TRANSITION EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

TRANSITION EXAM in GLOBAL HISTORY AND GEOGRAPHY — GRADE 10

Tuesday, June 5, 2018 — 9:15 a.m. to 12:15 p.m., only

Student Name _____________________________________________________________

School Name ______________________________________________________________

The possession or use of any communications device is strictly prohibited when taking this examination. If you have or use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.

This examination has three parts. You are to answer all questions in all parts. Use black or dark-blue ink to write your answers to Parts II, III A, and III B.

Part I contains 30 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

Part III is based on several documents:

Part III A contains the documents. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one or more questions. Write your answer to each question in this examination booklet on the lines following that question.

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

When you have completed the examination, you must sign the declaration printed at the end of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.
Part I

Answer all questions in this part.

Directions (1–30): For each statement or question, record on your separate answer sheet the number of the word or expression that, of those given, best completes the statement or answers the question.

Base your answer to question 1 on the time line below and on your knowledge of social studies.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1697</td>
<td>Spain cedes the western third of Hispaniola to France</td>
</tr>
<tr>
<td>1791</td>
<td>Toussaint L’Ouverture leads rebellion of slaves and free blacks</td>
</tr>
<tr>
<td>1794</td>
<td>Jacobin government in France declares an end to slavery in all French colonies</td>
</tr>
<tr>
<td>1797</td>
<td>Toussaint L’Ouverture assumes command of French armies in Saint Domingue (Haiti)</td>
</tr>
<tr>
<td>1802</td>
<td>20,000 French troops arrive in Saint Domingue to reclaim French authority</td>
</tr>
<tr>
<td>1803</td>
<td>Withdrawal of the last French troops</td>
</tr>
<tr>
<td>1804</td>
<td>Haitian Declaration of Independence</td>
</tr>
</tbody>
</table>

1 In the early 1800s, the French government took action in Saint Domingue (Haiti) to
(1) protect investments in French colonies in the Americas
(2) safeguard King Louis XVI’s government
(3) return enslaved blacks to Africa
(4) support Toussaint L’Ouverture’s rebellion

2 Which feature is shown on a political map?
(1) climate (3) boundaries
(2) languages spoken (4) mineral deposits

3 Which action best represents what a historian should do when considering primary source evidence about a historical event?
(1) reject the use of eyewitness accounts
(2) take into account different points of view
(3) emphasize the importance of religious values
(4) accept summaries written by journalists

4 The Scientific Revolution popularized the idea that
(1) understanding is the result of observation and experimentation
(2) Earth is the center of the solar system
(3) church doctrine should be the source of new ideas
(4) scientific research should be supervised by political authorities

Base your answer to question 5 on the passage below and on your knowledge of social studies.

. . . The Irish Potato Famine left as its legacy deep and lasting feelings of bitterness and distrust toward the British. Far from being a natural disaster, many Irish were convinced that the famine was a direct outgrowth of British colonial policies. In support of this contention, they noted that during the famine’s worst years, many Anglo-Irish estates continued to export grain and livestock to England.

— Digital History, University of Houston

5 Which conclusion about Irish views on the potato famine is best supported by this passage?
(1) The Irish potato famine resulted in several natural disasters.
(2) The exporting of grain overseas was the sole cause of the Irish potato famine.
(3) British colonial policies worsened the effects of the Irish potato famine.
(4) Ireland did not produce any grain and livestock during the Irish potato famine.
6 Camillo di Cavour is to unification of Italy as Otto von Bismarck is to unification of
(1) Venezuela (3) France
(2) Germany (4) Serbia

7 Social Darwinism and the ideas expressed in the “White Man’s Burden” were used by Europeans to justify their policies of
(1) pacifism (3) isolationism
(2) communism (4) imperialism

Base your answer to question 8 on the passage below and on your knowledge of social studies.

. . . As late as the 1870s, only 10% of the continent was under direct European control, with Algeria held by France, the Cape Colony and Natal (both in modern South Africa) by Britain, and Angola by Portugal. And yet by 1900, European nations had added almost 10 million square miles of Africa—one-fifth of the land mass of the globe—to their overseas colonial possessions. Europeans ruled more than 90% of the African continent. . . .

— Saul David, “Slavery and the ‘Scramble for Africa,’ ” BBC British History in Depth

8 Which event most directly influenced the change referred to in this passage?
(1) outbreak of the Boxer Rebellion
(2) meeting of the Berlin Conference
(3) signing of the Munich Pact
(4) collapse of the Ottoman Empire

9 • Building factories and infrastructure
• Outlawing the wearing of veils by women and fezzes by men
• Modernizing education and government
• Replacing Arabic script with Latin alphabet

Under the rule of which leader did these changes occur?
(1) Emperor Meiji
(2) Kemal Atatürk
(3) Jiang Jieshi (Chiang Kai-shek)
(4) Benito Mussolini

10 Which heading best completes the partial outline below?

I. __________________________________________
   A. Alexander Kerensky’s provisional government is toppled.
   B. Vladimir Lenin comes to power.
   C. Czar Nicholas II is executed.
   D. Civil war breaks out.

(1) Causes of the Russo-Japanese War
(2) Outcomes of the Congress of Vienna
(3) Results of the Versailles Treaty
(4) Effects of the Bolshevik Revolution

Base your answer to question 11 on the chart below and on your knowledge of social studies.

<table>
<thead>
<tr>
<th>Population Figures for Ukraine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>1926</td>
</tr>
<tr>
<td>1939</td>
</tr>
<tr>
<td>Change</td>
</tr>
</tbody>
</table>

11 What is a key reason for the shift in the Ukrainian population between 1926 and 1939?
(1) Stalin’s policies of collectivization and forced famine
(2) establishment of a Jewish homeland in British Palestine
(3) spread of influenza throughout the Soviet Union
(4) Russia’s involvement in World War I
12 The term totalitarianism can best be defined as the
(1) belief that change and progress are beneficial
(2) practice of using faith and religious doctrine to maintain followers
(3) idea that all aspects of life are controlled by the state
(4) method for privatizing industry and property

Base your answer to question 13 on the excerpt below and on your knowledge of social studies.

. . . It is inevitable, perhaps, that the present activity in Japanese shipping should be linked with the military program and the drive for expansion both on the mainland of Asia and in the waters to the south. Witness the recent statement of the Japanese Minister of Communications, when he characterized the industry as the “vanguard [trailblazers] of advancing Japan,” describing its development as important to “national economy, national defense and the improvement of the country’s international accounts.” . . .


13 Based on this excerpt, which conclusion is most valid?
(1) Japanese military and industrial needs were tied to expansion.
(2) Development of shipping was not a high priority for Japan.
(3) Most Japanese needs were being satisfied by existing resources.
(4) Japan’s island position promoted the fishing industry.

14 Neville Chamberlain visited Munich in 1938 to negotiate the fate of Sudetenland. Which policy is most closely associated with Chamberlain’s action?
(1) appeasement  (3) reparations
(2) nonalignment  (4) colonialism

15 The Truman Doctrine and the Marshall Plan were established to
(1) put down the Hungarian Revolution
(2) contain communism
(3) end the Soviet blockade of Berlin
(4) destroy the North Atlantic Treaty Organization (NATO)

16 What is one of the primary differences between a market economy and a command economy?
(1) A command economy has less government control.
(2) A command economy offers more consumer choices.
(3) A market economy has less private ownership.
(4) A market economy has more business competition.

17 Which two nations were created as a result of religious tensions?
(1) India and Pakistan  (3) Brazil and Colombia
(2) Israel and Egypt  (4) Vietnam and Burma

18 In Cambodia, Pol Pot and the Khmer Rouge modeled their agrarian society on
(1) Mao Zedong’s Great Leap Forward in China
(2) Leonid Brezhnev’s doctrine of détente
(3) Mohandas Gandhi’s Quit India program
(4) Lech Walesa’s Solidarity movement in Poland

19 One way in which Mikhail Gorbachev of the Soviet Union and F. W. de Klerk of South Africa are similar is that each leader
(1) sought to increase his country’s nuclear arsenal
(2) pursued a foreign policy of isolation from the rest of the world
(3) initiated reforms that led to significant political change
(4) opposed the presence of international observers during elections in his country

20 Which global problem is best illustrated by the late 20th-century conflicts in Rwanda, Kosovo, and Sudan?
(1) violation of human rights
(2) proliferation of chemical weapons
(3) disagreement over national borders
(4) lack of water resources
21 From a Mexican perspective, what was one argument against adopting the North American Free Trade Agreement (NAFTA)?

(1) Mexican industries would be able to increase their exports to the United States.
(2) Greater economic cooperation would enhance democratic reform in Mexico.
(3) The economies of Canada and the United States would grow more slowly than the economy of Mexico.
(4) Mexican farmers might be put out of work because United States farmers would be able to produce food at much lower costs.

Base your answer to question 22 on the passage below and on your knowledge of social studies.

Mention Africa in polite company, and those around you may grimace, shake their heads sadly, and profess sympathy. Oh, all those wars! Those diseases! Those dictators!

Naturally, that attitude infuriates Africans themselves, since the conventional view of Africa as a genocide inside a failed state inside a dictatorship is, in fact, wrong . . .

The bane [misfortune] of Africa is war, but the number of conflicts has dwindled. Most of the murderous dictators like Idi Amin of Uganda are gone, and we’re seeing the rise of skilled technocrats who accept checks on their power and don’t regard the treasury as their private piggy bank. The Rwandan cabinet room is far more high-tech than the White House cabinet room, and when you talk to leaders like Ellen Johnson Sirleaf of Liberia, you can’t help wondering about investing in Liberian stocks. . . .

— Nicholas D. Kristof, New York Times, Upfront Magazine, April 19, 2010 (adapted)

22 Which statement is best supported by this passage?

(1) The number of wars in Africa has grown.
(2) African countries lack skilled technocrats.
(3) Dictatorships are on the rise in Africa.
(4) Some positive political changes are taking place in Africa.

Base your answers to questions 23 and 24 on the chart below and on your knowledge of social studies.

<table>
<thead>
<tr>
<th>Year</th>
<th>% of Population in Urban Areas</th>
<th>% of Population in Rural Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>26.41</td>
<td>73.59</td>
</tr>
<tr>
<td>1991</td>
<td>26.94</td>
<td>73.06</td>
</tr>
<tr>
<td>1992</td>
<td>27.46</td>
<td>72.54</td>
</tr>
<tr>
<td>1993</td>
<td>27.99</td>
<td>72.01</td>
</tr>
<tr>
<td>1994</td>
<td>28.51</td>
<td>71.49</td>
</tr>
<tr>
<td>1995</td>
<td>29.04</td>
<td>70.96</td>
</tr>
<tr>
<td>1996</td>
<td>30.48</td>
<td>69.52</td>
</tr>
<tr>
<td>1997</td>
<td>31.91</td>
<td>68.09</td>
</tr>
<tr>
<td>1998</td>
<td>33.35</td>
<td>66.65</td>
</tr>
<tr>
<td>1999</td>
<td>34.78</td>
<td>65.22</td>
</tr>
<tr>
<td>2000</td>
<td>36.22</td>
<td>63.78</td>
</tr>
<tr>
<td>2001</td>
<td>37.66</td>
<td>62.34</td>
</tr>
<tr>
<td>2002</td>
<td>39.09</td>
<td>60.91</td>
</tr>
<tr>
<td>2003</td>
<td>40.53</td>
<td>59.47</td>
</tr>
</tbody>
</table>

— Chinese Government’s Official Web Portal

23 Which factor in China is the most likely cause of the population trend shown in this chart?

(1) famine due to the establishment of communes
(2) employment opportunities
(3) spread of disease
(4) one-child policy

24 Which potential problem is faced by the government of China due to the trend shown in this chart?

(1) a shortage of recruits for the military
(2) declining labor supply in cities
(3) a growing percentage of the population living in rural areas
(4) overcrowding in urban areas
Base your answer to question 25 on the map below and on your knowledge of social studies.

25 Based on the information shown on this map, the term *Arab Spring* can be defined as

(1) regional protests against government leaders
(2) a geopolitical alliance for North African and West Asian countries
(3) public support for military crackdowns
(4) terrorist attacks conducted by al-Qaeda

26 Locke and Rousseau, as writers during the Enlightenment, expanded the concept of

(1) total war
(2) self-sufficiency
(3) natural law
(4) divine right

27 Simón Bolívar, Ho Chi Minh, and Jomo Kenyatta are significant historical figures because they all

(1) instituted theocratic reforms
(2) formed international peacekeeping alliances
(3) established worldwide trade networks
(4) led independence movements

28 The purpose of Lenin’s New Economic Policy in the Soviet Union and Deng’s Four Modernizations in China was to

(1) eliminate elements of a free-market economy
(2) establish isolationist policies
(3) improve agricultural and industrial production
(4) discourage investments by foreigners
Immediately after the publication of the present decree, all suspects within the territory of the Republic and still at large, shall be placed in custody.

The following are deemed suspects:
– those who, by their conduct, associations, comments, or writings have shown themselves partisans [supporters] of tyranny or federalism and enemies of liberty; . . .

— Law of Suspects, France, 1793

Anyone who, by speech, writing, or any other act, uses or exploits the wounds of the National Tragedy to harm the institutions of the Democratic and Popular Republic of Algeria, to weaken the state, or to undermine the good reputation of its agents who honorably served it, or to tarnish the image of Algeria internationally, shall be punished by three to five years in prison and a fine of 250,000 to 500,000 dinars.

— Decree Implementing the Charter for Peace and National Reconciliation, Algeria, 2006

29 Both of these excerpts reflect an intent to
(1) support human rights
(2) limit government’s power
(3) eliminate dissent
(4) expand democracy

30 According to the Algerian Decree, people may be punished for harming or weakening Algeria’s
(1) trade
(2) media
(3) religion
(4) government
Answers to the essay questions are to be written in the separate essay booklet.

In developing your answer to Part II, be sure to keep these general definitions in mind:

(a) describe means “to illustrate something in words or tell about it”
(b) discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part II
THEMATIC ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Culture and Intellectual Life

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 and geography. Some suggestions you might wish to consider include:

John Locke—Two Treatises on Government
Adam Smith—Wealth of Nations
Olympe de Gouges—The Declaration of the Rights of Woman
Karl Marx—Communist Manifesto
Theodor Herzl—On the Jewish State
Adolf Hitler—Mein Kampf
Elie Wiesel—Night
Mao Zedong—Little Red Book
Nelson Mandela—Long Walk to Freedom

You are not limited to these suggestions.

Do not use any intellectual, philosopher, or leader from the United States in your answer.

Guidelines:

In your essay, be sure to
- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme
Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

Historical Context:

Turning points are events that have changed the course of history and had an impact on multiple societies and regions. Some examples of turning points include the Opium War, the Industrial Revolution, and the Cold War.

Task: Using the information from the documents and your knowledge of global history and geography, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

Select two turning points mentioned in the historical context and for each
• Describe the historical circumstances surrounding this turning point
• Discuss the impact of this turning point on societies and/or regions

In developing your answers to Part III, be sure to keep these general definitions in mind:

(a) **describe** means “to illustrate something in words or tell about it”
(b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
Two things happened in the eighteenth century that made it difficult for England to balance its trade with the East. First, the British became a nation of tea drinkers and the demand for Chinese tea rose astronomically [enormously]. It is estimated that the average London worker spent five percent of his or her total household budget on tea. Second, northern Chinese merchants began to ship Chinese cotton from the interior to the south to compete with the Indian cotton that Britain had used to help pay for its tea consumption habits. To prevent a trade imbalance, the British tried to sell more of their own products to China, but there was not much demand for heavy woolen fabrics in a country accustomed to either cotton padding or silk.

The only solution was to increase the amount of Indian goods to pay for these Chinese luxuries, and increasingly in the seventeenth and eighteenth centuries the item provided to China was Bengal opium. With greater opium supplies had naturally come an increase in demand and usage throughout the country, in spite of repeated prohibitions by the Chinese government and officials. The British did all they could to increase the trade: They bribed officials, helped the Chinese work out elaborate smuggling schemes to get the opium into China’s interior, and distributed free samples of the drug to innocent victims.

Source: “The Opium War and Foreign Encroachment,” Asia for Educators, Columbia University

1 According to this excerpt from “The Opium War and Foreign Encroachment,” what was one reason England sold opium to China? [1]
Lin Tse-Hsü was appointed imperial commissioner by the Chinese emperor to address the issue of opium trade and consumption.

This is an instruction to foreigners of all nations:

Foreigners who trade in Canton have realized large profits. They can sell all the goods they have brought to China and purchase on short order any merchandise they wish to buy. Because of this fact, the number of ships that come to China to trade has increased from 50 or 60 in the old days to more than 150 in recent years. His Majesty the Emperor allows all of you to trade in China without discrimination, and his generosity has provided you with the opportunity to realize the profit you desire. If the trade is stopped, where will your profit come from? Moreover, tea and rhubarb are essential to foreigners’ livelihood, and we have never begrudged [disapproved] the fact that year after year you have shipped these valuable products to your own countries. The favor we have bestowed upon you is very great indeed.

Feeling grateful for the favor you have received, you should at least observe our law and refrain from enriching yourselves by deliberately inflicting harm upon your benefactors. Why do you choose to ship to China opium which you yourselves do not consume in order not only to swindle people out of their money but also to endanger their very lives? You have used this evil thing to poison the Chinese people for dozens of years, and the amount of profit you have realized from this immoral trade must be very large indeed. This devilish conduct on your part not only stirs the indignation of mankind but is intolerable to Heaven as well. . . .


2 In this letter, what is one message against the opium trade in China that Lin Tse-Hsü is sending to foreign traders? [1]
Document 3a

. . .In the spring of 1840 twenty British warships and troop transports appeared off Canton to blockade the port. The Opium War began.

Although the war dragged on for nearly three years, English guns and troops eventually proved too much for the Chinese. Seizing Canton, Shanghai, and other ports, the English sent gunboats up the Yangtze River nearly to Nanking [Nanjing]. Toward the end of 1842, concluding that further fighting was useless, the Emperor Tao-kuang agreed to peace talks. . . .


3a According to James I. Clark, what was one effect of the Opium War on China? [1]

Excerpts from the Treaty of Nanjing

. . .Article 2. Determined the opening of five Chinese cities — Canton, Fuzhou, Xiamen, Ningbo, and Shanghai — to residence by British subjects and their families “for the purpose of carrying on their mercantile pursuits, without molestation [interference] or restraint.” It also permitted the establishment of consulates in each of those cities.

Article 3. “The Island of Hong Kong to be possessed in perpetuity [forever]” by Victoria and her successors, and ruled as they “shall see fit.”

Article 4. Payment of $6 million by the Qing “as the value of the opium which was delivered up in Canton.” . . .

Source: Jonathan D. Spence, *The Search for Modern China*, W. W. Norton & Company, 1991

3b What was one economic impact of the Treaty of Nanjing on China? [1]
Based on the information in this drawing, state **one** way the shift from the domestic system to the factory system changed the way people worked. [1]
The Blackfriars Bridge is in Manchester, England, over the Irwell River.

Source: The Graphic, October 14, 1876

To the Editor of The Times.

Sir,—I traversed this day by steamboat the space between London and Hungerford bridges between half-past 1 and 2 o’clock; it was low water, and I think the tide must have been near the turn. The appearance and the smell of the water forced themselves at once on my attention. The whole of the river was an opaque pale brown fluid. In order to test the degree of opacity [cloudiness], I tore up some white cards into pieces, moistened them so as to make them sink easily below the surface, and then dropped some of these pieces into the water at every pier the boat came to; before they had sunk an inch below the surface they were indistinguishable, though the sun shone brightly at the time; and when the pieces fell edgeways the lower part was hidden from sight before the upper part was under water. This happened at St. Paul’s-wharf, Blackfriars-bridge, Temple-wharf, Southwark-bridge, and Hungerford; and I have no doubt would have occurred further up and down the river. Near the bridges the feculence [impurities] rolled up in clouds so dense that they were visible at the surface, even in water of this kind. . . .

I am, Sir, your obedient servant,

Royal Institution. July 7.

M. FARADAY.

Source: Michael Faraday, Letter to the Editor, The Times, July 9, 1855

5 Based on these documents, what is one environmental effect industrialization had on English cities? [1]
Cotton Industry

...India is a birth-place of cotton manufacture. It probably flourished here before the dawn of authentic history. Indian cotton trade was extensive from the earliest times to the end of the eighteenth century. In the beginning of the nineteenth century, British industry started flourishing while Indian industry declined. Generally attributed causes for the decline of the Indian cotton industry are—the invention of the powerloom and other mechanical appliances, monopoly of trade created by the East India Company in their own favour, the imposition of a heavy tariff on Indian cotton and cotton goods in England, exemption of duty on British staples imported in India, and the raising of duties on Indian goods from time to time. . . .

By 1840, the East India Company ceased to be directly interested in Indian trade. In its new role as an administrator, it presented a petition to British Parliament for the removal of invidious [unfair] duties which discouraged and repressed Indian industries. [The East India] Company’s capitalists and Indian capitalists were encouraged to establish industries in India.

The nature and extent of this new industrial awakening in India is well illustrated by the history of cotton mills. By 1850, the European factory system became sufficiently developed and coordinated [enough] to be transplanted to the east. The first cotton mill was started in Bombay in 1854 and by the end of the nineteenth century, their number was increased to 193 of which 82 were in the Bombay area alone. After 1877 several cotton mills were started in a number of other places namely, Nagpur, Ahmedabad, Sholapur, Kanpur, Calcutta and Madras. Jamsetji Tata and Morarji Gokuldas were the first Indian manufacturers who started mills in Nagpur and Sholapur respectively. . . .


6a According to Bansal and Bansal, what was one impact British industrialization had on India before 1840? [1]

b According to Bansal and Bansal, what was one impact British industrialization had on India after 1840? [1]
The war [World War II] produced a redistribution of power more sweeping than in any previous period of history. Among the leading nations in the multipolar prewar international system, Japan, Italy, and Germany were defeated and occupied. Exhausted and nearly bankrupt, once-dominant Britain was reduced to a second-rank power. Defeated at the outset [beginning] of the war and liberated by its allies, France suffered even greater loss of status and power. The Eurocentric world largely through a process of self-destruction came to an inglorious [shameful] end. A new bipolar system replaced the old. Only the United States and the Soviet Union emerged from the war capable of wielding significant influence beyond their borders. . . .

Source: George C. Herring, From Colony to Superpower: U.S. Foreign Relations Since 1776, Oxford University Press, 2008

7 According to George C. Herring, what is **one** way power was redistributed after World War II? [1]
Document 8a

Source: Leslie Illingworth, *Daily Mail*, June 16, 1947 (adapted)

Document 8b

. . . Between the signing of the Yalta treaty, with its promise of free elections in Eastern Europe, and Winston Churchill’s “Iron Curtain” speech, which foretold the rise of totalitarianism, a year elapsed. During that year, a great many changes took place. The Red Army brought Moscow-trained secret policemen into every occupied country, put local communists in control of national radio stations, and began dismantling youth groups and other civic organizations. They arrested, murdered, and deported people whom they believed to be anti-Soviet, and they brutally enforced a policy of ethnic cleansing. . . .


8 Based on these documents, state **one** action the Soviet Union took in Eastern Europe after World War II. [1]

Score
In the early 1960s, Cuba and the Soviet Union became allies.

Based on the information in this map, state one way the Cold War affected Cuba as a result of becoming a Soviet ally. [1]
Excerpt from Nikita Khrushchev’s letter to President Kennedy

His Excellency
Mr. John F. Kennedy
President of the United States of America
Washington

You, Mr. President, are not declaring a quarantine, but rather issuing an ultimatum, and you are threatening that if we do not obey your orders, you will then use force. Think about what you are saying! And you want to persuade me to agree to this! What does it mean to agree to these demands? It would mean for us to conduct our relations with other countries not by reason, but by yielding to tyranny. You are not appealing to reason; you want to intimidate us. . . .
Respectfully,
/s/ N. Khrushchev

Moscow
24 October 1962

Source: Library of Congress

9b What is one concern Nikita Khrushchev expressed in his reaction to President Kennedy’s communication with the Soviet Union? [1]
Part B
Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least four documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

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Task: Using the information from the documents and your knowledge of global history and geography, write an essay in which you

Select two turning points mentioned in the historical context and for each
- Describe the historical circumstances surrounding this turning point
- Discuss the impact of this turning point on societies and/or regions

Guidelines:

In your essay, be sure to
- Develop all aspects of the task
- Incorporate information from at least four documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme
Scoring the Part I Multiple-Choice Questions

Follow the procedures set up by the Regional Information Center, the Large City Scanning Center, and/or the school district for scoring the multiple-choice questions. **If the student’s responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Any other marks on the answer sheet will interfere with the accuracy of scanning.**

**Multiple Choice for Part I**
Allow 1 credit for each correct response.

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Updated information regarding the rating of this examination may be posted on the New York State Education Department’s web site during the rating period. Visit the site at: [http://www.p12.nysed.gov/assessment/](http://www.p12.nysed.gov/assessment/) and select the link “Scoring Information” for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.
Contents of the Rating Guide

For **Part I** (Multiple-Choice Questions):
- Scoring Key

For **Part II** (thematic) essay:
- A content-specific rubric
- Prescored answer papers. Score levels 5 and 1 have two papers each, and score levels 4, 3, and 2 have three papers each. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

**General:**
- Test Specifications
- Web addresses for the test-specific conversion chart and teacher evaluation forms

**Mechanics of Rating**

The following procedures are to be used in rating essay papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Transition Regents Examination in Global History and Geography—Grade 10.*

**Rating the Essay Question**

1. Follow your school’s procedures for training raters. This process should include:

   **Introduction to the task**—
   - Raters read the task
   - Raters identify the answers to the task
   - Raters discuss possible answers and summarize expectations for student responses

   **Introduction to the rubric and anchor papers**—
   - Trainer leads review of specific rubric with reference to the task
   - Trainer reviews procedures for assigning holistic scores, i.e., by matching evidence from the response to the rubric
   - Trainer leads review of each anchor paper and commentary

   **Practice scoring individually**—
   - Raters score a set of five papers independently without looking at the scores and commentaries provided
   - Trainer records scores and leads discussion until the raters feel confident enough to move on to actual rating

2. When actual rating begins, each rater should record his or her individual rating for a student’s essay on the rating sheet provided, *not* directly on the student’s essay or answer sheet. The rater should *not* correct the student’s work by making insertions or changes of any kind.

3. Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

   **Schools are not permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ essay) on this exam after each question has been rated the required number of times as specified in the rating guides, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately. Teachers may not score their own students’ answer papers.**
Theme: Culture and Intellectual Life

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 and geography. Some suggestions you might wish to consider include:

John Locke—Two Treatises on Government
Adam Smith—Wealth of Nations
Olympe de Gouges—The Declaration of the Rights of Woman
Karl Marx—Communist Manifesto
Theodor Herzl—On the Jewish State
Adolf Hitler—Mein Kampf
Elie Wiesel—Night
Mao Zedong—Little Red Book
Nelson Mandela—Long Walk to Freedom

You are not limited to these suggestions.

Do not use any intellectual, philosopher, or leader from the United States in your answer.

Scoring Notes:

1. This thematic essay has six components (discussing the historical circumstances surrounding the writing associated with each of two different intellectuals, philosophers, and/or leaders, a main idea found in each writing, and how each idea influenced the development of a nation or region).
2. For each written work, the main idea described should be used in discussing the influence of that idea on the development of a nation or region.
3. A nation or region does not need to be specifically identified as long as it is implied in the discussion.
4. The same nation or region may have been influenced by the ideas of different intellectuals, philosophers, and leaders, e.g., both John Locke and Adam Smith had an influence on Great Britain and/or on Europe.
5. As is the case with many historical topics, what constitutes an influence on a nation or region may be discussed from a variety of perspectives as long as the position taken is supported with accurate historical facts and examples.
6. If more than two written works are discussed, only the first two may be scored.
7. The response may include treatment of a topic drawn from the ninth-grade curriculum as long as the response meets the requirements of the task, e.g., Martin Luther—Ninety-five Theses.
8. While the intellectual, philosopher, or leader may not be the writer of a particular work, the writing paired with an individual must represent that person’s ideas, e.g., Confucius and the Analects.
Score of 5:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances surrounding the writing associated with each of two different intellectuals, philosophers, and/or leaders, a main idea found in each writing, and how each idea has influenced the development of a nation or region.
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information) e.g., Karl Marx—Communist Manifesto: connects the abuses of the Industrial Revolution in the factory system, Marx’s development of the concept of scientific socialism, and Marx’s analysis of private property to the idea of inevitable victory by the proletariat in a class war and the adaptation of Marxism by Lenin and Stalin in the Soviet Union; Mao Zedong—Little Red Book: connects Mao’s desire to revitalize the communist revolution and remove those promoting the old ways to the promotion of a cult of personality, the elevation of Mao’s views on power, the empowering of the Red Guards, the purging of capitalist roaders, and chaos.
- Richly supports the theme with relevant facts, examples, and details, e.g., Karl Marx—Communist Manifesto: capitalism; Friedrich Engels; utopian socialism; class struggle; Das Kapital; Communist International; five-year plans; Mao Zedong—Little Red Book: Cultural Revolution; the four olds; reeducation camps; battle against traditional culture and the party establishment; book burnings; destruction of Western objects and Chinese temples; brutality against teachers and bureaucrats.
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme.

Score of 4:

- Develops all aspects of the task but may do so somewhat unevenly by discussing one individual’s writing more thoroughly than the other individual’s writing or by discussing one aspect of the task less thoroughly than the other aspects of the task.
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., Karl Marx—Communist Manifesto: discusses how abuses during the Industrial Revolution contributed to the development of Marx’s ideas, how the idea of redistributing property appealed to industrial workers, and how Lenin claimed he was implementing Marx’s ideas in Russia; Mao Zedong—Little Red Book: discusses how Mao’s concerns about the health of the Communist Party was tied to the Cultural Revolution, how Mao’s sayings about power and the Party promoted a cult of personality, and how China suffered a period of purging and chaos.
- Supports the theme with relevant facts, examples, and details.
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme.

Score of 3:

- Develops all aspects of the task with little depth or develops at least four aspects of the task in some depth.
- Is more descriptive than analytical (applies, may analyze and/or evaluate information).
- Includes some relevant facts, examples, and details; may include some minor inaccuracies.
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme.

Note: If all aspects of the task have been thoroughly developed evenly and in depth for one written work associated with an individual and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.
Score of 2:
• Minimally develops all aspects of the task or develops at least three aspects of the task in some depth
• Is primarily descriptive; may include faulty, weak, or isolated application or analysis
• Includes few relevant facts, examples, and details; may include some inaccuracies
• Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:
• Minimally develops some aspects of the task
• Is descriptive; may lack understanding, application, or analysis
• Includes few relevant facts, examples, or details; may include inaccuracies
• May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:
Fails to develop the task or may only refer to the theme in a general way; OR includes no relevant facts, examples, or details; OR includes only the theme, task, or suggestions as copied from the test booklet; OR is illegible; OR is a blank paper

*The term create as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom’s Taxonomy of Educational Objectives refers to the highest level of the cognitive domain. This usage of create is similar to Bloom’s use of the term synthesis. Creating implies an insightful reorganization of information into a new pattern or whole. While a Level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.

All sample student essays in this rating guide are presented in the same cursive font while preserving actual student work, including errors. This will ensure that the sample essays are easier for raters to read and use as scoring aids.

Raters should continue to disregard the quality of a student’s handwriting in scoring examination papers and focus on how well the student has accomplished the task. The content-specific rubric should be applied holistically in determining the level of a student’s response.
Throughout history, intellectuals, philosophers, and leaders have often recorded their ideas in written works. Two intellectuals/philosophers include Adam Smith and his work, Wealth of Nations and Karl Marx and his work, The Communist Manifesto. Adam Smith was an Enlightenment thinker that thought differently during his time. During this time, economies of western Europe were controlled by absolute monarchs and they practiced mercantilism. Mercantilism was the economic system of exporting more than you import, maintaining a favorable balance of trade, and accumulating reserves of gold and silver. This was almost always accompanied with colonies b/c they provided resources and a market for selling finished goods. This was designed to strengthen absolute monarchs. Strict regulations were imposed by monarchs. For example, the Spanish colonies of Latin America were under the supervision of viceroyos and audiencias. The colonies could only sell to their mother country. They could not without consequences violate any mother country’s monopoly, and couldn’t establish new factories without permission. Adam Smith thought that all these rules and control interfered with an efficiently run economy. He thought the best way for a country to produce wealth was to abide by natural laws like supply and demand. Out of this grew the popular belief that the gov’t should take a hands-off approach and not intervene with people’s sources of wealth. This came to be called laissez-faire capitalism. Ironically, Smith’s Wealth of Nations was published in 1776, the same year as the American revolution. It became a handbook for a free market revolution in Britain that eventually spread to the world. In the name of free market capitalism great abuses occurred in the
mines and factories of Britain. While unchecked capitalism released great productive forces the price was often child labor abuses, dangerous working conditions, low wages and long hours. Labor abuses in turn brought calls for change.

One example of opposition to unchecked capitalism was Karl Marx and his Communist Manifesto. He saw nations turn capitalistic and exploit the workers during the first half of the nineteenth century. He also saw groups like the utopian Socialists and trade unionists try a peaceful approach which Marx rejected. Marx agreed that low wages, long hours, and harsh working conditions were problems but also saw that governments did nothing to improve conditions. His solution required a radical approach. Marx believed that an economy should be converted to communism where workers would live in a classless society. Ideally, the means of production would be controlled by the workers and wealth would be distributed equitably. This would be preceded by socialism, where a dictatorship of the proletariat would take control until the revolution was fully successful. Karl Marx’s work influenced Russia.

Contrary to Marxist theory, the dictatorship of the proletariat was not temporary in nations like Russia and China. Lenin was the first to lead a Marxist inspired revolution but had to fight a civil war to hold on to power. He justified the use of terror as necessary to preserve the revolution. Stalin would later kill millions through purges and forced famine, basically saying this was part of becoming and staying communist.

Throughout history, there have been many people who have recorded their ideas in written works. These people would sometimes have a profound effect on the future of nations.
The response:

- Thoroughly develops all aspects of the task evenly and in depth for Adam Smith and Karl Marx, discussing the historical circumstances surrounding *Wealth of Nations* and *Communist Manifesto*, a main idea in each written work, and how each idea has influenced the historical development of a nation or region
- Is more analytical than descriptive (*Wealth of Nations*: mercantilism was an economic system of exporting more than you import; colonies provided resources and a market for selling finished goods; colonies could not without consequences violate any mother-country’s monopoly or establish new factories; Adam Smith thought these rules and control interfered with an efficiently run economy; best way for country to produce wealth was to abide by natural laws like supply and demand; government should take a hands-off approach and not intervene with people’s sources of wealth; book became handbook for a free-market revolution in Britain that eventually spread to the world; in name of free-market capitalism, great abuses occurred in the mines and factories of Britain; unchecked capitalism released great productive forces; *Communist Manifesto*: one example of opposition to unchecked capitalism was Karl Marx and his *Communist Manifesto*; Marx rejected peaceful approach of Utopian Socialists and trade unions; saw that governments did nothing to improve conditions; Marx believed economy should be converted to communism where workers would live in a classless society; means of production would be controlled by workers and wealth would be distributed equitably; would be preceded by socialism where dictatorship of proletariat would take control until revolution was successful; dictatorship of proletariat was not temporary in nations like Russia and China; Lenin justified use of terror as necessary to preserve the revolution; Stalin would kill millions through purges and forced famine)
- Richly supports the theme with relevant facts, examples, and details (*Wealth of Nations*: Enlightenment thinker; economies controlled by absolute monarchs; colonies could only sell to mother country; laissez-faire capitalism; child labor abuses; dangerous working conditions, low wages, and long hours; *Communist Manifesto*: low wages; long hours; harsh working conditions; Marx’s solution required a radical approach; Lenin first to lead Marxist-inspired revolution but had to fight civil war to hang onto power)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 5. The impact of the ideas in *Wealth of Nations* and *Communist Manifesto* is demonstrated through descriptions of and analyses of Smith’s and Marx’s challenges to existing economic systems. The response contrasts free-market capitalism with command systems providing strong evidence of understanding.
History's most significant figures often write down their ideologies in books or pamphlets. Karl Marx and his "Communist Manifesto" and Adolf Hitler and his book "Mein Kampf" (meaning "My Struggle") are examples of this. The ideologies of these men, recorded in books, have had a profound impact on regions in the world.

Hitler wrote "Mein Kampf" during the aftermath of the First World War. It was a time when Germany was facing an economic downturn of incredible proportions. Germany was hit by runaway inflation where it was said "it was cheaper to burn German currency than use it to purchase firewood." Despite this situation, Germany had somewhat recovered when they and the rest of the world were plunged into the Great Depression. Many Germans blamed the levels of poverty in Germany on the unfair terms of the Treaty of Versaille, signed by the Weimar government. The treaty forced Germany to take the full blame for the entire war and included reparations, loss of territory, and severe limitations that were placed on the military, causing German resentment. Germany was weak, angry and scared for its future; Hitler used these common sentiments in conjunction with his book to bring many Germans to his cause.

In "Mein Kampf" Hitler drew upon anti-semitism and his own hatred for the Jewish people to create a scapegoat which could be blamed for all Germany's problems. He stated that the Great War and the economic downturn of Germany were the fault of the Jews, who he said manipulated events from the highest levels to serve their own needs. His book frequently repeated the idea that Germany was "stabbed in the back" by the Weimar government, communists and Jews. He espoused solutions to the problems facing Germany such as violating
the terms of the Treaty of Versailles, and creating a large military. The popularization of “Mein Kampf” helped promote a massive wave of anti-semitism among Germans and inspired many to join the National Socialist German Workers (or Nazi) Party. With this, Hitler was elected to the Reichstag and was appointed German Chancellor. He soon became dictator by dissolving the other political parties. From there, Hitler created the Third Reich, with himself as its Fuhrer. With the support of his party, Hitler began campaigns against the Jews in his country. Beginning in 1939 with his invasion of Poland, the campaign against the Jews was extended to other European societies. This coincided with the outbreak of World War Two in Europe and ultimately led to the Holocaust. Jews in Germany and German-occupied territories were forcibly isolated in ghettos and then transported to concentration camps and death camps. Here the Nazis carried out one of history’s greatest crimes against humanity. The evils of forced labor and deliberate murder were revealed in 1945 when Allied troops liberated these camps. Hitler and the Nazis’ actions showed the effects of blatant anti-semitism. The Nuremberg Trials and the Universal Declaration of Human Rights were attempts to deal with Nazi ideology and the Holocaust.

Karl Marx, in conjunction with Fredrich Engels, wrote the “Communist Manifesto” in 1848 during the Industrial Revolution. During this time the rise of the factory system made machines the most important factor of production. Workers moved from the countryside into the city and became the new working class. Marx dubbed factory owners and other rich capitalists, the “bourgeoisie”. Marx saw that the industrial workers, the “proletariat” were working
long hours, receiving low wages, and living overall unsatisfactory lives. He and Engles argued that the bourgeoisie were living well at the proletariat’s expense. This exploitation was the basis for the ideology Marx and Engel discussed in the “Communist Manifesto.” In the “Communist Manifesto”, Marx states his belief that the bourgeoisie are running the world by controlling its means of production. He further argues that throughout history a class struggle was taking place between “the haves and the have-nots” over ownership of property. At this point in history, he believed that struggle was going on between the bourgeoisie and the proletariat. He predicts that there will soon come a time when the proletariat will reject the exploitation of their capitalist masters and rise up in a revolution. The Manifesto states that the proletariat will revolt against the bourgeoisie and seize the means of production for themselves. With control of the means of production, the proletariat will then have control over their own lives and be able to live in an ideal communist society. Communism in Marx’s Manifesto and Communism applied to the real world are vastly different however. Marx’s ideology became the basis for many revolutions in the twentieth century. Marxist leaders used Marx’s ideas about communism to mobilize their followers. Many hoped that Marxism would free them from exploitations. Instead, the proletariat found themselves under strict control of authoritarian regimes, who espoused Communist ideals but followed more totalitarian practices to maintain power for themselves. This could be seen in Russia with Lenin, who proposed that the proletariat was not ready to rule themselves, and instead substituted secret police
and one party rule. Lenin was followed by Stalin who purged the Communist Party and the military all in the name of a Marxist revolution. Ultimately, the people suffered under these communist governments as they had suffered under the Russian czars. In both cases, the writings of Marx and Hitler had their greatest impact in the twentieth century. Both focused their writings on the economic conditions of their times. Marx’s predictions became the basis for communism in Russia and later in China, Eastern Europe and Cuba. Hitler’s plan led to Nazi rule in Germany as well as in Europe and North Africa until they were defeated in 1945. Both writings are associated with brutal periods of totalitarian rule.
The response:

- Thoroughly develops all aspects of the task evenly and in depth for Adolf Hitler and Karl Marx, discussing the historical circumstances surrounding *Mein Kampf* and *Communist Manifesto*, a main idea in each written work, and how each idea has influenced the historical development of a nation or region.
- Is more analytical than descriptive (*Mein Kampf*: cheaper to burn German currency than use it to purchase firewood; Germany weak, angry, and scared for its future; book repeated idea Germany was “stabbed in the back” by Weimar government, communists, and Jews; Hitler drew upon anti-Semitism and his own hatred for the Jewish people to create a scapegoat; stated Great War and economic downturn fault of Jews; *Mein Kampf* helped to inspire many to join the National Socialist German Workers Party; Jews in Germany isolated in ghettos and then transported to concentration camps and death camps; Nazis carried out one of history’s greatest crimes against humanity: forced labor and deliberate murder revealed in 1945 when Allied troops liberated camps; Nuremberg Trials and Universal Declaration of Human Rights attempt to deal with Nazi ideology and the Holocaust; *Communist Manifesto*: workers moved from countryside into the city and became the new working class; Marx’s belief that bourgeoisie were running the world by controlling its means of production; class struggle was taking place between “haves” and “have nots” over ownership of property; predicts proletariat will reject exploitation by capitalist masters and rise up in revolution; with control of means of production, proletariat will have control over their own lives and be able to live in an ideal communist society; communism in Marx’s *Manifesto* and communism applied to the real world are vastly different; Marxist leaders used communism to mobilize their followers; many felt that Marxism would free them from exploitation; Lenin in Russia proposed the proletariat was not ready to rule themselves and instead substituted secret police and one-party rule; Stalin purged Communist Party and military all in the name of a Marxist revolution)
- Richly supports the theme with relevant facts, examples, and details (*Mein Kampf*: written during aftermath of First World War; Germany facing an economic downturn of incredible proportions; Great Depression; Treaty of Versailles; reparations, loss of territory, severe limitations on military; Third Reich; Führer; 1939 invasion of Poland; World War II; Holocaust; *Communist Manifesto*: Friedrich Engels; Industrial Revolution; rise of factory system; rich capitalists; low wages and unsatisfactory lives; ideology became basis for many revolutions)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is beyond a restatement of the theme.

**Conclusion:** Overall, the response fits the criteria for Level 5. The response includes numerous details and provides analysis in the discussion of Marx and Hitler. Discussing how their ideas were used to promote and establish totalitarian governments in the 20th century demonstrates a strong understanding of the task.
“Mein Kampf” by Adolf Hitler and the “Communist Manifesto” by Karl Marx would introduce radical ideas that would be seen with the rise of communist nations and in the rise of a Hitler led fascist state in Germany. These two writings, products of their time, would later represent turning points in world history.

By the mid-19th century in Great Britain, the Industrial Revolution was well under way. Mines and factories dominated the economic landscape. Large urban centers reshaped people's way of life. The rising middle class, owners and operators of industries were prime beneficiaries of this economic growth. However, not everybody shared in prosperity. The Sadler Report identified extensive abuses of child labor in dangerous circumstances. When Marx visited the industrial city of Manchester, he observed the miserable living conditions workers had to suffer. Seeing the damage of the Industrial Revolution, Marx decided to share his view of the history of the world and the struggle of the proletariat. According to Marx history was a series of class struggles, and importantly, the oppressed proletariat class would soon rise up against the cruel conditions of Industrialized Britain and Germany and that a new, better economic system would be put in place, communism. Workers would seize the means of production, farms and factories, and abolish private property. This would be carried out by an inevitable revolution. While Marx was wrong about a coming revolution in Germany and Britain, his ideas did have great influence on other communist revolutions, such as in Russia. Though Russia was largely unindustrialized, Vladimir Lenin adapted Marxist theory. Russia may not have been the country Marx expected to have a communist revolution, but his philosophy of an oppressed
class rising up against those who controlled the means of production did come to fruition. Marx wrote in the 19th century, and although he lived in both Germany and Britain, countries which had been the first to industrialize, he never was convinced that a capitalist led government would be able to improve the situations faced by workers.

Another controversial person, Adolf Hitler wrote his ideas in his book “Mein Kampf” or “My Struggle”. Hitler wrote his book from the confines of prison. He was influenced by the recent end of World War I and the harsh penalties towards Germany levied by the Treaty of Versailles when he wrote. One aspect of the Treaty that was a key source of resentment was the war guilt clause which placed full blame for the war on Germany. Hitler built on the harshness of the Treaty of Versailles and made the claim that Germany’s weak willed leaders were at fault because they had signed the Treaty and Germany never really lost the war. Though Hitler’s writing didn’t catch on immediately, two post-World War I economic disasters hit Germany and was one cause of massive inflation. Now people were looking for answers. One of the main ideas he preached was that Jews were almost solely to blame for Germany’s struggles. Hitler, being a brilliant orator, was able to spread these radical ideas mentioned in Mein Kempf and he became dictator of a newly fascist Germany. Hitler proclaimed the glory of Germany by rebuilding the military and expanding Germany’s boundaries. This violated the Versailles Treaty. Due to the policy of appeasement by the leaders of Western Europe, he was able to gain even more territory including Austria and Czechoslovakia. Without Hitler, World War II (at least along the Western Zone) would not have happened the way it did. Due to Germany’s defeat at the
hands of the allies, Germany was split into East and West. The Soviets occupied and controlled the East and supported the erection of the Berlin Wall, which stood until 1989. The divide between West and East Germany played a major role in the Cold War. The Western section influenced by the United States became more industrialized than the East did under Soviet communist influence. Had Hitler and his radical ideas never gained support, Germany’s path might’ve been altered.

Hitler and Marx, controversial as they were, introduced radical ideas through their writings. Marx and Hitler both contributed to the rise of totalitarian states (the Soviet Union and Germany respectively) that led to great fear among other nations. Once these radical ideas gained a foothold they dramatically changed the course of history.
The response:

- Develops all aspects of the task but discusses the historical circumstances surrounding Karl Marx’s *Communist Manifesto* and Adolf Hitler’s *Mein Kampf* and a main idea of each writing more thoroughly than discussing how their ideas influenced the development of nations and regions.
- Is both descriptive and analytical (*Communist Manifesto*: Industrial Revolution well underway in Great Britain in mid-19th century; Sadler Report identified extensive abuses of child labor in dangerous circumstances; history was a series of class struggles; oppressed proletariat class would soon rise up against cruel conditions of industrialized Britain; new and better economic system would be put in place; workers would seize means of production and abolish private property; though Russia was largely unindustrialized, Lenin adapted Marxist theory; Russia may not have been country Marx expected to have a communist revolution; his philosophy of an oppressed class rising up against those who controlled the means of production did come to fruition; Marx was never convinced a capital-led government would be able to improve the situations faced by workers; *Mein Kampf*: key source of resentment was the war guilt clause in Treaty of Versailles that placed full blame for war on Germany; one main idea was Jews had almost solely led to Germany’s struggles; made the claim that Germany’s weak-willed leaders were at fault because they had signed the Treaty and Germany never really lost the war; post-World War I economic disasters hit Germany; due to appeasement by leaders of western Europe, Hitler was able to gain more territory; due to Germany’s defeat at hands of the Allies, Germany was split into East and West)
- Supports the theme with relevant facts, examples, and details (*Communist Manifesto*: large urban centers; rising middle class; miserable living conditions when Marx visited Manchester; industrial Germany; ideas had great influence on other revolutions; *Mein Kampf*: written in prison; Hitler influenced by recent end of World War I; spread radical ideas; became dictator of newly fascist Germany; Austria and Czechoslovakia)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The response is supported with good historical details and features some analysis. The connection between the idea discussed from *Mein Kampf* and the influence of that idea is not well developed. The discussion is more about the effect of Hitler’s government on Germany and Europe than about the effect of Hitler’s ideas.
Intellectuals and philosophers have recorded their experiences and ideas into written works for all people to read. Elie Wiesel’s “Night” was a record of his experiences in Auschwitz concentration camp during WWII. Mao Zedong’s “Little Red Book” presented his communist beliefs to his citizens. “Night” has been used to inform future generations of the power of evil. The “Little Red Book” was used to restore Mao’s status after the Great Leap Forward.

Elie Wiesel was a devout Jew who lived during WWII and the persecution of Jews by Adolf Hitler. He came from humble beginnings in Romania and lived a peaceful life until the German forces entered his town. He and his family were deported to concentration camps to perform hard labor and eventually be killed. The intent of the “Final Solution” was to gather the Jewish men, women, children, and elders like cattle and place them in camps to die from starvation, exhaustion or execution. Hitler wanted to exterminate “non-Aryans or inferior races,” especially Jews.

Through his memoir, Wiesel wanted to share his life before the concentration camps, inside the concentration camp, and after surviving the concentration camp. “Night” depicts the cruelty imposed on those chosen to work until the point of exhaustion, knowing they were to eventually be killed. It illustrated the mental fatigue he had to endure while trying to survive. He explained that he could not forget the screams he heard and the smoke that filled the sky that was his fallen brethren. By writing his experiences he shows the world true pain. The message of his work was to urge people to never forget the tragedy called the Holocaust and its estimated twelve million victims. He hoped such evil would never be repeated.
After World War II the wartime allies attempted to eliminate the Nazi ideology and punish Nazi leaders through the Nuremberg Trials. The creation of the United Nations and the Declaration of Human Rights were supposed to help make sure the Holocaust never happened again. In a way, “Night” suggests that even these efforts by themselves are not enough. Everyone, everywhere, all the time must guard against such inhumanity. Wiesel’s message was “never again.”

Mao Zedong’s peasant army was victorious in China’s civil war in 1949. Jiang Jieshi, the leader of the nationalist party, fled to the island of Taiwan after losing to Mao and the communists. Under Mao’s leadership there was only one political party, the Communist Party and everyone had to support communism. One of Mao’s goals was to industrialize rapidly through five year plans but his Great Leap Forward was a failure and millions starved. Mao’s power was questioned and he lost status for several years as a result. Mao attempted to restore his status through the Cultural Revolution. The “Little Red Book” was used to indoctrinate the people of China.

Mao’s “Little Red Book” included the ideals, rules, and actions necessary to become a perfect Mao follower. The “Little Red Book’s” purpose was to ensure everyone followed and worshiped Mao Zedong. The main idea was to maintain the spirit of China’s Communist Revolution through the quotations of Chairman Mao. “The Little Red Book” became the revolutionary manual for the young followers of Mao known as the Red Guard.

Citizens had to own and carry a copy of Mao’s “Little Red Book” to display their support for the revolution. Any one who did not carry the book or support communism could be imprisoned, killed or sent to the
countryside to be re-educated. Schools closed and disputes between rival groups in factories slowed production. The Red Guard terrorized those they called enemies of the revolution, including teachers and factory managers. After Mao died and Deng Xiaoping came to power, the Cultural Revolution ended leaving deep wounds. People’s faith in Mao was shattered.

Mao Zedong was a strong and forceful leader who wanted power and to be worshiped. Elie Wiesel was a Jewish boy that lived during the Holocaust. Both wrote literary pieces to share information. However, “Night” was written in the hope of preventing future tragedies and Mao’s “Little Red Book” was written to dictate what Chinese people should believe and do.
## Anchor Level 4-B

The response:

- Develops all aspects of the task for Elie Wiesel’s *Night* and Mao Zedong’s *Little Red Book*
- Is descriptive and analytical (*Night*: used to inform future generations of the power of evil; intent of the Final Solution was to gather Jewish men, women, children, and elders like cattle and place them in camps to die from starvation, exhaustion, or execution; Hitler wanted to exterminate non-Aryans or inferior races, especially Jews; Wiesel wanted to share his life before, inside, and after surviving the concentration camps; depicts cruelty imposed on those chosen to work, knowing they would eventually be killed; illustrated the mental fatigue he had to endure; he shows the world true pain; message was to urge people to never forget its estimated twelve million victims; wartime allies attempted to eliminate Nazi ideology and punish Nazi leaders; creation of United Nations and Declaration of Human Rights supposed to help make sure Holocaust never happened again; *Night* suggests these efforts by themselves are not enough; everyone must guard against such inhumanity; *Little Red Book*: under Mao, there was only one political party, the Communist Party; one of Mao’s goals was to industrialize rapidly through five-year plans; Great Leap Forward was failure and millions starved; Mao’s power was questioned; Mao attempted to restore his status through the Cultural Revolution; purpose of book to ensure everyone followed Mao Zedong; main idea was to maintain spirit of China’s Communist Revolution; anyone who did not carry the book or support communism could be imprisoned, killed, or sent to countryside to be reeducated; Red Guard terrorized enemies of the revolution; after Mao died and Deng Xiaoping came to power, the Cultural Revolution ended)
- Supports the theme with relevant facts, examples, and details (*Night*: Wiesel was devout Jew; Adolf Hitler; Nuremberg Trials; “never again”; *Little Red Book*: Mao Zedong’s peasant army victorious; Jiang Jieshi, leader of the Nationalist Party; revolutionary manual for young followers of Mao; people’s faith in Mao shattered)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The response communicates Wiesel’s message of the power of evil embodied in the Holocaust with well-placed analytic statements. Although good historical facts are provided, the discussion of Mao’s idea is more descriptive than analytic.
Throughout history, many philosophers and thinkers have had ideas and written works that greatly impacted the world, for better or for worse. Two examples of these thinkers are Martin Luther and his 95 thesis, along with Karl Marx and the communist manifesto. Both intellectuals, like many others, sought to make change, and they succeeded.

In Europe, during the early Renaissance, the church and pope had an immense amount of power. The church dictated how people should practice Christianity, and essentially had power over everyone, maybe even the king. The Catholic Church then started selling indulgences, which were a way for people to pay to go to heaven when they died and for the church in Rome to pay for building and decorating churches. Martin Luther, a monk who believed that all Christians should rely more on the Bible, wrote the 95 thesis in response to the sale of indulgences. The 95 thesis was a paper posted on the door of the Church at Wittenberg that presented Luther’s criticisms of the Catholic Church. He believed that faith and not the buying of indulgences were the path to heaven. At the time, the printing press had just been invented, and it allowed his idea, salvation by faith, to be widely spread throughout Europe. This led to the Protestant reformation, which meant Christianity was split into many sects. This division was most intense in the German states among German princes who gained political power by following Luther. The Catholic Church’s response to the spread of Protestantism was to hold the Council of Trent where the Church decided to make some reforms. Sadly, the religious change brought about by Luther’s ideas led to wars and caused destruction and death in the German states and other parts of Europe.
Another writer with immense impact is Karl Marx, coauthor of the communist manifesto. In the early 1800’s, Europe was being industrialized, with steam powered machines and mass producing factories. Even farms were changing with the new inventions. This created a new social class: the working class, that Marx called the proletariat. Farmers no longer needed on the farms sought jobs in factories in the city. However, their factory work was immensely dangerous, and they were paid just barely enough to survive. Even worse, children were put to work for long periods of time without breaks. In response to this exploitation of workers, Marx and Engels wrote the communist manifesto. This book explained that the working class would one day seize the means of production and work for the common good. He also wrote about how unrestricted capitalism benefitted only the bourgeoisie (owners and investors) and that the wage gap between the rich and poor would only grow. His ideas were deemed radical largely because he predicted the overthrow of the bourgeoisie. His ideas had immense impact on the world as a whole. People like Lenin in Russia, and Mao Zedong in China were inspired by his ideas and led communist revolutions. In these countries, the new leaders used force to achieve the Marxist ideals of collective ownership of property. Stalin’s five year plans in the Soviet Union and Mao’s great leap forward in China cost the lives of millions. The differences between communism and capitalism also led to the Cold War between the USSR and the United States.

While Martin Luther and Karl Marx had completely different ideas, the ideas of both writers led to immense change and had an impact in the world. It shows how powerful a few ideas can be.
Anchor Level 4-C

The response:

- Develops all aspects of the task for Martin Luther’s *Ninety-five Theses* and Karl Marx’s *Communist Manifesto* although the idea in Martin Luther’s work is not discussed as thoroughly as other aspects of the task.
- Is both descriptive and analytical (*Ninety-five Theses*: indulgences were way for people to go to heaven and for the church in Rome to pay for building and decorating churches; Church essentially had power over everyone; Luther believed all Christians should rely more on the Bible; wrote in response to sale of indulgences; presented Luther’s criticism of the practices of the Catholic Church; Luther believed that faith was the path to heaven; Christianity split into many sects; division most intense in German states; German princes gained political power; Catholic Church’s response was to hold the Council of Trent where the Church decided to make some reforms; religious change brought wars and caused destruction and death in the German states and other parts of Europe; *Communist Manifesto*: Europe was being industrialized; industrialization created new social class, the working class that Marx called the proletariat; written in response to exploitation of workers; working class would seize the means of production and work for the common good; unrestricted capitalism benefitted only the bourgeoisie; ideas were deemed radical because Marx predicted the overthrow of the bourgeoisie; Lenin in Russia and Mao Zedong in China led communist revolutions; new leaders used force to achieve Marxist ideals of collective ownership of property; Stalin’s five-year plans in the Soviet Union and Mao’s Great Leap Forward in China cost lives of millions)
- Supports the theme with relevant facts, examples, and details (*Ninety-five Theses*: early Renaissance; Wittenberg; printing press; salvation by faith; Protestant Reformation; *Communist Manifesto*: factory work dangerous; children work for long periods of time; wage gap)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. Numerous facts, examples, and details are applied in discussing these written works that promoted challenges to existing systems. The inclusion of additional analytical statements would have strengthened the response. Although the *Ninety-five Theses* is not within Units Five through Eight of the 10th-grade curriculum, discussion of this 9th-grade subject meets the criteria required in the task.
Adolf Hitler’s “Mein Kampf” and Olympe de Gouges “Declaration of the rights of women” were intended to address the situations occurring as the time they were written. There was political and social unrest in Germany and France. Hitler pursued a nationalistic perspective and argued for less toleration, while de Gouges argued for more tolerance, urging that freedoms should be given to both genders. Hitler’s book promoted anti-Semitic viewpoints between World War 1 and the coming World War 2 in order to unite a nation disenfranchised by a weak democracy, leading to further policies targeting Jewish peoples. De Gouges, on the other hand, argued that women like the men rebelling in the French Revolution, should enjoy the enlightenment ideas of equality that men used to justify their actions – ushering in future waves of feminism.

Hitler wrote “Mein Kampf” in Germany in the 1920s in between the two world wars to foster a support for him that would unite the nation and blamed the Jews for Germany’s misfortunes. In WWI, Germany was on the loosing side and faced harsh reperations as well as the sole blame for the war from the international community. As a result, Germans lost faith in the democratic Weimar Republic that had signed the treaty that blamed them. Germans began to lean towards Hitler’s fascist, nationalist and patriotic pro German rhetoric that promised improvement. A large part of this rhetoric was promoting the Aryan German race as the only “pure” one, and Jews as subhuman, as written in Mein Kampf. A common way to build pride in a people, in this case Germans, is to put down another. The racist views Hitler set forth in Mein Kampf encouraged and promoted incredible anti-Semitism and foreshadowed the cruel policies against
Anchor Paper – Thematic Essay—Level 3 – A

Jews that Hitler would institute as Germany expanded its control throughout Europe. Beginning with Kristalnact, the night of broken glass, when Jewish homes and stores were destroyed and continuing through the Final solution when millions of Jews would be sent to death camps, Hitler’s views were put into practice.

De Gouges was a feminist during the French Revolution, who’s declaration called for the enlightenment ideas driving the French revolution to be applied to women in a riff off of the guiding “Declaration of the rights of man” created at the time. The late 1700s was a time guided by enlightenment ideas of individuality, inalienable rights of the individual and equal and fair representation for all. The French revolution was fought to gain these rights. In France at the time, there was an incredible disparity between the voting rights and taxes on the working class and clergy and landowners or nobles. In response, the French people rose up in anger De Gouges declaration argues that women felt the same sense of injustice as men. She argues that everyone should also stand up for the rights of women – who should enjoy the same rights as men. While de Gouges ideals were not immediately understood by the French or global governments, they opened up conversation on the roles and rights of different genders. De Gouges helped introduce feminist ideas to Western Europe that are still being fought for and are very much disputed in contemporary times.

While Hitler and de Gouges advocated different ideas, they both had an impact on society and policy over time with their writing. Hitler’s anti-semeticism unfortunately stays a part of culture. De Gouges feminism fortunately stays a part of culture as well.
Anchor Level 3-A

The response:
- Develops all aspects of the task with little depth for Adolf Hitler’s *Mein Kampf* and Olympe de Gouges’ *Declaration of the Rights of Woman*
- Is more descriptive than analytical (*Mein Kampf*: promoted anti-Semitic viewpoints to unite a nation disenfranchised by a weak democracy; Germany on losing side in World War I and faced harsh reparations as well as sole blame for the war from international community; common way to build pride in a people is to put down another; racist views of Hitler encouraged incredible anti-Semitism and foreshadowed cruel policies against Jews that Hitler would institute; Final Solution when millions of Jews would be sent to death camps; *Declaration of the Rights of Woman*: de Gouges called for Enlightenment ideas driving French Revolution be applied to women; guided by ideas of individuality, inalienable rights, and equal and fair representation for all; incredible disparity between voting rights and taxes on working class, clergy, and nobles; women felt same sense of injustice as men; ideals not immediately understood by the French or global governments; opened up conversation on roles and rights of different genders; helped introduce feminist ideas that are still fought for and disputed in contemporary times)
- Includes some relevant facts, examples, and details (*Mein Kampf*: World War II; democratic Weimar Republic; fascist, nationalist, and patriotic pro-German rhetoric; Aryan German race; Kristallnacht, night of broken glass; *Declaration of the Rights of Woman*: feminist during French Revolution; introduced ideas to western Europe)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The historical circumstances for *Mein Kampf* and the *Declaration of the Rights of Woman* are developed in some depth. Although the idea from each work and its influence is included in the response, further development, particularly for the *Declaration of the Rights of Woman*, would have enhanced the discussion.
Many philosophers, intellectuals, and leaders have used their ideas to affect the world and to shape public opinion. These ideas have changed societies in huge ways. Adolf Hitler and Karl Marx have both influenced Europe with their works of “Mein Kampf” and “The Communist Manifesto.”

Adolf Hitler was the German Nazi leader from 1933 to his death in 1945. Hitler’s work of “Mein Kampf” was written while he was in prison in the 1920’s. Germany had been crippled by the Treaty of Versailles ending World War I and Hitler felt resentment towards the allied powers. Hitler blamed Germany’s defeat on the same people he attacked in Mein Kampf – Communist Jews, and the Weimar government. Hitler had a hunger for power and resentment towards minority groups; specifically Jews. Hitler’s book had many ideas written in it but the main idea was that Germans were like the “Arian Race”, people who are considered to be superior. Clearly he wanted to restore Germany to a position of world power, making it Great Again. When Hitler came to power he gradually “tested the waters” to see how the Europeans would react to the annexation of Austria and Czechoslovakia. These actions were a way to expand militarily, violate the Versailles Treaty, and appear powerful and superior. European leaders condemned Hitler’s actions but did nothing to “punish” Germany. Leaders, like Neville Chamberlain had attempted to use the policy of appeasement to keep Hitler at bay with the Munich Pact, but Hitler continued his imperialist expansion and expanded Germany into a “Global superpower”. When Germany invaded Poland, the allied powers knew that the policy of appeasement didn’t work, they went to war. Hitler kept on expanding Germany and while he was doing this...
he spreaded his ideas that were outlined in his book “Mein Kampf” that attacked Jews and other minorities. He had changed European society through his hateful ideas and actions. Hitler negatively influenced all the regions his armies expanded into.

Karl Marx was a German philosopher who worked with Friedrich Engles to produce the book “The Communist Manifesto”. Marx promoted this piece of writing during the industrial revolution. Marx saw what he called “the horrors of capitalism” when pay was low and hours were long and living conditions were poor. He believed these laissez-faire practices hurt workers. He claimed a “fairer” economic system would result from class struggle. He called his doctrine “scientific socialism”, otherwise known as communism. Marx’s writing had many ideas contained within it but the one that is the basis for this work is that the workers of the world would unite and have a revolution. Marx thought that when the proleteriats or working class, stood up to the “evil” capitalists and had a worldwide revolution, then they would institute communism and make the world a better place. Karl Marx’s idea of communism influenced several regions. One of the main ones he influenced was Russia following the Bolshevik revolution. After the revolution and civil war the Soviet Union (USSR) was formed. They claimed to use Karl Marx’s ideas to produce a communist society. This was not for the better. The communist system in the USSR caused the economy to plummet. The implementation of communism was poorly thought through and it caused more problems then it solved. It caused millions of peasants to starve and especially under Joseph Stalin it caused severe inequality among its peoples even though the main idea of communism is to
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have everybody equal. Karl Marx’s work even influences the world today. The Peoples Republic of China today is communist and derives their ideas from Marx’s writings.

Many regions, societies, and countries were influenced by Adolf Hitler and Karl Marx. Their writings of “Mein Kampf” and “The Communist Manifesto” have influenced the world we live in today.

Anchor Level 3-B

The response:
• Develops some aspects of the task with some depth for Adolf Hitler’s Mein Kampf and Karl Marx’s Communist Manifesto
• Is more descriptive than analytical (Mein Kampf: Germany crippled by the Treaty of Versailles ending World War I; Hitler blamed Germany’s defeat on communists, Jews, and Weimar government; main idea was that Germans were like the Aryan race, people considered to be superior; wanted to restore Germany to position of world power; changed European society through his hateful ideas and actions; negatively influenced all the regions his armies expanded into; Communist Manifesto: Marx saw the horrors of capitalism—low pay, long hours, and living conditions were poor; believed laissez-faire practices hurt workers; claimed a fairer system would result from class struggle; called his doctrine scientific socialism; idea was that workers of the world would unite and have a revolution; when working class stood up to evil capitalists, they would institute communism and make the world a better place; Soviet Union claimed to use Karl Marx’s ideas to produce communist society; communist system not for the better; implementation of communism poorly thought out and caused more problems than it solved)
• Includes some relevant facts, examples, and details (Mein Kampf: Neville Chamberlain; appeasement; Munich Pact; annexation of Austria and Czechoslovakia; Communist Manifesto: Friedrich Engels; Industrial Revolution; proletariat; Bolshevik Revolution; millions of peasants starved; Joseph Stalin)
• Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of Mein Kampf and Communist Manifesto is a factual narrative that demonstrates an understanding of the task; however, generalizations used to discuss each work’s idea and its influence lack development.
The world has been built on the minds of great thinkers. Philosophers have developed ideas over the course of the world’s history to keep society going. John Locke’s Two Treatises on Government and Adam Smith’s Wealth of Nations have served as guides to developing certain societies.

John Locke’s Two Treatises on Government contained a rather powerful idea for the time. This writing came during the Enlightenment in England and much of Europe, when absolute monarchs like the Stuart Kings of England and Louis XIV, XV, and XVI of France held firmly onto their power. Democratic ideals were very revolutionary during the time of divine right monarchy. Locke, in this document, argued that the people gave the government the right to rule. If the government abuses this right, according to Locke, the people have the right to overthrow the government. This was called the social contract theory of government. Locke’s writings were precursors to democracy and parliamentary rule in England. His work argued for and eventually helped result in an end to absolute monarchy in Britain. John Locke’s Two Treatises on Government later influenced American colonists to rebel against the British and the ending of absolute rule in France.

Adam Smith’s Wealth of Nations served as a precursor to laissez-faire capitalism. His work came at a time when his British homeland engaged in mercantilism with its colonies. This meant that the British would harvest raw materials from its colonies and then process the materials in the home country. Smith argued that laissez-faire capitalism, or a free market with little to no government restriction, would lead to great wealth for the country. The desire by individuals to
Anchor Paper – Thematic Essay—Level 3 – C

make a profit was an incentive for that individual to take a risk and invest. Wealth invested in machines, factories, and transportation funded the Industrial Revolution in England. Profit motives influenced how much workers were paid and their treatment. Smith’s writings aided in the establishment of free market capitalism in England and in other parts of the world. Adam Smith’s Wealth of Nations accounted for the rise of capitalism in England.

Great thinkers have pushed the world forward.

Anchor Level 3-C

The response:
• Develops all aspects of the task in little depth for John Locke’s *Two Treatises on Government* and Adam Smith’s *Wealth of Nations*
• Is more descriptive than analytical (*Two Treatises on Government*: absolute monarchs held firmly onto their power; Locke argued that people gave government the right to rule; if government abuses this, the people have the right to overthrow the government; called the social contract theory of government; writings precursor to democracy and parliamentary rule in England; ideas helped result in an end to absolute monarchy in Britain; influenced American colonists to rebel; *Wealth of Nations*: came at a time when British homeland engaged in mercantilism with its colonies; Britain would harvest raw materials from its colonies and process materials in home country; Smith argued that a free market with little to no government restriction would lead to great wealth for the country; desire by individuals for profit was incentive for individuals to take a risk and invest; profit motives influenced how much workers were paid)
• Includes some relevant facts, examples, and details (*Two Treatises on Government*: Enlightenment; democratic ideals revolutionary; Stuart kings; *Wealth of Nations*: laissez-faire capitalism; Industrial Revolution in England)
• Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The strength of the response lies in the relevant facts, examples, and details employed in the discussion of the idea. Further development of the influence of the idea and additional analytic statements would have enhanced the response.
Throughout global history there have been many individuals who have recorded their ideas in written works. Two of these individuals are Adam Smith & Karl Marx. These individuals ideas have been used throughout history & had effected the societies in positive and/or negative ways.

During the Industrial revolution people faced many problems. There was air pollution, child labor, long hours of working & low pay. The economy was corrupted. Karl Marx a german philosopher found a theory named “scientific socialism”. Karl Marx was a communist who wanted a classless society. He wanted to everyone get paid equaly. No matter how hard you worked or didn’t work at all by the end of the day you will be paid equaly as everyone else. Karl Marx wrote a book named Communist Manifesto. In that book he talked about communism & made some points such as: There is always a class struggle between the rich & the workers. 

— The working class should rise up & throw the bourgeise. 

— The capitalists are taking advantage of the working class, to get profit. Moreover, there were points about how to be a communist. 

While Karl Marx wanted to fix the economy through communism, Adam Smith who was also a philosopher completely disagreed with Karl Marx. Adam Smith was a capitalist & he was following a policy named Laisez-faire. According to this theory the government had little or no interference in the economy. Adam Smith believed that capitalism would work best for economy. He believed that if one person works harder than the other person that person should get paid more. They also could own private lands & business. He wrote a book named the “wealth of nations” in which he give points on capitalism.
The response:

- Develops some aspects of the task in some depth for Karl Marx’s *Communist Manifesto* and Adam Smith’s *Wealth of Nations*
- Is primarily descriptive (*Communist Manifesto*: always a class struggle between the rich and the workers; working class should rise up; capitalists taking advantage of working class to get profit; *Wealth of Nations*: according to theory, government had little or no interference in the economy; person could own private lands and business); includes faulty analysis and application (*Communist Manifesto*: economy was corrupted; no matter how hard you worked or did not work at all, by the end of the day you will be paid equally as everyone else)
- Includes few relevant facts, examples, and details (*Communist Manifesto*: Industrial Revolution problems: air pollution, child labor, long hours of working, low pay; scientific socialism; *Wealth of Nations*: capitalist; laissez-faire); includes an inaccuracy (*Wealth of Nations*: Adam Smith completely disagreed with Karl Marx)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The main idea for Karl Marx’s *Communist Manifesto* and for Adam Smith’s *Wealth of Nations* is developed in some depth. Although a basic knowledge of these written works is evident, the listing of details for historical circumstances for the *Communist Manifesto* and the lack of development of the influences of both works weaken the response.
Intellectuals, philosophers, and leaders have often recorded their ideas in written works. These ideas have been used in history to guide societies and influence the course of national and regional development. Leaders such as John Locke and Elie Weisel have been influential figures in their own individual eras due to their written works, each idea holding an impact in their environment politically or socially and were written in response to that.

Thomas Jefferson, the man who would draft the Declaration of Independence originally was inspired by a philosopher of the enlightenment, John Locke. The enlightenment was an era of ideas spreading about the government and what it should be as well as the individual’s place in their society. Philosophers such as Locke bought the ideas of inalienable individualistic rights. It would be these ideas that would inspire Thomas Jefferson later on in history. A prime example of written works by leaders, philosophers, and intellectuals. The Two Treatises on Government by John Locke reinvented the idea of government and its relationship with the people, so that the quote by Thomas Jefferson was brought to life “A society in which people fear the government, is when there is tyranny but in a society where the government fears the people their is democracy.”

Written works continue to guide newer or more recent societies politically, socially, etc. It is from history that a wisdom can be achieved, history often repeats itself John Lock’s written works would also lead to a sort butterfly effect. It would reinspire the American Revolution, which would contribute to the French revolution and the revolutions in southern/Latin America as well as Haiti where T’ossisant L’Oveture would be a leader for the revolution. History
repeating itself as people overthrow their tyrannical or oppressive government. Overall the written works of John Locke including his “Two Treatises on Government” would shape a newer image on a government that would give more power to the people and thus it would fear them.

As History continues to repeat itself people continue to remake the same mistakes, including Genocide, the systematic killing of one group of people to exterminate them. Genocide was first given a definition after the Holocaust and World War Two. In which Adolf Hitler and his political party Nazi came to power and followed a policy of the Final Solution. After failing to relocate the group of people they were prosecuting against, Jewish people, Hitler followed through with his policy of the Final Solution. The extermination of the Jewish people and all he degraded as sub-humans (for example Gypsies).

The world promised “Never Again”. However it is not a promise to be kept. Genocide would continue to thrive in Rwanda as well as other areas around the world. It would be from the violations of Human rights that Elie Wiesel would speak out against in his book “Night.”
Anchor Paper 2-B

The response:

• Develops some aspects of the task in some depth for John Locke’s *Two Treatises on Government* and in little depth for Elie Wiesel’s *Night*
• Is primarily descriptive (*Two Treatises on Government*: ideas would inspire Thomas Jefferson; reinvented the idea of government and its relationship with the people; Locke’s written works would inspire American Revolution, which would contribute to the French revolution and revolutions in Latin America; works of Locke would shape a newer image of government that would give more power to the people; *Night*: genocide given definition after the Holocaust and World War II; Adolf Hitler and his political party followed a policy of the Final Solution; extermination of Jewish people and all he degraded as sub-humans; the world promised “Never Again,” however not a promise to be kept; genocide would continue to thrive in Rwanda)
• Includes few relevant facts, examples, and details (*Two Treatises on Government*: Locke was a philosopher; Declaration of Independence; Haiti; Toussaint L’Ouverture; *Night*: Nazi Party; violation of human rights); includes an inaccuracy (*Two Treatises on Government*: where government fears the people there is democracy)
• Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The treatment of the main idea and the impact of the idea for *Two Treatises on Government* and the historical circumstances for *Night* include relevant facts, examples, and details in some depth. Repetition, insufficient development, and some lack of clarity characterize the discussion of the remaining aspects of the task.
Intellectuals, Philosophers, and leaders throughout history have recorded their ideas in written works. These ideas have guided societies and have influenced the course of national and regional development. Two of these people are Karl Marx who wrote the Communist Manifesto, and John Locke who wrote Two Treatises on Government. The works of Karl Marx has led to the creation of communist states. John Locke’s ideas have lead to the creation of democracies.

The world was industrializing, economies were becoming stronger. More money was going to the rich while the workers were given practically nothing except ridiculous and cruel hours. Karl Marx was repulsed by this aspect of life and thought the power and money should be given to the masses and the workers, not the elite. So with this thought in mind he wrote the Communist Manifesto, with the main idea of power to the workers. Marx’s manifesto has influenced the development of many nations including Russia with the Bolshevik Revolution. As well as China with Mao Zedong’s rise to power. The Communist Manifesto has played a major role throughout history, whether it helped create or destroy nations.

Even toward the end of Feudalism’s long reign it was still a powerful form of government and all of the power was in the Monarchs and the church. The serfs had no basic rights or a choice as to how they were governed. John Locke did not enjoy this thought, he believed that the people should have a choice of government. While writing “Two Treatises on Government Locke’s main idea was the thought that the people have the right to choose their government as well as the right to life liberty and property. These ideas lead to the development of the United States. Two Treatises on Government has unified nations and
Anchor Paper – Thematic Essay—Level 2 – C

created democracies

Written works created by intellectuals, philosophers, and leaders have lead to the creation or destruction of nations. Unified and divided people.

Anchor Paper 2-C

The response:
• Minimally develops all aspects of the task for Karl Marx’s *Communist Manifesto* and John Locke’s *Two Treatises on Government*
• Is primarily descriptive (*Communist Manifesto*: world was industrializing; economies were becoming stronger; workers given nothing except ridiculous and cruel hours; Marx thought power and money should be given to masses and workers; main idea of power to the workers; influenced the development of many nations; *Two Treatises on Government*: feudalism was a powerful form of government; Locke believed people have right to choose their government as well as the right to life, liberty, and property; ideas led to the development of the United States; unified nations and created democracies)
• Includes few relevant facts, examples, and details (*Communist Manifesto*: Russia with Bolshevik Revolution; China with Mao Zedong’s rise to power; *Two Treatises on Government*: power in monarchs and Church; serfs had no basic rights)
• Demonstrates a general plan of organization; includes an introduction that is slightly beyond a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. In this response, all aspects of the task are mentioned although not fully addressed. Lack of details and overgeneralizations characterize this response.
Throughout history leaders, philosophers and intellectuals have written pieces that describe what their perfect society or government and these pieces have had lasting impact on the governments and historians for that matter. Two writing pieces and people that stand out are The Communist Manifesto by Karl Marx, the founder of communism, and Mein Kampf by Adolph Hitler, the leader of the Nazi party in Germany. These two pieces sparked societies to plunge into chaos and often genocide.

Adolph Hitler wrote Mein Kampf about his life and how he wanted a perfect race of people the Aryon race people with blue eyes and blonde hair and he wrote this at a time when Germany wasn’t stable because of the Treaty of Versaille after World War I all the blame was put on Germany and their economy and politics suffered immensely. The Nazi party was starting up and soon thereafter Hitler joined and took control and eventually instated facism as Germans government and committed countless acts completely violating human rights.

The Communist Manifesto by Karl Marx and lesser known Federich Engles was the start of the ideals of communism and how specifically the proletariat class will overthrow the borgerse in all countries and that everyone would be equal, there were to be no social classes

The Communist Menifesto and Marx had great ideas and they could have possibly worked but leaders that chose communism as their economy but the original ideas way out of shape and blew certain ideas way out of proportion and others blew right out of the water.
Anchor Level 1-A

The response:

• Minimally develops some aspects of the task
• Is descriptive (*Mein Kampf*: Hitler wanted a perfect race of people, the Aryan race; German government was not stable because of the Treaty of Versailles; instated fascism as German government; committed countless acts violating human rights; *Communist Manifesto*: proletariat class will overthrow bourgeoisie in all countries; everyone would be equal)
• Includes few relevant facts, examples, or details (*Mein Kampf*: World War I; all blame put on Germany; economy and politics suffered; Nazi Party; *Communist Manifesto*: Friedrich Engels; start of ideal of communism; no social classes)
• Demonstrates a general plan of organization; includes an introduction that is slightly beyond a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The strongest part of the response is the series of statements about Adolf Hitler’s *Mein Kampf*. The main idea of Karl Marx’s *Communist Manifesto* is mentioned, but development of the rest of the task is lacking.
Many people in the past have written things down in some type of way that has been used throughout history. Some are more known than others and have influenced the course of national and regional development.

“Night” is a book written by Elie Wiesel. He talks about what it was like to grow up in the time of the Holocaust being a Jew. He describes some days being much worse than others. He recalls being starved and worked everyday. He tried to tell the readers through his words that this event was horrible and should never happen again. No one has forgotten this event and he has inspired more people to shared their experiences, he caused many people to speak out.

A man named Martin Luther also wrote something that influenced a nation. This was known as the 95 Theses. It was a list of complaints about the Roman Catholic Church. It was posted on the door of a church in Wittenburg, Germany. He complained about Priests being unholy and collecting way too much tax money. He was meant to speak out against the government and the Church for what he believed was wrong. He wanted other people to follow him in this movement. This caused newspapers to be printed and spread across the country and all over Europe! Everyone heard about it and caused people to question the Church and it’s power.

This is how some writings of people from the past have influenced history. This is also just two examples and there are many more.
Anchor Level 1-B

The response:
• Minimally develops some aspects of the task
• Is descriptive (Night: talks about what it was like to grow up in time of the Holocaust being a Jew; tried to tell readers that this event was horrible and should never happen again; has inspired more people to share their experiences; Ninety-five Theses: list of complaints about the Roman Catholic Church; complained about priests being unholy)
• Includes few relevant facts, examples, or details (Night: starved and worked every day; Ninety-five Theses: posted on the door of Church in Wittenberg, Germany); includes inaccuracies (Ninety-five Theses: complained about priests collecting way too much tax money; caused newspapers to be printed and spread all over Europe)
• Demonstrates a general plan of organization; includes an introduction and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response demonstrates a very basic understanding of the task. The main idea of both written works is provided as are a few other details; however, overgeneralizations and inaccuracies limit the response’s effectiveness. Although the Ninety-five Theses is not within Units Five through Eight of the 10th-grade curriculum, discussion of this 9th-grade subject meets the minimum requirements of the task.
Certain individuals are able to bring about change in a society, in both secular and religious aspects. Justinian and Martin Luther are examples of individuals who successfully influenced their respective societies through writings.

In 1517, Martin Luther published the 95 theses and tacked it on the Wittenberg church door. The 95 theses consisted of problems and complaints Luther had with the Roman Catholic Church. Simony, the selling of church offices, and indulgences, or payments to the Church that in return would guarantee forgiveness of sins, according to the church, were among these. Luther disagreed with the Churches actions and strongly believed that Christians should focus on scripture (the Bible) as those were considered holy and the word of God. For Luther faith and not the authority of the Pope was the means of salvation. He believed Christians had an individual relationship to God. Luther’s 95 theses were easily reproduced due to the invention of the printing press by Johannes Gutenburg. Since reproduction was easily facilitated, the copies of the 95 theses were easily distributed throughout Germany, Luther’s place of origin.

Many people agreed with Luther. Since Luther had been excommunicated, as he refused to take back what he said in the 95 theses, the Protestant revolution commenced, and Lutheranism formed as a new version of Christianity. This caused conflict all over Europe, because now different rulers were seeking benefit from the revolution. Many nations faced divisions among their people based on religious preferences, for example, Germany two this day has regions with populations that are more Protestant or more Catholic. Luther’s 95 theses not only caused a split between Christians, but division
Thematic Essay—Practice Paper – A

With the fall of the western Roman empire in the 500’s A.D., Justinian tried to unify the eastern Roman empire through codification of Roman law. In a way, he attempted to preserve the idea of a Roman empire as various tribes conquered the west. With his law code, “the Body of Civil Law” Justinian codified, or had scribes write down, law codes such as the Roman Empire’s 12 tables, jury rulings and existing laws that had not been written down in a single collection. These assembled legal writings provided a code of law that could be used to unify the Byzantine empire. It applied to everyone in the empire regardless of where people lived in the empire or what the local laws were. Justinian’s code include things like property rights, laws about marriage and children.

In the short run, Justinian’s code helped solidify his rule. In the long run, it preserved Roman Law and served as the foundation for many legal codes throughout Europe.

Both Martin Luther and Justinian had an impact on secular and religious aspects through their writings.
History shows that a number of Philosophers, Intellectuals, & leaders have ideas & opinions on how society should operate, & many have recorded it. Whether the ideas were bad or good, it affected the surrounding regions with a Great Impact. Leaders like Adolf Hitler & his work, Mein Kampf, & John Locke & his work, Two Treaties on Government, have greatly influenced Society & have left their mark on history.

After WWI, Europe is left in ruins & the allies are pointing their fingers at Germany to blame them for the war. Under the Treaty of Versailles, Germany is forced to pay a large sum as reparation in a relatively short period of time, & lost land as well. This left a bitter feeling in the hearts of the German people, including Adolph Hitler, who served as a soldier in the German army. After the war, Hitler decided to join a small political party that was eventually called Nazi. A few years after the war, Hitler was arrested for trying to overthrow the German government. In his times in prison, he decided to write the book, Mein Kampf, in which he described his goal of a unified, more powerful Germany. This was based on his idea of the “Aryan people” his incorrect reference to the people of Germany who supposedly, were the superior race. He demonstrated his hatred of the Treaty of Versailles & promised to tear it up. A lot of economic problems plagued Germany because of reparations, resulting in inflation and massive unemployment. The value of the mark was almost nothing, & prices of foods & common household items shot up. America tried to help by giving loans to Germany, but when the great depression struck, all the American loans to Germany were halted. Germany was in some rough times. Hitler blamed the Jews for being the cause of all of
germanys political & economic problems. Once out of prison, Hitler made his way up in the german government to Chancellor. As Chancellor, he expanded Nazi persecution of German Jews while regaining land lost in the Treaty of Versailles. With all of his success, this caused many to follow Hitler’s lead. In 1939, Hitler invaded Poland, starting WWII. He imprisoned many of Europe’s Jews in concentration camps and Hitler expanded this brutality to the mass murder of Jews and others by overworking, starving, shooting, and gassing them to death. This brutality became known as the Holocaust. Concentration camps have been turned into museums so that no one forgets.

During the enlightenment, many Philosophers & intellectuals began recording their ideas about the best way for a government & society to work. At the time, most European governments were characterized by absolute monarchs who were supported by nobles and clergy. Writers of the enlightenment took the idea of natural laws from the Scientific Revolution and applied them to the economic, political and social conditions of society. They hoped to improve society. One of the writers was John Locke. In his book, Two treaties of Government, Locke expresses his thoughts on human nature, government & it’s duties. Locke believed man was born with 3 natural rights: life, liberty & property. It was the duty of the government to protect them. If the government failed to do so, it was the right of the people to overthrow the government & start a new one that would protect those rights. He also believes the government’s power came from the people governed. Many of his beliefs helped spark future revolutions & were used in future declarations and constitutions. The first time this
Thematic Essay—Practice Paper – B

The concept was applied was in the American Declaration of Independence which declared natural rights were inalienable. From the French Revolution through all of the Latin American revolutions, John Locke’s ideas of liberty and the will of the people are evident. To this day, many of his ideas stand in modern governments.

In conclusion, society has been greatly affected by intellectual, philosophers, & leaders & their written ideas.
Thematic Essay—Practice Paper – C

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 natural and regional development. There are many, many leaders in history. Two very important people in history are Adolf Hitler and Joseph Stalin. Adolf Hitler was a large part of world war two. He violated many human rights laws and was the leader of the Nazi army. Germany was under Hitler's rule, and world war two came to an end partly because of his death. Joseph Stalin was part of the Soviet Union and communism. Stalin's plan was to take over the world and he played a large role in the cold war and world war two. One of the causes of the cold war was communism vs capitalism. The fear of communism spread through America due to Stalin. Clearly these two leaders had a very large impact during the time and they are still important to learn about today.
Written works and their writers often greatly affect the political and economic climate around them. Adolf Hitler’s Mein Kampf and John Locke’s Two Treatises on Government are among these. Both Hitler’s and Locke’s works greatly affected the history of Europe. Adolf Hitler used the ideas in his book Mein Kampf (My Struggle) to turn Germany into a global power in the 1930’s and 1940’s. At the time of its writing, Germany was controlled by the Weimar Republic. This government accepted Allied demands in the Treaty of Versailles creating widespread resentment among the people. Germany was plunged into vast debt, inflation, and unemployment making Germans angry with their leaders and the results of World War I. Many Germans desired revenge and this allowed dictatorial leaders like Hitler and the Nazis to take power.

The main idea of Mein Kampf was the desire for power and prosperity for the Aryan, or German, peoples. Specifically, Hitler advocated for Lebensraum or living space. Hitler wanted Germans to inhabit all of the Northern European Plain, from France to Russia. Hitler planned on doing this by a series of invasions and annexations. From the annexation of Austria to Operation Barbarossa, this plan was set in place.

Hitler’s idea of German power, prosperity, and Lebensraum led to persecutions of many groups such as Jews, communists, gypsies, and many more, to create more space and fewer non-Aryans. This included events like Krystalnacht and culminated in the Holocaust. Krystalnacht, or the Night of Broken Glass was the beginning of full persecution of the Jews and the Holocaust was a systematic genocide of “unfit” individuals and groups.
Next, John Locke was a British essayist during the Enlightenment. Locke lived at a time where absolutist and oppressive governments controlled European regions. Leaders such as King Louis XIV of France wielded awesome power and proclaimed divine right rule. John Locke rejected this while others, such as Thomas Hobbes advocated absolute rule.

John Locke’s Two Treatises on Government had a simple central idea of three “unalienable” rights: Life, Liberty, and Property. Locke’s ideas summed up liberal Enlightenment thinking. Locke believed these unalienable rights were guaranteed to all and the government could not alter or take away these rights.

In advocating for this, Locke altered Western thought dramatically. Locke and his supporters put a liberal swing on Western European politics. Locke’s natural rights resonate in the United States’ Declaration of Independence and the French Declaration of the Rights of Man and the Citizen.
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. Two people who have written works regarding their ideas are Elie Wiesel – “Night” and Mao Zeng – “Little Red Book”. Their works have historical circumstances surrounding their writing and have definitely influenced the development of a nation or region.

“Night” is a book written by Elie Wiesel which explains in great detail his horrific experiences during the Holocaust. Elie was taken away from his home and from his family. He was taken to concentration camps in Germany where he witnessed incredibly gruesome events like watching mass killings and people being tortured. Elie himself was overworked, starved, physically and mentally abused, and separated from his family. The main idea found in his book is that Jews have struggled so much due to Adolf Hitler and Nazi’s in Germany. The Holocaust is one of the biggest genocides in history, nearly completely wiping out the Jews. This written work has influenced so many people and has influenced so many countries. Almost anyone reading this book would be heartbroken due to the horrific actions that have happened. This event is something that will hopefully never happen again.

“Little Red book” is a written book by Mao Zedong. Like the laws we have today, the “Little Red book” is a book of codes and laws that Mao wrote for his people. Tis historical circumstances behind this book is that Mao wanted to strengthen his nation and provide order and stability. He wanted his people to follow his laws.

Recorded ideas in written works have helped improve and develop
societies in different regions and nations. Elie Wiesel’s “Night” have shown people the horrific actions that took place in Germany during the Holocaust. Mao Zedong’s “Little Red Book” helped him organize his nation and stabilize his people.
Practice Paper A—Score Level 3

The response:

• Develops all aspects of the task with little depth for Martin Luther’s *Ninety-five Theses* and Justinian’s *Body of Civil Law*

• Is more descriptive than analytical (*Ninety-five Theses*: consisted of problems and complaints Luther had with the Roman Catholic Church; Luther strongly believed Christians should focus on scripture; faith and not the authority of the Pope was the means of salvation; believed Christians had individual relationship with God; caused conflict all over Europe; many nations faced divisions among their people based on religious preferences; Germany today has regions with populations that are more Protestant or more Catholic; caused split between Christians and divisions between or within nations; *Body of Civil Law*: after fall of western Roman Empire in 500s, Justinian tried to unify eastern Roman Empire through codification of Roman law; attempted to preserve idea of Roman Empire as various tribes conquered the west; applied to everyone in empire; helped solidify his rule; served as the foundation for many legal codes throughout Europe)

• Includes some relevant facts, examples, and details (*Ninety-five Theses*: simony, selling church offices; indulgences, payments to Church that guarantee forgiveness of sins; printing press; Johannes Gutenberg; Protestant Revolution; Lutheranism; *Body of Civil Law*: Twelve Tables, jury rulings, and existing laws that had not been written down in a single collection; included property rights; laws about marriage and children)

• Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. The discussion of Luther’s *Ninety-five Theses* includes good information related to the historical circumstances and develops the key idea. The discussion of Justinian’s *Body of Civil Law* is more basic and lacks development. Although the written works selected are not within Units Five through Eight of the 10th-grade curriculum, discussion of these 9th-grade subjects meets the requirements of the task.
Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task for Adolf Hitler’s *Mein Kampf* and John Locke’s *Two Treatises on Government*
- Is both descriptive and analytical (*Mein Kampf*: in Treaty of Versailles, Germany forced to pay large sum as reparations in relatively short period of time; left bitter feeling in hearts of German people; “Aryan people” was Hitler’s incorrect reference to people of Germany who were supposedly the superior race; when Great Depression struck, American loans to Germany halted; blamed Jews for being cause of all Germany’s political and economic problems; expanded Nazi persecution of German Jews while regaining land lost in Treaty of Versailles; imprisoned many of Europe’s Jews in concentration camps; Hitler expanded this brutality into the mass murder of Jews; *Two Treatises on Government*: European governments characterized by absolute monarchs, supported by nobles and clergy; writers of Enlightenment took the idea of natural laws from the Scientific Revolution; applied idea of natural laws to economic, political, and social conditions; Locke believed man was born with three natural rights: life, liberty, and property; duty of government to protect natural rights; if government failed, people had right to overthrow government and start new one; believed government’s power came from the people)
- Supports the theme with relevant facts, examples, and details (*Mein Kampf*: Allies blame Germany; Hitler decided to join small political party called Nazi; inflation and massive unemployment; German Chancellor; invaded Poland in 1939, starting World War II; Holocaust; *Two Treatises on Government*: used in future constitutions; American Declaration of Independence; French Revolution; Latin American revolutions)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. Most of the analytical aspects of the response occur in the discussion of John Locke, while the treatment of Adolf Hitler is more descriptive. A clear understanding of the role of ideas in history is evident, demonstrating an understanding of the task.

Practice Paper C—Score Level 0

The response:

Fails to develop the task and includes no relevant facts, examples, or details

**Conclusion:** The response fits the criteria for Level 0 because it does not include the historical circumstance, the main idea, and impact of the main idea for two written works as specified in the task.
Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth for Adolf Hitler’s *Mein Kampf* and John Locke’s *Two Treatises on Government*
- Is more descriptive than analytical (*Mein Kampf*: Hitler used ideas in his book to turn Germany into global power in 1930s and 1940s; Germany plunged into vast debt, inflation, and unemployment making Germans angry with their leaders and the results of World War I; allowed dictatorial leaders like Hitler to take power; main idea was desire for power and prosperity for the Aryan, or German, peoples; advocated for Lebensraum or living space; idea led to persecution of many groups; Holocaust was the systemic genocide of “unfit” individuals and groups; *Two Treatises on Government*: absolutist and oppressive governments controlled European regions; central idea of three inalienable rights—Life, Liberty, and Property; ideas summed up liberal Enlightenment thinking; inalienable rights guaranteed to all and government could not alter or take away these rights; put a liberal swing on western European politics)
- Includes some relevant facts, examples, and details (*Mein Kampf*: Weimar Republic; Treaty of Versailles; Nazis; Northern European Plain; annexation of Austria; Operation Barbarossa; Kristallnacht; Jews, communists, gypsies; *Two Treatises on Government*: British essayist; Louis XIV of France; divine right rule; Hobbes advocated absolute rule; United States Declaration of Independence; French *Declaration of the Rights of Man and of the Citizen*)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates a clear understanding of the significance of both historical works. Overgeneralizations and lack of development, particularly for the influence of these works, weaken the response.

Practice Paper E—Score Level 1

The response:

- Minimally develops some aspects of the task
- Is descriptive (*Night*: explains horrific experiences during Holocaust; taken from home and family; witnessed incredibly gruesome events like watching mass killings and people being tortured; main idea is that Jews have struggled due to Adolf Hitler and the Nazis in Germany; this event is something that will hopefully never happen again; *Little Red Book*: Mao wanted to strengthen his nation)
- Includes few relevant facts, examples, or details (*Night*: one of biggest genocides in history, nearly wiping out the Jews; has influenced many people and countries; includes inaccuracies (*Night*: Wiesel taken to concentration camps in Germany; *Little Red Book*: book of codes and laws)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The treatment of Elie Wiesel’s *Night* minimally discusses circumstances and the main idea. The discussion of Mao Zedong’s *Little Red Book* demonstrates a lack of knowledge of the book and of the Cultural Revolution.
Part I
Multiple-Choice Questions by Standard

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<th>Standard</th>
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<tr>
<td>2—World History</td>
<td>3, 4, 6, 7, 9, 10, 18, 19, 20, 22, 27, 30</td>
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<tr>
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Parts II and III by Theme and Standard

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<tr>
<th>Theme</th>
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<td>Thematic Essay</td>
<td>Culture and Intellectual Life: Standards 2, 4, and 5: World History; Economics; Civics, Citizenship, and Government</td>
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<tr>
<td>Document-based Essay</td>
<td>Change; Conflict; Imperialism; Movement of People and Goods; Economic Systems; Political Systems; Power; Science and Technology; Human and Physical Geography; Environment and Society; Human Rights Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government</td>
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Scoring information for Part I and Part II is found in Volume 1 of the Rating Guide.

Scoring information for Part III is found in Volume 2 of the Rating Guide.
The Chart for Determining the Final Examination Score for the June 2018 Transition Exam in Global History and Geography—Grade 10 will be posted on the Department’s web site at: http://www.p12.nysed.gov/assessment/ no later than June 22, 2018. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students’ final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:


2. Select the test title.

3. Complete the required demographic fields.

4. Complete each evaluation question and provide comments in the space provided.

5. Click the SUBMIT button at the bottom of the page to submit the completed form.
Contents of the Rating Guide

For Part III A Scaffold (open-ended) questions:
• A question-specific rubric

For Part III B (DBQ) essay:
• A content-specific rubric
• Prescored answer papers. Score levels 5 and 1 have two papers each, and score levels 4, 3, and 2 have three papers each. They are ordered by score level from high to low.
• Commentary explaining the specific score awarded to each paper
• Five prescored practice papers

General:
• Test Specifications
• Web addresses for the test-specific conversion chart and teacher evaluation forms

Mechanics of Rating

The procedures on page 2 are to be used in rating papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the Information Booklet for Scoring the Transition Examination in Global History and Geography — Grade 10.
Rating the Essay Question

(1) Follow your school’s procedures for training raters. This process should include:

*Introduction to the task*—
- Raters read the task
- Raters identify the answers to the task
- Raters discuss possible answers and summarize expectations for student responses

*Introduction to the rubric and anchor papers*—
- Trainer leads review of specific rubric with reference to the task
- Trainer reviews procedures for assigning holistic scores, i.e., by matching evidence from the response to the rubric
- Trainer leads review of each anchor paper and commentary

*Practice scoring individually*—
- Raters score a set of five papers independently without looking at the scores and commentaries provided
- Trainer records scores and leads discussion until the raters feel confident enough to move on to actual rating

(2) When actual rating begins, each rater should record his or her individual rating for a student’s essay on the rating sheet provided, not directly on the student’s essay or answer sheet. The rater should not correct the student’s work by making insertions or changes of any kind.

(3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

Rating the Scaffold (open-ended) Questions

(1) Follow a similar procedure for training raters.
(2) The scaffold questions are to be scored by one rater.
(3) The scores for each scaffold question must be recorded in the student’s examination booklet and on the student’s answer sheet. The letter identifying the rater must also be recorded on the answer sheet.
(4) Record the total Part III A score if the space is provided on the student’s Part I answer sheet.

**Schools are not permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ essay) on this exam after each question has been rated the required number of times as specified in the rating guides, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately. Teachers may not score their own students’ answer papers.**

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student’s essay, recording that score on the student’s Part I answer sheet, and determining the student’s final examination score. The conversion chart for this examination is located at [http://www.p12.nysed.gov/assessment/](http://www.p12.nysed.gov/assessment/) and must be used for determining the final examination score.
Document 1

Two things happened in the eighteenth century that made it difficult for England to balance its trade with the East. First, the British became a nation of tea drinkers and the demand for Chinese tea rose astronomically [enormously]. It is estimated that the average London worker spent five percent of his or her total household budget on tea. Second, northern Chinese merchants began to ship Chinese cotton from the interior to the south to compete with the Indian cotton that Britain had used to help pay for its tea consumption habits. To prevent a trade imbalance, the British tried to sell more of their own products to China, but there was not much demand for heavy woolen fabrics in a country accustomed to either cotton padding or silk.

The only solution was to increase the amount of Indian goods to pay for these Chinese luxuries, and increasingly in the seventeenth and eighteenth centuries the item provided to China was Bengal opium. With greater opium supplies had naturally come an increase in demand and usage throughout the country, in spite of repeated prohibitions by the Chinese government and officials. The British did all they could to increase the trade: They bribed officials, helped the Chinese work out elaborate smuggling schemes to get the opium into China's interior, and distributed free samples of the drug to innocent victims.

Source: “The Opium War and Foreign Encroachment,” Asia for Educators, Columbia University

1 According to this excerpt from “The Opium War and Foreign Encroachment,” what was one reason England sold opium to China?

Score of 1:
• States a reason England sold opium to China according to this excerpt from “The Opium War and Foreign Encroachment”
  
  Example: to balance trade/to prevent a trade imbalance; needed to increase trade; to help pay for tea/to help pay for its tea consumption habits; Chinese were selling cotton from the interior to the south reducing the amount of Indian cotton the British could sell; Chinese were not buying British products/British heavy woolen fabrics; to pay for Chinese luxuries; the Chinese were willing to buy Indian products such as opium; in hopes of making money; British demand for Chinese tea rose astronomically; because the British became heavy tea drinkers; English needed/wanted tea; England needed to increase the amount of Indian goods sold to China to get tea; increased Chinese demand and usage of opium because of British marketing

Score of 0:
• Incorrect response
  
  Example: Chinese cotton was shipped north; there were repeated prohibitions by the Chinese government and officials; they were accustomed to cotton padding/silk; it came from the Chinese interior; they bribed officials; helped the Chinese work out elaborate smuggling schemes; distributed free samples

• Vague response
  
  Example: rose astronomically; it was difficult; woolen fabrics; tea drinkers; not buying; prevent

• No response
Document 2
Lin Tse-Hsü was appointed imperial commissioner by the Chinese emperor to address the issue of opium trade and consumption.

This is an instruction to foreigners of all nations:

Foreigners who trade in Canton have realized large profits. They can sell all the goods they have brought to China and purchase on short order any merchandise they wish to buy. Because of this fact, the number of ships that come to China to trade has increased from 50 or 60 in the old days to more than 150 in recent years. His Majesty the Emperor allows all of you to trade in China without discrimination, and his generosity has provided you with the opportunity to realize the profit you desire. If the trade is stopped, where will your profit come from? Moreover, tea and rhubarb are essential to foreigners’ livelihood, and we have never begrudged [disapproved] the fact that year after year you have shipped these valuable products to your own countries. The favor we have bestowed upon you is very great indeed.

Feeling grateful for the favor you have received, you should at least observe our law and refrain from enriching yourselves by deliberately inflicting harm upon your benefactors. Why do you choose to ship to China opium which you yourselves do not consume in order not only to swindle people out of their money but also to endanger their very lives? You have used this evil thing to poison the Chinese people for dozens of years, and the amount of profit you have realized from this immoral trade must be very large indeed. This devilish conduct on your part not only stirs the indignation of mankind but is intolerable to Heaven as well.


2 In this letter, what is one message against the opium trade in China that Lin Tse-Hsü is sending to foreign traders?

Score of 1:
- States a message against the opium trade in China that Lin Tse-Hsü is sending to foreign traders
  
  Examples: you are poisoning us/our people; you should follow our laws and stop selling opium; we do not want your opium; you should not sell opium/you should not inflict harm; you are selling this evil and deliberately inflicting harm; this evil thing has been poisoning the Chinese for dozens of years; you are endangering lives; by selling opium, you are swindling people out of money; opium trade is immoral; selling opium is devilish conduct; selling opium is an indignation to mankind; selling opium is intolerable to Heaven; you have enriched yourselves at our expense; it is unfair for you to sell opium if you do not use it; you make large profits by inflicting harm with opium; it is bad/it is harmful; refrain from selling opium/refrain from inflicting harm; if you do not stop selling opium you risk losing the tea/rhubarb trade; stop taking advantage of China; we treat you fairly yet you treat us unfairly by selling opium

Score of 0:
- Incorrect response
  
  Examples: we have provided you with opportunities to make a profit; we have been generous to you/to foreign traders/to foreign trading nations; we have bestowed favors upon you; you can buy tea/rhubarb; tea and rhubarb are essential to foreign livelihood; the number of foreign ships has increased; foreigners who trade in Canton have realized large profits

- Vague response
  
  Examples: you should be grateful; observe; for dozens of years; harm; endanger; lives; money; deliberately; large profits; without discrimination; we have never begrudged you

- No response
3a According to James I. Clark, what was one effect of the Opium War on China?

Score of 1:
- States an effect of the Opium War on China according to James I. Clark
  Examples: China lost the war/the British won; war went on for three years/war dragged on;
  Canton was blockaded; Canton/Shanghai was seized/ports were seized; English
gunboats were sent up the Yangtze; the Chinese emperor/Emperor Tao-kuang agreed to peace talks;
  English guns and troops eventually proved too much for the Chinese; they lost

Score of 0:
- Incorrect response
  Examples: England was blockaded; Nanking sent gunboats up the Yangtze River; the Chinese
  emperor ended peace talks; it began in the spring; transports appeared; fighting was
  useless; the British lost/the Chinese won
- Vague response
  Examples: English guns; it happened in 1840; it began; it proved too much
- No response

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. . . In the spring of 1840 twenty British warships and troop transports appeared off Canton to
blockade the port. The Opium War began.

Although the war dragged on for nearly three years, English guns and troops eventually
proved too much for the Chinese. Seizing Canton, Shanghai, and other ports, the English
sent gunboats up the Yangtze River nearly to Nanking [Nanjing]. Toward the end of 1842,
concluding that further fighting was useless, the Emperor Tao-kuang agreed to peace talks. . . .

Source: James I. Clark, China, McDougal, Littell & Company, 1982
3b What was one economic impact of the Treaty of Nanjing on China?

Score of 1:
- States an economic impact of the Treaty of Nanjing on China
  
  Examples: five Chinese cities/Canton/Fuzhou/Xiamen/Ningbo/Shanghai were opened to the British for the purpose of carrying on mercantile pursuits; without molestation [interference] or restraint. It also permitted the establishment of consulates in each of those cities.
  
  Article 3. “The Island of Hong Kong to be possessed in perpetuity [forever]” by Victoria and her successors, and ruled as they “shall see fit.”
  
  Article 4. Payment of $6 million by the Qing “as the value of the opium which was delivered up in Canton.” . . .

Score of 0:
- Incorrect response
  
  Examples: China got a lot of money; restraint on British trade; all Chinese cities were taken over; opium was delivered to Britain; China gained Hong Kong; the Chinese had to house British people

- Vague response
  
  Examples: for the purpose of carrying on mercantile pursuits; on account of expenses incurred; cities and towns in China; 6 million; ruled as they saw fit; consulates; possessed in perpetuity; Victoria and her successors would rule

- No response

Excerpts from the Treaty of Nanjing

. . . Article 2. Determined the opening of five Chinese cities — Canton, Fuzhou, Xiamen, Ningbo, and Shanghai — to residence by British subjects and their families “for the purpose of carrying on their mercantile pursuits, without molestation [interference] or restraint.” It also permitted the establishment of consulates in each of those cities.

Article 3. “The Island of Hong Kong to be possessed in perpetuity [forever]” by Victoria and her successors, and ruled as they “shall see fit.”

Article 4. Payment of $6 million by the Qing “as the value of the opium which was delivered up in Canton.” . . .

Source: Jonathan D. Spence, The Search for Modern China, W. W. Norton & Company, 1991
4 Based on the information in this drawing, state one way the shift from the domestic system to the factory system changed the way people worked.

Score of 1:
- States a way the shift from the domestic system to the factory system changed the way people worked based on the information in this drawing
  
  Examples: changed from working in a home/shop to working in a factory; changed from women spinning yarn at home to large machines operated by men; changed from making goods by hand to making goods using big machines; changed from one worker on a task to many workers; shifted from humans powering machines to machines powered by other energy sources; shift to working on an assembly line; shifted to using large machines in a large building; workers could create more products faster in the factory system; shift to the factory system increased the rate of production

Score of 0:
- Incorrect response
  
  Examples: used only a spinning wheel; from many workers to few workers; switch from many women working to few men working; changed to factory system; they worked harder; domestic system to factory system

- Vague response
  
  Examples: Old Order; spinning wheel; big machines; old to new; men instead of women

- No response
5 Based on these documents, what is one environmental effect industrialization had on English cities?

Score of 1:
- States an environmental effect industrialization had on English cities based on these documents
  
  Examples: air pollution; water pollution; turned Thames River/river to an opaque pale brown fluid; water smelled/Thames smelled; could not see in Thames River at one-inch depth; water impurities; feculence; made impurities in the river roll up in clouds so dense they were visible at the surface; changed the appearance of the water/Thames River; waste was being dumped in the river; cities smelled bad; smoke-filled cities; city buildings were built close together along the river

Score of 0:
- Incorrect response
  
  Examples: rivers provided clean drinking water; steamboats were on the Thames River; low water because of the tide; it took a half hour to sail from London bridge to Hungerford bridge; traversed by steamboat
- Vague response
  
  Examples: air; water; the degree was tested; tide must have been near the turn; a view seen from the Blackfriars Bridge; many bridges; indistinguishable; dense clouds
- No response
According to Bansal and Bansal, what was one impact British industrialization had on India before 1840?

Score of 1:
- States an impact British industrialization had on India before 1840 according to Bansal and Bansal
- Examples: invention of power loom/invention of mechanical appliances hurt Indian cotton industry; it hurt the Indian cotton industry; trade monopoly of the East India Company hurt India; Indian industry declined; a heavy tariff was imposed on Indian cotton and cotton goods; Indian industries were discouraged/repressed by unfair duties; the raising of British duties on Indian goods hurt Indians; cotton trade in India was hurt by actions of the British East India Company

Score of 0:
- Incorrect response
  - Examples: India is the birthplace of cotton manufacturing; Britain was not interested in trading with India; the power loom was invented in India; removal of British Parliament; cotton mills were started in Nagpur; transplanted European factory system; cotton industry continued to flourish in India
- Vague response
  - Examples: trade monopoly; British East India Company; cotton trade was extensive; industries; invention of power loom; other mechanical appliances
- No response
6b According to Bansal and Bansal, what was one impact British industrialization had on India after 1840?

Score of 1:
- States an impact British industrialization had on India after 1840 according to Bansal and Bansal
  
  Examples: East India Company proposed removal of unfair duties that discouraged Indian industries; Indian capitalists/East India Company’s capitalists were encouraged to establish industries in India; development of Indian industries; European factory system transplanted to the East/to India; led to rise of Indian manufacturers like Jamsetji Tata/Morarji Gokuldas; number of cotton mills in India increased; cotton mills started in Bombay/in Nagpur/in Ahmedabad/in Sholapur/in Kanpur/in Calcutta/in Madras; new industrial awakening in India; development of 82 cotton mills in Bombay; the first cotton mill was started in Bombay in 1854; factories/mills were built; there was new industrial growth

Score of 0:
- Incorrect response
  
  Examples: capitalists were discouraged; Indian cotton manufacture began in England; the power loom was invented in India; European factory system became sufficiently developed; East India Company ceased to exist by 1840

- Vague response
  
  Examples: it was well illustrated; Bombay in 1854; by the end of the 19th century; capitalists

- No response
The war [World War II] produced a redistribution of power more sweeping than in any previous period of history. Among the leading nations in the multipolar prewar international system, Japan, Italy, and Germany were defeated and occupied. Exhausted and nearly bankrupt, once-dominant Britain was reduced to a second-rank power. Defeated at the outset [beginning] of the war and liberated by its allies, France suffered even greater loss of status and power. The Eurocentric world largely through a process of self-destruction came to an inglorious [shameful] end. A new bipolar system replaced the old. Only the United States and the Soviet Union emerged from the war capable of wielding significant influence beyond their borders. . . .

Source: George C. Herring, From Colony to Superpower: U.S. Foreign Relations Since 1776, Oxford University Press, 2008

7 According to George C. Herring, what is one way power was redistributed after World War II?

Score of 1:
• States a way power was redistributed after World War II according to George C. Herring
  Examples: leading prewar nations Japan/Italy/Germany were defeated/occupied; once-dominant Britain was reduced to a second-rank power; France suffered loss of status/power; Eurocentric world came to an inglorious end; new bipolar system replaced the old system; multipolar prewar international system was replaced with a bipolar system; United States and Soviet Union emerged from the war capable of wielding significant influence beyond their borders/United States and Soviet Union became superpowers; the United States and Soviet Union gained power while Great Britain/France/Japan/Italy/Germany lost power; through the process of European self-destruction

Score of 0:
• Incorrect response
  Examples: Eurocentric world gained power; France abandoned its allies; allies were liberated; Soviet Union lost power
• Vague response
  Examples: multipolar prewar international system; exhausted and nearly bankrupt; inglorious end; power was more sweeping; Russia/Soviet Union; sweeping change; defeated at the outset; bipolar system
• No response
Document 8a

Source: Leslie Illingworth, *Daily Mail*, June 16, 1947 (adapted)

Document 8b

. . .Between the signing of the Yalta treaty, with its promise of free elections in Eastern Europe, and Winston Churchill’s “Iron Curtain” speech, which foretold the rise of totalitarianism, a year elapsed. During that year, a great many changes took place. The Red Army brought Moscow-trained secret policemen into every occupied country, put local communists in control of national radio stations, and began dismantling youth groups and other civic organizations. They arrested, murdered, and deported people whom they believed to be anti-Soviet, and they brutally enforced a policy of ethnic cleansing. . . .


8 Based on these documents, state one action the Soviet Union took in Eastern Europe after World War II.

Score of 1:
- States an action the Soviet Union took in Eastern Europe after World War II based on these documents
  
  *Examples:* established a Soviet political/economic/strategic bloc; added countries to the Soviet bloc; put strong Soviet political pressure/influence on other countries; reached out for more influence/spread its influence to other countries; Red Army brought Moscow-trained secret policemen into every occupied country; put local communists in control of national radio stations; dismantled youth groups and other civic organizations; arrested/murdered/deported people whom they believed to be anti-Soviet; enforced a policy of ethnic cleansing; occupied Eastern Europe; trying to spread communism; influenced/controlled Eastern Germany/Romania/Bulgaria/part of Austria/Poland

Score of 0:
- Incorrect response
  
  *Examples:* took over France; ended totalitarianism; held free elections; ended Iron Curtain
- Vague response
  
  *Examples:* Hammer and Sickle; Red Army; enforced; local control; Yalta Treaty
- No response
Document 9a

In the early 1960s, Cuba and the Soviet Union became allies.

9a Based on the information in this map, state one way the Cold War affected Cuba as a result of becoming a Soviet ally.

Score of 1:
• States a way the Cold War affected Cuba as a result of becoming a Soviet ally based on the information in this map
  *Examples:* helped lead to Cuban missile crisis; Cuba became the center of a conflict between the United States and the Soviet Union; Cuba got involved in the Cold War; Soviet missile launch sites were built in Cuba; the United States imposed a quarantine/blockade around Cuba; most of Cuba was inside a United States-imposed quarantine; United States aircraft carriers/air bases in the Atlantic Ocean and Caribbean Sea surrounded Cuba; heightened tensions between Cuba and the United States; United States air bases in/around Cuba used during missile crisis; United States air bases in Florida, Puerto Rico, and the eastern end of Cuba helped surround Cuba; it made Cuba a bigger enemy of the United States

Score of 0:
• Incorrect response
  *Examples:* quarantine placed on the United States; United States attacked Cuba; Castro became the leader in 1962

• Vague response
  *Examples:* United States aircraft carriers; surrounded; Soviet missiles; air bases; launch sites

• No response
Excerpt from Nikita Khrushchev’s letter to President Kennedy

His Excellency
Mr. John F. Kennedy
President of the United States of America
Washington

You, Mr. President, are not declaring a quarantine, but rather issuing an ultimatum, and you are threatening that if we do not obey your orders, you will then use force. Think about what you are saying! And you want to persuade me to agree to this! What does it mean to agree to these demands? It would mean for us to conduct our relations with other countries not by reason, but by yielding to tyranny. You are not appealing to reason; you want to intimidate us. . . .

Respectfully,
/s/ N. Khrushchev

Moscow
24 October 1962

Source: Library of Congress

9b What is one concern Nikita Khrushchev expressed in his reaction to President Kennedy’s communication with the Soviet Union?

Score of 1:
• States a concern Nikita Khrushchev expressed in his reaction to President Kennedy’s communication with the Soviet Union
  Examples: the United States is threatening to use force; the United States is trying to intimidate the Soviet Union; threat of confrontation by the United States; he believes the United States is issuing an ultimatum; the United States wants the Soviet Union to yield to tyranny; being forced to yield to tyranny; the Soviets’ future relations with other countries would be negatively affected; President Kennedy is not appealing to reason; the President is trying to persuade him/Soviet Union to agree to United States demands; he is concerned about what it means to agree to Kennedy’s demands

Score of 0:
• Incorrect response
  Examples: not declaring a quarantine; not agreeing to these demands; obeying orders; appealing to reason
• Vague response
  Examples: ultimatum; threatening; conduct; declaring; what you are saying; yielding to reason; agree to demands
• No response
Transition Exam in Global History and Geography — Grade 10  
Content Specific Rubric  
Document-Based Question  
June 2018

**Historical Context:**

Turning points are events that have changed the course of history and had an impact on multiple societies and regions. Some examples of turning points include the *Opium War*, the *Industrial Revolution*, and the *Cold War*.

**Task:** Select *two* turning points mentioned in the historical context and for each

- Describe the historical circumstances surrounding this turning point
- Discuss the impact of this turning point on societies and/or regions

**Scoring Notes:**

1. This document-based question has a minimum of *four* components (for *each* of *two* turning points, discussing the historical circumstances surrounding *each* turning point and the impact of *each* turning point on societies and/or regions).
2. The impact of the turning point may be immediate or long term.
3. The response may discuss the impact of the turning point from different perspectives as long as the position taken is supported by accurate facts and examples.
4. Any combination of societies and/or regions may be used to discuss the impact of a turning point.
5. A society or region does not need to be specifically identified as long as it is implied in the discussion, e.g., Castro’s concerns about the Bay of Pigs incident implies Cuba.
6. Only two turning points should be chosen from the historical context. If three turning points are discussed, only the first two turning points may be rated.
7. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 3a, 3b, 5a, 5b, 8a, 8b, 9a, and 9b may be considered as separate documents if the response uses specific information from *each* document.

All sample student essays in this rating guide are presented in the same cursive font while preserving actual student work, including errors. This will ensure that the sample essays are easier for raters to read and use as scoring aids.

Raters should continue to disregard the quality of a student’s handwriting in scoring examination papers and focus on how well the student has accomplished the task. The content-specific rubric should be applied holistically in determining the level of a student’s response.
**Score of 5:**

- Thoroughly develops **all** aspects of the task evenly and in depth for **each** of **two** turning points by discussing the historical circumstances surrounding **each** turning point and the impact of **each** turning point on societies and/or regions
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Industrial Revolution:* connects the social, economic, and political circumstances that led to the transition from the domestic system to the factory system to the immediate impact the factory system had on living and working conditions in Britain and on the expansion of the British textile industry on India’s cotton manufacturing; *Cold War:* connects the end of World War II and the emergence of the United States and the Soviet Union as superpowers with different ideological visions to the competition that arose between them, tensions over the spread of communism and attempts to contain it, and their involvement in proxy wars
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Industrial Revolution:* role of enclosure movement; role of Agricultural Revolution; role of steam engine; use of laissez-faire; air and water pollution; long hours, low wages, and bad working conditions; role of East India Company; decline of Indian industry; spread of cotton industry throughout India; *Cold War:* terms of Truman Doctrine; terms of Marshall Plan; formation of NATO; reason for Warsaw Pact; domino theory; division of Germany; role of Castro; role of Khrushchev; response of Kennedy; building of Berlin Wall; Cuba missile crisis; Soviet/Cuban relationship
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 4:**

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one turning point more thoroughly than the other turning point
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Industrial Revolution:* discusses the different circumstances that led to the transition from the domestic system to the factory system and how it changed living and working conditions in Britain and how the expansion of the textile industry had an impact on colonial India; *Cold War:* discusses how the end of World War II led to a shift in global power from Europe to the United States and the Soviet Union and how the spread of communism led to competition between these superpowers and their intervention in Asia and Latin America
- Incorporates relevant information from **at least four** documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 3:**

- Develops **all** aspects of the task with little depth or develops **at least three** aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

**Note:** If **all** aspects of the task have been thoroughly developed evenly and in depth for **one** turning point and the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.
Score of 2:
- Minimally develops **all** aspects of the task or develops **at least two** aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents or consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:
- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents or consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:
Fails to develop the task or may only refer to the theme in a general way; OR includes no relevant facts, examples, or details; OR includes only the historical context and/or task as copied from the test booklet; OR includes only entire documents copied from the test booklet; OR is illegible; OR is a blank paper

*The term *create* as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom’s *Taxonomy of Educational Objectives* refers to the highest level of the cognitive domain. This usage of create is similar to Bloom’s use of the term *synthesis*. Creating implies an insightful reorganization of information into a new pattern or whole. While a Level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.*
### Opium War

#### Key Ideas from Documents 1–3

<table>
<thead>
<tr>
<th>Historical Circumstances</th>
<th>Impact of Opium War on China and European Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doc 1</strong>—Increased demand for tea in England Ability of British to sell Indian cotton in China offset by northern Chinese merchants shipping cotton to southern China England unable to prevent trade imbalance Chinese not buying British wool/British products British need to increase amount of Indian goods/ Bengal opium sold to buy Chinese luxuries Repeated prohibitions by Chinese government and officials to stop sale of opium British efforts to increase trade (Chinese officials bribed to get opium to interior; elaborate smuggling schemes of British to help Chinese get opium to interior; free samples of opium distributed to innocent victims) <strong>Doc 2</strong>—Appointment of imperial commissioner by Chinese emperor to address issue of opium trade and consumption (Lin Tse-Hsü) Opium trade bringing large profits to foreigners Chinese swindled out of money and endangered by sale of opium Foreigners shipping valuable products out of China (Chinese tea, rhubarb) Foreigners failure to observe Chinese laws <strong>Doc 3</strong>—Blockading of Chinese port of Canton in 1840 Blockading of Chinese port/Canton in 1840 Continuation of war for nearly three years English seizing Chinese cities (Canton, Shanghai) Sending English gunboats up the Yangtze nearly to Nanking Peace talks between English and Emperor Tao-kuang War lost by China Signing of Treaty of Nanjing Opening of five Chinese cities for mercantile pursuits (Canton, Fuzhou, Xiamen, Ningbo, Shanghai) Establishment of foreign consulates in five cities Possession of Hong Kong in perpetuity by Queen Victoria and her successors Payment of six million dollars to Britain by Qing for value of opium delivered to Canton</td>
<td></td>
</tr>
</tbody>
</table>

#### Relevant Outside Information
(This list is not all-inclusive.)

<table>
<thead>
<tr>
<th>Historical Circumstances</th>
<th>Impact of Opium War on China and European Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese rules for trade seen as restrictive by Europeans Depletion of Chinese treasury due to silver payments to British Inflation in China Loss of Chinese production Loss of workers due to addiction Denial of British appeals for increased trade by Qing (Manchu) emperor Loss of trade monopoly in China by British East India Company in 1833 because of corruption Technological superiority of British weapons/gunboats</td>
<td>Beginning of series of unequal treaties for China Weakness of Qing government Increased foreign involvement and further weakening of Qing government because of Taiping Rebellion (1850–1864) Establishment of spheres of influence by Europeans (French, Russian, German) and Japanese in Chinese port cities Challenges to Chinese sovereignty by extraterritoriality policies of Europeans Sino-Japanese War (1894) Open Door Policy of United States to keep its trade with China Increase in power of warlords Empress Dowager Ci Xi’s refusal to reform and modernize (late 19th to early 20th centuries) Attempt of Boxer Rebellion (1900) to remove foreign influence from China Abdication of last Qing emperor Revolution of 1911 (Sun Yat-sen/Sun Yixian) Increases in public health issues and social issues due to opium</td>
</tr>
</tbody>
</table>
## Industrial Revolution

### Key Ideas from Documents 4–6

<table>
<thead>
<tr>
<th>Historical Circumstances</th>
<th>Impact of Industrial Revolution on England and India</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doc 4</strong>—Shift from domestic system (working at home, single worker, work done by hand) to factory system (large machines, many workers, working at factory site, much work done by machine)</td>
<td><strong>Doc 5</strong>—Clouds of smoke from English smokestacks (air pollution), water drained from buildings into river (water pollution), brick buildings clustered together (crowding)</td>
</tr>
<tr>
<td><strong>Doc 5</strong>—Increased urbanization (factories, smokestacks)</td>
<td>Pollution of Thames River (opaque pale brown fluid, foul smell)</td>
</tr>
<tr>
<td><strong>Doc 6</strong>—India birthplace of cotton manufacturing</td>
<td>Feculence/impurities rolling up in dense clouds visible at surface</td>
</tr>
<tr>
<td>Indian cotton trade extensive from early times to end of 18th century</td>
<td><strong>Doc 6</strong>—Decline of Indian cotton industry as British industry flourished (invention of power loom and other mechanical appliances)</td>
</tr>
<tr>
<td></td>
<td>East India Company’s monopoly of trade</td>
</tr>
<tr>
<td></td>
<td>British staples exempted from duty when imported by India</td>
</tr>
<tr>
<td></td>
<td>Raising duties on Indian goods from time to time</td>
</tr>
<tr>
<td></td>
<td>End of direct interest in Indian trade in 1840 by East India Company</td>
</tr>
<tr>
<td></td>
<td>Establishment of industries in India by East India Company’s capitalists and Indian capitalists</td>
</tr>
<tr>
<td></td>
<td>By end of 19th century, establishment of cotton mills in India</td>
</tr>
<tr>
<td></td>
<td>(193 cotton mills started; 82 in Bombay area; first cotton mill in Bombay in 1854)</td>
</tr>
<tr>
<td></td>
<td>Jamsetji Tata and Morarji Gokuldas first Indian manufacturers who started cotton mills</td>
</tr>
<tr>
<td></td>
<td>Development of cotton mills after 1877 (Nagpur, Ahmedabad, Sholapur, Kanpur, Calcutta, Madras)</td>
</tr>
</tbody>
</table>

### Relevant Outside Information

(This list is not all-inclusive.)

<table>
<thead>
<tr>
<th>Historical Circumstances</th>
<th>Impact of Industrial Revolution on England and India</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details about domestic system</td>
<td>Factory system (long hours, low pay, dangerous/unhealthy working conditions, child labor)</td>
</tr>
<tr>
<td>Details about Commercial Revolution, Agricultural Revolution, and enclosure movement</td>
<td>Influence of inventions (spinning jenny, cotton gin)</td>
</tr>
<tr>
<td>Increase in population creating demand for textiles</td>
<td>Switch from water power to coal (steam engine)</td>
</tr>
<tr>
<td>Tradition of using women and children as laborers in domestic system</td>
<td>Influence of developments in transportation (steam engine, steamship, domestic canals, railroads, Suez Canal)</td>
</tr>
<tr>
<td>Discovery of large deposits of iron and coal in Britain and use as industrial resource</td>
<td>Rise of middle class in Britain</td>
</tr>
<tr>
<td>Migration from rural to urban areas</td>
<td>Calls to modify labor abuses and laissez-faire (Luddites, Sadler Committee, labor unions, Marx and Engels)</td>
</tr>
<tr>
<td>Rise of capitalism</td>
<td>Development of Britain’s large empire and worldwide markets</td>
</tr>
<tr>
<td></td>
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# Cold War

## Key Ideas from Documents 7–9

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<td>Replacement of multipolar prewar international system by new bipolar system</td>
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## Relevant Outside Information

(This list is not all-inclusive.)

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A turning point is an event which has greatly influenced history through its large impact on various nations and regions. Throughout history there have been many major turning points which have changed how people think and act as a nation. Two of these turning points are the Industrial Revolution and the Cold War. Both turning points have resulted in major economic and political changes which have shaped the history of a variety of regions around the world.

The Industrial Revolution began in Western Europe, namely Britain, when economic activity changed from primarily agricultural to industrial. The agricultural revolution was caused by the Enclosure Acts along with the development of new machines such as the seed drill and the mechanical reaper. These machines allowed countries such as Britain to harvest food and natural resources found in the land at a faster rate. Fewer people were needed to work on farms which led to an increase in urban populations. Those moving to the cities served as laborers in the new industries being built. As factories were built, infrastructure such as roads and railways were built. As a result, urbanization increased as more people moved into the cities in search of work. The way people worked changed. Manufacturing switched from a domestic system where people worked inside their homes at their own pace to a factory system where they and many other workers made goods at a faster pace with the use of machinery (Document 4).

The Industrial Revolution led to the development of a class system that allowed for some social mobility, however it also highlighted the gap between the rich and the poor. Entrepreneurs and a new middle class developed and were able to gain wealth and a higher status. With these good effects also came some bad effects. Unplanned and quick
Urbanization led to the development of slum areas and tenements in which the worst living conditions existed. Raw sewage dumped into water sources caused illnesses such as cholera. Factories caused air and water pollution through the smoke and toxins they released (Documents 5a & 5b). This shortened the lifespan of the industrial worker which was also influenced by the poor and dangerous working conditions in factories. The Industrial Revolution shaped the future of many European nations’ economies and lifestyles.

World War II changed the political balance in the world and helped cause another turning point, the Cold War. The Axis powers were defeated by the Allied powers during World War II. The once powerful imperial powers of Britain, France, and Germany suffered economic and political losses and were relegated to second rate status (Document 7). Britain and France needed to rebuild and Germany was divided by the Allies into four military occupation zones. This eventually led to the division of Germany into a western sector held by the U.S., Great Britain, and France and an eastern sector held by the Soviets, a contributing factor to the Cold War. The Cold War was a battle of ideologies between the two superpowers, the U.S. and its allies and USSR and its allies. The U.S. and western Europe supported capitalism and non-Communist governments while the USSR and its Eastern European satellite states supported a Communist government and economy. The U.S. and S.U. disagreed not only on their ideologies but also on how and where they could assert their influence which caused tension between the two nations to rise. The tension increased furthermore when the U.S. and Western Europe formed NATO leading the Soviet Union to form the Warsaw Pact with
its controlled satellite states as members. Both alliances were formed so that if any nation was threatened by an opposing nation their allies would back them up. The Soviet Union extended their influence beyond Eastern Europe into Africa, Asia, and Latin America while the U.S. and its Western allies tried to influence nations in these same areas to increase its allies. The United States tried to fight the growth of communism by carrying out a policy of containment. The Marshall Plan provided European nations with U.S. economic aid to help repair damages caused by WWII to try to prevent Communism from threatening and spreading into more nations. The U.S. and S.U. also entered an arms race and later a space race where they spent large amounts of money on military and space technology as a way to fight for supremacy in the Cold War. Both of these races really show the true nature of the Cold War. While ideologically different, both the U.S. and the S.U. in some way saw that all-out war between them was dangerous and could lead to the destruction of the world. The Cold War got the closest to full war in the early 1960s in Cuba during the Cuban Missile Crisis. With Cuba communist and approximately 100 miles from the U.S. mainland, the U.S. felt threatened when the S.U. established nuclear missile bases in Cuba. This caused the U.S. to quarantine Cuba using air bases and aircraft carriers (Document 9). In hopes of preventing World War III, the S.U. eventually listened to the U.S. and removed the missiles, but for a few days the immediate threat of nuclear war existed. The Cold War also influenced conflicts such as the Korean War, the Vietnam War and the Soviet invasion of Afghanistan. By the late 1980’s and early 1990’s the Soviet Union was in disarray and the Berlin Wall which had divided East and
West Berlin had been taken down. The Cold War ended with the collapse of the Soviet Union in 1991. The Cold War although not a “real war” influenced the ideologies and histories of many Communist and non-communist nations around the world. Clearly the Industrial Revolution and Cold War were two major turning points in world history. Both had large influences on the ideologies and economies of many nations around the globe. These turning points are responsible for helping shape the world today and without them history would be drastically different.
Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Industrial Revolution and the Cold War
- Is more analytical than descriptive (Industrial Revolution: fewer people were needed to work on the farms which led to an increase in the urban population; manufacturing switched from a domestic system where people worked inside their homes to a factory system where they made goods at a faster pace with use of machinery; lifespan of industrial worker was shortened by pollution as well as poor and dangerous working conditions in factories; Cold War: once powerful, imperial powers of Britain, France, and Germany suffered economic and political losses and were relegated to second rate status after World War II; while ideologically different, both the United States and Soviet Union saw that all-out war between them could lead to the destruction of the world; United States felt threatened when Soviet Union established nuclear missile bases in Cuba)
- Incorporates relevant information from documents 4, 5, 7, 8, and 9
- Incorporates substantial relevant outside information (Industrial Revolution: Agricultural Revolution caused by Enclosure Acts; entrepreneurs and new middle class able to gain wealth and higher status; unplanned and quick urbanization led to development of slum areas; raw sewage dumped into water sources caused illnesses such as cholera; Cold War: both NATO and Warsaw Pact based on premise if any nation threatened by opposing nation, allies would back them up; Marshall Plan provided European nations with aid; United States and Soviet Union entered into arms race and later a space race to fight for supremacy; by late 1980s and early 1990s, Soviet Union in disarray and Berlin Wall had been taken down; ended with collapse of Soviet Union)
- Richly supports the theme with many relevant facts, examples, and details (Industrial Revolution: began in western Europe, namely Britain; infrastructure built; factories caused air pollution; dangerous working conditions; Cold War: World War II changed political balance in world; United States and Western Europe supported capitalism and noncommunist governments while USSR and its Eastern European satellite states supported communist governments and economy; containment; United States quarantined Cuba)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Details from the documents are effectively integrated with analytic statements and outside information, demonstrating a strong knowledge of the Industrial Revolution and the Cold War as turning points.
The term “Turning Points” refers to an event or a series of events that cause major changes to society and the world. These changes can be social, political, cultural, or economic. Another criteria for turning points is they may impact multiple societies and regions on a global scale. Two of the most important and impactful turning points throughout history are the Industrial Revolution and the Cold War. In the 1600s and 1700s the introduction of new inventions such as the seed drill and new farming methods changed life on farms. More land could be farmed and as a result food production increased. The population boomed. These changes in farming forced many to leave their farms and move to cities. In the mid 1700s and in the 1800s, new inventions such as the spinning jenny and steam engine ushered in a new age of industrialization in Britain and later much of the world. Prior to the Industrial Revolution production was slow and time consuming. Manufacturing was shifting from the domestic system (at home with small scale machinery) to the factory system (large factories with hundreds of workers and large scale machinery). This change is illustrated in Document 4, which depicts workers in a factory surrounded by machinery. During the Industrial Revolution, tools that were powered by humans and animals were replaced by newly invented machines powered by water, then coal, and later oil. In the cities, farmers who were now factory laborers faced a new way of life. They moved from farm houses where they often lived with their extended families to small cramped tenements and lived among strangers. In addition, people’s roles significantly changed. Women and even children worked in factories for low wages away from the home, where their jobs had been up until this turning point. Their
wages were needed to support the family.

Aside from these social changes, the Industrial Revolution also brought about significant political and environmental changes. In order to keep a steady supply of raw materials such as cotton for factories, European powers (notably Britain) exploited their colonial possessions. In India, the British forced native manufacturing out of business so that its colony would become dependent on British manufactured goods. They also created a cash crop plantation system that allowed them to process what was grown in British factories and to ship British finished goods to the colonies. The Industrial Revolution and its technologies eventually spread to those colonies, but only after some time. Before this spread, according to Document 6, the Indian cotton industry which had flourished was limited and discouraged in favor of British goods. This hurt the Indian economy as cotton textiles were one of India's largest exports. According to Document 6, however, after 1840, duties placed on Indian industry (including tariffs) were limited as Indian industrialization using British manufacturing techniques was encouraged. The British factory system was implemented and successfully spread. Cotton mills were built and eventually Indian manufacturers such as Tata and Gokuldas started mills themselves. This allowed for a growth in the Indian cotton industry and for some economic growth. There were many environmental effects of the Industrial Revolution. Document 5a depicts the smoke and air pollution associated with the burning of coal in factories seen in Britain. Document 5b describes the polluted Thames River as a brown fluid with an unpleasant smell. As cities grew, sanitation systems could not keep up. Public sewer systems and waste disposal were
overworked and diseases such as cholera, caused people to die. The Industrial Revolution was an age of environmental abuse.

Another important turning point is the Cold War. In the period immediately following World War II, Europe was left in a state of destruction. The former world powers of Britain, France, and Germany were devastated both physically and economically. They desperately needed time and money to rebuild. Britain, France, and Germany were all facing a new reality. According to Document 7, this destruction allowed for the emergence of two new world powers, the capitalist and democratic United States and the totalitarian and Communist Soviet Union. Some historians claim that the Cold War started with the power struggle and led to the competition that existed near the end of World War II at conferences like Yalta. This shift of global hegemony is what helps make the Cold War a significant turning point.

The Cold War was mainly a political standoff between the US and the USSR. Both powers wanted to spread their ideologies to other regions in order to exercise their political control and have influence in these places. The US issued the Marshall Plan to financially aid European countries devastated by the war. The plan was set up to rebuild war torn areas but was contingent on the countries adopting economic reforms and rejecting communist control. The US and other western bloc members also created NATO, a political and military alliance. NATO was meant to protect countries from the Soviet threat. NATO countries supported the US. In response to NATO, the Soviets and its satellites in the eastern bloc formed the opposing Warsaw Pact. These nations were theoretically free and had their own leaders but
many of them were simply puppet governments of the Soviet Union. Soviet influence is expressed in Document 8a, which shows the USSR leader Joseph Stalin trying to spread Communism across Europe and exert his power and authority throughout the eastern bloc. Document 8b describes specific examples of Soviet influence behind the Iron Curtain, such as arresting, murdering, and deporting those believed to be anti-Soviet. While the Cold War was tense and at times almost led to worldwide annihilation, many of the advancements of technology resulted in long term positive effects. The two super powers also competed in the fields of science (Space Race) which led to exploration and better understanding of science and outer space. The two countries competed in almost every field. Despite the fact that there were no direct wars between the US and USSR, there were proxy wars and confrontations. In the Korean War and Vietnam War, the Soviets backed the Communist North factions while the US backed the southern factions. While the Korean war was a stalemate, the US suffered a devastating loss in Vietnam. The Soviets also intervened in Cuba and Afghanistan. After Fidel Castro’s takeover in Cuba, he pledged alignment with the USSR, who sent in nuclear missiles. As a response, the US blockaded access to Cuba and imposed a quarantine, as seen in Document 9a. This was seen by the Soviets as a threat to force the USSR to obey US orders, as expressed by Soviet Premier Khruschev in Document 9b. Eventually, US president Kennedy diffused the situation, preventing all-out nuclear warfare. The non-aligned movement also was established to give developing nations an alternative to aligning with either the US or Soviet bloc.
As one can see, both the Industrial Revolution and the Cold War are major turning points in world history. The Industrial Revolution had social, political, economic and environmental impacts while the Cold War had mostly political impacts. Both these events resulted in many changes that are evident even today.

Anchor Level 5-B

The response:
- Thoroughly develops all aspects of the task evenly and in depth for the Industrial Revolution and the Cold War
- Is more analytical than descriptive (Industrial Revolution: manufacturing was shifting from working at home with small-scale machinery to working in large factories with large-scale machinery; in cities, farmers who were now factory laborers faced a new way of life; as cities grew, sanitation systems could not keep up; British forced native manufacturing out of business so colonies would become dependent on British manufactured goods; was an age of environmental abuse; Cold War: mainly a political stand-off between United States and USSR; Eastern bloc nations were theoretically free but many of them were simply puppet governments of the Soviet Union; at times, almost led to worldwide annihilation but many advancements of technology resulted in long-term positive effects; after Castro’s takeover in Cuba he pledged alliance with USSR who sent in nuclear missiles)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (Industrial Revolution: farming inventions such as seed drill changed life on farms; tools powered by hand and sometimes animals were replaced by machines powered by water, then coal, and later oil; wages of women and children needed to support their family; cholera; Cold War: Marshall Plan set up to rebuild war-torn areas; NATO meant to protect countries from Soviet threat; in response to NATO, Soviets and its satellites formed Warsaw Pact; in Korean and Vietnam wars, Soviets backed communist north factions while United States backed southern capitalist factions)
- Richly supports the theme with many relevant facts, examples, and details (Industrial Revolution: shifted from domestic to factory system; cramped tenements; cotton mills built in India; Cold War: former world powers of Britain, France, and Germany devastated after World War II; emergence of two new world powers; United States blockaded access to Cuba; no direct wars between United States and USSR; proxy wars and confrontations)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Outside information and analytic statements are integrated with descriptions of document information to effectively accomplish the task. A strong knowledge of the Industrial Revolution and the Cold War as turning points is demonstrated.
History can be considered a series of turning points, two relevant ones being the Opium War and the Industrial revolution. Both of these events describe a major change which affected multiple areas of the world. The Opium War in China was caused by the Chinese rebelling against the British who were illegally importing opium. This event is considered a turning point because the war resulted in a loss by the Chinese which allowed for spheres of foreign influence to develop, unrestricted trade by the British, and an increasing deterioration in Chinese Society. The other turning point, the Industrial Revolution, was a time when countries began to use more efficient ways of production by introducing advanced technology. This was considered a turning point since it changed production systems and led to an increase in environmental pollution.

The Opium War began in the 19th century in China and lasted for 3 years between China and Great Britain, with Great Britain as the victors. This was caused by the British illegally trading Opium in China in order to create a favorable balance of trade. The British wanted to find products that the Chinese population would purchase so that they could make a profit. That product was opium. Despite the Chinese laws that prohibited the sale of opium, Britain sold opium manufactured in India for a lot of money to the Chinese. This caused major problems for the Chinese as they were paying large amounts of money to the British. China’s balance of trade became unfavorable as they were not selling as much to the British. Chinese society was harmed. Its people were addicted to opium. The government felt they needed to stop the opium trade. The Chinese seized British shipments of illegal opium which started a war with Great Britain. The Chinese lost
due to the advanced military of the British. The loss is considered a turning point as China's economy now came under the heavy influence of foreign powers, through a form of imperialism known as spheres of influence. The Chinese signed a series of unequal treaties which divided the country into spheres of influence given to Britain, France, Russia, and later Japan. In these spheres of influence foreigners could basically do what they wanted under a policy known as extraterritoriality. Another result was that “The Island of Hong Kong was to be possessed in perpetuity” by Victoria and her successors, and ruled as “they saw fit” (Spence). In other words, a major city of China, Hong Kong was now under the control of the British. This meant that the Chinese in Hong Kong would now become economically dependent on the imperialists, when they were not originally. The British remained in control of Hong Kong until the late 1990s. The Opium War weakened the country of China. Its army proved to be incredibly weak and the central government could not stand up against the British or other foreign countries. Rebellions inside China such as the Taiping Rebellion and the Boxer Rebellion showed the government’s weakness. These effects led to the fall of the dynasty controlling China. All together; the Opium War can be considered a turning point due to the changes in the Chinese and British economies, the influence of foreign states in China and the degradation of Chinese society from Opium.

Another significant turning point was the Industrial Revolution which occurred in the 18th and 19th centuries, when countries began to increase production with the use of technological advancements. Entrepreneurs came up with new ways of producing goods that were
Anchor Paper – Document-Based Essay—Level 4 – A

cheaper and faster than ever before. Inventions such as the power loom, the steam engine, and the spinning jenny contributed to the development of the factory system. People began to work in factories with automated systems, a change from domestic system depicted in document 4. Under the domestic system production was slow and fewer items were produced because they were made by hand. While people worked long hours they typically worked at home with family members. With the new factories, working conditions changed and many workers worked long hours for low pay in unhealthy conditions. These conditions sometimes caused major health problems including lung disease. Because of these unfair conditions workers began to demand rights within factories. This began the idea of workers unionizing. Unions are still prevalent today. Unions pushed for things such as better working conditions, minimum wage laws, shorter working hours. Another change that happened was environmental degradation. This was caused by extreme amounts of waste produced by these new industrial factories. This is shown in document 5 in the image which depicts a river in England, being polluted with waste from factories. In addition because many factories used coal power the air became black. The dirty air made some people sick. Living conditions worsened with waste in water causing diseases. The Industrial Revolution can be considered a turning point due to the changes in production methods, working conditions, and increases in environmental pollution.

Both the Opium War and the Industrial Revolution can be considered turning points. The Opium War changed the Chinese society and economy. The Industrial Revolution changed working
conditions and production methods leading to a consumer based society, as well as degrading the environment. In the end, both the Opium War and Industrial Revolution were turning points which led to changes in different regions and societies.

Anchor Level 4-A

The response:

- Develops all aspects of the task for the Opium War and the Industrial Revolution
- Is both descriptive and analytical (Opium War: British illegally trading opium to create favorable balance of trade; British wanted to find products the Chinese population would purchase so they could make a profit; treaty meant Chinese in Hong Kong would become economically dependent on imperialists; Industrial Revolution: under domestic system, production was slow and fewer items produced because they were made by hand; extreme amounts of waste produced by factories resulting in environmental degradation; living conditions worsened with waste in water, causing diseases)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (Opium War: Chinese seized British shipments of illegal opium starting a war; China signed series of unequal treaties which divided country into spheres of influence; Chinese army proved to be incredibly weak and central government could not stand up against British or many other foreign countries; rebellions inside China showed government’s weakness; Industrial Revolution: inventions such as steam engine and spinning jenny contributed to development of factory system; in factories many worked long hours for low pay in unhealthy conditions; unions pushed for things such as better working conditions, minimum wage laws, and shorter working hours)
- Supports the theme with relevant facts, examples, and details (Opium War: Chinese lost war; extraterritoriality; Taiping and Boxer rebellions; Industrial Revolution: people began to work in factories; factories used coal; air became black)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss why the Opium War and Industrial Revolution are considered turning points

Conclusion: Overall, the response fits the criteria for Level 4. The response is structured around information from the documents and well-placed analytic statements. Ideas are introduced for the Opium War and the Industrial Revolution that could have been strengthened with further development.
History as we know it had major turning points. Turning points are significant events that have altered the course of history and had an impact on multiple societies and regions. A few such examples of Turning Point consist of the Opium War, Industrial Revolution, and the Cold War.

A major turning point is the Industrial Revolution. The place where this historic revolution first transpired was in Great Britain. The reasons for this is Great Britain had a stable government, an abundance of coal, and natural harbors. An Agricultural Revolution, prior to the Industrial Revolution led to the mass migration of people from rural towns to cities. This gave Great Britain a willing workforce. All these factors made Britain the perfect place to start the Industrial Revolution. There was a shift in how goods were made. Under the domestic system individual people produced goods in small shops or at home using simple machines like spinning wheels however, under the new factory system people worked in factories using big and complex machines to manufacture goods (Doc 4). In the factories, people had repetitive work to keep the product moving through the machines. Numerous people were severely injured when using these machines because these machines did not have safety features. People also had to work long hours with little pay. The conditions inside the factories were horrendous. Sometimes people were beaten to force them to work faster or better. Women and children working in factories were forced to work for lower pay than the men. The environmental conditions were not good either. People got sick from air and water pollution. The Thames River was so dirty that it was brown and opaque (Doc 5). Sewage and factory waste were dumped in the river. The quality of
people’s life suffered from these conditions. The Industrial Revolution eventually spread to other places as well. Sales of India’s cotton became depressed since Britain placed heavy tariffs on Indian cotton and cotton goods in England (Doc 6). In other words, while industrialization allowed Britain to progress much further than some other countries it also created difficulties for some regions. Britain was able to profit from its trade in India while many Indians lost their jobs because their cotton cloth could not compete with British cloth.

Another major turning point was the Cold War, which occurred after WWII. Winston Churchill, the English Prime minister, called what he saw as the division of West Europe and East Europe as the descending of an “Iron Curtain.” He described this curtain as part of a Cold War between the U.S. and the Soviet Union and worried about it. After WWII western countries such as Britain and France lost power and status, while the Soviet Union and the U.S. gained significant power and influence (Doc 7). Germany’s economy crumbled. Britain and France suffered major destruction as well as economic losses from the exhausting war and not only had to rebuild their own countries, but also to deal with their colonies. Since the U.S. suffered less destruction in the war, that helped it become a major global power after WWII. On the other hand, while the Soviet Union was in the war much longer than the U.S. and suffered serious losses, it still came out victorious and with pride. After the war, however, the Soviet Union immediately broke with its allies and looked to protect itself and increase its own strength. It did this by creating a buffer zone made up of Poland, Hungary, East Germany, Rumania, and
Bulgaria. These countries were behind Churchill’s “Iron curtain.” Stalin forced his policies on these areas which he claimed he needed to protect the Soviet Union. The U.S. saw this as an aggressive move and formed NATO to protect itself and its allies in western Europe. The Soviet Union answered back by forming the Warsaw Pact. In this pact, the Soviet Union forced Eastern European countries to become part of their political and economic bloc under communism (Doc 8). While the Soviet Union tried to spread communism, the US and NATO tried to contain it. This led the two global powers to take sides in many wars around the world. For example, in the Korean War the Soviet Union supported North Korea, while the U.S., and eventually the United Nations reinforced South Korea. The Cold War shaped world politics for over 40 years.

In conclusion, history is filled with profound turning points which can only be determined after they have occurred. These turning points have shaped our world. We should not underestimate the quintessential capacity of history to help us examine major changes.
Anchor Level 4-B

**The response:**

- Develops all aspects of the task for the Industrial Revolution and the Cold War
- Is both descriptive and analytical (*Industrial Revolution:* Agricultural Revolution led to migration of people from rural towns to cities; under domestic system individual people produced goods in small shops or at home using simple machines, however, under factory system people worked in factories together using big and complex machines; while industrialization allowed Great Britain to progress much further than some other countries, it created difficulties for some regions; *Cold War:* since United States suffered less destruction, that helped it become a major global power after World War II; while Soviet Union was in World War II much longer than United States, it still came out victorious and with pride; after World War II, Soviet Union immediately broke with Allies and looked to protect itself and increase its own strength)
- Incorporates relevant information from documents 4, 5, 6, 7, and 8
- Incorporates relevant outside information (*Industrial Revolution:* Great Britain had abundance of coal and natural harbors; people severely injured using machines because they did not have safety features; women and children working in factories forced to work for lower pay than men; *Cold War:* Great Britain and France not only had to rebuild but had to deal with their colonies; United States saw Soviet actions as aggressive and formed North Atlantic Treaty Organization; Soviet Union answered the formation of North Atlantic Treaty Organization by forming Warsaw Pact)
- Supports the theme with relevant facts, examples, and details (*Industrial Revolution:* air and water pollution; Thames River water brown and opaque; *Cold War:* after World War II, Western countries such as Great Britain and France lost power and status; Germany’s economy crumbled; Iron Curtain)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states turning points can only determined after they have occurred

**Conclusion:** Overall, the response fits the criteria for Level 4. Document information combined with some well-placed analytic statements and the incorporation of relevant outside information support the discussion of both turning points. However, additional supporting facts and details would have benefited the development of the task.
The world and its history are affected by the major events that occur. When some events occur there is more change than others. If the impact is very large you would call the event a turning point. Two turning points that had a large impact on society are the Industrial Revolution and the Cold War.

One turning point was the Cold War. The war was primarily between the Soviet Union and the United States, but many other countries were dragged into it. The roots of the Cold War can be traced back to WWII. The US, Britain, France, and the Soviet Union had joined forces to defeat Hitler’s evil. Right after WWII, these Allied nations who won the war split Germany, and also ended up splitting Berlin. Differences between these Allies after the war led to increased tensions and the Cold War. In the late 1940s the Soviet Union blockaded West Berlin so that goods could not travel through communist controlled East Germany to get to non-communist West Berlin. This led to the Berlin Airlift, one of the first crises of the Cold War. The situation was only resolved after the US airlifted supplies to West Berlin and the Soviets gave up on their blockade. Another event during this turning point was when the Soviets supported the building of the Berlin Wall, around West Berlin so people in East Berlin (controlled by East Germany) wouldn’t try to escape to the other side. The people in the West were doing economically better than the people in the East, so Khrushchev strongly encouraged the East German government to close the borders so the people in East Germany and East Berlin couldn’t escape to West Berlin. The Wall was built in the early 1960s and physically divided the city. The Wall fell in 1989 and this is considered by many historians to be the
symbolic end of the Cold War. Two other countries affected by the Cold War were Korea and Vietnam. Pretty much the same things happened to both places. They were both split into North and South — Korea right after WWII and Vietnam at the time of independence. The Soviets backed the North and US backed the south in each case. The Soviets and the US fought each other in Korea and Vietnam in proxy wars. The difference between them though is that Korea after the Korean War stayed split, the North was communist and the South was non-communist. In Vietnam, after the war, Vietnam became united and was a communist country. In both conflicts millions of people had died. Another country affected by the Cold War was Cuba. In Cuba, the Soviet Union started building missile sites to protect its new communist ally against any US aggression. However, when the US found out about the building of these sites they felt threatened. The US decided to set up a naval quarantine to block additional missiles from entering Cuba (Document 9a). The quarantine offended Khrushchev. He felt like he was getting bullied into surrendering because of it (Doc 9b). In the end Khrushchev did turn his ships around and agreed to pull the missiles from Cuba. This made the US feel safer. For over 40 years the world had to deal with this Cold War rivalry.

The Industrial Revolution was another important turning point. The use of machinery on farms and new methods of farming transformed rural life. An interdependence between farms and industry developed. The Industrial Revolution is basically the result of technological advancements. These included new machines that allowed for items to be produced faster. Production using these new machines changed how items were made. Instead of producing a few
items at home under the domestic system, factories produced goods in larger quantities (Doc 4). Entrepreneurs and new business owners invested in factories to get rich. Under laissez-faire economics, entrepreneurs and business owners were able to set wages and prices to increase profits. With new machines there were lots of new jobs. These jobs weren’t that good because there weren’t many protective laws to go along with them. These jobs were highly dangerous and were often taken on by mere children. Some people were outraged because children were losing limbs and getting hurt or sick while working. These hurt or sick children would just be fired and replaced. Protests by workers and testimonies given to the government forced this to change.

Another downfall of the Industrial Revolution was lots of pollution. For instance in England, the view from the Blackfriars Bridge in Manchester is smog rising from the factory buildings (Doc 5a). This shows evidence of air pollution. The Thames River was heavily polluted. This is shown when a piece of paper becomes barely visible when put in it (Doc 5b). Since there were a lot of people moving to cities pollution and other problems got even worse. There was a lot of poverty. Diseases were spread especially because the water and air quality were so disgusting. Rich entrepreneurs and business owners escaped the cities for country estates to get from the smog filled cities. The poor couldn’t do that. The Industrial Revolution came with a price, that being child labor, pollution, and a huge difference between the rich and the poor.

The effects of these turning points are still applicable today. Korea is still split into North and South, the North being communist. We still use technology that was developed during the Industrial Revolution. These two events will likely continue to effect the world.
Anchor Level 4-C

The response:

- Develops all aspects of the task for the Cold War more thoroughly than for the Industrial Revolution
- Is both descriptive and analytical (Cold War: after World War II, differences between Allies after the war led to increased tensions; Soviet Union started building missile sites in Cuba to protect new communist ally against United States aggression; Khrushchev offended by quarantine because he felt bullied into surrendering; for over 40 years world had to deal with this rivalry; Industrial Revolution: protests and testimonies to the government forced this to change; diseases spread because water and air quality disgusting; new technology and new jobs came at a price, that being child labor and pollution)
- Incorporates relevant information from documents 4, 5, 8, and 9
- Incorporates relevant outside information (Cold War: Soviet Union blockaded West Berlin so goods could not travel through communist-controlled East Germany; in Berlin, supplies airlifted to West Berlin and the Soviets gave up their blockade; Soviets supported the building of Berlin Wall so people in East Berlin would not try to escape; fall of Berlin Wall considered by many to be symbolic end of Cold War; after Vietnam War, Vietnam united as a communist country; Khrushchev turned his ships around and agreed to pull missile sites from Cuba; Industrial Revolution: under laissez-faire economics, entrepreneurs and new business owners able to set wages and prices to increase profits; new jobs not that good because few laws to protect workers; people outraged because children losing limbs and getting hurt or sick while working)
- Supports the theme with relevant facts, examples, and details (Cold War: primarily between Soviet Union and United States; Industrial Revolution: new machines allowed faster production; factories produced large quantities of goods; poverty; differences between rich and poor)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states how the Industrial Revolution and Cold War still impact society today

Conclusion: Overall, the response fits the criteria for Level 4. Well-placed analytic statements and relevant details about the Cold War as a turning point demonstrate a good understanding of the task. Further development in the discussion of the Industrial Revolution would have enhanced the response.
Throughout the world's history, turning points have often occurred almost every decade. Some turning points are more memorable and caused more of an impact than others. Two examples of major turning points would be the Industrial Revolution and the Cold War because they had an impact on many societies and regions.

During the Industrial Revolution, many people's way of life completely shifted and positive and negatives resulted from this big change in history. New inventions are a big cause of this Revolution (4). The Assembly line was invented which increased mass production of items that would usually take much longer to make. In the past people would produce items using the domestic system (4). This was slow because labor wasn't diversified because there wasn't a factory system. In the Industrial Revolution more jobs were available as factory workers were needed to maintain the machinery and more products were being produced. As a result new products were now being available to more people. Prices of these products were also much lower compared to the more expensive handmade products from the domestic system.

Downsides also resulted from all of these positives. Increased urbanization was a big result. Factories were built in cities near rivers to be run by water power but also to have access to trade routes. This meant more people moved to cities in search for jobs. This caused large over populations in many cities which led to over crowded living spaces and unsanitary conditions causing diseases to spread easier. Overworked sewage systems could not handle the over population. Also the industrial Revolution cause much damage to the environment (5a). Little knowledge on how industrialization could impact our
environment led to pollution in the air and rivers, etc. Child labor was used during industrialization. The demand for jobs in factories led to children and women being put to work for little pay in dangerous conditions. Dangerous machines often caused injuries even sometimes death.

Another turning point in our world’s history would be the Cold War. The Cold War period began right after WWII. Britain, France, and Germany had lost a lot of money and power and could not compete as they once did. The Soviet Union and the US were the strongest countries after World War II which caused tensions between communist Soviet Union and the capitalist US (9b). Cuba became an ally to the Soviet Union after the Cuban Communist Revolution which helped lead to what was known as the Cuban Missile crisis in 1962. (9a) The Soviet Union wanted to protect its ally Cuba against the US which is one of Cuba’s closest neighbors. The Soviet Union also wanted to establish nuclear missile bases in Cuba to protect against any US aggression. The US placed a quarantine around Cuba to stop the Soviet Union from putting nuclear missiles in Cuba. This almost led to Nuclear War. This fear of a Nuclear War caused a frenzy amongst citizens of the US. No fighting directly between the USSR and US ever occurred but the Cuban Missile Crisis was a close one. For the most part there was only fighting through proxy wars. For example the Korean and Vietnam Wars resulted during/from the Cold War. Both of these turning points created change, some good and some bad. People’s views may differ about these events. Both were important and led to major effects.
Anchor Level 3-A

The response:
- Develops all aspects of the task for the Industrial Revolution and the Cold War with little depth
- Is more descriptive than analytical (Industrial Revolution: production with domestic system slow because labor not diversified since there was no factory system; factories built near rivers for water power and also to have access to trade routes; pollution in air and rivers caused much damage to environment; Cold War: Britain, France, and Germany lost a lot of money and power and could not compete as they once did; Soviet Union wanted to establish nuclear missile bases in Cuba to protect against any United States aggression; United States quarantine to stop Soviet Union from putting nuclear missiles in Cuba)
- Incorporates some relevant information from documents 4, 5, 7, and 9
- Incorporates relevant outside information (Industrial Revolution: more jobs available as factory workers needed to maintain machinery; meant new products available to more people; led to increased urbanization; overpopulation in many cities led to overcrowded living spaces and unsanitary conditions causing diseases to spread easier; Cold War: Cuban Communist Revolution helped lead to Cuban missile crisis in 1962; fear of nuclear war caused frenzy among citizens of United States; no direct fighting between USSR and United States but Cuban missile crisis was a close one)
- Includes some relevant facts, examples, and details (Industrial Revolution: sewer systems; child labor; machines cause injury; Cold War: began right after World War II; Soviet Union and United States strongest countries after World War II; Cuba ally of Soviet Union)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Relevant outside information frames a discussion that is supported by some thoughtful statements and document information. Further explanation of generalizations would have benefited the discussion, especially for the Cold War.
Throughout history, there are a vast multitude of turning points. One of these turning points that had major affects was the Opium Wars fought between the British and China. Another was the Cold War that changed the world. Both of these turning points changed the course of history and impacted the surrounding societies and regions.

The Opium War was a war fought between the British and China over the trade of an illegal and addictive drug known as Opium. The trade of this drug was brought on by an imbalance in trade between England and China. In England, tea became an increasingly popular and sought-after beverage, to the point where the average London worker spent 5% of their income on tea. Since it was so popular, trade with China increased. But the Chinese didn’t need or want many of the goods that were produced by England. The Chinese interior cotton trade rivaled England’s cotton trade from India. Thus the imbalance in trade became even greater. The British attempted to increase the trade of other products between themselves and China, but failed because China already had silk and cotton textiles and no interest in England’s heavy woolen ones. So, to combat the trade imbalance, they began trading Opium with China. Due to Opium’s addictive traits, trade increased and the imbalance ended as England got its tea and China got opium. The British were able to make large profits from selling the drug. Even though trade increased that doesn’t mean everything became better. The British abused the Chinese addiction to the drug. Despite the fact that the Chinese government made Opium illegal to use or trade, England paid off officials and smuggled in Opium. Soon, the Opium war broke out. The Chinese had had enough.
and seized Britain's opium ships and the British responded by _____ sending in warships to blockade Canton. The war lasted for three years with the British reigning victorious. Five Chinese port cities were _____ opened to British traders and the trade continued unrestricted. The ____ Opium war was a turning point that positively impacted the British but ruined the Chinese with addiction. Not only that but China's ____ defeat in the Opium War opened China up for other nations to get port cities. This weakened the Chinese dynastic system. Rebellions and ____ wars within China weaken the system more. All this was to settle an ______ imbalance in trade.

Another turning point that changed history was the Cold War. The ____ Cold War was a war that was fought primarily between the United ____ States and the U.S.S.R. During and right after World War two, ____ Britain and France focused on rebuilding, recovering, and trying to maintain their colonial empires. Germany had lost the war and was ____ occupied and divided by the Allied powers. Only the U.S. and USSR ____ emerged from World War II as having the most global power. The U.S. ____ and the U.S.S.R. tried to capitalize on their new world status and ____ each tried to strengthen its position. The USSR began to take control ____ over Eastern European governments by putting communist secret ____ police in all of the U.S.S.R. occupied countries, disbanding non- ____ communist civic organizations and youth groups, and putting ____ communists in charge of radio shows, using them to spread their ____ influence. Because most of the occupied Eastern European countries ____ were weakened states, the USSR was able to overpower them, beating ____ and killing innocents. The US tried to counter the USSR by _____ practicing a policy of containment. The US tried to stop the spread of ____
communism. While this was happening the U.S and the USSR were competing in both an arms race and a space race in hopes of creating superior technology and weapons to defeat their opponents. USSR's sphere of influence was very large, it even had Cuba under its influence. Though, due in part to its vast spending on the arms race, the USSR slowly headed towards economic collapse until it finally did and the cold war ended. The cold war was a turning point because the world at the end of World War II was already in shambles and came out with a new power structure and newer, more superior technology.

The cold war and the Opium wars were only two turning points of all those scattered throughout history. They forever changed history and had an impact on societies.
Anchor Level 3-B

The response:

- Develops all aspects of the task for the Opium War and the Cold War with little depth
- Is more descriptive than analytical (Opium War: trade of opium brought on by imbalance in trade between Britain and China; Chinese did not need or want many of the goods produced by England; despite fact that Chinese government made opium illegal to use or trade, England paid off officials and smuggled in opium; Cold War: during and right after World War II, Britain and France focused on rebuilding, recovering, and trying to maintain colonial empires; Germany lost World War II and was occupied and divided by Allied powers; USSR began taking control over Eastern European governments by putting communist secret police in the occupied Eastern European countries, disbanding noncommunist civic organizations and youth groups, and putting communists in charge of radio shows to spread its influence)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (Opium War: China’s defeat opened China up for other nations; China’s loss weakened Chinese dynastic system; Cold War: United States practiced policy of containment; United States and USSR competing in both an arms race and a space race; due in part to vast spending on arms race, USSR slowly headed toward economic collapse until it finally did; Cold War ended)
- Includes some relevant facts, examples, and details (Opium War: average London worker spent five percent of income on tea; British make large profits from selling opium; British warships blockade Canton; British victorious; Cold War: fought primarily between USSR and United States who emerged with the most global power; USSR had Cuba under its influence)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Heavy reliance on document information frames a discussion that is supported by some well-placed relevant outside information. The inclusion of additional analysis accompanied by supporting facts and details would have strengthened the response.
Turning points drastically change the course of history and have impacted many societies and regions. Both the Industrial Revolution and the Cold War were very important turning points in global history. The Industrial Revolution and the Cold War had great impacts on many societies and regions.

The Industrial Revolution happened during the 1800’s in England. Before the Industrial Revolution there was the domestic system where workers worked at home and used hand powered machines like the spinning wheel to make products. It took a long time to produce each item and products were expensive. During the Industrial Revolution, new machines such as the power loom were created in order to produce goods quicker and easier. This in turn, caused the prices of these goods to become cheaper and more affordable. Unfortunately a major result was the pollution of many waterways and the air in England (Doc 5). Coal burning and improper waste removal caused the air and water in many English cities to become unhealthy. While the Industrial Revolution did mostly impact England for the better because it increased production speed and lowered prices, pollution was extremely negative for the people in England. The pollution was mainly due to the lack of regulation on businesses by the government. The government in England had a laissez-faire approach to the economy during the early 1800’s, which meant that they did not regulate businesses. This let businesses do almost whatever they wanted and since the cheapest way to remove waste materials from factories was to dump it into rivers and release it into the air, they polluted the environment. The water became so polluted that it was extremely brown and cloudy. The Industrial Revolution also greatly impacted India.
Since England is on an island and in the north, it couldn’t grow enough of the raw materials required to make manufactured goods. As a result they took over many regions around the world. One of these regions was India, which was taken over for its cotton. One of the few positive effects on India was that it built many cotton mills, which resulted in the increase in cotton production in India (Doc 6). The Industrial Revolution significantly impacted history. The Cold War was mainly between the United States and the Soviet Union. The war was over the spread of governmental beliefs of democracy and capitalism in the US and communism in the Soviet Union. The Soviet Union began taking over Eastern European governments after they had promised to hold elections in Eastern Europe during the war and establishing communist governments within these occupied countries after WWII (Doc 8). These countries became what are known as satellite countries, which were countries under the influence of the Soviet Union. The Soviet Unions reach also stretched out to Cuba and would eventually lead to the Cuban Missile Crisis (Doc 9). After Fidel Castro became the leader of Cuba he made the government communist and became close allies with the Soviet Union. Since the US did not like communism they became extremely worried about Cuba and it only escalated when the Soviet Union began building nuclear missile sites in Cuba. The US was immediately afraid of what Cuba might do so they established a quarantine around Cuba, preventing Soviet ships from entering. Earlier the US placed an embargo on Cuba preventing the US from trading with Cuba, in hopes that they would economically fail without the US as a trading partner. The Cold War greatly impacted many
regions around the world

Turning points are significant changes to history. Among the greatest turning points in recent history, the Industrial Revolution and Cold War were extremely significant. Both the Industrial Revolution and Cold War impacted societies and regions worldwide.

Anchor Level 3-C

The response:

- Develops some aspects of the task for the Industrial Revolution and the Cold War with some depth
- Is more descriptive than analytical (Industrial Revolution: there was a domestic system where workers worked at home and used hand-powered machines to make products; new machines such as power loom created to produce goods quicker and easier; cheapest way to remove waste materials from factories was to dump it into rivers and release it into the air; Cold War: Soviet Union promised to hold elections in Eastern Europe during World War II; after Castro became leader of Cuba, he made government communist and became close ally with Soviet Union; United States became extremely worried about Cuba which escalated when Soviet Union began building nuclear missile sites in Cuba)
- Incorporates some relevant information from documents 4, 5, 6,7, 8, and 9
- Incorporates relevant outside information (Industrial Revolution: long time to produce each item and products expensive; coal burning and improper waste removal caused air and water in many English cities to become unhealthy; government in England had laissez-faire approach to economy during early 1800s; England on an island and in the North it could not grow enough raw materials required to make manufactured goods; Cold War: Eastern European countries became satellites under influence of Soviet Union; United States placed an embargo on Cuba)
- Includes some relevant facts, examples, and details (Industrial Revolution: happened during 1800s in England; cotton production increased in India; Cold War: mainly between United States and Soviet Union)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. A document-driven discussion is interspersed with some relevant outside information, demonstrating an understanding of the task. The inclusion of historical circumstances related to the Cold War and additional facts and details for both turning points would have strengthened the response.
Turning points are generally events that have had a great impact on a large, usually international scale. The industrial revolution, with its labor specialization and environmental impact, and the Cold War, with its reassignment of global superpowers and redistribution of territory, represent two of the many turning points that changed the world.

The industrial revolution began in Britain around the late 1800s. Britain was the prime location for industrialization because of its abundant resources and entrepreneurs. It was a time of great change in the production of goods. As shown in Document 4, labor became specialized. Prior to the revolution, products were usually produced one-at-a-time, by hand, by a single person in their home. The rise of machine-assisted production caused work to shift to factories, where several of a product could be made at once. The revolution also impacted the environment. M. Faraday once wrote while travelling by river in Britain, “The whole of the river was an opaque pale brown fluid.” This pollution of the water was most likely caused by the dumping of industrial waste. The industrial revolution revolutionized the way products were made, and its methods soon spread throughout Europe and the US.

The cold war was a non-confrontational conflict between nations aligned with the US and those aligned with the Soviet Union, which began after WWII. It entailed the redistribution of global power. WWII ravaged the economies of Eastern Europe, having a power vacuum which both the US and USSR tried to fill (Document 7). As part of their strategy to gain power, the USSR spread its influence in Western Europe. Countries adjacent to the USSR spread its influence
in Western Europe. Countries adjacent to the USSR were invaded and Soviet institutions were established (Document 8b). The USSR used the Warsaw Pact to forcibly allie with the countries near it. This advance caused what Winston Churchill described as an “Iron Curtain,” a figurative barrier between the ideologically opposing Soviet bloc and the rest of Europe. The tension caused by the Cold War has shaped modern European and global policy.

The Industrial Revolution and Cold War are two turning points that have effected modern society. The Industrial Revolution saw the rise of assembly lines and awareness of pollution, and the Cold War saw the reassignment of long-held positions of power. These were undoubtedly important time periods.
Anchor Level 2-A

The response:
- Minimally develops all aspects of the task for the Industrial Revolution and the Cold War
- Is primarily descriptive (Industrial Revolution: products were usually produced one at a time, by hand, and by a single person in their home; rise of machine-assisted production caused work to shift to factories where more than one product could be made at once; pollution of water most likely caused by dumping of industrial wastes; Cold War: conflict between nations aligned with United States and those aligned with Soviet Union began after World War II; the tension caused shaped modern European and global policy); includes faulty and weak application (Cold War: countries adjacent to USSR spread its influence into Western Europe)
- Incorporates limited relevant information from documents 4, 5, 7, and 8
- Presents relevant outside information (Industrial Revolution: Britain became prime location because of abundant resources and entrepreneurs; methods soon spread throughout Europe and United States; Cold War: World War II ravaged economies of Eastern Europe; Iron Curtain a figurative barrier between ideologically opposing Soviet bloc and rest of Europe)
- Includes few relevant facts, examples, and details (Industrial Revolution: began in Britain; had environmental impact; Cold War: global power redistributed; power vacuum; Warsaw Pact); includes an inaccuracy (Industrial Revolution: began in Britain around late 1800s; time of specialized labor)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state reasons the Industrial Revolution and the Cold War are turning points

Conclusion: Overall, the response fits the criteria for Level 2. Document information is effectively strung together, demonstrating a basic understanding of the task. The strength of the response is in the discussion of the Industrial Revolution. The historical circumstances surrounding both turning points are mentioned but lack development. Although relevant outside information is included, information from some of the documents regarding the Cold War is somewhat muddled.
Throughout history there have been many turning points that have affected many societies and regions. As well as changed the course of history. There have been two turning points that have forever affected regions, the industrial revolution and the cold war.

The industrial revolution first started in Britain. Where its many ports and seemingly endless coal supply allowed industry to flourish. One after another factories sprang up all over England, pumping out clothes, textiles and so much more. In order to keep their factories running the British looked to India. India had plentiful natural resources, and a large population to provide a market for Britain’s goods. According to Document 6 by 1840 Britain had moved from controlling India’s trade, to controlling India. Back home the factories had brought the unwanted problem of pollution. In Document 5 it shows the skies black with smog and pollution.

The Cold War also affect on multiple societies and regions. In Document 8 it shows how the Soviet Union had taken over control of most of Eastern Europe, and had a knife at the throat of previous superpowers Britain and France. As the cold war came close to home for the Americans they placed a quarantine on Cuba and the areas surrounding it as shown in Document 9A. The Americans placed an embargo act on Cuba. One that America is only recently starting to loosen. This act has left many Cubans driving Chevys from the ’50’s with boat engines.

There have been many turning points in history. But none have had a longer impact on multiple societies and regions then the industrial revolution & the cold war.
### Anchor Level 2-B

**The response:**
- Minimally develops all aspects of the task for the Industrial Revolution and the Cold War
- Is primarily descriptive (*Industrial Revolution*: factories pumped out clothes, textiles, and so much more; to keep its factories running, Britain looked to India; in Britain, factories brought the unwanted problem of pollution; *Cold War*: Soviet Union had taken over most of Eastern Europe; Americans placed quarantine on Cuba and areas surrounding it)
- Incorporates limited relevant information from documents 5, 6, 8, and 9
- Presents relevant outside information (*Industrial Revolution*: started in Britain because it had many ports and a seemingly endless coal supply; India had plentiful natural resources and a large population to provide a market for Britain’s goods; *Cold War*: Americans placed an embargo on Cuba that it is only recently starting to loosen; embargo left many Cubans driving Chevys from the 1950s with boat engines)
- Includes few relevant facts, examples, and details (*Industrial Revolution*: first started in Britain; British skies black with smog; *Cold War*: previous superpowers Britain and France)
- Demonstrates a general plan of organization; contains digressions; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. Although almost no historical circumstances are included for the Cold War, outside information for both turning points and relevant information strung together from the documents demonstrate a limited understanding of the task. Lack of details and development weaken the response.
Turning points are events that caused an impact on many societies and regions. These events have shaped global history for centuries to come. Such turning points for example, would be the Opium War between China and Great Britain and the Industrial Revolution.

One turning point of history would be the Opium War in China. Britain were very fond of Chinese luxuries as they became a “nation of tea drinkers” that called for high demands of Chinese tea and other fine things (Document 1). But, there was a low demand for British luxuries in China and the only way to open up China to trade with them (Great Britain), they “increased the amount of Indian goods to China” and they smuggled and bribed officials and Chinese workers with fine “Bengal Opium” (Document 1). This was considered to be a turning point because the British did everything that they could so they could get their hands on Chinese goods. They “seized Canton, Shanghai, and other ports...” in order to forcefully open up China (Document 3a). With the Chinese surrounded and helpless, the emperor gave in for “peace talks” with the British, filing for the Treaty of Nanking, which took away many rights that the Chinese used to have. To name a few policies, China had to open up their five Chinese cities-ports to British families to “carry out their mercantile pursuits, without molestation or restraint” (Document 3b) and that they had to make a “payment of $6 million dollars by the Qing as the value of the opium which was delivered up in Canton” (Document 3b). This made China inferior to the British for many years to come.

Another turning point of global history is the Industrial Revolution in Britain and India. The Industrial Revolution brought major advancements to the production of goods as factories, machines
and mass production was on the rise. An advantage of the Industrial Revolution was that compared to the old domestic system, many products could be made at once, followed by many people worked the machines for efficiency (Document 4). However, a disadvantage was that the environment suffered due to the industrialization. In Britain, the rivers in Britain (Thames River), “the whole of the river” was covered with an “opaque pale brown fluid” (Document 5b). The people of the Industrial Revolution were happy as business and mass production blossomed, but the environment had to suffer. This revolution cracked open a gate to newer production of goods that you see today.

Turning points are events that changed many regions and societies over many years up to today. Like the Opium War and the Industrial Revolution, we wouldn’t as a whole, have what we have currently if not for the turning points of history such as these two.

The response:
- Minimally addresses all aspects of the task for the Opium War and the Industrial Revolution
- Is primarily descriptive (Opium War: Britain became nation of “tea drinkers” which called for high demand of Chinese tea; only way to open up China to trade with Great Britain was to increase amount of Indian goods traded to China; British smuggled and bribed officials and Chinese workers with “Bengal Opium”; Industrial Revolution: brought major advancements to production of goods as factories, machines, and mass production on the rise; compared to domestic system many goods could be made at once); includes faulty and weak application (Opium War: Chinese emperor gave in to peace talks because China was surrounded)
- Incorporates limited relevant information from documents 1, 3, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Opium War: British seized ports; Treaty of Nanjing; payment of six million dollars made by Qing; Industrial Revolution: many people worked machines; Thames River covered with opaque pale brown fluid)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Information drawn directly from the documents is strung together demonstrating a limited understanding of the task. Further development of ideas presented would have strengthened the effort.
Turning points are events that have changed the course of history and had an impact on multiple societies and regions. Some examples of turning points include the Cold War and Industrial Revolution. In the Cold War, communism was a problem and a huge fear. The Soviet Union was a large communist country. America was competing with them for years. Other countries like Vietnam, China, Poland, East Germany, and a few other European countries fell in communism as well, and also Cuba. According to document 9b, Kennedy was worried about missiles launching into America. He wanted to end it. In document 9a, Cuba was also launching missiles, but they failed. Cuba runs communist today.

During the Industrial Revolution, England was working with factories. Many families had no money so their children had to work too. It didn’t matter what condition they were in. Many children got sick and died. According to Document 5a, the factories caused pollution, causing more people to fall ill. According to Doc 6, cotton was mostly produce in the factories. And it had to produce it.

In conclusion, turning points in history can effect the world forever. For example, the Cold War and the Industrial Revolution.
Anchor Level 1-A

The response:
- Minimally addresses some aspects of the task
- Is descriptive (Cold War: America competing with Soviet Union for years; Kennedy worried about missiles launching into America and wanted to end threat; Industrial Revolution: pollution caused people to fall ill)
- Includes minimal information from documents 5, 6, 8, and 9
- Presents little relevant outside information (Cold War: Vietnam and China fell to communism; Cuba communist today; Industrial Revolution: many children got sick and died)
- Includes few relevant facts, examples, and details (Cold War: Poland, East Germany, and a few other European countries fell to communism; Industrial Revolution: children had to work); includes inaccuracies (Cold War: Cuba launching missiles but failed; Industrial Revolution: cotton mostly produced in factories)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Bits of information from the documents and a few pieces of outside information are used to demonstrate a minimal understanding of the task. Historical circumstances surrounding the Industrial Revolution and the Cold War are not included. Inaccuracies and vague statements as well as a lack of development and supporting details detract from the effort.
Anchor Paper – Document-Based Essay—Level 1 – B

Turning points are events that have changed the course of history and had an impact on multiple societies and regions. Some examples of turning points are the Industrial Revolution and the Opium War. In the beginning of the Industrial Revolution people started working in factories. Which is the turning point before the industrial revolution people used to work in houses. Now they got factories to work in. Now they can make more things faster and cheaper. The only problem was the smoke coming from the factories.

In the Opium War the British were selling opium to China. The Chinese people were really addicted to opium. The turning point of it was when the Chinese fought back but they were no match for British troops. The war ended really quick because of it.

Anchor Level 1-B

The response:
- Minimally addresses some aspects of the task
- Is descriptive (Industrial Revolution: before people used to work in houses; in factories people can make things faster and cheaper; Opium War: Chinese fought back but no match for British troops, so war ended quickly)
- Includes minimal information from documents 1, 3, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Industrial Revolution: smoke comes from factories; Opium War: British sold opium to China)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Relevant information from the documents is touched on demonstrating a minimal understanding of the task. Lack of historical circumstances for the Opium War and lack of details for the impact of these turning points further weaken the effort.
There have been many turning points throughout history. Turning points are times of extreme change, when a government or economy switches from one form to a different one. Two examples of turning points that occurred are the Industrial Revolution and the Cold War. These changes have had severe impacts on societies and different regions.

The Industrial Revolution was a major change in economic ways. It was a shift from domestic and hand-made work to mass producing by machinery. In the Domestic System, people would work in homes and make one specific product at a time by hand (Doc 4). Even though it was efficient for the time in order to make mass production they needed machines. Before Industrialization, people used spinning wheels, but after there was machines invented, such as the power loom and steam powered machinery. The Industrial Revolution allowed a mass production of items by having each person do only one part of making an item that might originally have been made entirely by a single person (Doc 4). The first region to undergo industrialization was Great Britain. This turning point affected them immensely for better and worse. Although there was mass production and factory owners made a lot of profit, for the workers it was very difficult. They went from working their own hours at home or in the fields to laboring for 10+ hours a day in factories with non-family members. Men, women, and even children worked in these dangerous factories for little pay. Aside from this, the steam powered machinery produced a lot of pollution because the factories burned coal (Doc 5). The factories also dumped untreated waste into the rivers. The air and water was full of pollution and caused harmful diseases (Doc. 5).
Document-Based Essay—Practice Paper – A

Overpopulation and the workers lived in small crowded places in the city to work in the factories. The Industrialization was a major turning point and had a harsh impact on the working society, but overall there was the invention of steam-powered machinery which created mass production.

Another turning point was the Cold War. This war wasn’t a war as much as a hostility between two political groups. After World War II, the United States and the Soviet Union came out as the super powers of the world (Doc 7). The two countries competed against each other in order to maintain or grow their power in different areas of the world. The Soviet Union was Communist and wanted to spread communism everywhere (Doc 8a), while the United States was democratic and capitalist and their goal was containment, to prevent the spread of communism. The Cold War impacted, not only the United States and the Soviet Union, but also other regions. For example, Cuba was neither democratic nor communists but was ruled by a US backed dictator. When the US backed dictator was overthrown Castro came to power. He established a communist government. The Soviets used this to their advantage. Cuba becoming Communists eventually led to the Bay of Pigs invasion and the Cuban Missile Crisis. Cuba was used as a place to build missile launch sites (Doc 9a). The Cold War has had a major effect on Cuba bringing them close to war and causing them economic difficulties. The Cold War impacted a lot of the world politically and economically.

The Industrial Revolution and the Cold War were both major turning points. They were changes that impacted societies and regions. Industrialization was an economic change from making
Document-Based Essay—Practice Paper – A

small amounts of products by hand to mass production by factories with machinery. This impacted many regions under Industrialization, specifically Great Britain. The working class was affected harshly because of overpopulation and long hours. The Cold War was a hostility between the political ideologies of Communism and democracy. It had the most impact on the United States and the Soviet Union, but also on other regions that were influenced by the Cold War. Both these turning points were major changes in history and had great impacts on different societies and regions.
Throughout history, turning points have created such change that the course of history is changed. Many examples include the Opium War, the industrial revolution, and the cold war. These events alone have changed how we have viewed the world.

One of these events is the industrial revolution in England. Before the revolution occurred, everyone used spinning wheels and home made goods, but now with factories after the revolution has occurred, workers process goods into manufactured goods (doc 4). However, a lot of pollution was created due to the increased use of factories and the pollution ruined the view from others (doc 5a & 5b). This change had an lasting effect on how goods were produced.

Another event was the Cold War. During the Cold War, many countries were under control or felt pressured by the Soviet Union (doc 8a). However, one of these countries was Cuba and when the Soviets transported missiles down to Cuba, the U.S. had set up a quarantine (doc 9a). This led to a crisis world wide and if the crisis wasn’t defused successfully like how it was, the world might have been submerged into WWIII or worse, a nuclear war.

Overall, turning points are make or break in history. They can change the course of history or fail to change the course of history. These events, like the cold war and the Industrial revolution are monumental in history.
Throughout global history, there have been many turning points that have drastically changed history's course of events. These turning points have also affected the nations they occur in and around to a very large degree. Two such turning points include the Industrial Revolution and the Cold War. Overall, the Industrial Revolution and the Cold War are two major turning points in global history that have brought about much change to the nations and regions they occurred in.

The Industrial Revolution was a major global turning point, not only affecting where it began, England itself, but also the colonies of England. By the mid-1800s, the English economy was making a massive shift from the old domestic system of producing goods, to the newer industrial factory system. England had many of the necessities needed to industrialize. It had good natural harbors, fast moving navigable rivers (that allowed factories to use water power), good amounts of coal, and an entrepreneurial class some of whom invented the new needed machines to start the revolution. New inventions and technology paved the way for goods to be produced more quickly and efficiently. Thus, the mid-1700s and the 1800s saw a great movement of citizens into the cities of England, where many factories were constructed. In these factories, goods and items were produced in mass production with a large army of factory workers putting in long, grueling days to get their jobs done. Thus England's economy, as well as their import/export priorities, changed with industrialization and large output from the factory system. The industrial revolution had many effects on England and its colony in India. For one, the Revolution brought about a wave of extreme pollution in England. Due to toxic fumes and waste from the numerous
factories, the air and water became extremely polluted in the cities. Rivers turned opaque brown, and clouds of fumes hung over the bridges (Document 5a) and entire cities. This pollution affected the health of many people in England. They breathed the toxic air both at home and at work in the factories. Some people developed lung diseases. The people also consumed water supplies that were contaminated causing other health problems. Another effect was the unsafe conditions in factories. The main goal for most factory owners was to make a profit. There were few safety precautions on the machines and workers had to work long hours in unsafe conditions. Another effect of the Industrial Revolution in England was the change in India’s economy. A major British goal was to get raw materials and markets for England’s factories. In India, the British built an extensive railroad system that allowed them to get the raw materials to harbor so that they could be shipped to their factories. British finished goods were sent to markets throughout India. Eventually the factory system that had started in Britain spread to India. Because India had a rich tradition of producing textiles, the British and later Indian capitalists set up cotton factories in India. India’s cotton textiles were not sold in the same markets as the British cotton textiles (Document 6). Thus, India’s economy shifted as a result of the British Industrial Revolution. Some Indians got rich from these factories while most workers, just like in England received little pay, often less than English workers were paid. Overall, the British Industrial Revolution was a major global turning point which not only affected England itself, but also its colony in India. Another major global turning point that affected the nations it
took place in was the Cold War. The end of WWII saw a great shift in power in the world. Germany lost the war and was occupied and divided. Britain and France were in the process of losing much of what made them major powers. They needed to rebuild and they could no longer afford their colonial empire. The Eurocentric world lost power while the US and the Soviet Union gained power and were able to influence places beyond their borders (Document 7). Both countries were pouring money into technology, and industrial and military development. With their opposite governments and views of the world, capitalist US and Communist Soviet Union entered into a bold struggle for superiority known as the Cold War. The Cold War saw many changes in the world, such as proxy wars and nuclear crises. Wars, in places such as Korea and Vietnam where the US backed one side and the USSR the other, led to millions dying. Industries produced more deadly weapons in both the US and the USSR. Nuclear weapons, although never used, have made the world even more unsafe. Additionally, the Cold War had many effects on both the US and USSR alike. For one, the Cold War saw a massive land grab by the Soviet Union to spread communism. Looking to expand their communist borders, the USSR violated the Yalta agreement and kept its armies in eastern European nations that they won back from German control. The Soviets installed “friendly” governments under their control and called them Communist satellite nations (Document 8a). They attempted to increase control in Greece and Turkey leading the US to issue the Truman Doctrine and start its policy of containment. Another effect of the Cold War was the conversion of Cuba to communism and into a USSR ally. After
the Cuban Revolution, Cuba became an ally of the USSR. Multiple missile sites were built there by the USSR to demonstrate the power of Communism as well as to protect Cuba (Document 9a). In response to this, the US quarantined Cuba to prevent military struggles and possible nuclear war (Document 9a). For a short time the world was extremely close to nuclear war. The US sent an ultimatum to the USSR that said if the USSR broke the quarantine and sent additional nuclear missiles to Cuba there would be great consequences. The Cuban Missile Crisis was the closest the US and the USSR came to a real war. All of these are effects of the Cold War, a major global turning point.

Overall, turning points are very major events in global history. They bring about multiple effects on the regions they occur in as well as in other regions that interact with them. The Industrial Revolution to the Cold War are two turning points, there are many other examples of global turning points.
Turning points are events that have changed the course of history and have large impacts on societies and regions. These turning points have changed the way people lived. They have also changed the course of history multiple times and for good and bad. Two examples of major turning points are the Industrial Revolution and the Cold War.

The Industrial Revolution has had a huge impact on our world. In good and bad ways. The Industrial Revolution started when there was an increase in supply and demand. So they went from making things using the domestic system to having the factory system (Doc 4). The factory system then led to an increase in production which was good for trade. Even though good came out of the Industrial Revolution, it was different for the people working in the factories. The impact on the people wasn’t that good. They had poor working conditions working from early in the morning to late at night. Also there was not a good impact on the environment as pollution increased. “The whole of the river was an opaque pale brown fluid” (Doc 5b). That was the historical circumstances and the impact the Industrial Revolution had.

The Cold War also had a large impact on our world. After WWII the United States and the Soviets became the large powers. The Soviets wanted everyone to be communist and if they believed you were anti-Soviet they would murder, arrest you or deport you (doc 8b). The tension continued between the United States and the Soviets. Then during the Cold War the Soviets went into Cuba and placed nuclear missiles there that could reach the United States (Doc 9a). This had a large impact on the people. People began to live in fear of bombings during the Cuban missile crisis. Also war broke out in other countries.
like Korea that are now split into North and South Korea. People were executed if they weren’t communist and countries were divided. That was the historical circumstances and the impact the Cold War had. That is how the Industrial Revolution and the cold war changed the course of history. Also how these major events impacted the people in different ways. This is how the Industrial Revolution and the Cold war affected our world and shaped it to what it is today.
The Cold War was one of the turning points in history. In document 9a because of the cold war oceans were frozen so country’s can’t use ships. Without ships people can’t get supplies like food or cloths from other country’s. In document 8 the Soviet Union pushes Russia back. In document the U.S. and the Soviet Union managed to get out of the Cold War. In document 9b Nikita wanted to stop the president’s demands.

The Opium war was another turning point in history. Because of the Opium War China got to powerfull. In document 1, England sold opium to China for opium supples. In document 2 people got supples from China and were completey foolish.
Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task for the Industrial Revolution and the Cold War with little depth
- Is more descriptive than analytical (Industrial Revolution: even though domestic system efficient for the time, in order to mass produce they needed machines; each person does only one part of making an item that might originally have been made entirely by a single person; although mass production made factory owners a lot of profit, for workers it was very difficult; Cold War: not as much war as hostility between two political groups; United States and Soviet Union competed to maintain or grow their power in different areas of world; Soviet Union was communist and wanted to spread communism everywhere)
- Incorporates some relevant information from documents 4, 5, 7, 8, and 9
- Incorporates relevant outside information (Industrial Revolution: workers went from working their own hours at home to laboring for ten plus hours a day in factories with non-family members; men, women, and even children worked in dangerous factories for little pay; factories burned coal; workers lived in small crowded places in the city; Cold War: United States goal was containment; Cuba neither democratic nor communist but ruled by a United States-backed dictator; Cuba becoming communist led to Bay of Pigs invasion)
- Includes some relevant facts, examples, and details (Industrial Revolution: before it, spinning wheels used; power loom and steam-powered machinery invented; air and water pollution; Cold War: after World War II, United States and Soviet Union superpowers of world; Castro, leader of Cuba)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that summarizes impacts of the Industrial Revolution and the Cold War

Conclusion: Overall, the response fits the criteria for Level 3. Document information frames the discussion along with some outside information demonstrating an understanding of the task; however, the historical circumstances for the Cold War are mentioned but are not developed. Repetition, limited integration of outside information, and simplistic statements weaken the response.
Practice Paper B—Score Level 1

The response:
- Minimally addresses most aspects of the task for the Industrial Revolution and the Cold War
- Is descriptive (*Industrial Revolution*: before homemade goods used; workers process goods into manufactured goods in factories; much pollution created due to increased use of factories; *Cold War*: United States quarantine of Cuba); lacks understanding and application (*Industrial Revolution*: before revolution everyone used spinning wheels)
- Includes minimal information from documents 4, 5, 8, and 9
- Presents little relevant outside information (*Cold War*: if Cuban crisis not defused, world might have been submerged into World War III or worse, a nuclear war)
- Includes few relevant facts, examples, and details (*Industrial Revolution*: happened in England; *Cold War*: Soviets transported missiles to Cuba)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states turning points can change or fail to change the course of history

Conclusion: Overall, the response fits the criteria for Level 1. The historical circumstances surrounding the Industrial Revolution are muddled and none are mentioned for the Cold War. Although most of the information is general and presented in brief statements, a limited understanding of the task is demonstrated.
Practice Paper C—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Industrial Revolution and the Cold War
- Is more analytical than descriptive (Industrial Revolution: England had many of the necessities needed to industrialize; England’s economy as well as import and export priorities changed with industrialization; due to toxic fumes and waste from numerous factories, air and water became extremely polluted in cities; main goal of factory owners was to make a profit; British and later Indian capitalists set up cotton factories in India; Cold War: Britain and France in process of losing what made them major powers; both United States and Soviet Union pouring money into technology and industrial and military development; many changes in world such as proxy wars and nuclear crises; Cuba quarantined by United States to prevent possible nuclear war; ultimatum sent to USSR by United States)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (Industrial Revolution: England had good natural harbors, fast moving navigable rivers, good amounts of coal, and an entrepreneurial class; some people developed lung diseases; workers had to work long hours in extremely bad and unsafe conditions; British built an extensive railroad system; Cold War: wars in places such as Korea and Vietnam, where United States backed one side and USSR the other, led to millions dying; Soviets attempted to increase control in Greece and Turkey leading United States to issue Truman Doctrine; Soviets wanted to protect Cuba)
- Richly supports the theme with many relevant facts, examples, and details (Industrial Revolution: shift from domestic system to factory system; India had rich tradition of producing textiles; factory system that started in Britain spread to India; Cold War: Eurocentric world lost power while United States and Soviet Union gained power; Cuba became ally of USSR; multiple missile sites built by Soviets in Cuba)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Analytic statements are integrated with relevant document information and good historical details demonstrating a strong understanding of the task.
Practice Paper D—Score Level 2

The response:
- Minimally addresses all aspects of the task for the Industrial Revolution and the Cold War
- Is primarily descriptive (Industrial Revolution: went from using domestic system to having factory system; factory system led to increase in production which was good for trade; water in rivers turned an opaque pale brown; Cold War: after World War II, United States and Soviet Union became large powers; Soviets wanted everyone to be communist)
- Incorporates limited relevant information from documents 4, 5, 8, and 9
- Presents little relevant outside information (Industrial Revolution: people working in factories worked from early morning to late at night; Cold War: people began to live in fear of bombings during Cuban missile crisis; war broke out in Korea and now split into North and South Korea)
- Includes few relevant facts, examples, and details (Industrial Revolution: pollution; Cold War: Soviets placed nuclear missiles in Cuba)
- Demonstrates a general plan of organization; includes an introduction that states turning points have changed the way people lived and changed the course of history multiple times for good and bad, and a conclusion that is a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Relevant document information is strung together demonstrating a basic understanding of the task. Overgeneralizations and vague statements along with a lack of development of the historical circumstances for both turning points weaken the response.

Practice Paper E—Score Level 0

The response:
Fails to develop the task

Conclusion: Overall, the response fits the criteria for Level 0. The narrative rambles, contains irrelevant information, and demonstrates no understanding of the two turning points.
Transition Exam in Global History and Geography—Grade 10
Specifications
June 2018

Part I
Multiple-Choice Questions by Standard

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<th>Standard</th>
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Parts II and III by Theme and Standard

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Scoring information for Part I and Part II is found in Volume 1 of the Rating Guide.

Scoring information for Part III is found in Volume 2 of the Rating Guide.
Submitting Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:


2. Select the test title.

3. Complete the required demographic fields.

4. Complete each evaluation question and provide comments in the space provided.

5. Click the SUBMIT button at the bottom of the page to submit the completed form.
The State Education Department / The University of the State of New York

**June 2018 Transition Regents Examination in Global History and Geography – Grade 10**

**Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)**

To determine the total score for Part I and Part IIIA, multiply the total number of Part I multiple-choice questions answered correctly by 2 and then add the total credits received for Part IIIA. For example, a student answering 22 multiple-choice questions correctly on Part I and receiving 10 credits on Part IIIA would have a total score for Part I and Part IIIA of 54: $22 \times 2 = 44 + 10 = 54$.

To determine the student’s final score, locate the student’s total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where those two scores intersect is the student’s final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part IIIA score of 54 would receive a final examination score of 80.

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