

WORLD HISTORY: MODERN

SECTION II

Total Time—1 hour and 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

1. Evaluate the extent to which economic factors led to the outbreak of the Mexican Revolution (1910–1920).

Document 1

Source: Matías Romero Avendaño, finance minister in the government of President Porfirio Díaz, letter to Mexican factory workers who had gone on strike, 1892.

The government is not indifferent to the evils afflicting the working class of the Republic: if their wages are inadequate or if they lack employment, the first one to regret this situation is the president. However, these are private ills that fall largely beyond the government's power to correct. Such is the case, unfortunately, of the problems that afflict the working class that you so honorably represent.

Given the laws that govern our country, the government cannot restrict the freedom of factory owners to fire or hire workers, nor can it intervene directly in the improvement of basic working conditions. No laws permit this nor do any economic interests oblige the government to dictate salaries, or prices, or working hours.

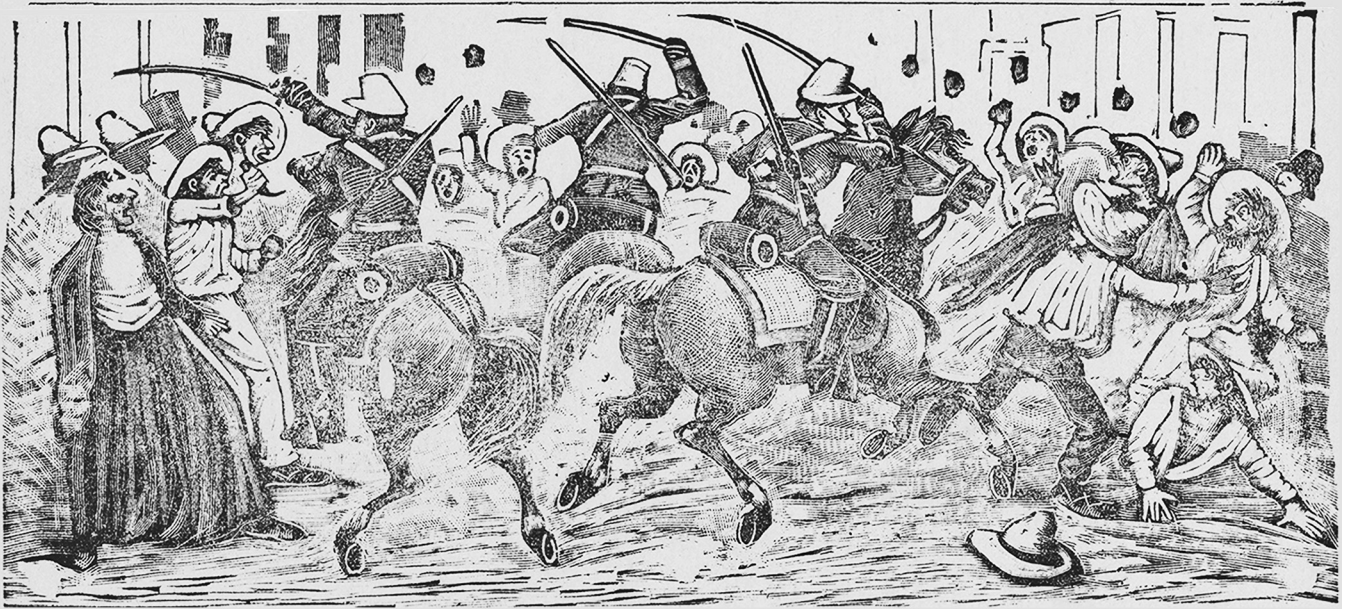
In your demands, you invoke the right to work. But this right also implies the obligation to find jobs. It cannot be the government's responsibility to supply workers with jobs, or to compel anyone else to supply them. Labor is subject, by unavoidable natural phenomena, to the law of supply and demand.

Document 2

Source: José Guadalupe Posada, Mexican printmaker famous for his depictions of political events, illustration for a popular news print describing the government's suppression of street protests in Mexico City after a disputed election in which Porfirio Díaz was reelected president, despite allegations of widespread voter fraud, 1892.

GACETA CALLEJERA.

Esta hoja volante se publicará cuando los acontecimientos de sensación lo requieran.



The Elisha Whittelsey Collection, The Elisha Whittelsey Fund, 1946

Translation of newspaper title and subtitle above the image:

STREET GAZETTE. This newspaper is published when sensational events demand it.

Document 3

Source: José Francisco Godoy, Mexican consul in New York City, toast at a banquet given by the New York Chamber of Commerce in celebration of the good business relationship between Mexico and the United States, The Waldorf Astoria Hotel, New York City, 1908.

Gentlemen, if we compare the Mexico of today with the Mexico of thirty years ago, the justice and the administrative abilities of our President Porfirio Díaz become apparent (*applause*). In the Mexico of today peace and tranquility reign supreme through the land, public education has made great progress, sanitary regulations are strictly adhered to, railways have been built, and public safety and the rights of foreigners (as well as of Mexicans) are rigidly safeguarded. The [United States] Department of Commerce and Labor recently praised the leaders of the Mexican Republic who, “realizing the necessity for outside aid in developing the natural resources of their country, have wisely framed such laws as are required to guarantee the commercial, financial, and industrial interests of [American] businesses and have thereby achieved the constant increase of foreign capital invested in Mexico.”

All that I have said is sufficient to demonstrate the flourishing condition of Mexico and that we Mexicans, by placing General Díaz at the head of the administration of our country have, as you say, “the right man, in the right place, at the right time.” (*applause*)

Document 4

Source: John Kenneth Turner, United States journalist who had lived in Mexico during the last years of the Porfirio Díaz regime, *Barbarous Mexico*, travelogue published in Chicago, 1910.

Slavery in Mexico! Yes, I found it. I found it first in Yucatan. The climate of northern Yucatan happens to be perfectly adapted to the production of henequen.* Here we find vast henequen plantations extending for miles and miles. The owners of these great plantations are the chief slave-holders of Yucatan and the plantation workers are the slaves. The slaves are 8,000 Yaqui Indians imported from Northern Mexico, 3,000 Chinese and Koreans, and between 100,000 and 125,000 native Mayas, who formerly owned the lands that the henequen planters now own.

The planters do not call their workers “slaves” especially when speaking to strangers. They do not call their system slavery; they call it enforced service for debt. At first I thought it would not be so bad if the servant had an opportunity of buying back his freedom. But I found that such was not the custom. “You need have no fear in purchasing this plantation,” one owner said to me, “of the laborers being able to buy their freedom and leave you. They can never do that.” “It is very easy to recruit workers,” another planter told me. “All that is necessary is that you get some free laborer in debt to you, and then you have him. We are always getting new laborers in that way.”

*a plant that produces tough fibers that were in great demand in the United States and Europe, mostly for use in agricultural harvesting and baling machines

Document 5

Source: Marion Letcher, United States consul in Chihuahua, Northern Mexico, “United States, British, French, and Mexican Investment in Mexico,” report commissioned by the United States Senate subcommittee on Mexico, 1911. The figures are in millions of dollars.

TYPE OF INVESTMENT	UNITED STATES	BRITISH AND FRENCH	MEXICAN
Railways	644	186	138
Mines and smelters	250	49	15
Ranches, farms, livestock, timber	21	14	114
Factories, cotton mills, breweries	11	23	16
Stores	4	8	74
Oil industry	15	10	1
Rubber industry	15	-	4
Other	97	176	430
TOTAL	1,057	466	792

Document 6

Source: Ricardo Flores Magón, Mexican intellectual and social reform activist of Native American ethnicity, “The Right of Property,” editorial published in the revolutionary newspaper *Regeneración (Rebirth)*, March, 1911.

The right of property is an absurd right because it had its origins in crime, fraud, and abuse of power. In the past, land was worked in common, forests provided firewood to the hearths of all, harvests were distributed among the members of the community according to their needs. In Mexico, this custom thrived in indigenous communities in the era of Spanish domination and existed until recently. The attempt to take away the common lands of indigenous communities caused the recent Yaqui Wars in Sonora and the troubles with the Mayas in the Yucatan.

The return of the land to the peasants should be accomplished during the present uprising. We revolutionaries will not be committing a crime by turning over the land to the working people, because, by natural law, it already belongs to them. It is the land that their ancestors watered with their sweat; the land that the Spaniards robbed by force from our Indian fathers. That land belongs to all Mexicans. Some of those who own the land currently might have bought it; others might have acquired the land by taking advantage of their friendship with corrupt government officials. Others still acquired the land by giving loans with high interest to the small indigenous farmers, forcing them to leave the land because they could not repay the debt.

Document 7

Source: Anonymous author, “The Death of Emiliano Zapata,” a *corrido** folk song lyrics, 1919.

Listen, dear sirs, to the *corrido* relating a sad event;
For Zapata, the great insurgent has been killed.

The good Emiliano who loved the poor and wanted to give them freedom;
for this the Indians of the villages joined him in his fight.

Zapata was born among the poor, lived among the poor, and fought for the poor.
“I don’t want riches, I don’t want honors,” he said to all.

Mister Zapata, terror of the *gachupines*** has died!
Where is our leader Zapata who was the punishment of the rich?

He said to his followers: “When I am dead, fight to defend your communal lands, like a man should!”
He said to his loyal assistant: “As long as I am alive, the Indians will be the owners of their land.”

Little stream, what did the flowers tell you?
“They said that Zapata is not dead, and that he will return.”

*During the Revolution, *corridos* were popular songs on current social or political issues, whose lyrics were printed in pamphlet form and either sold or distributed for free by politicians or interest groups.

**a derogatory term for Mexicans of European ancestry

END OF DOCUMENTS FOR QUESTION 1

Question 2, 3, or 4 (Long Essay)
Suggested writing time: 40 minutes

Directions: Answer Question 2 or Question 3 or Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

2. In the period circa 1200–1450, commerce along exchange networks such as the Silk Roads, the Indian Ocean, and the trans-Saharan networks involved a number of new economic and commercial practices.

Develop an argument that evaluates the extent to which developments in economic and/or commercial practices in Afro-Eurasia affected trade in this period.

3. In the period circa 1450–1750, European expansion affected the development of numerous East Asian and South Asian states.

Develop an argument that evaluates the extent to which the economies of East and/or South Asian states in this time period changed in response to European expansion.

4. In the twentieth century, governments responded to economic crises in various ways.

Develop an argument that evaluates the extent to which governments (other than the United States government) changed their economic policies in response to the Great Depression.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

Question 1: Document-Based Question, Economic Factors in the Mexican Revolution

7 points

General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate the extent to which economic factors led to the outbreak of the Mexican Revolution (1910–1920).

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized.	Responses that earn this point: Provide a historically defensible thesis or claim that establishes a position on the extent to which economic factors led to the outbreak of the Mexican Revolution (1910–1920). The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
	Examples that do not earn this point: Provide a historically defensible claim, but do not establish a line of reasoning <i>“Economic factors were critical in leading to the outbreak of the Mexican Revolution.”</i> Establish a line of reasoning, but do not provide a historically defensible claim <i>“Economic exploitation in Mexico led to the revolution because most of the Mexican people were enslaved on plantations.”</i> Do not focus on the topic of the prompt <i>“The Mexican Revolution is important to understand because it is the southern neighbor of the United States.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Mexico’s inability to resist the political dominance of the United States and European powers was the most significant factor in leading to the revolution because foreign dominance prevented the Mexican government from enacting economic reforms.”</i> <i>“Ethnic tensions were just as important in leading to the Mexican Revolution as economic factors because much of the economic exploitation that was occurring in Mexico affected poor indigenous communities.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Although noneconomic factors such as government corruption and ethnic tensions contributed to the Mexican Revolution, economic factors such as labor exploitation and economic inequality were the most important factors in sparking the revolution.”</i> Establish a line of reasoning <i>“The government’s policies led to the Mexican Revolution because the government refused to help workers.”</i> (Minimally acceptable thesis/claim)
	Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.	

Row C (continued)	Evidence beyond the Documents:	
	0 points Does not meet the criteria for one point.	1 point Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide evidence that is not relevant to an argument about the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt or in any of the documents. - Provide a passing phrase or reference.	Responses that earn this point: - Must use at least one specific piece of historical evidence relevant to an argument about the extent to which economic factors led to the outbreak of the Mexican Revolution (1910–1920). Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: - Specific instances of European economic imperialism in Asia, Africa, and Latin America - Socialist revolts in Europe, including the Paris Commune, the Bolshevik Revolution, and the revolt in Germany at the end of the First World War - Revolutions in South America and Mexico against Spanish rule during the nineteenth century - The abolition of slavery in specific Latin American states in the nineteenth century, such as Cuba and Brazil - Specific instances of United States military interventions in Latin America, such as during the Spanish-American War - The Pancho Villa expedition in 1916 Examples of evidence beyond the documents relevant to an argument about the prompt: <i>“Economic problems caused by industrialization and economic inequality led to revolts around the world, not just in Mexico, but also in Russia with the Bolshevik Revolution. (Provides a piece of evidence not in the documents relevant to an argument about the prompt)</i> <i>“Although slavery was abolished throughout Latin America over the 1800s, new ways of exploiting labor were developed, including indentured labor. This meant that working conditions in Mexico remained very bad, leading to a lot of unhappiness with the Mexican government.” (Provides a piece of evidence not in the documents relevant to an argument about the prompt)</i>
	Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. - To earn this point, the evidence provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning (0–2 points)	Sourcing	
	0 points Does not meet the criteria for one point.	1 point For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Explain sourcing for less than three of the documents. - Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. - Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience. Examples that do not earn this point: Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument <i>“Document 7 shows how popular Zapata was among the common people and that many people in Mexico were sad that he was killed.”</i> Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience <i>“Document 5 shows the extent to which various parts of Mexico’s economy was controlled by capital from Britain, France and the US.”</i>	Responses that earn this point: - Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced. Example of acceptable explanation of the significance of the author’s point of view: (Document 3): “As a diplomatic representative of the Diaz government, Godoy is focused only on the positive aspects of United States investment in Mexico and lavishes praise on Diaz.” (Identifies the point of view of the source and how this might be relevant to the extent to which economic factors contributed to the outbreak of the Mexican Revolution) Example of acceptable explanation of the significance of the author’s purpose: (Document 7): “<i>The corrido is meant to memorialize a hero of the revolution and to motivate the people to carry on his struggle, and to ‘punish the rich’ and make ‘Indians owners of their lands,’ both of which were major economic goals of the revolutionaries.</i>” (Connects the purpose of the song to an argument about the extent to which economic factors contributed to the outbreak of the Mexican Revolution) Example of acceptable explanation of the relevance of the historical situation of a source: (Document 6): “<i>Ricardo Magón uses the history of Native Americans, especially the taking of their land and their oppression by white colonizers to argue for a revolution that would take back the land and give it to the workers, pointing out the fundamental corruption that allowed Spanish elites to acquire the land that the native Americans now work.</i>” (Provides sourcing regarding the historical situation of the document and connects that information to an argument about the extent to which economic factors contributed to the outbreak of the Mexican Revolution) Example of acceptable explanation of the significance of the audience: (Document 3): “<i>In his speech, Consul Godoy is being deferential to the Chamber of Commerce because he is conscious of their influence in channeling United States investment to Mexico.</i>” (Provides information about the audience of the government official that is relevant to an argument about the extent to which economic factors contributed to the outbreak of the Mexican Revolution)

Row D (continued)	Complexity	
	0 points Does not meet the criteria for one point.	1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.
	Decision Rules and Scoring Notes	
		Responses that earn this point: May demonstrate a complex understanding in a variety of ways, such as: - Explaining nuance of an issue by analyzing multiple variables. - Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. - Explaining relevant and insightful connections within and across periods. - Confirming the validity of an argument by corroborating multiple perspectives across themes. - Qualifying or modifying an argument by considering diverse or alternative views or evidence. Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - Analyzing multiple variables, such as considering diverse or alternate perspectives or evidence, such as how, for instance, a response arguing that economic exploitation in Mexico often coincided with the oppression of ethnic minorities could use Documents 6 and 7 to show how some revolutionaries specifically appealed to Native histories of dispossession and complement this analysis with the description of the enslavement of Yaqui Indians in Document 4 in service of plantations producing materials for European and U.S. industry. (Explains nuance) - Explaining relevant and insightful connections across time and space, such as explaining similarities and differences between the motivating factors of the Mexican Revolution and other revolutions in the nineteenth and twentieth centuries. For instance, a response could draw explicit and insightful comparisons by bringing in outside information on the situation in Russia prior to the Bolshevik Revolution and then using the documents describing the situation of the peasants and workers in Mexico to show how economic problems fueled revolutionary movements in both countries. (Explains relevant and insightful connections) - Corroborating multiple perspectives, such as explaining how different documents corroborate an argument in spite of the differing perspectives of the authors. For instance, a response could use the praise of Diaz in Document 3, which celebrates the business relationship between the U.S. and Mexico and how Mexico enacted laws to benefit U.S. businesses, to corroborate the documents that show the problems and challenges faced by Mexican workers and peasants that result from the economic system that developed in Mexico. (Corroborates, qualifies, or modifies an argument by considering diverse or alternative views or evidence)
	Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.	

Document Summaries

Document	Summary of Content	Explains the relevance of point of view (POV), purpose, situation, and/or audience by elaborating on examples such as:
1. Finance Minister Avendaño letter to striking workers, 1892	The finance minister tells the strikers that the problems of the workers are not solvable by the government, as Mexican law prevents interference with business practices regarding wages, working conditions, etc.	- By telling striking workers the government is not going to intervene on their behalf, he makes it clear the government favors corporate interests and will not help the strikers. (audience) - Shows the economic philosophy of the Mexican government at the time being in favor of unfettered free markets and a noninterventionist, <i>laissez-faire</i> approach to industrial disputes which ultimately favored employers and corporate interests. (historical situation)
2. Posada newspaper cartoon showing suppression of protests against Díaz, 1892	The cartoon shows mounted soldiers violently attacking street protesters demonstrating against a disputed presidential election.	- The artist shows the protesters sympathetically, meaning the cartoon was intended to criticize the government's actions against them. (purpose) - Published in a mass-produced and likely cheap news print called "Street Gazette," the cartoon is clearly addressing a very broad section of Mexico's public. Even those who were illiterate would have been able to see the violence and brutality of the government's suppression of protest in the cartoon. (POV/audience)
3. Mexican consul Godoy banquet toast at a United States Chamber of Commerce gala in New York City, 1908	Praises the good business relations between the U.S. and Mexico and the economic progress foreign investment has allowed in Mexico. Glorifies President Díaz as the "right man in the right place, at the right time" for Mexico.	- As a diplomatic representative of the Díaz government, Godoy is focused only on the positive aspects of United States investment in Mexico and lavishes praise on Díaz. (POV) - Godoy wants to ensure the continued support of the United States for the Díaz government, so he presents a rosy picture of economic progress and social harmony under Díaz's rule. (purpose)
4. Turner travelogue discussing the slave-like condition of indigenous and Asian laborers in Yucatan, 1910	Discusses how the production of henequen on plantations involves the use of forced labor from indigenous Mexicans and Asians and how the workers are effectively enslaved by debt servitude.	- By using the tradition of "muckraking" journalism during the United States Progressive Era, the author is trying to get people in the United States to be outraged by the use of what is in effect slavery in Mexico. (POV/purpose) - Since slavery had been abolished in the United States and the rest of the Western Hemisphere at the time the book was published, this author's use of the term "slavery" to describe the system of labor would be deliberately calculated to inflame public opinion. (historical situation)

5. Table showing foreign investment in Mexico in 1911, from a report by a United States Consul Marion Letcher to the Senate	Shows that United States, British, and French investments play a very prominent role in Mexico's economy, eclipsing domestic Mexican investment in several key industries.	- The purpose of the report was to inform the Senate on the levels of United States business investment in Mexico. The Senate may have sought that information because of the perceived risk to United States investments in Mexico given the growing political instability there. (POV/purpose) - The table shows the heavy concentration of foreign investment in Mexico in those industries that relied on exploitation of Mexican natural resources (for example, mines, oil industry, rubber industry) or were most likely to be profitable (railways). This investment pattern is the hallmark of neocolonialism / economic imperialism. (historical situation)
6. Magón article on the right to property in the revolutionary newspaper <i>Rebirth</i> , 1911	Attacks the concept of private property as opposed to sharing common resources by highlighting how the indigenous communities in Mexico have used land together. Advocates taking land from large landowners and returning it to the peasants.	- As an indigenous person himself, the author uses an idealized vision of the traditional indigenous communities using land and other resources in common to achieve social harmony, and advocates for changing the current economic and political situation along those communal lines. (POV) - Shows the possible influence of the spread of Marxist ideology in its attack on the idea of private property and advocating for a return to communalism. (historical situation)
7. <i>Corrido</i> commemorating the death of Revolutionary leader Emiliano Zapata, 1919	Praises Zapata for fighting for the poor and promises his return. Highlights Zapata's role as a champion of the cause of the indigenous Mexicans against those of European ancestry (<i>gachupines</i>).	- Meant to inspire Zapata's followers to keep fighting for the cause of the revolution even after their leader's death. (purpose) - Folk songs were easy to distribute and reproduce and were an effective way of transmitting information or propaganda among populations that might not be literate. (audience)

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
	Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized.	Responses that earn this point: Provide a historically defensible thesis or claim about the extent to which economic or commercial practices in Afro-Eurasia affected trade in the period circa 1200–1450, with some indication of the reasoning for making that claim.
	Do not focus on the topic of the prompt <i>“The expansion of empires increased trade in Afro-Eurasia.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“New commercial practices affected trade in Afro-Eurasia in the period 1200–1450.”</i> Establish a line of reasoning, but do not provide a historically defensible claim <i>“The establishment of joint-stock companies in Afro-Eurasia in the period 1200–1450 greatly increased trade because they allowed investors to pool large amounts of capital.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“New commercial practices such as letters of credit greatly increased trade in Afro-Eurasia because they made it easier for merchants to purchase goods.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“The development of new forms of credit and the formation of cooperative commercial partnerships were the most significant factors in expanding trade in Afro-Eurasia in the period 1200–1450.”</i> Establish a line of reasoning <i>“Trade increased because of the spread of new commercial infrastructure.”</i> (Minimally acceptable thesis/claim)
Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference.	Responses that earn this point: Accurately describe a context relevant to commercial practices in Afro-Eurasia in the period circa 1200–1450.
	Examples that do not earn this point: Provide an overly generalized statement about the time period referenced in the prompt <i>“The period 1200–1450 was a time of great change all over Eurasia as empires rose and fell.”</i> Provide historically inaccurate contextualization <i>“The Portuguese and Spanish voyages of exploration fundamentally changed the economy and trade in Eurasia during this period.”</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - The establishment of large empires, such as the Mongols and the Empire of Mali - The growth of cities across Afro-Eurasia - The increasing commercialization of states such as Song China Example of acceptable contextualization: <i>“The Mongols established an empire that stretched from China to Eastern Europe, giving them control of the Silk Roads and the ability to dictate terms of trade.”</i>
	Additional Notes: - The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence (0–2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt.	Responses that earn 1 point: <u>Identify at least two specific historical examples</u> relevant to developments in economic or commercial practices in Afro-Eurasia in the period circa 1200–1450. Examples of evidence that are specific and relevant include the following (two examples required): - Specific technologies that facilitated increased trade such as the camel saddle and the dhow - Economic practices such as the use of camel caravans to transport goods - The development of commercial partnerships in the Mediterranean region and the Indian Ocean - The development of the <i>ortaq</i> system under the Mongols to facilitate commerce across Eurasia Example of a statement that earns one point for evidence: <i>“The development of specific commercial practices such as banking or issuing bills of exchange, letters of credit, or paper money occurred in this period.”</i>	Responses that earn 2 points: <u>Use at least two specific historical examples</u> to support an argument regarding how economic or commercial practices in Afro-Eurasia affected trade in the period circa 1200–1450. Examples that successfully support an argument with evidence: <i>“The establishment of specific commercial infrastructure such as caravanserais, ports, and postal relay stations greatly facilitated trade along major trade routes during this period, by providing safe resting stations for merchants or speeding up written communications between traders living in different cities.”</i> (Uses multiple, specific pieces of evidence to support the argument that new economic and commercial practices affected trade in Afro-Eurasia during the period circa 1200–1450) <i>“New commercial practices emerged during this period as merchants tried to manage the risks of long-distance trade. For example, the Mongol ordaq system involved merchants forming partnerships that involved cooperation both in the actual trade of goods and in the financing of trading voyages. Likewise, in the Italian city-states, new financial practices gave rise to commercial banking and letters of credit.”</i> (Uses multiple, specific pieces of evidence to support the argument that new economic and commercial practices affected trade in Afro-Eurasia during the period circa 1200–1450)
	Examples that do not earn points: Provide evidence that is not relevant to the topic of the prompt. <i>“The trans-Saharan trade routes were vital for the growth of the Mali Empire.”</i>		
Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. (For example, changes in commercial practices affected trade more significantly in some regions than others; changes in commercial practices significantly affected trade across all of Afro-Eurasia.)			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0–2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.
Decision Rules and Scoring Notes			
	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but do not use it to frame or structure an argument.	Responses that earn 1 point: Must demonstrate the use of historical reasoning to explain how developments in economic or commercial practices affected trade in Afro-Eurasia in the period 1200–1450.	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: - Explaining the nuance of an issue by analyzing multiple variables. - Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. - Explaining relevant and insightful connections within and across periods. - Confirming the validity of an argument by corroborating multiple perspectives across themes. - Qualifying or modifying an argument by considering diverse or alternative views or evidence.
	Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <i>“China during the Song, Yuan, and Ming periods was renowned for producing fine porcelain, which was in high demand as a trade item.”</i>	Using a historical thinking skill to frame or structure an argument could include: - Explaining the ways in which the construction of commercial infrastructure increased regional and transregional trade. - Explaining how changes in trading patterns or volumes were influenced by the introduction of new economic practices. - Explaining how new commercial practices affected regional trade in similar or different ways. Example of acceptable use of historical reasoning: <i>“The Mongols’ development of commercial infrastructure, as well as their financial innovations, led to a tremendous expansion of Silk Roads trade.”</i> (Establishes two types of developments that changed trade in the relevant period. This statement would need to be followed up with at least minimal discussion of the two categories introduced.)	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - Explaining how new commercial practices were very important in leading to an increase in trade in some regions while new commercial practices only had a marginal effect on trade in other regions of Afro-Eurasia. For instance, a response could highlight the changes that occurred in the Silk Roads trade as a result of the Mongol conquests and their economic policies, while also noting that areas not connected directly to the Silk Roads saw limited effects from these changes. (Explains nuance, considers both causes and effects, and qualifies an argument) - Explaining relevant and insightful connections across time and space, such as explaining how the introduction of new commercial practices in later periods also led to an increase in trade. For instance, a response could discuss how the commercial practices of the Song and Yuan dynasties led Europeans to seek routes to Asia for access to trade goods, which led to the development of transoceanic trade after 1450. (Explains relevant and insightful connections)

			• Illustrating that the introduction of new economic practices did not always significantly impact trade in some regions because the positive economic effects of the introduction of new practices were sometimes negated by political events such as war. For instance, a response could highlight the rise in prosperity that occurred in the Mongol Empire, while qualifying the argument by noting the destructiveness of the Mongol conquests—the sack of Baghdad for instance—and how this destruction harmed economies and trade in the short term. (Qualifies an argument) • Demonstrating how the introduction of the same new economic practice in different regions led to increased trade in both regions. For instance, a response could discuss how the development of letters of credit in Europe and China led to economic growth in Song China and during the Italian Renaissance. (Corroborates an argument, considers both causes and effects)
	Additional Notes: • This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.		

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference.	Responses that earn this point: Accurately describe a context relevant to European expansion in Asia in the period 1450–1750.
	Examples that do not earn this point: Provide an overly generalized statement about the time period referenced in the prompt <i>“There were technological, economic, and political reasons why Europeans traveled to Asia in the 1500s.”</i> Provide a passing phrase or reference <i>“Columbus attempted to sail to Japan in 1492.”</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Innovations in ship design that allowed Europeans to conduct transoceanic voyages - Expansion of Asian empires - European attempts to circumvent Ottoman dominance of trans-Eurasian land routes into Europe Example of acceptable contextualization: <i>“With the fall of Constantinople and a hostile Ottoman Empire controlling the trade routes to Asia, Europeans tried to find ways of going around them—leading to the Portuguese reaching the Indian Ocean by navigating around Africa.”</i>
	Additional Notes: - The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence (0–2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt.	Responses that earn 1 point: <u>Identify at least two specific historical examples</u> relevant to European expansion in Asia in the period 1450–1750.	Responses that earn 2 points: <u>Use at least two specific historical examples</u> to support an argument regarding how the economies of East and/or South Asian states changed in response to European expansion in the period 1450–1750.
	Examples that do not earn points: Provide evidence that is outside the time period <i>“The Mongol Empire encouraged trade by protecting Silk Road caravan routes.”</i>	Examples of evidence that are specific and relevant include the following (two examples required): - The Portuguese use of the <i>cartaz</i> system - The continued predominance of Arab, Gujarati, Javanese, Chinese, and Omani merchants in regional trade - The global silver trade - The commercial and territorial expansion of European joint-stock companies Example of a statement that earns one point for evidence: <i>“The Portuguese used their superior sailing ship technology and a system of passes for other countries’ merchant ships in an attempt to control the trade on the Indian Ocean.”</i>	Examples that successfully support an argument with evidence: <i>“Despite the presence of European ships in the Indian Ocean, the vast majority of seagoing trade between Asian ports was still done by Asian ships and sailors, such as the Gujaratis in the Arabian Sea, and the Javanese around the Malay peninsula.”</i> (Uses multiple, specific pieces of evidence to support the argument that there were limits to European impact on Asian economies) <i>“The arrival of the European chartered companies in India changed the balance of economic power. These companies not only increasingly controlled trade, but also began using their own armies to wage war on Indian rulers.”</i> (Uses evidence to support the argument that joint stock trading companies changed Asian economies extensively)
Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. (For example, the continuing importance in the trade of textiles such as silk in the Mughal and Qing empires shows that the economies of South Asia and East Asia did not change much because of European expansion; European expansion significantly changed the economies of South and East Asia because Europeans became the middlemen of commerce.)			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0–2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.
Decision Rules and Scoring Notes			
	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but do not use it to frame or structure an argument.	Responses that earn 1 point: Must demonstrate the use of historical reasoning to explain how the economies of East and/or South Asian states changed in response to European expansion in the period 1450–1750.	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: - Explaining the nuance of an issue by analyzing multiple variables. - Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. - Explaining relevant and insightful connections within and across periods. - Confirming the validity of an argument by corroborating multiple perspectives across themes. - Qualifying or modifying an argument by considering diverse or alternative views or evidence.
	Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <i>“The Dutch became one of the primary shippers and traders of Japanese silver in the Asian market.”</i>	Using a historical thinking skill to frame or structure an argument could include: - Explaining the ways in which European expansion affected specific East or South Asian economies. - Explaining how East or South Asian merchants changed their commercial practices to adapt to the arrival of Europeans. - Explaining regional similarities and differences in the economic impact of European expansion in South or East Asian states. Example of acceptable use of historical reasoning: <i>“The decline of Mughal authority in the 1700s, combined with growing European military superiority, allowed the British and French to seize control of vital ports and gain control over Indian trade.</i> (Identifies both causation and references change over time in the discussion of Europeans in Mughal India)	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - Explaining the nuance of an issue by demonstrating how the arrival of Europeans changed some parts of South or East Asian states’ economies significantly while affecting other parts minimally. For instance, a response could discuss how Europeans established a presence in Indian port cities and made significant changes to the economies there but had a very limited impact on the interior of India during this period. (Explains nuance, considers both causes and effects, and qualifies an argument) - Explaining relevant and insightful connections across time and space, such as explaining why the European arrival in the period 1450–1750 had a more minimal impact in South and East Asia than compared to the activities of Europeans in the period 1750–1950. For instance, a response could compare the Japanese limitations on European trade into the port of Nagasaki in the Tokugawa period with the opening up of Japan in the late 1800s and the westernization program and industrial development of the Meiji period. (Explains relevant and insightful connections)

			• Qualifying an argument by demonstrating how the arrival of Europeans led to minimal changes in the economies of multiple South or East Asian states. For instance, a response could discuss the limited European influence in some smaller Asian states such as Burma or Thailand during this period in comparison to the effects on India, Indonesia, and China. (Qualifies an argument) • Corroborating an argument by demonstrating how the changes to the economies of South or East Asian states as a result of the arrival of the Europeans were connected to broader economic changes. For instance, a response could analyze how the British East India Company's entry into the Asian opium trade affected the economies of both India and China, or a response could analyze how growing European demand for consumer goods such as tea or calico textiles led to changes in the economy of South Asia during this period. (Corroborates an argument, considers both causes and effects)
	Additional Notes: • This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.		