Question 3

BASIC CORE (competence) 0–7 Points

1. Has acceptable thesis 1 Point
   • The thesis must include both a valid similarity and a valid difference in demographic AND environmental effects on the Americas and one other region during the time period.
   • The thesis must be explicitly stated in the introduction or the specified conclusion of the essay.
   • The thesis may appear as one sentence or as multiple sentences.
   • A thesis that is split among multiple paragraphs or merely restates the prompt is unacceptable.
   • The thesis may not be counted for credit in any other category.

2. Addresses all parts of the question, though not necessarily evenly or thoroughly 2 Points
   For 2 points:
   • Addresses at least one valid similarity AND one valid difference in the effects on the Americas and on one other region during the time period.
   • Discusses the Americas and the other region but not necessarily evenly.
   For 1 point:
   • Addresses at least one valid similarity OR at least one valid difference in the effects on the Americas and on one other region during the time period.
   • Discusses the Americas and the other region but not necessarily evenly.

3. Substantiates thesis with appropriate historical evidence 2 Points
   For 2 points:
   • Must provide at least seven pieces of relevant and accurate evidence related to demographic or environmental effects of the Columbian Exchange.
   • At least two pieces of evidence related to demographic or environmental effects of Columbian Exchange must relate to the non-American region.
   For 1 point:
   • Must provide at least four pieces of relevant and accurate evidence related to demographic or environmental effects of the Columbian Exchange.
   • At least one piece of evidence related to demographic or environmental effects of the Columbian Exchange must relate to the non-American region.

4. Makes at least one direct, relevant comparison between the regions 1 Point
   • Makes at least ONE explicit, concrete, and factually correct statement of similarity or difference between the effects of the Columbian Exchange in the two regions. The statement must also be a comparison that is different from the ones used to address a similarity and a difference.

5. Analyzes at least one reason for a similarity or a difference identified in a direct comparison 1 Point
   • Explains one effect of the Columbian Exchange linked to a similarity or difference.

Subtotal 7 Points
EXPANDED CORE (excellence) 0–2 Points
Expands beyond basic core of 1–7 points. The basic core score of 7 must be achieved before a student can earn expanded core points.

Examples:
- Has a clear, analytical, and comprehensive thesis.
- Addresses all parts of the question thoroughly (as relevant): comparisons, chronology, causation, connections, themes, interactions, content.
- Provides ample historical evidence to substantiate thesis.
- Relates comparisons to larger global context.
- Makes several direct, relevant comparisons between or among regions.
- Consistently analyzes relevant similarities and differences in demographic and environmental effects.
- Applies relevant knowledge of other regions or world historical processes.
- Recognizes nuances within effects and/or regions.

Subtotal 2 Points
Total 9 Points
Between 1492 and 1750, Africa and America experienced similarities in the introduction of new crops, migration of natives, and disease, while having differences in shifts of gender populations, amount of death, ethnicity change, and environments. Africa and America both experienced the introduction of new crops. In Africa, American crops such as maize were very useful in order to sustain the population. The cheap new source of food allowed Africa to sustain its population. America received new crops and animals such as rice and chickens. Both regions experienced an offset in the native population as a result of the Europeans. In Africa, demand for slavery resulted in massive amounts of natives being shipped to America. In America, the remainder of the Aztecs and Incas in Latin America were either moved or put under forced labor. In North America, smaller tribes such as the Iroquois and Algonquins were pushed off of their land by English and Dutch settlers. Both regions also experienced widespread disease. In Africa, diseases like syphilis spread easily because most Africans were uneducated about sanitation. In America, native populations of the Aztecs and Incas were decimated by smallpox. The Aztecs, like the Africans, did not have the proper sanitary conditions and new diseases mean that people are not immune to them. One major difference was the shift in the amount of men and women in each region. In Africa, most of the slaves taken were male. This meant...
that the majority of the African population became female. As a result of all of the slaves imported to the New World, the majority of America was male. Another difference was the amount of death among the natives. In America, a very large percentage of the native population died. In Africa, the shift in population was caused more by African slaves being taken out. While death was common along the Atlantic circuit, Africa was better equipped to sustain its native population. Foods brought from the New World enabled Africans to repopulate quickly whereas in America, the natives were replaced by the Europeans. Another major difference was the changes in the natural environment. In America, forests were cut down carelessly in order to create colonial towns. The resources were exploited to a vast degree to support European mercantilism. In Africa, change to the environment was milder. Most interaction with Europe occurred at the coast while Central Africa was unexplored. African resources such as gold were traded but were not in high demand until later on.

Africa and America both were similar in arrival of new crop shift in population and epidemics while being different in change in demographics amount of death new identities and the impact the environment.
Columbian Exchange was a major contribution in world history. The trading and interactions of natives and areas greatly impacted them. Two of the greatest areas to two areas that were largely impacted by the Columbian Exchange were the Americas and Europe. Both have similarities but also have differences. When compared, the Americas were able to gain new sources and ideas from Europe but suffered major consequences. But the Europeans were able to benefit greatly from the Columbian Exchange with areas of Africa and Americas with little consequence.

In the Americas, the arrival of the Europeans brought both good and bad effects. The Americas were able to be introduced to many animals like horses, the horse and cattle animal like sheeps. They also gained use of new ways to cut metal tools to create new weaponry and construct stronger buildings. They also received new religion like Catholic Christianity. This shifted them from pre-historic religion to being more religious. This also opened the door for trading their seeds like corn and other resources. However, the Americas suffered greatly from the Columbian Exchange. With the arrival of the Europeans, this brought over diseases like smallpox. These epidemics caused great damage to the population. The Aztec civilization was completely wiped out by the introduction of smallpox from the Europeans. The Europeans were also interested in the gold and silver from the Americas and took control of.
Write in the box the number of the question you are answering on this page as it is designated in the exam.

the gold mines, the introduction of sugar and other goods from the Americas to the European lead to forced labor and European control over the areas. The Americas were greatly impacted negatively by the Columbian Exchange.

When Carnival to Europe, their are many differences. Because Europe had gone to the Americas, they were able to increase their wealth from the goods and sources that they obtained in Europe with the introduction of the potato and other sources of food. This helped keep agriculture a thriving business. Sugar and cocoa helped increase consumer demand in Europe. Europe's population began to increase from the Columbian Exchange, where as the American population declined due to the epidemics like smallpox. When Europe had gone to Africa as part of the Columbian Exchange, this found more land and resources. Europe was now introduced to palm oil and other natural resources that could be taken back to Europe. New animals were introduced and gold was also a big trading boost. Along with the diamond mines. Just as in America, the Europeans put Africans to work in forced labor to obtain the goods. This also began the slave trading business. Unlike the Americas, Europe used slaves and would shipped them from the Americas to be used as forced labor. Animal exchange and gold were popular in both the American and European part of the Columbian Exchange. In both exchanges, Europe was the masters, and Africans were the Americans. They were being controlled.
by Europe and not controlling other areas. In the Americas, the

deforestation of land had helped to provide land to have more
labor on plantations. Europeans trafficked so in comparison

the Americas were deforested and the Europeans and

the deforestation. When Europeans arrived to Africa, they

could not so far into Africa but they would be plagued by malaria.

Just like how the americans were planted by small pox the

Europeans also had to deal with epidemics but did suffer

more.

In conclusion, both regions had exchanged diseases,

deforestation, natural resources and animals with the region

native to were apart from the Columbian exchange.

However, the americans suffered greatly from the columbian

exchange whereas the Europeans were able to benefit from

the forced labor and goods and natural resources that had

received. The Columbian exchange was a major part of

history and had similarities and differences the native

involved within the exchange.
The Columbian Exchange had its positive and negative effects on regions such as the Americas and Africa. Demographic and environmental changes emerged with the Columbian Exchange. Being large continents, Africa and the Americas faced the effects of the Columbian exchange.

Between 1492 and 1750, the Americas faced changes. One of these changes was in population. The exchange of slaves increased the population in the Americas whereas in Africa the population decreased. Another effect was the spread of diseases. Along the Columbian Exchange, many slaves got sick or carried an unknown disease that harmed both peoples of the Americas and Africa.

In the Americas and in Africa, there was an exchange of religions along the way and after the Columbian Exchange. In the 1400's and 1500's, Buddhism was adopted in Africa whereas in the Americas, Christianity and Judaism were gaining popularity.

Climate changes were also emerging after the Columbian exchange. Africa was becoming very hot and the Americas were a more
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Also in the Americas around the later 1700's, pollution was becoming a concern. An environmental effect of the Columbian exchange in Africa was the monsoons. Heavy winds lead to destruction and awareness of seasonal changes. The monsoons also affected the decrease in Africa's population after the Columbian Exchange.

The Americas and Africa were similar and different after the Columbian Exchange. With environmental changes there were demographic changes and some of the changes in one region affected the other. Yet geographically far in distance, Africa and the Americas shared effects of the Columbian Exchange which made them similar, and of course along with certain similarities, the two regions were also affected differently from the Columbian Exchange.
Question 3

Overview

The intent of this question was for students to identify and explain similarities and differences in the demographic and environmental effects of the Columbian Exchange from 1492 to 1750 on two regions: the Americas and either Asia, Africa, or Europe. Students were required to choose one of three regions (Asia, Africa, or Europe) to compare and contrast with the Americas. The question was intended to assess students' knowledge of Key Concept 4.1.V, including each of the subpoints A through E. It was also intended to assess students' historical thinking skills, particularly comparison and contextualization (Skill 3), and their thematic understanding of Period 4 (1450–1750), particularly as it relates to Theme 1: Interaction Between Humans and the Environment.

Sample: 3A
Score: 8

In this essay the first sentence is the thesis, and it both qualifies similarities and differences and addresses demographics and environmental effects (1 point). The student makes an explicit statement about differences in the population of Africa and the Americas (1 point). The student addresses similarities regarding the movements of populations, and differences in the extent and location of deforestation (2 points). Causes for the changes in population size in both Africa and the Americas are offered (1 point). The student presents at least two pieces of evidence regarding the environmental and demographic effects in Africa, and more than five pieces of evidence regarding those effects in the Americas (2 points). This essay earned a score of 8; all of the basic core points were satisfied, and 1 expanded core point was awarded for consistent efforts to offer analysis.

Sample: 3B
Score: 4

In this essay the attempted thesis in the last paragraph does not adequately qualify differences. The student makes an explicit statement regarding the increase of European populations and the decline of American populations as a result of the Columbian Exchange (1 point). There are no other adequate attempts to address similarities or differences in demographic or environmental effects. Smallpox is offered as the reason for the decline in the American population (1 point). The student presents at least two pieces of evidence regarding the environmental or demographic effects in Europe and more than five pieces of evidence regarding those effects in the Americas (2 points). This essay earned a score of 4 for direct comparison, analysis, and evidence.

Sample: 3C
Score: 1

In this essay there is no thesis; the statements in the first and last paragraphs do not qualify similarities or differences. The student makes one explicit statement of difference regarding the increase of the American population and the decrease in African population (1 point). There are no other adequate attempts to address similarities or differences in demographic or environmental effects. No explanations are offered as to the effects of the Columbian Exchange. The student presents only one piece of evidence regarding the environmental or demographic effects on the Americas and only one piece of evidence regarding the environmental or demographic effects on Africa. This essay earned a score of 1 for direct comparison.