2019 DBQ Portuguese in the Indian Ocean

Demonstrating Complex Understanding (0-1 point)

Demonstrating a complex understanding might include: • Considering the totality of the evidence and perspectives presented in the documents as demonstrated by creating a complex argument, while at the same time recognizing that some documents corroborate, qualify, or modify the overall argument • Explaining the nuance of an issue by analyzing multiple factors or by considering diverse or alternative perspectives or evidence, **such as constructing an argument that explains how the Portuguese both disrupted existing trade patterns and connections in the Indian Ocean, but also provided Indian merchants and manufacturers with new business opportunities, such as new trading partnerships and new export markets • Explaining relevant and insightful connections across time and space, such as explaining similarities or differences in the pattern of sixteenth-century Portuguese imperialism in the Indian Ocean compared to other locations such as Brazil, West Africa, Japan, China, or the spice islands of Southeast Asia**

This understanding must be part of the argument, not merely a phrase or reference

2019 Railroads and Empire Building

Demonstrating Complex Understanding (0-1 point)

Demonstrating a complex understanding might include: • Considering the totality of the evidence and perspectives presented in the documents as demonstrated by creating a complex argument, while at the same time recognizing that some documents corroborate or qualify or modify the overall argument • Explaining the nuance of an issue by analyzing multiple factors or by considering diverse or alternative perspectives or evidence, such as **constructing an argument that explains how European railroad construction simultaneously strengthened colonial authority in Africa and Asia while also contributing to growing tensions with indigenous communities and eventually leading to the development of nationalist movements •** **Explaining relevant and insightful connections across time and space, such as explaining how railroads and other new types of communication were used to strengthen nation states in the nineteenth century (e.g., European states, United States, Meiji Japan) or in premodern times (e.g., the Roman road networks or the Mongol postal system)**

This understanding must be part of the argument, not merely a phrase or reference.