

**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 at least two pieces of specific and relevant evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

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**2.** In the period circa 1450 to 1750, new connections between world regions led to the movement or transfer of people, animals, plants, and pathogens.

Develop an argument that evaluates the extent to which such movements or transfers led to demographic, cultural, or social changes across the Atlantic region during this period.

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**3.** During the eighteenth century, Enlightenment philosophers developed new ideas about individual rights and the role of governments.

Develop an argument that evaluates the extent to which Enlightenment ideas encouraged movements for political change and/or social reform during the period circa 1750 to 1900.

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**4.** During the twentieth century, competing political and economic interests along with intense nationalism contributed to global conflicts.

Develop an argument that evaluates the extent to which nationalism was the most important factor contributing to global conflict during this period.

**STOP**

**END OF EXAM**

## Question 4: Long Essay Question, Nationalism and Global Conflicts

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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.

During the twentieth century, competing political and economic interests along with intense nationalism contributed to global conflicts.

Develop an argument that evaluates the extent to which nationalism was the most important factor contributing to global conflict during this period.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Are not historically defensible.</li> <li>Only restate or rephrase the prompt.</li> <li>Do not respond to the prompt.</li> <li>Do not establish a line of reasoning.</li> <li>Are overgeneralized.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li><i>“Nationalism was the key factor that led to global conflict in the twentieth century.”</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>“Communism and capitalism were opposed to each other.”</i></li> </ul> <p><b>Provide a claim that is not historically defensible</b></p> <ul style="list-style-type: none"> <li><i>“State competition due to mercantilist ideas drove most conflicts in the twentieth century.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim about the extent to which nationalism was the most important factor contributing to global conflict during the twentieth century. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul> <p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>“While rival ideologies and alliances were big factors in various global conflicts, nationalism was the main culprit for the First World War and the Second World War, as demonstrated by the genocides present in both wars.”</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li><i>“While nationalism was certainly an important factor in the global conflicts of the twentieth century, nationalism should be viewed as one of the ideologies causing these conflicts along with communism, fascism, and even some religions.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>“The intense German nationalism of the Nazis was the biggest factor leading to World War II.”</i> [Minimally acceptable thesis/claim]</li> </ul>	
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>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).</li> <li>The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>		

Reporting Category	Scoring Criteria	
Row B Contextualization  (0–1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Describes a broader historical context relevant to the prompt.
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>Provide context that is not relevant to the prompt.</li> <li>Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>“The expansion of competing land empires like the Ottoman and Safavid led to armed conflicts.”</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li><i>“Social Darwinism was an important ideology.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to nationalism or global conflict during the twentieth century.</li> </ul> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>Growth of modern anti-Semitism, Social Darwinism, and other racial theories</li> <li>Rise of nationalism and nationalist revolutions in 19th century</li> <li>Establishment of new nation-states</li> <li>Enlightenment ideas of liberalism, democracy, independence</li> <li>Socialism, communism</li> <li>Fascism, National Socialism</li> <li>Atlantic Revolutions</li> <li>Breakdown of multinational empires</li> <li>Industrialization, global capitalism</li> <li>Pre-WWI European alliance system</li> <li>19th century imperialism by European States, U.S., and Japan</li> <li>World Wars—campaigns, total war, treatment of civilians, peace agreements</li> <li>Challenges to existing social and political order, including revolutions</li> <li>Cold War alliance systems, Non-Aligned Movement</li> <li>Decolonization/colonial independence movements</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>“Social Darwinist ideas of race and competition grew steadily in the late 19th century and became intertwined with nationalism.”</i></li> <li><i>“19th-century nationalist movements had led to the creation of new nation-states.”</i> [Minimally acceptable contextualization]</li> </ul>	
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</li> <li>To earn this point, the context provided must be more than a phrase or reference.</li> </ul>		

Reporting Category	Scoring Criteria		
Row C Evidence (0–2 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples of at least <b>two</b> pieces of evidence relevant to the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>two</b> pieces of specific and relevant evidence.
<b>Decision Rules and Scoring Notes</b>			
<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul> <p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence that is outside the time period</b></p> <ul style="list-style-type: none"> <li><i>"States fought conflicts around the globe as they sponsored empires that aimed to spread Christianity and convert indigenous peoples."</i></li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to nationalism or global conflict during the twentieth century.</li> </ul> <p><b>Examples of evidence that are specific and relevant include the following (two examples required):</b></p> <ul style="list-style-type: none"> <li>Ethnic violence during the World Wars</li> <li>The Armenian Genocide</li> <li>Partition of India</li> <li>Pre-WWI European Alliance system</li> <li>The Holocaust</li> <li>Fascism, National Socialism</li> <li>Communism</li> <li>Liberalism, democracy</li> <li>Authoritarianism</li> <li>Japanese colonialism</li> <li>Decolonization/colonial independence movements, including Vietnam, Algeria, India, Kenya</li> <li>NATO, Warsaw Pact, Non-Aligned Movement</li> <li>Cold War proxy wars, including Korea, Vietnam, Angola</li> <li>Industrialized modern warfare, including strategic bombing of civilians</li> <li>Global capitalism and competition for raw materials, markets</li> </ul> <p><b>Example of a statement that earns one point for evidence:</b></p> <ul style="list-style-type: none"> <li><i>"The Vietnamese nationalist independence movement initially fought for independence from France and subsequently divided into communist and anti-communist groups led by Ho Chi Minh and the South Vietnamese military leadership based in Saigon, respectively."</i></li> </ul>	<p><b>Responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding the extent to which nationalism was the most important factor contributing to global conflict during the twentieth century.</li> </ul> <p><b>Examples that successfully support an argument with evidence:</b></p> <ul style="list-style-type: none"> <li><i>"The Armenian genocide by the Ottoman Empire in World War I and the Holocaust by Nazi Germany in World War II are both examples of states being motivated by a xenophobic nationalism as part of global conflict." [Uses evidence to support an argument about nationalism motivating mass killings during war]</i></li> <li><i>"The Korean War and the three-way Angolan war of independence both show that Cold War ideologies of communism vs capitalist democracy influenced global conflict just as much as nationalism did." [Uses evidence to support an argument about ideology also being a factor in global conflict]</i></li> </ul>	

**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.

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning Complex Understanding	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses historical reasoning [e.g., comparison, causation, continuity and change] to frame or structure an argument that addresses the prompt.	<b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
<b>Decision Rules and Scoring Notes</b>			
(0–2 points)	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>May assert the use of historical reasoning but does not use it to frame or structure an argument.</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which nationalism was the most important factor contributing to global conflict during the twentieth century. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.</li> </ul>	<b>Responses that earn 2 points:</b> May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: <ul style="list-style-type: none"> <li>Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: <ul style="list-style-type: none"> <li>Explaining how multiple pieces of specific and relevant evidence [at least <b>four</b>] support a nuanced or complex argument that responds to the prompt; OR</li> <li>Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul>

<p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence but offer no reasoning to connect the evidence to an argument</b></p> <ul style="list-style-type: none"> <li>“The Viet Minh was a communist and nationalist group that fought in Vietnam.”</li> </ul>	<p><b>Using a historical reasoning process to frame or structure an argument could include:</b></p> <ul style="list-style-type: none"> <li>Explaining that European states, the U.S., and Japan all expanded their empires in the first half of the 20th century, and colonized peoples later embraced nationalism to mobilize revolutions against imperial rule.</li> <li>Explaining the ultra-nationalist ideas of fascist movements in Italy and Germany that prompted aggression, colonization, and eventually World War II.</li> </ul> <p><b>Example of acceptable use of historical reasoning:</b></p> <ul style="list-style-type: none"> <li>“Fascism was ultra-nationalist, expansionist, and viewed war as a positive good, all of which drove Nazi Germany to annex and conquer territories in Europe, starting World War II.” [Indicates a cause/effect related to nationalism and global conflict]</li> </ul>	<p><b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>Explaining that both fascist Italy under Mussolini and Nazi Germany under Hitler were ultra-nationalist which motivated German aggressive expansion and Italy’s imperial ambitions, while the Soviet Union was primarily motivated by a desire to spread communist ideology, yet it appealed to nationalism during World War II mobilization. [Explains similarities and differences]</li> <li>Explaining how the sense of nationalism that motivated soldiers in World War I to keep fighting for their countries despite the heavy casualties of trench warfare was similar to the sense of patriotism that drove earlier conflicts [for example the French Revolutionary wars or the Italian or German wars of unification in the nineteenth century], but also noting that there were differences because some of the combatants in World War I also used colonial troops from their overseas empires, who were motivated by different considerations and loyalties. [Explains relevant and insightful connections between time periods]</li> <li>Explaining how nationalism was a factor in several causes of World War I, including its role in militarism and territorial ambitions among European leaders; motivating Serbian nationalists to assassinate Archduke Franz Ferdinand, which triggered the war; and in fueling public support for the war. [Explaining multiple themes or perspectives]</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity.</li> <li>This complex understanding must be part of the argument and may be demonstrated in any part of the response.</li> <li>While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</li> </ul>		