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| **Model Analysis for (Jan 2012)- Template** | | | | |
| **Task** | | **Document #** | **Analysis/Outside Information** | |
| #1 Roads- Explain how various societies unified and/or controlled regions by using the  transportation system | | Doc #1- Roman roads to **control** empire  -movement of troops and communication for army  Doc #2-Incas used roads to **unify** empire  -carry officials, government correspondence, entire armies, goods  -link individual with remote central government  Doc #3- Tokugawa **controlled** roads  -series of barriers and checkpoints  -private citizens not allowed to travel at night | **Rome**- Helped sustain Rome by allowing transport of goods and tribute to the capital  Helped spread Roman culture and ideas to conquered territories, thus increasing cultural unity (Christianity, law)  Facilitated long-distance trade Became a pathway for the overthrow of  the emperor of the western Roman Empire as a result of diminishing control of roads (Germanic tribes)  **Inca**-Helped transport troops to put down rebellions  Limited the movement of people along Inca roads to those with government permission  Linked isolated regions in the Andes Mountains, using way stations that acted as inns and supply depots for messengers and the army  Employed a system of chasquis who served as messengers and aided in communication  Connected areas from Ecuador in the north to Chile in the south helping to overcome the geographic barriers  Became a pathway for conquest by the Spanish  **Tokugawa**-Helped the shogun track the movement of the daimyo (nobility) through checkpoints as they met residency requirements in Edo  Helped follow the movements of groups of samurai (warriors), who were viewed as potential threats to the shogun’s power  Helped to overcome geographic obstacles to unity  Connected major port towns located along the seacoast  Controlled private citizens by requiring them to carry travel documents on the roads | |
| #2- Railroads- Explain how various societies unified and/or controlled regions by using the  transportation system | | Doc #7- Bismark used railroads in Prussia  - transport troops 6 times faster  Doc #8- British used railroads in India  - cheap and efficient way to get cotton to the coast for shipment to England  -move troops to trouble spots  Doc #9- French used railroads in Africa  -transport troops through unconquered territory in Africa | **Germany**- Helped win wars to unify German states (Denmark, Austria, France)  Helped Germany increase its industrial capacity  Used in an attempt to stop a two-front war (Schlieffen Plan)  Hoped to increase German trade with the Ottoman Empire (construction of the Berlin-to-Baghdad railroad)  **Great Britain**-Helped expand the empire in Africa (led to attempt to construct a Cape Town-to- Cairo railroad to ship resources and mobilize troops)  Used centralized planning to link major cities in India  Used as a method by imperial powers to exercise control over colonies  Helped spread British culture throughout its colonies  Connected resources such as diamonds and coffee in other colonies to coastal ports for transport to Great Britain  **France**-Aided in expansion of French control across North Africa  Used to impose a political presence on colonies  Helped to link the interior to coastal ports in North Africa | |
| **TEA Format for Jan 2012** | | | |
| Task #1 **Roads**  Explain how various societies unified ***and/or*** controlled regions by using the  transportation system  \*Documents are underlined  \*Outside information is highlighted | T-Topic Sentence  Three societies that used roads to control or unify their empires were the Romans, Incas, and the Tokugawa. Each society used the roads in order to carry out the essential functions of the empire. | | |
| E- Example/ A- Analysis    The Romans used the roads primarily for military transportation and communication with its troops (Doc 1). In order for the Romans to sustain it’s vast empire throughout Europe they needed to be able to send troops quickly to stop invasions or uprisings. The roads allowed the Romans to expand their empires. Ideas and products such as Christianity and silk traveled on the Roman roads. In addition the roads help create the Roman Golden age of Pax Romana due to the culture diffusion.  The Incas are located in the Andes Mountains. The large land area and geographic challenges made it difficult to unite the empire. The construction of roads however made the unification of the Incan Empire possible. The roads carried officials, government correspondences, entire armies, and goods. It provided a link for individuals with remote central government (Doc 2). This allowed the government to rely messages to its people in times of crisis. The roads provided protection by allowing troops to quickly mobilize in case of a rebellion or attack. Trade also flourished due to the easy access of traveling from town to town provided by the roads.  The Tokugawa in Japan control of the roads helped it maintain contact with distant provinces within Japan. There were strict limitations on the use of the roads under the Tokugawa. A series of barriers and checkpoints were set up along the roads. Private citizens were not allowed to travel at night. (Doc 3). Messengers on palanquin’s brought important information from one village to another. This allowed Tokugawa shoguns and daimyos to bring about a period of peace and prosperity. | | |
| Task #2  **Railroads**  Explain how various societies unified ***and/or*** controlled regions by using the  transportation system  \*Documents are underlined  \*Outside information is highlighted | T-Topic Sentence  Three societies that used railroads to unify or control their regions were the Prussians during Bismarck’s rule, the British in India, and the French in Africa. Railroads were developed in the 1700’s and their main purpose was to transport goods and people faster then ever before in history. | | |
| E- Example/ A- Analysis  The Prussian began their unification in the 1860’s under Otto Von Bismarck’s policy of “Blood and Iron” He believed the success of the military relied on the railroads. According to General Moltke, “the railroads offered new strategic opportunities. Troops could be transported six times as fast” (Doc 7). The speed of troops mobilizing brought about an advantage in war. Germany would later use these techniques in the Schlieffen Plan during World War I. The strategy to fighting a two-front war with France and Russia required troops to mobilize before the enemy could. The Prussians used the railroads for military opportunities.  The British used the railroads in two different ways in India. First the cotton manufacturers used the railways as a cheap and efficient way to get cotton to the coast for shipment to England (Doc 8). This provided imperialist Britain with faster ways to produce textile and create a profit. The British also used the railroads as a way to move troops quickly (Doc 8). This became essential as the Indians began to rebel against the imperialist. It provided quick mobilization for the troops to trouble spots.  The French were ambitious railroad builders especially in Western Sudan. One line from Kayes on the Senegal River to Koulikoro on the upper Niger was primarily a military line whose purpose was to transport troops through unconquered territory. Yet another line, linking Konakry in French Guinea to the upper Niger was mostly for the export of natural rubber (Doc 9). Before the Berlin Conference divided up Africa there was a mad scramble from European nations to claim territory in this new land. Ideas such as Social Darwinism and “The White Man’s Burden” fueled the quest for imperialism. In order to be successful the French needed railroads to transport their goods quickly, bringing the raw materials to France and manufacturing the goods. Troops were also needed to secure land and area conquered. The need for railroads was essential to the French imperialistic conquest of Africa. | | |

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| **TEA Format or August 2010** | |
| Task #1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **(Religion)**  Describe how the belief system spread to a specific region or regions | T-Topic Sentence |
| E- Example |
| A- Analysis |
| Task #2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **(Religion)**  Discuss how the belief system influenced a region or regions socially,  economically, ***and/or*** politically | T-Topic Sentence |
| E- Example |
| A- Analysis |

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| **TEA Format for August 2010** | | | |
| Task #3  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **(Religion)**  Describe how the belief system spread to a specific region or regions | | T-Topic Sentence | |
| E- Example | |
| A- Analysis | |
| Task #4  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **(Religion)**  Discuss how the belief system influenced a region or regions socially,  economically, ***and/or*** politically | | T-Topic Sentence | |
| E- Example | |
| A- Analysis | |
| **Analysis for (June 2010)- Template** | | | |
| **Task** | **Document #** | | **Analysis** |
| #1 \_\_\_\_\_\_\_\_\_\_  **(Geographic**  **factor)**  Describe the geographic factor |  | |  |
| #2 \_\_\_\_\_\_\_\_\_\_  **(Geographic**  **factor)**  Discuss the effects this geographic factor has had on a specific region or  regions |  | |  |
| #3 \_\_\_\_\_\_\_\_\_\_  **(Geographic**  **factor)**  Describe the geographic factor |  | |  |
| #4 \_\_\_\_\_\_\_\_\_\_  **(Geographic**  **factor)**  Discuss the effects this geographic factor has had on a specific region or  regions |  | |  |
| **TEA Format for June 2010** | | | |
| Task #1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **(Geographic**  **factor)**  Describe the geographic factor | | T-Topic Sentence | |
| E- Example | |
| A- Analysis | |
| Task #2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **(Geographic**  **factor)**  Discuss the effects this geographic factor has had on a specific region or  regions | | T-Topic Sentence | |
| E- Example | |
| A- Analysis | |

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| **TEA Format for June 2010** | |
| Task #3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **(Geographic**  **factor)**  Describe the geographic factor | T-Topic Sentence |
| E- Example |
| A- Analysis |
| Task #4  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **(Geographic**  **factor)** | T-Topic Sentence |
| E- Example |
| A- Analysis |