<table>
<thead>
<tr>
<th>Global History Themes</th>
<th>Essay Theme and Task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Belief Systems</strong></td>
<td>#1 - Theme: There are a variety of belief systems practiced throughout the world today. Many of these beliefs have developed massive followings, and as a result, have had a considerable amount of influence on culture in the areas where they are practiced.</td>
</tr>
<tr>
<td></td>
<td>Task: Choose two belief systems from your study of global history, and for each one:</td>
</tr>
<tr>
<td></td>
<td>• Identify the nation or region where it was founded.</td>
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<tr>
<td></td>
<td>• Describe two basic teachings of the belief system.</td>
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<tr>
<td></td>
<td>• Discuss how the belief system has influenced the culture of the areas in which it is currently practiced.</td>
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<tr>
<td></td>
<td>Some suggestions that you may wish to consider include: Judaism, Christianity, Hinduism, Islam, Buddhism, Shinto, Animism, Confucianism, and Taoism.</td>
</tr>
<tr>
<td></td>
<td>#2 – Theme: The world has many different belief systems. Each is distinctive, but all greatly influenced the lives of their followers and the society in which the belief system was practiced.</td>
</tr>
<tr>
<td></td>
<td>Task: Choose two major belief systems and for each:</td>
</tr>
<tr>
<td></td>
<td>• Explain key beliefs and/or practices.</td>
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<tr>
<td></td>
<td>• Discuss an influence the belief system had on the lives of its followers or the society in which it was practiced.</td>
</tr>
<tr>
<td></td>
<td>You may use any example from your study of global history. Some suggestions you might wish to consider include: animism, Buddhism, Christianity, Confucianism, Daoism, Islam, Judaism, legalism, and Shinto. (June 2008)</td>
</tr>
<tr>
<td></td>
<td># 3 - Theme: A belief system is an established, orderly way that groups or individuals look at religious faith or philosophical principles. These systems have often affected politics, society, and the economy in the nations or regions in which they are practiced.</td>
</tr>
<tr>
<td></td>
<td>Task: Select two belief systems from your study of global history and for each:</td>
</tr>
<tr>
<td></td>
<td>• Explain one major idea of the belief system.</td>
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<tr>
<td></td>
<td>• Discuss the effects the belief system has had on the politics, society, and/or the economy of a specific nation or region.</td>
</tr>
<tr>
<td>Culture and Intellectual Life</td>
<td>#1 - Theme: Throughout history, many cultures have experienced a Golden Age when great advances were made in a variety of different fields.</td>
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<tr>
<td>Task:</td>
<td>Identify two different cultures that experienced a Golden Age. Describe the specific achievements of each culture identified. Explain how these achievements continue to influence the modern world.</td>
</tr>
<tr>
<td>Some suggestions you might wish to consider include: Athens in the 5th century BCE, the Gupta Dynasty in India, the Islamic world from the 8th through the 12th centuries, the Tang Dynasty in China, the Heian Period in Japan, and the Renaissance in Europe.</td>
<td></td>
</tr>
</tbody>
</table>
#2 – Theme: Intellectuals, philosophers, and leaders have often recorded their ideas in written works. These ideas have been used throughout history to guide societies and influence the course of national and regional development.

Task:
Select two intellectuals, philosophers, and/or leaders and a writing associated with that person and for each
- Describe the historical circumstances surrounding this writing
- Describe a main idea found in this writing
- Discuss how this idea has influenced the development of a nation or region

You may use any intellectuals, philosophers, or leaders from your study of global history.
Some suggestions you might wish to consider include:
Bartolomé de las Casas—Brief Report on the Destruction of the Indians;
Martin Luther—Ninety-five Theses; John Locke—Two Treatises on Government; Olympe de Gouges—The Declaration of the Rights of Woman;
Karl Marx—Communist Manifesto; Theodor Herzl—On the Jewish State; Adolf Hitler—Mein Kampf; Mao Zedong—Little Red Book; Nelson Mandela—Long Walk to Freedom (January 2010)

#3 – Theme: Historically, contacts among people have spread and intermixed ideas and cultures.

Task:
- Define culture.
- Select one ancient civilization which you have studied and explain the circumstances that brought it into contact with another civilization.
- Explain how the contact between the two civilizations changed them.

You may use any ancient civilization that was impacted by another. Some groups you might wish to include: Egypt/Hittites; Persia/Macedonia; Greece/Rome.

<table>
<thead>
<tr>
<th>Political Systems</th>
<th>#1 - Theme: Often, governments implement policies in an attempt to change society.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Task:</td>
</tr>
<tr>
<td></td>
<td>• Choose one example from global history where a government attempted to change society and</td>
</tr>
<tr>
<td></td>
<td>• Describe the change the government wanted to bring about</td>
</tr>
<tr>
<td></td>
<td>• Explain why the government wanted to make this change</td>
</tr>
</tbody>
</table>
• Describe one specific policy the government used to try to bring about this change
• Discuss the extent to which this change was achieved

You may use any example of governmental change from your study of global history. Some suggestions you might wish to consider include efforts to strengthen the Empire of Mali under Mansa Musa, Reformation in England under Henry VIII, westernization of Russia under Peter the Great, Reign of Terror during the French Revolution under Robespierre, Meiji Restoration in Japan under the Emperor Meiji, modernization of Turkey under Atatürk, five-year plans in the Soviet Union under Joseph Stalin, fascism in Italy under Benito Mussolini, and oil policies in Venezuela under Hugo Chávez. (June 2007)

#2 - Theme: Political systems have affected the history and culture of nations and societies.

Task:
Choose two different political systems and for each
• Describe the characteristics of the political system
• Discuss how the political system has affected the history or culture of a specific nation or society

You may use any political systems from your study of global history. Some suggestions you might wish to consider include absolute monarchy, constitutional monarchy, parliamentary democracy, direct democracy, theocracy, communism, and fascism. (August 2007)

<table>
<thead>
<tr>
<th>Economic Systems</th>
<th>Theme: Societies have developed different economic systems for many reasons. Some of these economic systems include manorialism, capitalism, and communism.</th>
</tr>
</thead>
</table>
| Task: | Identify one society and one economic system that has been used or is being used in that society and
• Discuss the historical circumstances surrounding the development of that economic system
• Describe two features of the economic system
• Evaluate the impact the economic system had on this society during a specific historical period

Some suggestions you might wish to consider include western Europe during the Middle Ages, western Europe during the Industrial Revolution, the Soviet Union between 1917 and 1990, Japan after World War II, China since 1949, and Cuba since 1959. (August 2004) |

| Change and Turning Points | #1 - Theme: Political, economic, and social conditions have often led to turning points that have changed the course of history for nations and peoples. |
## Task:
Identify **two** turning points from your study of global history.
- Describe the causes and key events that led to the turning point
- Explain how **each** turning point changed the course of history for nations and peoples

Some suggestions you might wish to consider include: Neolithic Revolution, the fall of the Roman Empire, Commercial Revolution, the year 1492, French Revolution, the year 1914, Chinese Communist Revolution, the collapse of European imperialism, the fall of the Berlin Wall/collapse of Soviet Union. (August 2001)

### #2 – Theme:
Throughout global history, there have been major political, social, economic, cultural, and technological revolutions. These revolutions have a variety of complex causes, and often have a great impact on the lives of the people involved.

**Task:**
- Define the term *revolution*
- Select a specific revolution that you have studied and describe **three** of the factors that helped bring about that particular revolution.
- Identify and discuss **one** immediate effect and **one** long-term effect of this revolution on the lives of the people involved.

Some suggestions that you may wish to consider include: Neolithic Revolution, French Revolution, Latin American Revolutions, Industrial Revolution, Scientific Revolution, Russian Revolution, or Chinese Communist Revolution.

### #3 - Theme:
Since the 19th century, industrialization has had positive and negative effects on the lives of workers.

**Task:**
- Define the term “industrialization”
- Select **one** nation you have studied and discuss **two** specific examples of the ways in which industrialization changed the lives of workers in that nation
- Discuss the response of the workers, reformers, and/or government to these changes

Some suggestions you might wish to consider include: Great Britain (19th century), Japan (19th or 20th century), Russia (19th or 20th century), Korea (post–World War II), and Brazil (20th century). (January 2001)

### #4 – Theme:
Throughout history, political revolutions had many causes. These revolutions affected society and led to many changes. The changes may
or may not have resolved the problems that caused the revolutions.

Task:
Choose one political revolution from your study of global history and geography and:

- Explain the causes of the revolution
- Describe the effects this political revolution had on society
- Evaluate whether the changes that resulted from the political revolution resolved the problems that caused it

Some suggestions you might wish to consider include the French Revolution (1789), Mexican Revolution (1910), Russian Revolution (1917), Chinese Revolution (1949), Cuban Revolution (1959), or Iranian Revolution (1979).

(January 2003)

#5 – Theme: The beliefs and achievements of individuals have changed global history. These beliefs and achievements have had positive and negative effects on society.

Task:
Identify two individuals who have changed global history and for each:

- Explain one belief or achievement of that individual
- Discuss the positive and/or negative effects of the individual’s belief or achievement

You may use any individual from your study of global history except Nicholas Copernicus, Sir Isaac Newton, and Norman Borlaug. The individuals you identify must have had a major role in shaping global history and must not be from the United States. Some individuals that you might consider include Hammurabi, Confucius, Aristotle, Alexander the Great, Muhammad, Johannes Gutenberg, Queen Isabella, Leonardo da Vinci, John Locke, Catherine the Great, Simón Bolívar, or Nelson Mandela. (January 2004)

#6 – Theme: Turning points are major events in history that have led to lasting change.

Task:
Identify two major turning points in global history and for each:

- Describe the historical circumstances surrounding the turning point
- Explain how each turning point changed the course of history

Some suggestions you might wish to consider include the Neolithic Revolution, the Crusades, the Renaissance, the Encounter, the French Revolution, the Russian Revolution of 1917, World War I, creation of the modern state of Israel, Nelson Mandela elected president of South Africa, and the fall of the Berlin Wall. (June 2004)
#7 – Theme: The ideas and beliefs of philosophers and leaders have led to changes in nations and regions.

Task: Choose two philosophers and/or leaders and for each
- Explain a major idea or belief of that philosopher or leader
- Discuss how that idea or belief changed one nation or region

You may use any philosophers or leaders from your study of global history. Some suggestions you might wish to consider include Confucius, John Locke, Adam Smith, Simón Bolívar, Otto von Bismarck, Vladimir Lenin, Mohandas Gandhi, Mao Zedong, Fidel Castro, or Nelson Mandela. (January 2006)

#8 - Theme: Twentieth-century political events have had positive and negative effects on global history.

Task: Identify two 20th-century political events and for each
- Discuss the historical circumstances surrounding the event
- Evaluate the extent to which this event has had a positive or a negative effect on global history

Some suggestions you might wish to consider include Lenin’s establishment of a Communist government in Russia, rise of totalitarian governments in Europe, Ho Chi Minh’s unification of Vietnam against imperialism, increasing support for Islamic fundamentalism in the Middle East, Mao Zedong’s Cultural Revolution in China, the dismantling of the Berlin Wall, development of nuclear weapons in India and Pakistan, and Nelson Mandela’s opposition to apartheid in South Africa. (January 2005)

#9 – Theme: Throughout history, the actions of leaders have changed the society in which they lived.

Task: Identify two leaders who changed the society in which they lived and for each
- Describe one situation the leader attempted to change
- Describe one action the leader took to change this situation
- Discuss the impact of that action on the society in which the leader lived

You may use any leader from your study of global history and geography except Johann Gutenberg and James Watt. Some suggestions you might wish to consider include Martin Luther, Queen Elizabeth I, Toussaint L’Ouverture, Napoleon Bonaparte, Simón Bolívar, Otto von Bismarck, Mohandas Gandhi,

#10 – Theme: Not all revolutions are political. Nonpolitical revolutions have brought important intellectual, economic, and/or social changes to societies.

Task:
Identify two nonpolitical revolutions that brought important intellectual, economic, and/or social changes to societies and for each
• Describe one change brought about by this nonpolitical revolution
• Discuss an impact this nonpolitical revolution had on a specific society or societies

You may use any nonpolitical revolution that brought important intellectual, economic, and/or social changes from your study of global history. Some suggestions you might wish to consider include the Neolithic Revolution (10,000–6,000 B.C.), the Commercial Revolution (11th–18th centuries), the Scientific Revolution (16th–18th centuries), the Enlightenment (17th–18th centuries), the Agricultural Revolution (18th–19th centuries), the Industrial Revolution in Europe (18th–19th centuries), and the Green Revolution (late 20th century). (January 2008)

#11 – Theme: Revolutions are great events that not only change conditions within a single country, but whose impacts are often felt world-wide.

Task:
• Define “revolution”
• Select two revolutions you have studied and explain the facts that caused each revolution.
• Show how revolutions in these two countries had a regional or world-wide impact.

You might want to consider the French Revolution, Russian Revolution, Industrial Revolution or Latin American Revolutions.

#12 – Theme: Individuals have brought about great changes in history. These individuals have had positive and/or negative effects on nations or regions.

Task:
Choose two individuals from your study of global history and geography and for each individual chosen:
• Discuss two specific changes made by the individual in a specific nation
• or region
• Evaluate whether these changes have had a positive or a negative effect
• on that nation or region
Some suggestions you might wish to consider include Elizabeth I, Genghis Khan, Muhammed, Martin Luther, Napoleon Bonaparte, Toussaint L'Ouverture, Nelson Mandela, Fidel Castro, Boris Yeltsin, Deng Xiaoping, and Yasir Arafat. (August 2002)

#13 – Theme: The ideas of individuals have had a significant influence on groups, nations, and regions.

Task:
Select two individuals and for each
- Explain a specific idea developed by the individual
- Describe the historical circumstances that surrounded the development of the idea
- Discuss how the idea influenced a group or a nation or a region

You may use any individual whose ideas had a significant influence from your study of global history. Some suggestions you might wish to consider include Confucius, Niccolò Machiavelli, Galileo Galilei, John Locke, Simón Bolívar, Karl Marx, Kemal Atatürk, Nelson Mandela, Deng Xiaoping, and Mikhail Gorbachev. (June 2010)

<table>
<thead>
<tr>
<th>Movement of People and Goods</th>
<th>Theme: Trade routes and trade organizations have had an impact on nations and regions. The effects have been both positive and negative.</th>
</tr>
</thead>
</table>
| Task:                      | Identify two trade routes and/or trade organizations and for each
- Explain one reason for the establishment of the trade route or trade organization
- Discuss one positive effect or one negative effect of the trade route or trade organization on a specific nation or region

Some suggestions you might wish to consider include the Silk Roads, the trans-Saharan trade routes of the African kingdoms, Mediterranean trade routes, the Hanseatic League, the British East India Company, the Organization of Petroleum Exporting Countries (OPEC), and the European Union (EU). (August 2006)

<table>
<thead>
<tr>
<th>Geography</th>
<th>#1 - Theme: Geographic features can positively or negatively affect the development of a nation or region.</th>
</tr>
</thead>
</table>
| Task:     | Select one geographic feature from your study of global history.  
- Explain how this geographic feature has had an effect on the historical development of two nations or regions.  

You may use any geographic feature from your study of global history. Some suggestions you might wish to consider include: river valley, mountain, desert, island, rain forest, and climate. (June 2001)

| #2 - Theme: Geographic factors have influenced historical developments and |
historical events of nations and regions.

Task:
Choose two nations and/or regions and for each:
• Identify and describe two geographic factors in each nation and/or region
• Explain how each factor has influenced the historical development or a specific historical event in each nation and/or region

Some factors you might wish to consider include deserts, river valleys, or oil in the Middle East; river valleys, monsoons, or the Himalaya Mountains in India; natural resources or the island location of Japan or Great Britain; the river valley or the desert in Egypt; the regular coastline or resources in South Africa; the Amazon rain forest or the Andes Mountains in South America. (January 2002)

#3 – Theme: At various times in global history, human activity has altered or changed the land people live on and their surrounding environment. These changes in physical geography have affected society.

Task:
Select two changes that a society or two different societies have made to their land or surrounding environment, and for each change:
• Identify the society in which the change took place
• Describe how the physical environment was changed by human activity
• Discuss how the change in the physical environment affected society

Some suggestions you might wish to consider include irrigation systems, terrace farming, road systems, canal systems, burning of fossil fuels, or the use of nuclear power. (June 2002)

#4 - Theme: Throughout history, global problems have posed major challenges for nations and regions.

Task:
Select two different global problems and for each
• Describe one major cause of the global problem
• Discuss one effect of the global problem on a specific nation or region

Some suggestions you might wish to consider include environmental pollution, desertification, deforestation, overpopulation, refugees, spread of disease, international drug trafficking, and ethnic conflicts. (June 2005)

#5 – Theme: Geographic factors such as land features, resources, location, and climate of nations and regions affect how people live.

Task:
<table>
<thead>
<tr>
<th>Task</th>
<th>Example</th>
</tr>
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<tbody>
<tr>
<td>6</td>
<td>Throughout global history, human societies in various nations and regions have changed their physical environments to meet their needs. Societies have built structures, removed vegetation and resources, and modified the land to meet their needs. These changes have often had different results.</td>
</tr>
<tr>
<td>Task:</td>
<td>Select two different nations/regions and for each</td>
</tr>
<tr>
<td>- Explain why the society modified their environment</td>
<td></td>
</tr>
<tr>
<td>- Explain how the people of that specific nation/region modified their physical environment</td>
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</tr>
<tr>
<td>- Discuss the effect this modification had on that nation/region</td>
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</tr>
</tbody>
</table>

Some suggestions you might wish to consider include Middle East (modified the land), Africa (modified the land), Japan (modified the land), Great Britain (removed resources), South Africa (removed resources), Brazil (removed vegetation), China (built a structure), and East Germany (built structures). (August 2008)

#7 – Theme: Geographic factors have affected the development of nations and regions. These factors have also promoted or hindered cultural diffusion.

Task: Select two different geographic factors and for each |
- Explain how the geographic factor affected the development of a specific nation/region |
- Discuss how that geographic factor promoted or hindered cultural diffusion |

Some suggestions you might wish to consider include deserts, rivers, mountains, plains, islands, irregular coastlines, straits, climate, and location. (January 2009)

#8 -- Theme: Geographic features have influenced the historical and cultural development of civilizations, empires, countries, and regions of the world. Task:
Select *three* different geographic features and for *each*

- Discuss how this geographic feature influenced the historical *and/or* cultural development of a specific civilization, empire, country, or region

You may use any geographic feature from your study of global history. Some suggestions you might wish to consider include rivers, seas, oceans, rain forests, plains, mountains, deserts, islands, and monsoons. (January 2011)

<table>
<thead>
<tr>
<th>Justice and Human Rights</th>
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<tbody>
<tr>
<td><strong>#1</strong> - Theme: Throughout history, the human rights of certain groups of people have been violated. Efforts have been made to address these violations.</td>
</tr>
<tr>
<td>Task:</td>
</tr>
<tr>
<td>• Define the term “human rights”</td>
</tr>
<tr>
<td>• Identify two examples of human rights violations that have occurred in a specific time and place</td>
</tr>
<tr>
<td>• Describe the causes of these human rights violations</td>
</tr>
<tr>
<td>• For one of the violations identified, discuss one specific effort that was made or is being made to deal with the violation</td>
</tr>
</tbody>
</table>

Some suggestions you might wish to consider include: Christians in the early Roman Empire, native peoples in Spain’s American colonies, untouchables in India, blacks in South Africa, Jews in Nazi Germany, Muslims in Bosnia, Kurds in Iraq or Turkey, or Tibetans in China. (June 2000)

**#2** – Theme: The human rights of many groups have been violated at different times in various nations and regions. Efforts by governments, groups, and individuals to resolve these human rights violations have met with mixed results.

Task:
Select *two* groups who have experienced human rights violations in a specific nation or region and for *each*

- Describe one historical circumstance that led to a human rights violation in the nation or region |
- Describe one example of a human rights violation in that nation or region |
- Discuss the extent to which a government, a group, or an individual made an attempt to resolve this human rights violation |

You may use any group whose rights have been violated from your study of global history. Some suggestions you might wish to consider include Christians under the Roman Empire, indigenous peoples in Latin America, Armenians under the Ottoman Empire, Ukrainians after the Russian Revolution, Jews in Europe, Cambodians under Pol Pot, blacks under apartheid in South Africa, and Kurds in the Middle East. (January 2007)
#3 - Theme: Throughout history, there have been many examples where groups of people have been denied their human rights. Individuals, groups, and governments have attempted to end many of these human rights violations although they have not always been successful.

Task: Select two different examples from history where human rights have been denied to groups of people and for each
- Explain the historical circumstances that led to the denial of human rights
- Describe how the human rights of that group were denied
- Discuss an action taken by an individual, a group, or a government that attempted to end the human rights violations.

Some suggestions you might wish to consider include the indigenous people in Latin America during the Encounter, Jews in Russia during the pogroms, the Armenians under the Ottomans, blacks under apartheid in South Africa, Chinese students in Tiananmen Square, Bosnian Muslims in the former Yugoslavia, and women under the Taliban in Afghanistan. (June 2009)

<table>
<thead>
<tr>
<th>Nationalism</th>
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<tbody>
<tr>
<td><strong>#1 Theme:</strong> Nationalism has been shaping world events for the last 500 years. The desire for self-rule can cause tremendous change both positively and negatively. Individuals have also played huge roles in leading nationalistic movements that effect people and nations</td>
</tr>
<tr>
<td>Task: Choose two nationalist leaders from your study of global history, and for each one:</td>
</tr>
<tr>
<td>- Identify the nation or region where that individual led a nationalist movement</td>
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<tr>
<td>- Describe the historical background leading up to that nationalist movement</td>
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<tr>
<td>- Discuss how the actions of the specific nationalist leader have influenced the region or nation in which the movement took place</td>
</tr>
<tr>
<td>Some nationalist leaders that you may wish to consider include: Henry VIII, Elizabeth I, Simon Bolivar, Jose de San Martin, Toussaint L’Ouverture, Fidel Castro, Camilo Cavour, Giuseppe Garibaldi, Giuseppe Mazzini, Otto von Bismarck, Sun Yixian, Jiang Jieshi, Mao Zedong, Ho Chi Minh, Mohandas Gandhi, Kwame Nkrumah, Jomo Kenyatta, Nelson Mandela, Kemal Ataturk, Gamal Abdel Nasser, Theodor Herzl, David Ben-Gurion, Ayatollah Khomeini, or Yasir Arafat.</td>
</tr>
<tr>
<td><strong>#2 Theme - Throughout history, nationalist movements have begun in different countries and regions with the hope of achieving either unification or independence. The results of these movements have been mixed.</strong></td>
</tr>
<tr>
<td>Task: Select one country or region and</td>
</tr>
<tr>
<td>- Describe the historical circumstances that led the people of this country or region to begin a nationalist movement</td>
</tr>
</tbody>
</table>
### Nationalism

- Describe a goal of the nationalist movement
- Discuss a method used to achieve this goal
- Discuss the results of this nationalist movement on this country or region

You may use any country or region from your study of global history. Some suggestions you might wish to consider include Germany, Kenya, India, China, Latin America, the Balkans, and the Middle East. (August 2010)

### Science & Technology

Theme: Science and technology have played a critical role in altering the course of human history.

Task:
- Identify two scientific or technological advances that had a major impact on global history
- Explain the relationship between the scientific or technological advance and a specific historic event or period in history
- Analyze how these advances changed the course of history

Some suggestions you might wish to consider include development of agriculture, irrigation systems, the astrolabe, the printing press, the telescope, nuclear power, steam power, and the microscope. (August 2000)

### Conflict

#### #1 - Theme: Differences among groups have often led to conflict.

Task:
Identify two ethnic, religious, political, and/or cultural conflicts and for each:
- Discuss the historical circumstances that led to the conflict
- Analyze the effect of this conflict on two groups involved

Some suggestions you might wish to consider include the persecution of Christians during the Roman Empire, the Reign of Terror, the Armenian massacres, the forced famine in Ukraine, the Holocaust, Apartheid in South Africa, the Killing Fields of Cambodia, the conflict in Northern Ireland, the Sandinistas in Nicaragua, and the Tiananmen Square rebellion. (June 2003)

#### #2 – Theme: Conflicts between groups of people have threatened peace in many nations and regions.

Task:
Identify one conflict that has threatened peace in a nation or region and
- Discuss one major cause of that conflict
- Identify two opposing groups involved in the conflict and discuss one viewpoint of each group
- Discuss the extent to which the conflict was or was not resolved

Some suggestions you might wish to consider include the Crusades, the French Revolution, World War I, the Russian Revolution, the Chinese civil war, the partition of India, the policy of apartheid in South Africa, the Rwandan civil war, and the Bosnian War. (June 2006)
| Imperialism | Theme: Some historians have argued that imperialism is a direct result of industrialization.  

Task: Does imperialism result from industrialization?  
- Identify one pair of nations in which industrialization resulted in the contact between these two nations or regions  
- Discuss the economic reasons why industrialization brought this pair of nations or regions in contact  
- Describe the political relationship that developed between both nations or regions  
- Describe the effects of the economic relationship on both nations or regions.  

Some examples you may wish to include are Great Britain and Africa, Great Britain and India, Japan and China and France and Southeast Asia. |
| --- | --- |
| Diversity | Theme: At various times in history, people of diverse ethnic, religious, or racial backgrounds have experienced difficulties living side by side. Often problems have occurred that resulted in violence and death.  

Task:  
Choose **two** ethic, religious, or racial groups from your study of global history and geography, which have experienced difficulty living alongside a group of different background and for each group:  
- Describe the circumstances that led to the problems between the group and its neighbors.  
- Explain how the selected group reacted, the actions it took to solve the problems, and the action, if any, of the international community.  

Some suggestions you might wish to consider include: Jews in Hitler’s Germany, Roman Catholics in Northern Ireland, Sikhs in India, Blacks in apartheid South Africa, Muslims in Kosovo, Native Americans in Mexico, and Armenians in the Ottoman Empire. |
GENERIC SCORING RUBRIC FOR THEMATIC ESSAY

Below is the general scoring rubric for the Thematic Essay. The highest score on this essay is a 5. Students, in order for you to score a 5, your essay must address all the points under 5 in the rubric.

Score of 5:
- Shows a thorough understanding of the theme or problem
- Addresses all aspects of the task
- Shows an ability to analyze, evaluate, compare and/or contrast issues and events
- Richly supports the theme or problem, with relevant facts, examples, and details is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme or problem

Score of 4:
- Shows a good understanding of the theme or problem
- Addresses all aspects of the task
- Shows an ability to analyze, evaluate, compare and/or contrast issues and events
- Includes relevant facts, examples, and details, but may not support all aspects of the theme or problem evenly
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme or problem

Score of 3:
- Shows a satisfactory understanding of the theme or problem
- Addresses most aspects of the task or addresses all aspects in a limited way
- Shows an ability to analyze or evaluate issues and events, but not in any depth includes some facts, examples, and details
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme or problem by repeating the task and concludes by repeating the theme or problem

Score of 2:
- Shows limited understanding of the theme or problem
- Attempts to address the task
- Develops a faulty analysis or evaluation of issues and events
- Includes few facts, examples, and details, and may include information that contains inaccuracies
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme or problem

Score of 1:
- Shows very limited understanding of the theme or problem
- Lacks an analysis or evaluation of the issues and events
- Includes little or no accurate or relevant facts, examples, or details
- Attempts to complete the task, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme or problem

Score of 0:
- Fails to address the task is illegible or is a blank paper
THEMATIC ESSAY GENERIC OUTLINE OR DRAFT

PARAGRAPH #1 – Introduction with Thesis Statement

<table>
<thead>
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<th>Task Item #1</th>
<th>Example #1 of Task</th>
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CLOSING PARAGRAPH
BOXED OUTLINE FOR THE DBQ

Directions: complete the following table for it will assist you in completing the DBQ. Basically, the information provided in this table will become the basis of your essay. You should get in the habit of doing these when developing your essay.

<table>
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<th>Document #</th>
<th>Author or Source of the Document</th>
<th>Time Period of Document</th>
<th>What information do you get from this document?</th>
<th>What outside information do you know that relates to this document and the topic of the DBQ?</th>
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