

# **GLOBAL HISTORY AND GEOGRAPHY II REGENTS EXAMINATION**

## **RUBRICS FOR PART II REVISED PROTOTYPE**

### **WINTER 2018**

#### **Detailed Directions for Training Raters to Score Responses to Constructed-Response Questions**

In training raters to score responses to the Part II CRQs of these examinations, follow the procedures outlined below:

1. Introduction to the Questions—

The introduction to the questions may take place once the administration of the examination has begun.

- a. Raters read the questions for each CRQ.
- b. Raters identify the answers to each question.
- c. Raters discuss possible answers and summarize expectations for responses.

2. Introduction to the Specific Rubric—

The introduction to the specific rubric may take place once the Uniform Statewide Admission Deadline has passed and the scoring key and rating guide have been obtained from the Department's website.

- a. Trainer leads review of specific rubric with reference to the task.
- b. Trainer reviews procedures for assigning scores, i.e., by matching evidence from the question to the rubric.
- c. Trainer leads discussion of scoring criteria until raters feel confident enough to move on to actual rating.

Each question in each CRQ is to be scored by one rater.

## Scoring Notes for Short Answer Questions

<p><b>Question 1</b> Historical or Geographic Context (using document 1)</p>	<p>1. The response to the context question will not usually come directly from the document, but it will be related to information in the document. Responses must be both historically/geographically accurate AND tied to the document/question.</p>
<p><b>Question 2</b> Sourcing (using document 2)</p>	<p>2. The response will provide information about bias, point of view, audience, or purpose of the document.</p>
<p><b>Question 3</b> Relationship between documents: <u>Types</u></p> <ul style="list-style-type: none"> <li>• Causation</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>• Turning Point</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Comparison</li> </ul> <p>(using both documents 1 and 2)</p>	<p><b>Causation</b> 3. The response will use evidence from <i>both</i> documents to identify <i>and</i> explain a <i>cause-and-effect</i> relationship associated with the events, ideas, or historical developments shown in the documents. _____ AND _____</p> <p><b>Turning Point</b> 3a. The response will use evidence from <i>both</i> documents to identify a <i>turning point</i> associated with the events, ideas, or historical developments shown in the documents. 3b. The response will use evidence from <i>both</i> documents to explain why the events, ideas, or historical developments are considered a turning point. If a response provides a correct explanation for question 3b, the response is awarded one credit even if the explanation is not tied to the turning point identified in question 3a. _____ OR _____</p> <p><b>Comparison</b> 3a. The response will use evidence from <i>both</i> documents to identify a <i>similarity or a difference</i> associated with the events, ideas, or historical developments shown in the documents. 3b. The response will use evidence from <i>both</i> documents to explain why the events, ideas, or historical developments are considered a similarity or a difference. If a response provides a correct explanation for question 3b, the response is awarded one credit even if the explanation is not tied to the similarity or difference identified in question 3a.</p>

# Global History and Geography II

## Part II Specific Rubric Constructed-Response Questions Prototype Sets

### SHORT ANSWER QUESTIONS—SET #1 (Causation)

#### Document 1

##### Select Articles from the Treaty of Versailles

**Article 159**

The German military forces shall be demobilised and reduced as prescribed hereinafter.

**Article 231**

The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies.

**Article 232**

... The Allied and Associated Governments, however, require, and Germany undertakes, that she will make compensation for all damage done to the civilian population of the Allied and Associated Powers and to their property during the period of the belligerency of each as an Allied or Associated Power against Germany by such aggression by land, by sea and from the air, and in general all damage as defined in Annex I hereto. . . .

Source: *The Versailles Treaty*, June 28, 1919

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

**Score of 1:**

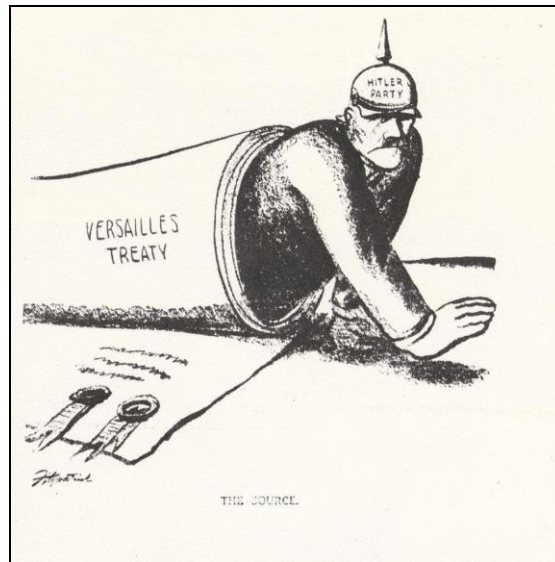
- Explains the historical circumstances that led to the development of the Treaty of Versailles  
*Examples:* World War I was fought in Europe between the Allies and the Central Powers; militarism in Europe led to World War I which cost many lives; the assassination of Archduke Franz Ferdinand of Austria-Hungary led to World War I which ended in 1918; a system of alliances in Europe led to World War I being fought from 1914–1918; the rise of nationalism in the Balkans led to competition among European powers and to World War I; the United States entered World War I, helping the Allies win the war/leading to Germany losing the war; President Woodrow Wilson called for an end to World War I and proposed a peace plan called Fourteen Points; World War I was fought in Europe; competition between European countries for colonies in Africa helped lead to World War I

**Score of 0:**

- Incorrect response  
*Examples:* World War II; rise of Nazism and Adolf Hitler; the Allies forced Germany to demilitarize/to accept responsibility for the war/to pay reparations; creation of the League of Nations
- No response

## Document 2

Daniel Fitzpatrick was an editorial cartoonist for the St. Louis Dispatch from 1913–1958, during which time his cartoons were published in thirty-five newspapers in the United States. During the 1920s and 1930s, while the United States was looking inward, Fitzpatrick was one of the first American cartoonists to warn of the dangers of fascism in Europe.



Source: Daniel Fitzpatrick, *St. Louis Post-Dispatch*, October 19, 1930

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

#### Score of 1:

- Explains how audience affects the way Daniel Fitzpatrick presents his ideas  
*Examples:* since his cartoons were directed at an American audience, Fitzpatrick wanted to convince them that Nazism/Hitler was a threat; Fitzpatrick is concerned Americans are not paying enough attention to the events in Europe and he wants to make them aware; focused on domestic issues associated with the Great Depression, Fitzpatrick depicted Hitler as militaristic/wearing the traditional German military helmet to draw the attention of American readers to what he saw as a potential threat; Fitzpatrick wanted to remind the audience/veterans/Americans that World War I did not keep the world safe for democracy; Fitzpatrick wants to warn Americans that the Versailles Treaty did not solve the world's problems; Fitzpatrick wants to warn Americans of the dangers of fascism in Europe

#### Score of 0:

- Incorrect response  
*Examples:* Hitler comes from the Versailles Treaty; he wants to convince Americans to remain neutral during the next conflict; the Nazi party ignored Fitzpatrick; his ideas did not convince Hitler to sign the Treaty of Versailles
- No response

## Document 1

### Select Articles from the Treaty of Versailles

#### Article 159

The German military forces shall be demobilised and reduced as prescribed hereinafter.

#### Article 231

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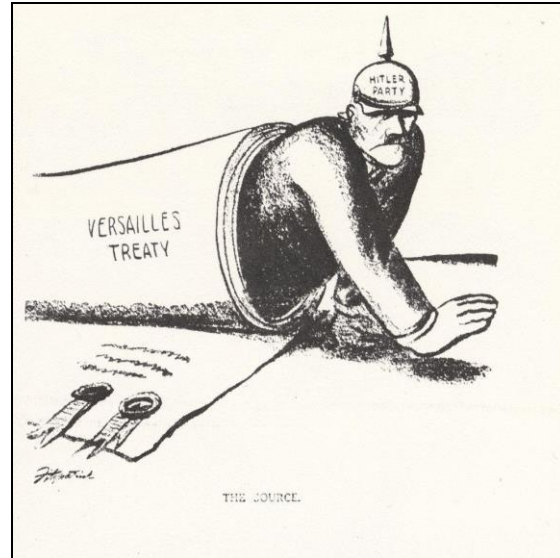
#### Article 232

. . .The Allied and Associated Governments, however, require, and Germany undertakes, that she will make compensation for all damage done to the civilian population of the Allied and Associated Powers and to their property during the period of the belligerency of each as an Allied or Associated Power against Germany by such aggression by land, by sea and from the air, and in general all damage as defined in Annex I hereto. . . .

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Source: Daniel Fitzpatrick,  
*St. Louis Post-Dispatch*,  
October 19, 1930

### 3. Identify *and* explain a cause-and-effect relationship associated with the events or ideas in documents 1 and 2. Be sure to use evidence from *both* documents 1 and 2 in your response.

#### Score of 1:

- Identifies and explains a cause-and-effect relationship associated with the events or ideas in documents 1 and 2

*Examples:* the demobilization of the Germans led to a rise in German nationalism and the rebuilding of the military under Hitler; German resentment over the harsh conditions of the Treaty of Versailles led to the rise of Hitler/Nazism; poor economic conditions in Germany resulting from paying reparations led to the success of Hitler in Germany; provisions of the Treaty of Versailles ratified by the German government and condemned by Hitler led to the emergence of Hitler as a leader; Hitler's Party rose to power by renouncing the Versailles Treaty; the Treaty of Versailles influenced the rise of Hitler/Nazis to power in Germany

#### Score of 0:

- Incorrect response

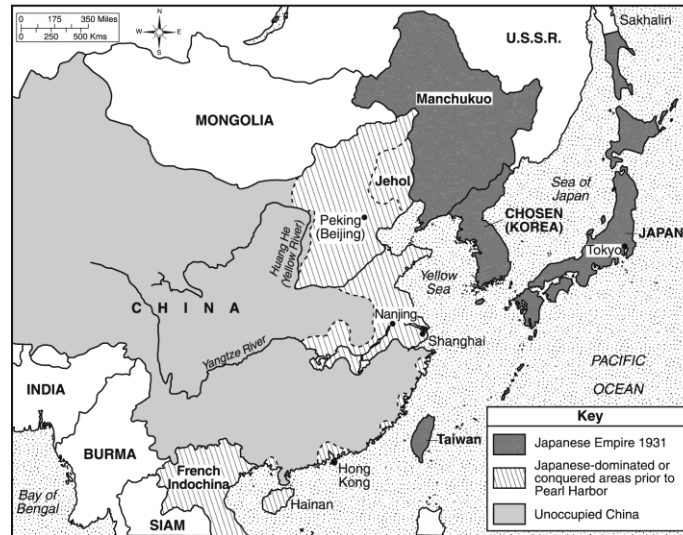
*Examples:* the Treaty of Versailles contained Hitler; the Versailles Treaty caused Americans to punish Hitler; Hitler's defeat in World War I led to the Versailles Treaty

- No response

## SHORT ANSWER QUESTIONS—SET #2 (Turning Point)

### Document 1

Growth of the Japanese Empire, 1931–41



Source: *Historical Maps on File*, Revised Edition, Volume II, Facts on File (adapted)

#### 1. Explain the geographic context for the historical development shown on this map.

##### Score of 1:

- Explains the geographic context for the historical development shown on this map  
*Examples:* Japanese industrialization and militarism led to the desire for more territory and resources; Japan lacks industrial resources/oil/coal/iron ore and was interested in expanding to mainland Asia and into the Pacific to obtain them/it; nationalism led to Japan's desire to extend its sphere of influence to mainland Asia as other imperialists had done; Japan's mountains/islands had limited farmland and living space that led to a desire for additional territory/expansion; economic sanctions placed on Japan by the United States and other countries pushed Japan to keep fighting in China; Japan wanted to secure strategic territories along the coastline of mainland Asia to protect their trade interests and their economy; Japan wanted coal from Manchukuo; Japan wanted colonies to supply goods/raw materials that were scarce at home; Japan's population /industrial development relied on agricultural products/food produced in/imported from its Asian colonies; Japan wanted to build a co-prosperity sphere/Greater Asia region free of the control of Western powers/Asia for Asians

##### Score of 0:

- Incorrect response  
*Examples:* Japan is an island/archipelago/mountainous; Japan invaded Pearl Harbor; Japan was isolated; Japan was defeated in World War II; Japan had annexed Chosen/Korea; Japan had been conquered
- No response

## Document 2

Dr. Tatsuichiro Akizuki was a physician practicing in Nagasaki on August 9, 1945. He kept notes on his experiences during and after the bombing. In 1961, when he was asked about his experiences, he felt it was his responsibility to write them down in a book. In 1969, Dr. Akizuki helped establish the Nagasaki Testimonial Society to increase the written records of the Nagasaki atomic bomb survivors. His book *Nagasaki 1945* was published in 1982.

There was a blinding white flash of light, and the next moment — *Bang! Crack!* A huge impact like a gigantic blow smote [struck] down upon our bodies, our heads and our hospital. I lay flat—I didn't know whether or not of my own volition [choice]. Then down came piles of debris, slamming into my back. . . .

All the buildings I could see were on fire: large ones and small ones and those with straw-thatched roofs. Further off along the valley, Urakami Church, the largest Catholic church in the east, was ablaze. The technical school, a large two-storeyed wooden building, was on fire, as were many houses and the distant ordnance factory. Electricity poles were wrapped in flame like so many pieces of kindling. Trees on the near-by hills were smoking, as were the leaves of sweet potatoes in the fields. To say that everything burned is not enough. It seemed as if the earth itself emitted fire and smoke, flames that writhed up and erupted from underground. The sky was dark, the ground was scarlet, and in between hung clouds of yellowish smoke. Three kinds of colour – black, yellow, and scarlet loomed ominously over the people, who ran about like so many ants seeking to escape. What had happened? Urakami Hospital had not been bombed—I understood that much. But that ocean of fire, that sky of smoke! It seemed like the end of the world. . . .

Source: Dr. Tatsuichiro Akizuki, *Nagasaki 1945*, Quartet Books, 1982

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

#### Score of 1:

- Explains Dr. Tatsuichiro Akizuki's purpose for writing about what occurred in Nagasaki on August 9, 1945

*Examples:* to recall/explain what happened on the day an atomic bomb was dropped on Nagasaki; he wanted people to know how the bombing had affected the people and area in which it was dropped; he wanted to describe what happened to him and the buildings near him so that others would know how terrifying it had been; to describe the infrastructural damage to Nagasaki caused by dropping the bomb; he wanted to describe the devastation caused by the atomic bomb dropped on Nagasaki; Dr. Akizuki wants to share his experience as an atomic bomb survivor; wants to show what he experienced to educate others so that people do not forget what happened in Nagasaki

#### Score of 0:

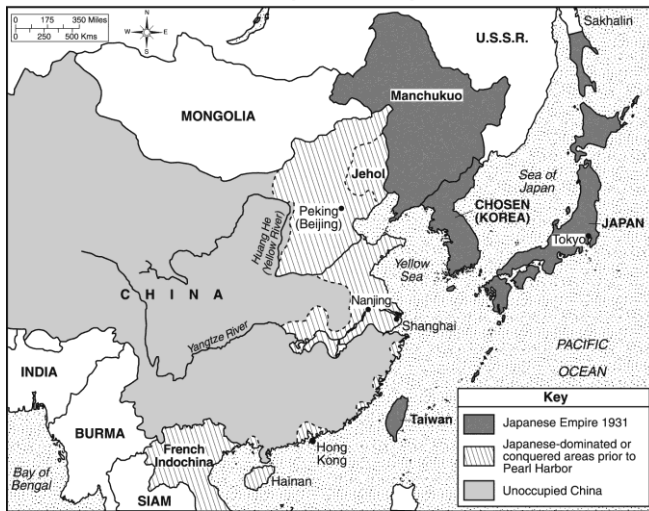
- Incorrect response

*Examples:* Dr. Akizuki wanted to show that Nagasaki was prepared for the attack since Hiroshima had already been bombed; he wanted to show that churches and hospitals were not affected by the bomb; he wanted everyone to know that he was knocked down; to describe the end of the world; to describe Nagasaki in 1980; to describe fire; to describe the sky; to explain the bombing of Urakami Hospital/Urakami Church

- No response

## Document 1

Growth of the Japanese Empire, 1931–41



Source: *Historical Maps on File*, Revised Edition, Volume II, Facts on File (adapted)

## Document 2

Dr. Tatsuichiro Akizuki was a physician practicing in Nagasaki on August 9, 1945. He kept notes on his experiences during and after the bombing. In 1961, when he was asked about his experiences, he felt it was his responsibility to write them down in a book. In 1969, Dr. Akizuki helped establish the Nagasaki Testimonial Society to increase the written records of the Nagasaki atomic bomb survivors. His book *Nagasaki 1945* was published in 1982.

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Source: Dr. Tatsuichiro Akizuki, *Nagasaki 1945*, Quartet Books, 1982

3a. Identify a turning point associated with the historical development and events related to *both* documents 1 and 2.

### Score of 1

- Identifies a turning point associated with the historical development and events related to both documents 1 and 2

*Examples:* the dropping of the atomic bomb on Japan; the end of World War II, the defeat of Japan in World War II; Cold War

### Score of 0

- Incorrect response  
*Examples:* Meiji Restoration; Axis Powers; spheres of influence
- No response



**3b. Explain why the historical developments and events associated with these documents are considered a turning point. Be sure to use evidence from *both* documents 1 and 2 in your response.**

**Score of 1**

- Explains why the historical developments and events associated with these documents are considered a turning point

*Examples:* dropping the atomic bomb on Nagasaki ended World War II and Japanese expansion in the Pacific; Japan's empire/co-prosperity sphere was destroyed after the dropping of Fat Man/the atomic bomb on Nagasaki; Japan was a leading military power in Asia before World War II, but after the dropping of the bomb and their defeat, Japan no longer has a strong army; in the 1930s, countries were using conventional weapons to fight wars and gain territory, but since 1945, the threat of using nuclear weapons to expand into territories has been present; Japan expanded into Korea before World War I, but after the dropping of the atomic bomb on Nagasaki and Japan's defeat, Korea was divided by the Soviets and the Americans; after conquering many areas in Asia, Japan bombed Pearl Harbor bringing the United States into World War II, which ended when the United States dropped atomic bombs on Japan

**Score of 0**

- Incorrect response

*Examples:* the Japanese bombed Pearl Harbor and the United States bombed Nagasaki; the Meiji Restoration led to competition between Japan and the United States to make nuclear weapons; the Japanese Empire was bombed

- No response

**Scoring Note:** If a response provides a correct explanation for question 3b, the response is awarded one credit even if the explanation is not tied to the turning point identified in question 3a.

**Scoring information for Question 3b:**

For turning point CRQs, answers for 3b are incorrect if

- they only identify and do not explain
- they are not using evidence related to information in both documents
- they provide incorrect information
- they do not answer the question

**Scoring:**

1. 3a is correct; 3b is correct but unrelated to 3a = one credit for each question
2. 3a is correct; 3b is correct and related to 3a = one credit for each question
3. 3a is incorrect; 3b is correct = one credit for 3b
4. 3a is correct; 3b is incorrect = one credit for 3a

## SHORT ANSWER QUESTIONS—SET #3 (Comparison)

### Document 1

Macgregor Laird, Scottish explorer and shipbuilder, wrote this narrative after travelling by steamship up the Niger River in West Africa between 1832 and 1834. Out of the forty-eight members of the expedition, Laird was one of nine who survived.

We have the power in our hands, moral, physical, and mechanical; the first, based on the Bible; the second, upon the wonderful adaptation of the Anglo-Saxon race to all climates, situations, and circumstances . . . the third, bequeathed [given] to us by the immortal James Watt. By his invention [of the steam engine] every river is laid open to us, time and distance are shortened. If his spirit is allowed to witness the success of his invention here on earth, I can conceive no application of it that would meet his approbation [approval] more than seeing the mighty streams of the Mississippi and the Amazon, the Niger and the Nile, the Indus and the Ganges, stemmed by hundreds of steam-vessels, carrying the glad tidings of “peace and good will towards men” into the dark places of the earth which are now filled with cruelty. This power, which has only been in existence for a quarter of a century, has rendered rivers truly “the highway of nations,” and made easy what it would have been difficult if not impossible, to accomplish without it. . . .

Source: Macgregor Laird and R. A. K. Oldfield, *Narrative of an Expedition into the Interior of Africa by the River Niger in the Steam-Vessels Quorra and Alburkah in 1832, 1833, 1834*, Volume II, London, Richard Bentley, 1837

#### 1. Explain the historical circumstances that led to British exploration in West Africa in the 1830s.

##### Score of 1:

- Explains the historical circumstances that led to British exploration in West Africa in the 1830s  
*Examples:* the Industrial Revolution led to the use of steam power/mechanized weapons/advanced technology which aided imperialism; the Industrial Revolution led to European desire for resources/markets/colonies in Africa; improvements in maritime technology/medical advancements during the 1800s allowed for Europeans to travel to the interior of Africa; European desire to spread Christianity; European ethnocentrism led to imperialism in Africa; because of the industrial Revolution, the expanding British Empire wanted to control key rivers to encourage trade/capitalism/gain markets; Britain had been engaged in the region due to the slave trade and saw a moral obligation to rid Africa of such cruelty; European interest in Africa was increasing due to travel/adventure books written by explorers; Britain had emerged as a powerful country after defeating Napoleon

##### Score of 0:

- Incorrect response  
*Examples:* imperialism; steam engine; Social Darwinism; “White Man’s Burden”; gold/salt trade; slave labor
- No response

**Scoring Note:** Answers for historical circumstances must be historically accurate. The document is from 1837; thus answers discussing Social Darwinism (late 1800s) and White Man’s Burden (1899), though related to imperialism, are not accurate.

## Document 2

Nnamdi Azikiwe was a Nigerian writer, a nationalist leader, and a Christian, who was born in Nigeria during British rule. He attended and taught at a number of universities in the United States between 1925 and 1934. Azikiwe returned to Nigeria in 1934 and became the first president of an independent Nigeria in 1960. This excerpt is from a speech he gave at a dinner in his honor arranged by university alumni while he was visiting New York in 1947.

. . . Socially, the ogre [monster] of racial segregation and discrimination makes it extremely difficult for the colonial to develop his personality to the full. Education is obtainable but limited to the privileged. Hospitals are not available to the great number of the people but only to a negligible [small] minority. Public services are lacking in many respects; there are not sufficient water supplies, surfaced roads, postal services and communications systems in most communities of Nigeria. The prisons are medieval, the penal [criminal] code is oppressive, and religious freedom is a pearl of great price.

Source: *Zik: A Selection from the Speeches of Nnamdi Azikiwe*, Cambridge University Press

### 2. Based on this excerpt from Nnamdi Azikiwe’s speech, identify his point of view concerning British colonialism.

#### Score of 1:

- Identifies Nnamdi Azikiwe’s point of view concerning British colonialism  
*Examples:* British colonialism has had many negative impacts on Nigeria; British colonialism created racial segregation/discrimination and has made it difficult for Nigerians/colonial people to develop their personalities; imperialism has made it difficult for Africa to develop; colonialism has made education/medical care available to only a few; Nigeria lacks public services and infrastructure in most communities due to British colonialism; human rights/personal freedoms are not guaranteed due to British colonialism; the British created a legacy of oppressive penal codes and medieval prisons; he sees the British as ogres/monsters for creating segregation and discrimination; religious freedom/Christianity is a “pearl of great price”; it was negative/negative; he saw it as oppressive/oppressive

#### Score of 0:

- Incorrect response  
*Examples:* education is obtainable for all because of the British; had a positive impact; imperialism; British are a small minority; British are lacking; Nigeria is lacking; Britain paid a great price for Nigeria; a pearl of great price
- No response

## Document 1

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Source: *Zik: A Selection from the Speeches of Nnamdi Azikiwe*, Cambridge University Press

### 3a. Identify a similarity *or* a difference regarding ideas about the role of the British in Africa as expressed in documents 1 and 2.

#### Score of 1:

- Identifies a similarity *or* a difference regarding ideas about the role of the British in Africa as expressed in documents 1 and 2

*Similarities:* both documents discuss the power of the colonizers; both documents discuss control of areas in West Africa; both address Christianization/religion in West Africa/Africa

*Differences:* two different perspectives about British imperialism are expressed; document 1 expresses British reasons for imperialism and document 2 expresses reasons to decolonize

#### Score of 0:

- Incorrect response

*Examples:* they were written at different times/the years are different; imperialism; both believe industrial technology will play a part in the future of Nigeria; document 1 is positive, document 2 is negative

- No response

**3b. Explain a similarity *or* a difference regarding ideas about the role of the British in Africa as expressed in documents 1 and 2. Be sure to use evidence from *both* documents 1 and 2 in your response.**

**Score of 1:**

- Explains a similarity *or* a difference regarding the role of the British in Africa as expressed in documents 1 and 2

*Similarities:* Laird suggests that Western culture can adapt to and improve the world, and Azikiwe’s life and speech show that Western education was possible, but was only available to a few privileged Africans; both documents discuss how Europeans came to West Africa and had the ability to make many changes in society; both Laird and Azikiwe view being able to practice the Christian religion as positive

*Differences:* Laird believes that an Anglo-Saxon presence will bring peace and prosperity to British colonies and Azikiwe explains that British colonization resulted in discrimination; document 1 presents the British in immortal and protective terms whereas document 2 presents them as oppressive/monsters; Laird suggests that morality from the Bible will empower Africa and Azikiwe states that such a benefit came with a price, including the loss of indigenous identity/religions; document 1 shows how Europeans are now able to explore/conquer more of West Africa while document 2 shows how Nigerians have suffered as a result of this conquering; document 1 shows the power of Europeans due to their technology and document 2 shows how that technology was unevenly distributed in Nigeria

**Score of 0:**

- Incorrect response

*Examples:* in document 1, Laird writes about Africa and in document 2, Azikiwe writes about Africa; Laird is in favor of exploration in Africa and Azikiwe thinks roads should be built; document 1 talks about mighty streams, but document 2 says that there are not sufficient water supplies; document 1 explains that African imperialism is impossible, but document 2 shows it happened

- No response

**Scoring Note:** If a response provides a correct explanation for question 3b, the response is awarded one credit even if the explanation is not tied to the similarity/difference identified in question 3a.

**Scoring information for Question 3b:**

For similarity/difference CRQs, answers for 3b are incorrect if

- they only identify and do not explain
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