New World. ~~Now~~ The cultural effects of this migration were huge. Large populations of ^{descendants of} African slaves remain throughout the New World. By 1789, "one third of the population of Cuba was composed of Africans" (Doc 2). Clearly the African migration was a turning point in history.

Migrations have had social and economic effects on societies across the globe. The introduction of a new people to a region helps to spread goods and ideas throughout the world, and helps establish a diverse global community.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth for the migrations of Jews to Israel and of Africans to the Americas
- Is more descriptive than analytical (*Jews to Israel*: migration was a result of war and religious persecution; when Israel became available as a haven for this weary race, the Jews jumped on the opportunity; Jews who migrated represented much of Germany's wealthy, educated middle class; Germany suffered both economically and culturally; *Africans to the Americas*: migration of Africans to the New World was one of the largest and most influential migrations in the history of mankind; large populations of descendants of African slaves remain throughout the New World); includes weak application (*Africans to the Americas*: thousands of Africans left their tribes and crossed the Atlantic via the Middle Passage to work in the New World; *Jews to Israel*: Kristallnacht was a primary reason for the Jewish migration)
- Incorporates some relevant information from documents 1, 2, 3, 4, and 6
- Incorporates some relevant outside information (*Jews to Israel*: Holocaust took place under the leadership of Adolf Hitler and the Third Reich; six million Jews were executed at death camps between Hitler's rise to power in 1933 and his death in 1945; Kristallnacht was a night of terror in which Jewish houses and businesses were raided, destroyed, or burned down; *Africans to the Americas*: Indian labor, obtained via the encomienda system, had been used since the conquest by the Spanish and Portuguese; Indians did not appear to be an effective source of labor because they were not immune to European diseases and their population was devastated)
- Includes some relevant facts, examples, and details (*Jews to Israel*: over half a million Jews migrated to Israel in the years following World War II; Germany lost not only Nobel Prize winners but thousands of scientists, artists, academics, engineers, and professional men and women in every category; *Africans to the Americas*: Bishop de Las Casas pushed to go to Africa for labor; one-third of the population of Cuba was comprised of Africans by 1789)
- Demonstrates a satisfactory plan of organization; includes an introduction that states migrations usually result from a change in home conditions and a conclusion that states migrations help spread goods and ideas and help establish a diverse global community

Conclusion: Overall, the response fits the criteria for Level 3. The incorporation of good outside information and a few well-placed analytical statements counteract the selective quoting of document information. Although brief document-driven statements are used to illustrate the impact of both migrations, the historical circumstances surrounding both migrations are more thoroughly developed.

Since the beginning of man, people have migrated throughout the world. Migration is the mass movement of a population from one area to another. To migrate, there must be certain circumstances, such as religious tensions or an unbearable climate. Both the migration of Jews to Palestine and Israel, and the Hindus and Muslims between India and Pakistan were based on religion and have greatly affected the area in which they occurred.

The Jews moved to Palestine and Israel because it was designated a safe spot after World War II. Throughout history, Jews have been persecuted ~~and~~^{due} simply to their religion. In World War II, Jews were put in concentration camps by the Germans, as part of Hitler's "final solution." He planned to rid the world of Jews and blamed them for Germany's weakness in World War I. By the late 1940's, hundreds of thousands of Jews poured in to Israel, which contained the "Holy Land" (Document 4). With this large number of Jews leaving Europe, many areas lost skilled workers such as doctors, lawyers, and scientists. Germany was especially hit hard, losing a large part of their society and work force, including a Nobel Prize winner (Document 6). During Germany's time of rebuilding, they were left without many skilled laborers who could have helped the country

recover faster.

Another mass migration was carried out by Muslims going to Pakistan, and Hindus going to India. After India was free of British rule due to the work of Gandhi, the country faced religious turmoil. The Muslims and Hindus did not get along, and Muslims called for their own state. After an agreement was settled, India split into two separate countries, the independent Muslim state of Pakistan, and the mostly Hindu state, the Democratic Republic of India (Document 7). This resulted in a large number of Muslims heading to Pakistan, and Hindus heading to India. People were forced to leave homes behind to make it into a country where they wouldn't be persecuted. According to one account, more than 4 million people crossed the Punjab to seek new homes, resulting in a deterioration of living conditions in both countries (Document 8). Both India and Pakistan were left tension and friction even after the migration, and those who didn't migrate and were in the minority religion were usually treated unfair.

Though both of these migrations left negative impressions on the areas they left, not all migrations are bad. These two migrations were necessary for the survival of the three religious groups involved. Without migrations, everyone would be in the same area and tensions would

lead to warfare. But, by migrating, groups can avoid warfare by going as far away as possible from an enemy.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for the migrations of Jews to Palestine and Israel and of Hindus and Muslims between India and Pakistan
- Is more descriptive than analytical (*Jews to Palestine and Israel*: Jews moved to Palestine and Israel because it was designated a safe spot after World War II; throughout history, Jews have been persecuted due simply to their religion; Germany was hit especially hard, losing a large part of its society and workforce; during Germany’s time of rebuilding, it was left without many skilled laborers who could have helped the country recover faster; *Hindus and Muslims between India and Pakistan*: Hindus and Muslims did not get along and Muslims called for their own state; people were forced to leave homes behind to make it into a country where they would not be persecuted; living conditions deteriorated in both countries; tension and friction remained even after the migration); includes weak application (*Jews to Palestine and Israel*: Hitler blamed the Jews for Germany’s weakness in World War I and planned to rid the world of Jews; *Hindus and Muslims between India and Pakistan*: those who did not migrate and were in the minority religion were usually treated unfairly)
- Incorporates some relevant information from documents 4, 6, 7, 8, and 9
- Incorporates limited relevant outside information (*Jews to Palestine and Israel*: Jews were put into concentration camps by the Germans during World War II as part of Hitler’s Final Solution; Israel contained the Holy Land; *Hindus and Muslims between India and Pakistan*: after India was freed of British rule due to the work of Gandhi, the country faced religious turmoil)
- Includes some relevant facts, examples, and details (*Jews to Palestine and Israel*: by the late 1940s, hundreds of thousands of Jews had poured into Israel; many areas lost skilled workers such as doctors, lawyers, and scientists; *Hindus and Muslims between India and Pakistan*: Muslims migrated to Pakistan and Hindus migrated to India; India was split into two separate countries, the independent Muslim state of Pakistan and the mostly Hindu state, the Democratic Republic of India)
- Demonstrates a satisfactory plan of organization; includes an introduction that defines migration and gives reasons for it and a conclusion that states migrations are sometimes necessary to avoid warfare

Conclusion: Overall, the response fits the criteria for Level 3. Overall summaries of document information are used as a framework for the response. The theme that both migrations were necessary for survival of the groups is effectively illustrated in the discussion of the historical circumstances surrounding the Jewish migration.

For years, history has been dominated by ~~the~~ large-scale migration movements. While many of these migrations have been voluntary, many others have been ~~the~~ forcefully removed from their land, being relocated against their will. The migrations ~~are~~ generally resulted from desire to seek new opportunities, religious persecution and ~~the~~ forced migrations, such as the slave trade.

The widespread slave trade plagued the world for hundreds of years. As the New World was conquered by Spaniards, or conquistadors, West Indian plantations increased in size, prompting the need for more labor. As a result, Spaniards were permitted to import Africans against their will ~~as~~ for the use of slaves. The slaves, providing essentially free labor, became heavily relied upon, aiding in the increase of profit among sugar plantations. However, the slave trade also sparked feelings of anger in the African homeland as African leaders realized that ~~the~~ selling their people into slavery was a very profitable business. This resulted in the waging of "organized slave wars and general banditry," the formation of military states and the decimation of entire families and nations. ~~(Docs 1, 7, 3)~~

The Jewish migration ~~to~~ to Israel was not forced like the African movement, but prompted mainly by religious persecution, resulting in the desire to seek refuge in a common homeland. With the emergence of ~~Hitler~~ Hitler in 1930, millions of immigrants began to gradually flee Europe. Events such as Kristallnacht, or the "Night of Broken Glass" resulted in the destruction of Jewish shops and synagogues, contributing to the ~~the~~ migration of thousands alone. By 1940, Hitler's Final Solution, or plan to exterminate the Jews in Europe resulted in the death of over 6 million Jews ~~and~~ and the torment of millions more. After World War II, hundreds of thousands of ~~the~~ Jews migrated to

Israel. ~~Due to~~ Due to ~~these~~ these huge migrations, cities such as Jaffa were abandoned, their residents moving to the newly formed state of Israel, established in 1948. Entire Jewish communities left their homeland for Israel to start a new life after attempts made against them to destroy their populations. ~~Places~~ Places such as Germany lost some of their most skilled people, including Richard Willstätter, a Nobel Prize winning Jewish chemist. Germany also lost many other professionals such as engineers, scientists and artists. (Docs 4a, 4b, 5a, 5b, 6).

Other mass migrations took place in areas such as South Asia, where many ~~people~~ migrated because of differences between peoples, in this case the Hindus and Muslims. Mass migration led to the division of nations as well as a wave of panic among minorities. Conditions also deteriorated, resulting in an increase in the misery and hardships faced by humans. The migration of Muslims and Hindus also resulted in the forcible removal of workers such as the Muslims in Tihar. (Docs 7, 8, 9)

Mass migrations resulted in the movement of millions of people over the world. The migrations greatly impacted their societies, changing the world.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for the migrations of Africans to the Americas and of Jews to Israel
- Is more descriptive than analytical (*Africans to the Americas*: Spaniards heavily relied on slave labor, which aided in the increased profits of sugar plantations; African leaders realized that selling their people into slavery was a very profitable business; *Jews to Israel*: Jewish migration was prompted mainly by religious persecution resulting in the desire to seek refuge in a common homeland; with the emergence of Hitler, millions of immigrants began to gradually flee Europe; entire Jewish communities left their homeland for Israel); includes weak application (*Africans to the Americas*: slaves provided essentially free labor)
- Incorporates some relevant information from documents 1, 2, 3, 4, and 6
- Incorporates limited relevant outside information (*Africans to the Americas*: widespread slave trade plagued the world for hundreds of years; as the New World was conquered by Spaniards or conquistadors, West Indian plantations increased in size; slave trade resulted in the decimation of entire families and nations; *Jews to Israel*: Kristallnacht or the “Night of Broken Glass” resulted in the destruction of Jewish shops and synagogues, which contributed to the migration of thousands; Hitler’s Final Solution was a plan to exterminate the Jews in Europe and resulted in the death of over six million Jews and the torment of millions more)
- Includes some relevant facts, examples, and details (*Africans to the Americas*: increased plantation size prompted the need for more labor; slave trade sparked feelings of anger in the African homeland; slave wars resulted in the formation of military states; *Jews to Israel*: after World War II, hundreds of thousands of Jews migrated to Israel; places such as Germany lost some of their most skilled people; Germany lost a Nobel Prize winning chemist and many other professionals such as engineers, scientists, and artists); includes an inaccuracy (*Jews to Israel*: residents of Jaffa moved to the newly formed state of Israel)
- Demonstrates a satisfactory plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that is a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although a discussion of three migrations is included, only the first two migrations may be rated. Despite misinterpretation about the destination of the residents of Jaffa in document 5a, the historical examples of religious persecution of the Jews strengthen the response.

The world as we know it today has been shaped by the voluntary, and sometimes forced, migrations of many people of various backgrounds from various homes to various new lands. Two fitting examples of this include the forced migration of Africans to the Americas and the movement of Jews into Palestine and Israel. Both migrations have had profound impacts on both the new lands and the abandoned ones.

The Africans, in particular West-Africans, were taken from their homes to be used as slaves in the Americas where they normally worked on plantations for everything from sugar to cotton. In Africa the migration caused turmoil. ~~Some~~ Not only did Africans have to fear being abducted by foreigners but entire areas were often captured by neighboring lands and sold into slavery. This demolished relations between states and villages and sent smaller or weaker ones to their doom. In ^{the} Americas, where they arrived, the slaves were forced to work in plantations which made the American markets rich as well as ~~the~~ colonial powers who owned areas of the Americas. ~~Some~~ This led to importing 10,000 slaves per year to the West Indies at one point as described in Document 1. Document 2 states that the African populations grew over this time profoundly in American nations to a point where up to ninety

percent of some nations people were African.

Unlike the Africans, however, the Jewish migrations to the area around Israel were generally voluntary and ~~were~~ didn't particularly help industries and economies but rather united Jews in a religious homeland in contrast to the dispersion of Africans. As Document 4 shows, there were a number of reasons why this immigration occurred over a number of decades, most notably from 1948-1951 which is when ~~the~~ Israel declared statehood. In Europe, where most Jews came from at the times, Jews faced harsh persecution and had just recently survived Hitler's Final Plan and the Holocaust. As Document 6 says there were many talented Jews that left Germany and bought their uses elsewhere. In Israel, Arabs had to leave their homes for the new Jews as a huge number immigrated in as seen in Document 5b. Conflict between the areas Jews and Arabs has been around since.

As you can clearly and most certainly see, the African and Jewish migrations greatly affected both the old and new homes of the immigrants.

Anchor Level 2-A

The response:

- Develops all aspects of the task with little depth for the migrations of Africans to the Americas and of Jews to Palestine and Israel
- Is primarily descriptive (*Africans to the Americas*: migration caused turmoil in Africa; not only did Africans have to fear being abducted by foreigners but entire areas were often captured by neighboring lands and sold into slavery; slavery demolished relations between states and villages and sent smaller or weaker ones to their doom; slavery made colonial powers who owned areas of the Americas rich; *Jews to Palestine and Israel*: in contrast to the dispersion of Africans, Jewish migration to the area around Israel did not particularly help industries and economies but rather united the Jews in a religious homeland; Jewish immigration occurred over a number of decades, most notably from 1948 to 1952, because Israel declared statehood; many talented Jews left Germany and brought their talents elsewhere; Arabs had to leave their homes in Israel because Jews migrated in large numbers)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents little relevant outside information (*Africans to the Americas*: Africans, particularly West Africans, were taken from their homes to be used as slaves; *Jews to Palestine and Israel*: Jews faced harsh persecution and some had just recently survived Hitler's Holocaust; conflict continues to exist between Jews and Arabs)
- Includes few relevant facts, examples, and details (*Africans to the Americas*: at one point, 10,000 slaves were imported per year to the West Indies; African populations in the Americas grew to a point where up to ninety percent of the population of some nations was African)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Information selected from the documents is organized in a narrative that lacks supporting facts and details. However, the statements used to contrast the migrations of Africans and Jews are good.

Migrations of groups have effected both the areas they go to and the areas they leave throughout history. Some of the migrations have been voluntary and others have been forced onto groups of people. Two of the most large scale migrations in history are the migration of Africans to America and Jews to Palestine and Israel.

An involuntary migration in history was the migration of Africans to America. The main purpose of this migration was to use Africans as slaves. Document 3 discusses the impact of the slave trade on Africa. Since the slave trade was so profitable, many African nations would take people from weaker nations and trade them for money. This led to many disputes between African nations. Document 1 is an explanation of why Africans became slave. The Bishop Las Casas didn't want to burden the Indians with the difficulty of being slaves, so Africans were imported to be slaves. The migration of Africans clearly had an impact on both their homeland and where they came to.

The migration of Jews was a voluntary one. Their migration both got them away from danger and allowed them to go to the holy land of their ancestors. Document 4b is a timeline of the years of Jewish migration. One of the main reasons of the migration on this timeline is Hitler's rise to power. After Hitler gained power, the only

choices the Jews had was to hide, leave, or be killed. The place the Jews fled to was Palestine and Israel. Document 5b explains what impact the migration of Jews had on Palestine and Israel. Due to the mass migration, the Arabs that were returning to their homes faced difficulty because there wasn't enough room for the rapidly increasing population. Though the Jews migrated for safety, their migration caused difficulties for other peoples.

Africans to America and Jews to Palestine and Israel were two migrations that caused a great deal of change in the world. There were many reasons behind these migrations, both voluntary and involuntary. These migrations should be reminders of what we must prevent from ever happening again.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for the migrations of Africans to the Americas and of Jews to Palestine and Israel
- Is primarily descriptive (*Africans to the Americas*: since the slave trade was so profitable, many African nations would take people from weaker nations and trade them for money; slave trade led to many disputes between African nations; Las Casas did not want to burden the Indians with the difficulty of being slaves; *Jews to Palestine and Israel*: Arabs who were returning to their homes faced difficulty because there was not enough room for the rapidly increasing population; though the Jews migrated for safety, their migration caused difficulties for other peoples)
- Incorporates limited relevant information from documents 1, 3, 4, and 5
- Presents little relevant outside information (*Jews to Palestine and Israel*: migration helped to get the Jews away from danger and allowed them to go to the holy land of their ancestors; after Hitler gained power, the only choices the Jews had were to hide, leave, or be killed)
- Includes few relevant facts, examples, and details (*Africans to the Americas*: main purpose of the migration was to use Africans as slaves; *Jews to Palestine and Israel*: Hitler's rise to power was a main reason for the migration)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that is a bit beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Although the impact of the African migration to the Americas is addressed before the historical circumstances of their migration, it does not detract from the essay. Most of the response consists of brief document summaries that are strengthened by a few general conclusions.

Throughout History, migrations of Peoples have affected countries and regions. Two of these large migrations were the Jews into Palestine and the Africans to the Americas. Both of these migrations had big effects on the countries they left behind, ~~and~~ ^{and} the countries they moved into, ~~and the people who moved.~~

The Jews migration into Palestine occurred mostly between 1920 and 1970. The major points of this time slip that caused this migration was the ending of the Holocaust and the establishment of Israel. This migration was not a good thing for many of the countries the Jews left from. Countries like Germany lost people of many professions such as scientists, artists, engineers, and many more. This is shown in document 6. The state of Israel was also not too happy with the migration. When Jews arrived in Israel, many more came than were expected. The amount of migrated people

caused Arabs difficulty to return to their homes. This increase of Jews in Israel is shown in Document 5. The migration for the Jews was a very important one. They had to leave their old homes to escape the persecution and genocide. It was a voluntary move, but a much needed one.

The migration of the Africans to the Americas wasn't as wanted by the Africans then the British and Spanish. This involuntary move of the Africans was due to the need of cheap slavery in the Americas. This move however was very good for the Americas at an economical standpoint. The amount of sugar crops increased which led to a return of capital investments. The increase of ~~the~~ African slaves were so great, that half of the populations of these countries were composed of Africans. This is shown in Document 2. The migration of Africans ~~to~~ may have been good for the Americas, but were not good at all for Africa itself. In Africa, slaves were sold off very cheaply and were seen as goods instead

of people. As a result of all this, societies in Africa were torn by ~~the~~ organized slave wars and banditry. Another effect of this slave movement was new African states run by military groups who are constantly at war. This is shown in Document 3. Unlike the Jews, the people migrating were upset with this move and the land they were going to was pleased. This migration was not only involuntary, but a move that should have been avoided.

Both of these migrations had big effects on the countries they left behind, and the countries they moved into. ~~Both the Jews~~ and the Africans left their homes to a new land which caused hardship in the places they left. The major differences were for the Jews, the move was voluntary, not good for where they were going, and the moving people were happy. The Africans move however, was an involuntary one, good for where they were going, and the Africans were not happy about it. ~~to matter~~ ^{these} these large migrations changed many lives and shaped the world to how it is today.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for the migrations of Jews to Palestine and Israel and of Africans to the Americas
- Is primarily descriptive (*Jews to Palestine and Israel*: many more Jews came than were expected; migration made it difficult for Arabs to return to their homes; *Africans to the Americas*: the Americas economically benefited from slavery; sugar crops increased which led to a return of capital investments; migration may have been good for the Americas but not for Africa; slaves were seen as goods rather than people; unlike the Jews, Africans were upset with their migration, but the land they were going to was pleased); includes faulty and weak application (*Jews to Palestine and Israel*: Israel was not too happy with the migration)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents little relevant outside information (*Jews to Palestine and Israel*: Holocaust and the establishment of Israel were the main reasons for the migration; Jews had to leave their homes to escape persecution and genocide)
- Includes few relevant facts, examples, and details (*Jews to Palestine and Israel*: Jews migrated into Palestine mostly between 1920 and 1970; Germany lost people of many professions such as scientists, artists, and engineers; *Africans to the Americas*: cheap slavery was needed in the Americas; African societies were torn by organized slave wars and banditry; new African states run by military groups were constantly at war)
- Demonstrates a general plan of organization; includes an introduction that restates theme and a conclusion that compares the impact of the migrations on the people themselves

Conclusion: Overall, the response fits the criteria for Level 2. Although the response relies on several overgeneralizations, the use of historical circumstances to introduce and conclude the impacts of the Jewish migration adds to the discussion. Although a few good conclusions are included about the African migration, most of the information relies on document information and lacks supporting details.

Throughout Global History, the migration of different people have affected countries or regions. These migrations were either for the good or for the bad. It was hard times for all people because of the impact on it. The growing of a country and region had many problems during these migrations.

During 1517 and later on Africans to the Americas or "new world" had a large effect on it. Slaves were imported to the new world to work for the people. They were profitable bec of how much labor they had. About a million dollars by 1540, because of the slave trade a estimated of 10,000 slaves were imported to the West Indies (doc 1). An impact on the arrival of the Africans to Brazil or the new world or Caribbean islands was that they all relied on African labor (doc 2). The more Africans working at places the more economically the production of things will go up. That's why countries relied on slaves, so they have a better economy so they can trade more. The slave trade brought about the most immigration in the world in history. The slave trade encouraged strong states to raid weaker states for slaves, because the more slaves the more economy and more money for the stronger state.

Jews to Palestine and Israel had a huge impact on migration. One reason for the huge move was b/c the Jews migrated to Jaffa because of war. there was so many Jews that it became a growing city (doc 5a). Jews migrated also to Israel, without the Jews in Germany they had lost Nobel prize winners, scientists, artists, academics, engineers + other professionals. This was a way it made Germany hurt in economy and stability but made the rest of the world richer. Jewish migration was a huge impact in the world, not for the worst, for the better (doc 5b).

Throughout Global History, the migration of different people have affected countries or regions. These migrations were either for the good or the bad. It was hard times for all people because of the impact on it. The growing of a country and region had many problems during these migrations.

Anchor Level 1-A

The response:

- Minimally develops all aspects of the task for the migration of Africans to the Americas and mentions an impact the migration of the Jews to Palestine and Israel had on Germany
- Is descriptive (*Africans to the Americas*: Brazil and the Caribbean Islands relied on African labor; the more Africans working on plantations, the more the production; countries relied on slaves so they would have a better economy and could trade more; *Jews to Palestine and Israel*: Jews leaving Germany hurt its economy and stability, but made the rest of the world richer; Jewish migration impacted the world, not for the worse, but for the better); includes faulty application (*Africans to the Americas*: slave trade brought about the most immigration in the world in history)
- Incorporates limited relevant information from documents 1, 2, 3, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Africans to the Americas*: slaves were imported to the New World to work for the people; slaves were profitable because of their labor; by 1540, an estimated 10,000 slaves were imported to the West Indies; slave trade encouraged strong states to raid weaker states for slaves; *Jews to Palestine and Israel*: Germany lost Nobel prize winners, scientists, artists, academics, engineers and other professionals when Jews left); includes an inaccuracy (*Jews to Palestine and Israel*: Jews migrated to Jaffa because of war)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are identical but go somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. Failure to distinguish the impact of the migration of Africans on the Americas from the impact on Africa shows little understanding of the task. Isolated information selected from the documents is used in much of the response.

In history, there have been many examples of migration of mass people. This not only affects the place or region that is migrated but also the place or region that is migrated from. One example of this migration is the Jews migrating to Palestine and Israel.

The Jews began their migration to Palestine due to the Holocaust event in Germany. When they migrated to Palestine, they came in more numbers than expected. Most of these Jews had just come from Concentration Camps by Hitler, they were survivors of gas chambers, massacres, and hunger. This caused the Custodians of Abandoned (Arab) Property to allow the Jews keep themselves to former Arab homes (Doc. 5b). As the Jews left they took their scientists, artists, academics, engineers, and professional men and women in every category. These German Jews these talents to other countries and made them richer from it. This took largely away from Germany (Doc. 6)

Migration was something that was good and bad for countries. It could help their economy.

Anchor Level 1-B

The response:

- Minimally develops all aspects of the task for the migration of the Jews to Palestine and Israel
- Is descriptive (*Jews to Palestine and Israel*: Jews came to Palestine in more numbers than expected; the Custodians of Abandoned Arab Property allowed the Jews to help themselves to former Arab homes; German Jews made other countries richer)
- Consists of limited relevant information copied from documents 5 and 6
- Presents little relevant outside information (*Jews to Palestine and Israel*: Jews began their migration to Palestine due to the Holocaust in Germany; most of the Jews had just come from concentration camps; Jews were survivors of gas chambers, massacres, and hunger)
- Includes few relevant facts, examples, and details (*Jews to Palestine and Israel*: Jewish scientists, artists, academics, engineers, and professional men and women left Germany)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Although the use of outside information establishes the background for Jewish migration, the explanation of document information is weak.

Document-Based Essay—Practice Paper – A

Throughout history, there have been many ~~and~~ circumstances that caused people to migrate from one country to another. The ^{reasons for} migrations ~~to~~ might ~~to~~ be to escape death, or just to claim back homelands. Two examples of such migrations would be the Jewish migration to Israel and Palestine, and the Africans' migration to the Americas. ~~These migrations have their~~ Both groups of people migrated for certain reasons, and have made huge impacts on both the lands they migrated from and the lands of their new homes:

The Jewish migration, according to Document 4a, started in the 1900's. A mass amount of Jews have traveled to Israel during the years between 1919 and 1970. The main reasons for the Jewish migration were to escape death, and to establish their own homelands. According to Document 4b, Hitler rose to power in 1933. Hitler ~~was~~ was extremely ~~pre~~ prejudice against Jews. When the Holocaust ~~started~~ occurred, 6 million Jews were killed, or sent to concentration or death camps. The Jewish people decided that they must escape to another country. Another reason for the Jewish migration is their desire to establish a homeland. The Jews believed the the land of Palestine and Israel belonged ~~to~~ to them in the first place. With British's Balfour Declaration, ~~the~~ and the support of the Zionists, Jewish people were determined to claim back their lands.

~~The Jewish~~ However, While the Jews were able to fulfill their wishes, ~~they~~ their migration had a huge impact on the lands of their new homes, and also on the lands where they had migrated from. According to Document 5a, the city of Jaffa, one of the cities that the Jewish migrated from, was left empty. ~~From the observations of the father of the author of Document 5a,~~ From the observations of the father of the author of Document 5a, ^{the} cinemas, clinics, nurseries, courthouses, barber shops, and many other stores were closed during the day. Leaving the ~~city~~ city of Jaffa caused the city to

Document-Based Essay—Practice Paper – A

become lifeless and empty. Also, according to Document 6, the German Jewish people who fled to Germany were scientists, artists, and other professionals. Because of their departure, Germany was left crippled, for they had ~~no~~ no more skilled workers to ~~be~~ in the country.

On the other hand, the Jewish lands of Palestine and Israel ~~became~~ were filled to the top with people. With thousands of Jewish coming to Israel on a daily basis (Document 5b), Arab ~~heavily~~ Israel was unable to provide enough living space for both the newcomers and the natives. Arabs were forced to leave their homes, and their houses were taken. The migration of the Jewish into Israel had both crippled their home countries, and caused great inconvenience for their new home lands.

Another example of migrations in history is the move of Africans to the Americas. According to Document 1, ~~the~~ Africans who traveled to America were enslaved. Countries depended heavily on African labour when the West Indian plantations grew importance (Doc. 1). Then, as time went on, people realized that the trading of humans itself, became profitable than selling produced goods (Document 3). As more ~~the~~ Africans ~~the~~ slaves were transported to the Americas, population of the Africans in the Caribbean Islands and in Brazil grew (Doc. 2). More Africans were living there than the natives themselves. As for the impact on Africa itself, the continent was left open for European invasion and colonization. Also, the countries were torn apart by slave warfare. (Doc. 3). The migration of Africa was forced by foreign countries, and it has very negative effects on the continent of Africa.

Historical migrations in the past were often led by desires to establish homelands, to escape death, or just forced to migrate.

Document-Based Essay—Practice Paper – A

The Africans' migration to the Americas and the Jewish migrations to Palestine and Israel would be examples. However, the ~~the~~ impacts ~~of~~ of on land ~~as~~ such migrations are usually quite negative. Old homelands might be left open to invasion, or deserted. New lands might ~~be~~ not have enough space to accommodate so many newcomers. The migrations of history have greatly affected the world, and its course of history.

History has shown that mass migrations of people have affected both the land they came from and the land they migrated to. The Jewish migration to Israel and Palestine and the African migration to the Americas are two examples of how migration has affected the world. Whether or not these people chose to or were forced to leave their homeland, they have unleashed a profound impact on other nations that is still predominant in the modern world.

As shown in Document 4, the Jewish migration to Israel and Palestine was caused by a variety of reasons. Thousands of Jews fled ~~Eastern~~ Europe during Hitler's rise to power and the Holocaust, specifically ~~in~~ in 1938 when Kristallnacht made a genocide a realistic possibility. For their own safety, many Jews sought refuge in Israel, where, according to their religion, was the land promised to them by God himself. However, most of the migration occurred after Israel had been established. Between 1948 and 1951, over seven ~~thousand~~ hundred thousand Jews immigrated to Israel. This movement had enormous impacts on Israel and Germany.

Germany suffered tremendous losses when Jews

left the country. As shown in Document 6, scientists, artists, academics, engineers, and many other professionals left along with their families, causing economic instabilities and slow technological advances that had an impact on Germany. The effect on Israel was just as significant. Controversies arose between the new Jewish population and the already existing Arab population. Nearly 800,000 Arab Palestinians left Israel before the independent nation was created. The high numbers of Jewish immigrants were possibly too high for the nation to accommodate (Doc. 5). A period of instability followed.

The migration of Africans to the Americas was more involuntary than the Jewish migration to Israel, but hardly less significant. As stated in Document 1, the beginnings of the slave trade were formed "to relieve Indians of the onerous burden of slavery." In reality, the Indians in the Americas were dying in significant numbers because they were susceptible to European diseases. Africans, however, would be immune to them. As a result, the slave trade became a profitable business for many nations, but had a high impact on many others.

As shown in Document 2, Brazil and the Caribbean

islands prospered from slave labor. Large-scale sugar plantations became dependent on slave labor and over half of the population of Brazil was composed of Africans. However, the slave trade had a more devastating impact on Africa. Document 3 shows that African tribes profited more from selling slaves than they would have by implementing other forms of trade. Stronger tribes began to invade weaker tribes in search of slaves. War broke out in many regions, leaving Africa susceptible to European colonization.

Mass migrations have occurred throughout history. Causes range from a variety of factors, from forced slave labor in Africa, to genocide in Europe. Whatever the cause, history has shown that these migrations have had a profound impact on the world that still exists in the modern world.

Throughout history, migrations of people have affected countries and regions. Two migrations in history have been important to us. The two migrations I am using are Jews to Palestine and Israel and Hindus/Muslims between India and Pakistan.

The Jews migrated more in 1949 than they did in 1919. Hitler overpowered the Jews. The Jewish fathers left all their stuff behind for their kids.

The Hindus and Sikhs migrated into India. The Muslims migrated into West Pakistan. The Hindus' ideas were important to the Muslims.

That's ~~how~~^{why} the Jews to Palestine and Israel and Hindus and Muslims between India and Pakistan is important. That is some of the stuff that you can learn from ancient people.

Throughout history people have migrated to different areas. Some of these migrations were forced upon the people moving. Others were not forced but either way there were many reasons for leaving. Two such movements were the Jews to Israel and Palestine, and ~~the~~ Africans to the Americas.

After the results of World War II, Jewish people wanted their own country. They were given part of a country called Palestine. ~~The~~ Palestinians were forced to leave certain cities that would become Israel.

Africans were moved out of Africa to the Americas to work as slaves on plantations. Many Africans saw this as a business and would sell other Africans as if they were products.

Today these migrations still have an impact on the world. The Palestinians and Israeli people are at war. Africans now make up a large population of the countries within the Americas. This is all thanks to their migrations.

Throughout history, the migrations of people have affected countries and regions. The migrations have been both voluntary and involuntary and include Africans to the Americas and the Jews to Palestine and Israel. These two migrations impacted both the area they left and their new destination.

The Africans migrated to the Americas involuntarily. This was the time period for slavery when the Americas were being colonized by Europe. The European nations needed people to work the land and plantations for them so they could make a profit. This migration impacted Africa in a negative way, but it impacted the Americas in a positive way.

The Americas benefited from the African slave trade. Europeans imported slaves from Africa to work on plantations. Because of this, the plantations grew in size and the Americas profited immensely (doc#1). The sugar plantations of Brazil and Caribbean Islands also grew to large-scale and became enormously profitable (doc#2).

However, this slave trade impacted Africa in a more negative sense. Even though it helped the Americas, the trade interrupted political and social life in Africa. It also opened the door in Africa for Europeans

to colonize them. (doc #3) Therefore, even though the migration of Africans to the Americas, benefited the Americas, it left a negative lasting impact on Africa.

Unlike the African's migration to the Americas, the Jews migration to Palestine and Israel was voluntary. The Jews migrated because they were being persecuted by the German Nazi Party under Adolf Hitler's rule. Hitler blamed the Jews for Germany losing World War I and for Germany having to pay war reparations. Because of this, Hitler organized the Nazi Party and implemented the Final Solution. (doc #4) The Final Solution was to liquidate all Jews and create a completely Aryan race.

In this situation, the Jews migrating to Palestine and Israel, hurt both the place they were leaving and their destination. It hurt Germany because among the fleeing Jews were scientists, artists, engineers, and other professional Jews, who left Germany, taking their talent with them. This decreased the wealth of Germany (doc #6)

However, this migration of the Jews also hurt Israel and Palestine. These states became overpopulated

because they were being flooded with so many people. (Doc #5b)
Israel and Palestine were not large enough or ready
to accommodate so many people at one time.

These two migrations: the Africans to the
Americas and the Jews to Palestine and Israel,
were have affected both the regions they left and
their destinations. Depending on their situations,
these migrations were either voluntary or involu-
ntary.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth for the migrations of Jews to Palestine and Israel and of Africans to the Americas
- Is more descriptive than analytical (*Jews to Palestine and Israel*: main reasons for Jewish migration were to escape death and to establish their own homeland; Jews believed the land of Palestine and Israel belonged to them; lands of Palestine and Israel were filled to the top with people; Arabs were forced to leave their homes and their houses were taken; Jewish migration caused great inconvenience for their new homelands; *Africans to the Americas*: countries depended heavily on African labor when plantations grew in importance; as time went on, people in Africa realized that the trading of humans was more profitable than selling produced goods; more Africans were living in the Americas than the natives; African continent was left open to European invasion and colonization; African countries were torn apart by slave warfare; foreign countries forced the migration of Africans); includes weak and faulty application (*Jews to Palestine and Israel*: thousands of Jews came to Israel on a daily basis; Germany was left crippled by the Jewish migration because there were no more skilled workers in the country)
- Incorporates some relevant information from documents 1, 2, 3, 4, and 6
- Incorporates limited relevant outside information (*Jews to Palestine and Israel*: Hitler was extremely prejudiced against Jews; Jews were determined to reclaim their lands with the support of the Balfour Declaration and the support of the Zionists)
- Includes some relevant facts, examples, and details (*Jews to Palestine and Israel*: many Jews traveled to Israel between 1919 and 1970; Jewish people who fled Germany were scientists, artists, and other professionals; Israel was unable to provide enough living space for both the newcomers and natives; *Africans to the Americas*: as more slaves were transported to the Americas, population of Africans in the Caribbean Islands and in Brazil grew); includes an inaccuracy (*Jews to Palestine and Israel*: Jews migrated from the city of Jaffa and left it empty)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Most of the response is focused on interpretation of document information; however, some limited outside information strengthens the discussion of historical circumstances surrounding the Jewish migration. Although much of the information focuses on the negative impacts of migration and is not fully developed, a satisfactory understanding of the task is shown.

Practice Paper B—Score Level 3

The response:

- Develops all aspects of the task with little depth for the migrations of Jews to Palestine and Israel and of Africans to the Americas
- Is more descriptive than analytical (*Jews to Palestine and Israel*: in Israel, controversies arose between the new Jewish population and the already existing Arab population; high numbers of Jewish immigrants were possibly too high for the nation to accommodate; *Africans to the Americas*: slave trade became a profitable business for many nations; slave trade had a devastating effect on Africa; African tribes profited more from selling slaves than from other forms of trade; stronger tribes began to invade weaker tribes in search of slaves; war broke out in many regions, leaving Africa susceptible to European colonization)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates some relevant outside information (*Jews to Palestine and Israel*: Kristallnacht made genocide a realistic possibility; many Jews sought refuge in Israel, which according to their religion was the land promised to them by God; migration of Jews caused economic instability in Germany and slowed technological advances; nearly 800,000 Arab Palestinians left Israel before the independent nation was created; *Africans to the Americas*: Indians in the Americas were dying in significant numbers because they were susceptible to European diseases; Africans were immune to European diseases)
- Includes some relevant facts, examples, and details (*Jews to Palestine and Israel*: most of the migration occurred after Israel had been established; Germany lost scientists, artists, academics, engineers, and many other professionals along with their families; *Africans to the Americas*: the beginning of the slave trade was meant to relieve the Indians of slavery; Brazil and the Caribbean Islands prospered from slave labor; large-scale sugar plantations became dependent on slave labor; over half of the population of Brazil was composed of Africans)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although the thesis that these migrations continue to affect the modern world is not developed, the discussion demonstrates that the migrations of Africans and Jews had a great impact in history. Scattered analytical statements and some relevant outside information strengthen the reliance on document information.

Practice Paper C—Score Level 0

The response:

Refers to the theme in a general way

Conclusion: Overall, the response fits the criteria for Level 0. Although the response has a general plan of organization, the isolated facts selected from documents 4 and 8 are either not related to the task or are not explained. The concluding sentence for each group is inaccurate.

Practice Paper D—Score Level 1

The response:

- Minimally develops all aspects of the task by addressing the migrations of Jews to Palestine and Israel and of Africans to the Americas
- Is descriptive (*Jews to Palestine and Israel*: after the results of World War II, Jews wanted their own country; *Africans to the Americas*: many Africans sold other Africans as if they were products); includes weak application (*Jews to Palestine and Israel*: Palestinians were forced to leave certain cities that would become part of Israel)
- Consists of limited relevant information from documents 1, 3, and 5
- Presents little relevant outside information (*Jews to Palestine and Israel*: Palestinians and Israelis are at war)
- Includes few relevant facts, examples, and details (*Jews to Palestine and Israel*: Jews were given part of a country called Palestine; *Africans to the Americas*: Africans were moved out of Africa to work as slaves on plantations in the Americas)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. Although statements about the impact of both migrations are brief, the discussion of historical circumstances includes few supporting facts and details. While the response recognizes that migrations continue to have an impact on the world today, the discussion is very simplistic.

Practice Paper E—Score Level 2

The response:

- Minimally develops all aspects of the task for the migrations of Africans to the Americas and of Jews to Palestine and Israel
- Is primarily descriptive (*Africans to the Americas*: when the Americas were being colonized, Africans migrated to the Americas involuntarily; Europeans needed people to work the land and plantations so they could make a profit; the Americas benefited from the African slave trade; even though the slave trade helped the Americas, it interrupted political and social life in Africa; the slave trade opened the door in Africa for European colonization; *Jews to Palestine and Israel*: loss of Jewish talent decreased the wealth of Germany; Israel and Palestine became overpopulated because they were being flooded with so many people, and they were not large enough or ready to accommodate so many people at one time)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents little relevant outside information (*Jews to Palestine and Israel*: Jews were being persecuted by the German Nazi Party under Adolf Hitler’s rule; Hitler blamed the Jews for Germany losing World War I and for Germany having to pay war reparations; Hitler implemented the Final Solution to create a completely Aryan race)
- Includes few relevant facts, examples, and details (*Africans to the Americas*: Europeans imported slaves from Africa to work on plantations; sugar plantations of Brazil and the Caribbean Islands grew in size and became enormously profitable; *Jews to Palestine and Israel*: Germany was hurt because scientists, artists, engineers, and other professional Jews left taking their talent with them)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The organization of the response into who benefited and who suffered from these migrations demonstrates a limited understanding of the task. Interpretation of document information is basic and lacks supporting details.

Global History and Geography Specifications August 2008

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Human and Physical Geography	Standards 2, 3, and 4: World History; Geography; Economics
Document-based Essay	Movement of People; Power; Human Rights; Nationalism; Conflict	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

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

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

The *Chart for Determining the Final Examination Score for the August 2008 Regents Examination in Global History and Geography* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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