

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

Answer all parts of the question that follows.

3. a) Identify ONE technological development that directly contributed to the Columbian Exchange.
- b) Identify ONE benefit of the transfer of crops and/or domesticated animals during the Columbian Exchange for the populations involved.
- c) Explain ONE way in which the transfer of crops and/or domesticated animals during the Columbian Exchange affected the environment.

Answer all parts of the question that follows.

4. a) Identify ONE scientific or technological development that contributed to the Green Revolution.
- b) Explain ONE way in which the Green Revolution benefited populations in the developing world.
- c) Explain ONE way in which the Green Revolution affected the environment within the developing world.

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 before circa 1500, states in the Americas used a variety of institutions, policies, and practices to consolidate and expand their scope and reach.

Develop an argument that evaluates the extent to which ONE pre-Columbian state in the Americas was successful in consolidating and centralizing its authority during this period.

3. In the period circa 1450–1750, the global increase in transregional contacts led to both expansion and contraction of existing religions as well as the development of new religious practices.

Develop an argument that evaluates the extent to which military conflict or conquest was the main cause of religious change in this period.

4. In the late twentieth century, the spread of free-market economic ideas led to numerous changes around the world.

Develop an argument that evaluates the extent to which the spread of free-market ideas led to economic change during this period.

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 3: Long Essay Question, Conflict and Religious Change

6 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.

In the period circa 1450–1750, the global increase in transregional contacts led to both expansion and contraction of existing religions as well as the development of new religious practices.

Develop an argument that evaluates the extent to which military conflict or conquest was the main cause of religious change in this period.

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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Provide a historically defensible thesis or claim about how military conflict or conquest was the main cause of religious change in the period 1450 to 1750, with some indication of the reasoning for making that claim OR establish analytic categories of the argument. Scoring Note: The Protestant and Catholic Reformations are acceptable.
	Examples that do not earn this point: Do not focus on the topic of the prompt <ul style="list-style-type: none"> <i>“Ottoman emperors centralized their state bureaucracies.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“European conquistadores destroyed the Aztec and Inca empires.”</i> Provide a claim that is not historically defensible <ul style="list-style-type: none"> <i>“The spread of Christianity was the main reason for the transatlantic slave trade.”</i> 	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <ul style="list-style-type: none"> <i>“In the period from 1450 to 1750 Islamic empires such as the Mughals conquered new territories, which spread Islam in places like India.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“Contact with European traders and missionaries was the main cause of the spread of Christianity in Africa between 1450 and 1750.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“The Spanish conquest of the Americas led to religious change.”</i> (Minimally acceptable thesis/claim)
Additional Notes: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. Examples that do not earn this point: <ul style="list-style-type: none"> <i>“Religions were mostly patriarchal in the early modern period.”</i> <i>“Islam originated in the teachings of the Prophet Muhammad.”</i> 	Responses that earn this point: <ul style="list-style-type: none"> Accurately describe a context relevant to conflict and religious change in the period circa 1450 to 1750. Examples of relevant context that earn this point include the following if appropriate elaboration is provided: <ul style="list-style-type: none"> Expansion of Islamic land-based empires Expansion of European colonial empires Sunni Islam in the Ottoman and Mughal Empires Shi’a Islam as the official religion in the Safavid Empire The Protestant and Catholic Reformations European Wars of Religion Early modern world trade and exploration Christian missionaries and Sufi/ Muslim missionaries proselytizing Religious syncretism in the Americas Sikhism developed in South Asia Example of acceptable contextualization: <ul style="list-style-type: none"> “Many Muslim rulers in the Ottoman and Mughal Empires tolerated a broad range of religious practices in their empires.”
	Additional Notes: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of the 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: <ul style="list-style-type: none"> Identify at least two specific historical examples relevant to conflict or religious change in the period circa 1450 to 1750. 	Responses that earn 2 points: <ul style="list-style-type: none"> Use at least two specific historical examples to support an argument regarding military conflict or conquest being the main cause of religious change in the period circa 1450 to 1750.
	Examples that do not earn points: <ul style="list-style-type: none"> <i>“Western European nations developed joint-stock companies.”</i> 	Examples of evidence that are specific and relevant include the following (two examples required): <ul style="list-style-type: none"> Specific Spanish conquistadores and their conquests in the Americas Casta system in Latin America Religious tolerance of <i>dhimmi</i>s in India <i>Millet</i> system in the Ottoman Empire Vodun and other syncretic beliefs in the Americas Protestant Reformers such as Luther or Calvin Catholic monastic orders that spread Christianity, such as Dominicans, Franciscans, or Jesuits Wars of Religion in Europe Example of a statement that earns 1 point for evidence: <ul style="list-style-type: none"> <i>“The Emperor Akbar tolerated Hindus and established his own state religion, the Din i-Ilahi, in India.”</i> 	Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> <i>“Peaceful proselytizing by Franciscan monks and Protestant missionaries in conquered territories contributed to the spread of Christianity.”</i> (Uses multiple, specific pieces of evidence to support the argument regarding military conflict or conquest as the main cause of religious change in the period 1450 to 1750) <i>“In response to the Protestant Reformation in Europe, Spanish and Portuguese conquerors in the Americas strongly supported the spread of the Catholicism.”</i> (Uses evidence to support the argument regarding military conflict or conquest as the main cause of religious change in the period 1450 to 1750)
	Additional Notes: <ul style="list-style-type: none"> 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 Ottoman Empire protected the rights of Jews through the <i>millet</i> system; Europeans fought wars of religion over the Reformation) 		