Question 1

BASIC CORE (competence) 0-7 Points

1. Has acceptable thesis. 1 Point
   - The thesis must address TWO RESPONSES to the spread of influenza in the early 20th century plausibly drawn from the documents.
   - The thesis must be explicitly stated in the introduction or specified conclusion of the essay.
   - The thesis may appear as one sentence or as multiple consecutive sentences.
   - A thesis that merely restates the prompt is unacceptable.
   - The thesis CANNOT count in any other category.

2. Understands the basic meaning of documents. 1 Point
   - Students must address ALL NINE of the documents.
   - Students must demonstrate an understanding of the basic meaning of AT LEAST EIGHT documents.
   - Students may demonstrate understanding of the basic meaning of a document by grouping it in regard to A RESPONSE to the spread of influenza.
   - Merely restating verbatim or quoting the content of the documents without context does not adequately demonstrate an understanding of basic meaning.

3. Supports thesis with appropriate evidence from all or all but one document. 1-2 Points

For 2 points:
   - Specific and accurate evidence of A RESPONSE to the spread of influenza. Must be explicitly drawn from a minimum of eight documents.
   - A document that is simply listed does not count as using the document as evidence.

For 1 point:
   - Specific and accurate evidence of A RESPONSE to the spread of influenza. Must be explicitly drawn from a minimum of seven documents.
   - A document that is simply listed does not count as using the document as evidence.

4. Analyzes point of view in at least two documents. 1 Point
   Students must correctly analyze point of view in AT LEAST TWO documents.
   - Point of view explains why this individual might have this opinion or what feature informs the author’s point of view.
   - Students must move beyond mere description by explaining a document’s tone, the characteristics of the author, the intended audience, or how the intended outcome may have influenced the author’s opinion (or some combination of these).
   - Students may challenge the veracity of the author’s opinion or point of view, but they must move beyond a mere statement that the author is “biased” by providing some plausible analysis of how or why.
   - Mere attribution is not sufficient. Attribution is copying or repeating information verbatim from the source line of the document.
Question 1 (continued)

5. Analyzes documents by grouping them in three ways.
   - Students must explicitly and correctly group the documents in three ways demonstrating **A RESPONSE** to the spread of influenza.
   - An extended discussion of a minimum of two documents (used appropriately) constitutes a group or subgroup.

6. Identifies and explains the need for one type of appropriate additional document or source.
   - Students must identify an appropriate additional document, source, or voice and explain how or why the document or source will contribute to analysis of **A RESPONSE** to the spread of influenza.

Subtotal

7 Points

EXPANDED CORE (excellence)

Expands beyond basic core of 1-7 points. A student must earn **7 points** in the basic core area before earning points in the expanded core area.

Examples:
   - Provides consistent discussion of responses to the spread of influenza.
   - Has a clear, analytical, and comprehensive thesis that goes well beyond the minimally acceptable thesis.
   - Shows careful and insightful analysis of most documents.
     - Recognizes the historical context of the documents.
     - Explains corroboration and links between documents.
   - Uses documents persuasively as evidence.
   - Analyzes point of view in more than the required number of documents and/or provides thoughtful analysis of author’s background, intended audience, tone, or historical context.
   - Includes appropriate groupings beyond the three required.
   - Brings in accurate and relevant “outside” historical context.
   - Explains why additional types of document(s) or sources are needed.
     - Identifies more than one type of appropriate additional document.
     - Provides a sophisticated explanation of why the additional document will contribute to analysis of a relationship.
     - Request for additional document(s) is woven into the essay and integrated into a broader analysis.

Subtotal

2 Points

TOTAL

9 Points
In response to the spread of influenza in the early 20th century, people were met with mostly negative feelings such as anger and fear. Some believed that the influenza was a message from their god and let their religion guide their actions towards the pandemic. Others felt angry that their governments were taking the situation lightly and that people were getting insufficient care due to lack of resources/doctors. Finally, there were also doctors and volunteers who witnessed the deaths of people first hand and began to feel an immunity towards the flu. After analyzing the documents, it is clear that there was a mixed response towards the worldwide spread of the influenza.

As shown in documents 4, 5, and 8, some people believed their religions could explain the cause of the pandemic. Hindu people believed the flu to be a visitation of one of their goddesses and that no treatment should be attempted (Doc 4). The source of the document was from the British controlled portion of India, Madras. This could mean that the author isn't a Hindu themselves and therefore don't really know if that is why the Hindu people were adverse to treatment. Document 5 however states that some Christians believe God sent the influenza for the good of the people and that they had no right to protect themselves against it. The document comes from an opinion-based piece of writing. The author of document
5 displays a bias towards Christian beliefs which affects their response to the flu. Document 6 talks about how natives in Africa believed the pandemic to be a plague sent by God to wipe humanity off of the world. This response would create a fear among people and they would think that there is no hope for them. Although these documents help in understanding the religious response to the post-WWII influenza, an additional document that comes from the point of view of a religious priest from Hinduism/Christianity would be helpful. This document would show if the religious officials actually believed the flu to be god-sent.

Documents 1, 2, and 7 come from the point of view of doctors or volunteer workers helping those who were infected by the pandemic. Document 1 says that an infected camp has seen so many deaths from the flu that the camp has become "demoralized." Since the source of this document is a medical doctor, the author is experiencing and witnessing these events first-hand while trying to keep up with all of their work, which can provide reason for the less emotional response towards the pandemic that they have. The influenza was so serious and affected so many people that the camps were desperate for volunteers (doc).

Volunteers were needed because of the intensity of the disease. All public places were closed due to fear of infection. Document 7 mentions another person who volunteered in aiding the infected people at the time as well as someone who spent...
their childhood with memories of the influenza. The document
stated how people tried to guard public settings or contact with
the sick & in fear of getting infected as well. The source of
this document is from two women who were children at the time
of the influenza outbreak, so their memories might not
be clear since at the time they might not have had a clear
understanding of the situation. An additional document that would
help to understand the relationship between the documents would
be the diary of a person who was infected with the disease.
This additional document would help someone gain insight on
whether treatment, volunteers or doctors actually tried to
help them or if people just avoided them.

Documents 3, 6, and 9 are a response to the government
action regarding the influenza. Document 3 comes from the
British colonial govt. in West Africa and states that some
sickly people were just turned to the streets due to people
wanting to avoid those that were sick or insufficient
medical treatment. This document displays bias because the
source is from a member of the colonial government and
these areas in Africa had insufficient access to care because
colonial governments didn’t allow their colonies to have a
reliable infrastructure. Document 6 expresses anger towards
the Brazilian government for being ignorant about
the spread of the influenza worldwide. This document is an
editorial meaning its purely based on opinion and that...
The author isn’t a reliable source for facts. In New Zealand, the people of Savaii blame the British Samoan government for the spread of the influenza (Doc. 9). It states that the government did not properly guard the island from infection and the death could have been avoided. The author was an American resident of British Samoa so they saw how the flu spread and didn’t spread in the American Samoa. An official announcement regarding the pandemic would be useful. This additional document would help gain understanding of if the government actually tried to stop the spread of disease to people.
Overview

The document-based question (DBQ) directly addresses Curriculum Framework Key Concept 6.1 (Science and the Environment). The 1918 Influenza Pandemic is specifically identified as one of the illustrative examples in Section III (Disease, scientific innovations, and conflict led to demographic shifts).

Students were asked to analyze the varied responses to the 1918–1919 Influenza Pandemic in the nine documents. The nine documents lent themselves to comparing responses to the pandemic in various places around the world as well as responses from persons of varied roles and socioeconomic backgrounds. These responses included volunteering to help the sick, isolation or quarantine to prevent infection, paralysis or lack of action, and arriving at the belief that the pandemic was caused by divine intervention. These four responses became the basis for the most common groupings, though other groupings included blaming the government, fear, and demoralization among others.

The documents provided ample basis for a thorough response to the prompt. The details, coupled with the clear language in the documents, made their effective use as evidence and support for analysis straightforward. Each of the nine documents offered at least one clearly identifiable response that could be paired with a response in another document, though many documents had more than one pairing option. Most of the document attributions gave ample grounds for students to use as a basis for analyzing the point of view of the source. The language used in many of the documents also provided a means of analyzing point of view by evaluating tone. Although some students had difficulty with document 5 due to lack of familiarity with the ideology of Christian Scientists, many were still able to make full use of the document, including its tone.

Sample: 1A
Score: 9

The thesis of this essay is found in consecutive sentences in the introduction where the student identifies three responses (1 point). All nine documents are addressed in the essay, and the student demonstrates an understanding of all nine (1 point). The student also draws evidence of a response to the influenza epidemic from all nine documents (2 points). The essay has three analyses of point of view. The emotional point of view of the medical doctor in document 1 is explained, as is the colonial perspective of the student of the report in document 3. The essay also explains the qualifications of the testimonies in document 7 as based on the women’s recollection of events that occurred 50 years earlier (1 point). The topic sentences create three groups of documents effectively. The first groups documents 4, 5, and 8 around the belief in the divine cause of the epidemic. The second groups documents 1, 2, and 7 on the response of volunteering. The third groups documents 3, 6, and 9 on the responses of governments (1 point). There are three successful requests for additional documents, one at the end of each paragraph grouping of documents, and each supplies an explanation for the requested source (1 point). Two expanded core points were earned by the quality of the analysis of multiple documents, the additional analysis of point of view, the extra requests for an additional document, and the strong organization of the information and structure of the argument (2 points).