

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

GLOBAL HISTORY AND GEOGRAPHY

Thursday, June 15, 2017 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE FOR PART III A AND PART III B (DOCUMENT-BASED QUESTION)

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/> 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 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 Regents Examination in Global History and Geography and United States History and Government*.

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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/> and must be used for determining the final examination score.

Global History and Geography
Part A Specific Rubric
Document-Based Question
June 2017

Document 1

By the beginning of the 16th century, the medieval Church and all that it represented, entered a period of profound crisis. By this time, the Church was nearly fifteen centuries old. Throughout its history the Church always had to confront problems both within its organization and from without. But by 1500, these problems rose to the surface and the Church would shake at its very foundation. . . .

A second problem of the period concerned the merchants, bankers and artisans of Europe's largest cities and towns who resented the fact that local bishops of the Church controlled all of their commercial and economic activities. Although capitalism as a form of economic organization had not yet infiltrated Europe, these producers and money-makers knew that more money and power was theirs if only their lives were less regulated by the Church. Again, I think what we are witnessing here is the development of a secular concept of work and acquisition. Yet another problem facing the Church was that in the 16th century there were numerous reformers who were openly criticizing the Church for its numerous offenses. Priests married and then took mistresses, holy offices were bought and sold for the highest price, incompetence among the clergy became the rule, the congregation of more and more people in towns and cities perhaps exposed the amorality and immorality of the clergy. In a word, the problem was corruption. . . .

Source: Steven Kreis, The History Guide, "Lectures on Early Modern European History," Revised August 4, 2009

1 According to Steven Kreis, what were *two* reasons the Roman Catholic Church was criticized at the beginning of the 16th century?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason the Roman Catholic Church was criticized at the beginning of the 16th century according to Steven Kreis
Examples: priests married; priests took mistresses/immorality of clergy; priests were not moral; amorality of clergy; holy offices were bought and/or sold for the highest price/corruption/for its numerous offenses; incompetence among the clergy became the rule; local bishops controlled the commercial activity/economic activity of merchants, bankers, artisans; church had too much control over lives; church had too much control over the economy

Note: To receive maximum credit, two *different* reasons the Roman Catholic Church was criticized at the beginning of the 16th century must be stated. For example, *priests took mistresses* and *priests were not moral* is the same reason expressed in different words. In this and similar cases, award only *one* credit for this question.

Note: It should be noted that if corruption is stated as one of the answers, any specific example of *corruption* is a subset and therefore only one credit should be awarded, e.g., *holy offices were bought and sold* is a specific example of corruption.

Score of 0:

- Incorrect response
Examples: capitalism had not yet infiltrated Europe; the clergy was competent; merchants controlled commercial and economic activities; the Church had no control over people's lives; secular concept of work; the Church was nearly fifteen centuries old; numerous reformers were openly criticizing the Church
- Vague response
Examples: it was a profound crisis; the foundation was shaken; the organization was within and without; sold at the highest price
- No response

Document 2

This is an excerpt from the Ninety-five Theses.

**Disputation [argument] of Doctor Martin Luther on the Power and
Efficacy [effectiveness] of Indulgences, October 31, 1517**

...21. Therefore those preachers of indulgences are in error, who say that by the pope's indulgences a man is freed from every penalty, and saved; ...

27. They preach man [human doctrine] who say that so soon as the penny jingles into the money-box, the soul flies out [of purgatory]. ...

36. Every truly repentant Christian has a right to full remission of penalty and guilt, even without letters of pardon.

37. Every true Christian, whether living or dead, has part in all the blessings of Christ and the Church; and this is granted him by God, even without letters of pardon. . . .

Source: Martin Luther, *Works of Martin Luther with Introductions and Notes, Volume I*,
A.J. Holman Company, 1915 (adapted)

2 What was Martin Luther hoping to achieve with his Ninety-five Theses?

Score of 1:

- States what Martin Luther was hoping to achieve with his Ninety-five Theses

Examples: increasing awareness of the problem of selling of indulgences; stopping the sale of indulgences; informing Christians that a letter of pardon is not required for a full remission of sins/letters of pardon are not required to have a part in the blessings of Christ or the blessings of the Church; to challenge the teachings of the Church; to challenge man-made doctrines; to expose the problems of the Church; to reform the doctrine/practices of the Church

Score of 0:

- Incorrect response

Examples: to gain indulgences; the blessings of the Church; to increase the sale of indulgences; the penny jingles into the money-box; souls fly out; to preach human doctrine; to free man from every penalty

- Vague response

Examples: Christians are true; letter of pardon; remission

- No response

Document 3

. . . The most significant result of the Reformation era was its contribution to the ongoing secularization of European politics, culture, and thought. In the short run, the emergence of Protestantism intensified religious feeling and thrust religion into the forefront of European life. Largely as a result of its struggles with Protestantism, the Catholic Church itself regained much of its spiritual focus and vitality. In the long run, however, the proliferation of competing faiths divided and weakened Europe's churches, and the interminable [endless] years of religious intolerance and warfare discredited religion in the eyes of many. The gradual acceptance of religious diversity within individual states and Europe as a whole was a sign that religion was being taken less seriously. Paradoxically [contradictorily], the very intensity of the era's religious passions helped undermine the role of religion in European life and thought. . . .

Source: Andrea and Overfield, *The Human Record: Sources of Global History, Volume II: Since 1500*, Houghton Mifflin, 2001

3a According to Andrea and Overfield, what was *one short-term* change that occurred in Europe as a result of the Protestant Reformation?

Score of 1:

- States a short-term change that occurred in Europe as a result of the Protestant Reformation according to Andrea and Overfield
Examples: intensified religious feeling; religion was thrust into the forefront of European life; the Catholic Church regained much of its spiritual focus/spiritual vitality; contributed to secularization of European politics/of European culture/of European thought

Score of 0:

- Incorrect response
Examples: Catholic Church lost its spiritual focus; intolerance was discredited; religion disappeared from Europe; religion was no longer important
- Vague response
Examples: feelings surged; undermined life; spiritual focus; thrust into the forefront; intensified
- No response

3b According to Andrea and Overfield, what was *one long-term* change that occurred in Europe as a result of the Protestant Reformation?

Score of 1:

- States a long-term change that occurred in Europe as a result of the Protestant Reformation according to Andrea and Overfield

Examples: the proliferation of competing faiths divided/weakened Europe's churches; a proliferation of competing faiths; religious intolerance; warfare; religion was discredited in the eyes of many; gradual acceptance of religious diversity within individual states and Europe as a whole; religious diversity; religion was taken less seriously; the intensity of the era's religious passions helped undermine the role of religion in European life; contributed to secularization of European politics/of European culture/of European thought; the role of religion was undermined; churches were weakened

Score of 0:

- Incorrect response
Examples: religion was thrust into the forefront of European life; secularization did not occur; intensification of religious beliefs
- Vague response
Examples: it emerged; it was serious; intensity; spiritual focus and vitality; acceptance; competition
- No response

Document 4

Dr. Charles Turner Thackrah and Richard Oastler were leading supporters of British factory reform.

. . . Thenceforth, Thackrah and his book [on occupational diseases] were enlisted in the continuing campaign to improve working conditions in factories. As the movement for factory reform developed, it became evident that the work of the children was inextricably bound up with that of the adults. Consequently, the establishment of a reasonable working day for children involved also the regulation of adult labour. In April, 1831, Oastler issued a manifesto *To the Working Classes of the West Riding* in which he formulated the clear-cut objective of the 10-hour day, and set in motion a movement which was to have incalculable [enormous] consequences for British social politics. . . .

Source: George Rosen, "Charles Turner Thackrah in the Agitation for Factory Reform,"
British Journal of Industrial Medicine

4 According to George Rosen, what was *one* British factory reform fought for by Charles Turner Thackrah and Richard Oastler in the 1830s?

Score of 1:

- States a British factory reform fought for by Charles Turner Thackrah and Richard Oastler in the 1830s according to George Rosen
Examples: improved working conditions; shortening work hours to 10 hours/10-hour workday; establishment of a reasonable workday for children; regulation of adult labor; regulation of the workday; regulation of child labor

Score of 0:

- Incorrect response
Examples: campaigning for factories; issuing a manifesto; increasing work hours to 10 hours; increasing child labor; set in motion a movement; discussing occupational diseases; formulation of a clear-cut objective
- Vague response
Examples: issuing an objective; addressing problems; consequences; children; diseases; improvements
- No response

Document 5

Excerpt from the Sadler Report: Thomas Bennett, a parent of child laborers, testified before Michael Sadler and his House of Commons Committee on May 18, 1832.

Sadler: Were your children working under you then?
Bennett: Yes, two of them.
Sadler: State the effect upon your children.
Bennett: Of a morning when they had to get up, they have been so fast asleep that I have had to go up stairs and lift them out of bed, and have heard their crying with the feelings of a parent; I have been much affected by it.
Sadler: Were not they much fatigued at the termination of such a day's labour as that?
Bennett: Yes; many a time I have seen their hands moving while they have been nodding, almost asleep; they have been doing their business almost mechanically.
Sadler: While they have been almost asleep, they have attempted to work?
Bennett: Yes; and they have missed the carding and spoiled the thread, when we have had to beat them for it.
Sadler: Could they have done their work towards the termination of such a long day's labour, if they had not been chastised [punished] to it?
Bennett: No.
Sadler: You do not think that they could have kept awake or up to their work till the seventeenth hour, without being chastised?
Bennett: No.
Sadler: Will you state what effect it had upon your children at the end of their day's work?
Bennett: At the end of their day's work, when they have come home, instead of taking their victuals [food], they have dropped asleep with the victuals in their hands; and sometimes when we have sent them to bed with a little bread or something to eat in their hand, I have found it in their bed the next morning. . . .

Source: The Sadler Report: Report from the Committee on the "Bill to Regulate the Labour of Children in the Mills and "Factories of the United Kingdom:" with the Minutes of Evidence, House of Commons, 1832 (adapted)

5 Based on the evidence in this excerpt from the Sadler Report, what was the House of Commons seeking to learn from the testimony of men such as Thomas Bennett?

Score of 1:

- States what the House of Commons was seeking to learn from the testimony of men such as Thomas Bennett based on the evidence in this excerpt from the Sadler Report
Examples: if his children were employed in factories; conditions of factory work for children; treatment of children in factory jobs; effects of factory work on children's health/sleep/eating habits; if children were beaten for not doing their work; if children had to be punished to work 16 hours; how Thomas Bennett treated his child workers/employees; to learn about what it was like to be a factory worker; to find out what really went on inside the factory

Score of 0:

- Incorrect response
Examples: to find out what things were produced in factories; to see what children were eating; to determine how many factories were in the United Kingdom; to find out about food or victuals
- Vague response
Examples: to see if thread was carded or spoiled; to see what was done mechanically; the seventeenth hour; beaten
- No response

Document 6

In the period following the publication of the Sadler Report in 1833, Parliament passed a number of reform acts.

A Timeline of Parliamentary Reform Acts

1833—*Factory Act*. Passed by the Whig government, this Act was an attempt to regulate the working hours of women and children. It left much to be desired but was a step towards government regulation of working conditions. . . .

1844—This *Factory Act* legislated only for textile factories and was the successor to the 1833 Factory Act. It said that women and young persons (13–18) were to work no more than 12 hours per day; children under 13 were to work no more than 6 1/2 hours per day and no child under 8 was to be employed. . . .

1847—*Factory Act*. Yet another piece of compromise legislation by the Whig government, this so-called ‘10-Hour Act’ said that women and children between the ages of 13 and 18 could work a maximum of ten hours a day or 58 hours a week. The precise times of work were not set down and the ‘relay’ or shift system survived. Working hours for men were left untouched. . . .

Source: Marjie Bloy, *The Victorian Web: literature, history, and culture in the age of Victoria*

6 Based on this document, what was *one* way the Factory Acts passed by Parliament attempted to address issues related to women and children laborers in factories?

Score of 1:

- States a way the Factory Acts passed by Parliament attempted to address issues related to women and children laborers in factories based on this document
Examples: regulating the working hours of women and children; women and young persons between 13 and 18 could not work more than 12 hours per day; children under 13 were to work no more than 6 ½ hours per day; no child under 8 was to be employed; women and children between the ages of 13 and 18 could work a maximum of ten hours a day or 58 hours a week; hours of women and children in textile factories were regulated

Score of 0:

- Incorrect response
Examples: women and children could work more than 12 hours per day; working hours for men were the same as for women; children could not be employed; textiles were regulated; working hours for men were left unchanged; the relay/shift system was established
- Vague response
Examples: it left much to be desired; it was a step; much was regulated; it was another piece of legislation; hours; child labor
- No response

Document 7

. . .The idea of human rights emerged stronger after World War II. The extermination by Nazi Germany of over six million Jews, Sinti and Romani (gypsies), homosexuals, and persons with disabilities horrified the world. Trials were held in Nuremberg and Tokyo after World War II, and officials from the defeated countries were punished for committing war crimes, “crimes against peace,” and “crimes against humanity.”

Governments then committed themselves to establishing the United Nations, with the primary goal of bolstering international peace and preventing conflict. People wanted to ensure that never again would anyone be unjustly denied life, freedom, food, shelter, and nationality. The essence of these emerging human rights principles was captured in President Franklin Delano Roosevelt’s 1941 State of the Union Address when he spoke of a world founded on four essential freedoms: freedom of speech and religion and freedom from want and fear. The calls came from across the globe for human rights standards to protect citizens from abuses by their governments, standards against which nations could be held accountable for the treatment of those living within their borders. These voices played a critical role in the San Francisco meeting that drafted the United Nations Charter in 1945. . . .

Source: Nancy Flowers, ed., “A Short History of Human Rights,”
Human Rights Here and Now: Celebrating the Universal Declaration of Human Rights, 1999 (adapted)

7 Based on this excerpt from “A Short History of Human Rights,” state *one* human rights injustice that led to the establishment of the United Nations.

Score of 1:

- States a human rights injustice that led to the establishment of the United Nations based on this excerpt from “A Short History of Human Rights”

Examples: extermination by Nazi Germany of Jews/of Sinti/of Romani/of gypsies/of homosexuals/of persons with disabilities/of over 6 million people; people being denied life/denied freedom/denied food/denied shelter/denied their nationality; denial of basic needs; governments abusing citizens; denial of freedom of religion; denial of freedom of speech; injustices people experienced during World War II; people forced to live in fear; war crimes; crimes against peace; crimes against humanity; Nazi war crimes; Holocaust; genocide

Score of 0:

- Incorrect response
Examples: ensuring rights; people being treated fairly; preventing conflict; bolstering international peace; holding governments accountable for the treatment of citizens; freedom of speech; freedom of religion; emerging human rights principles; standards against which nations could be held accountable; accountability
- Vague response
Examples: ensuring that no one would be unjustly denied; international conflict; voices played a critical role; to establish standards; took place on a global stage
- No response

Document 8

PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people, . . .

Now, therefore The General Assembly proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction. . . .

Source: The Universal Declaration of Human Rights, United Nations online (adapted)

8 Based on this excerpt from the Preamble, what does the United Nations General Assembly hope to achieve through the adoption of the Universal Declaration of Human Rights?

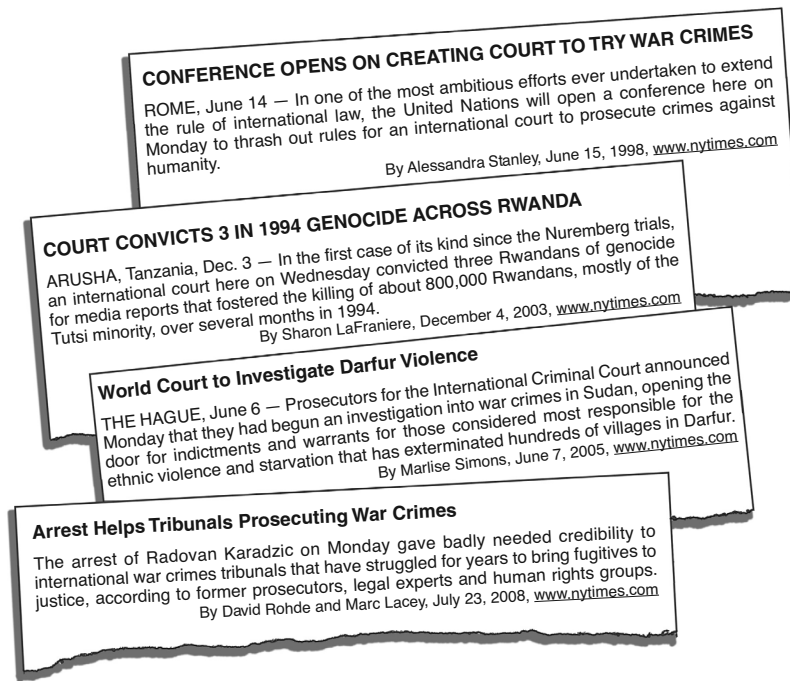
Score of 1:

- States what the United Nations General Assembly hopes to achieve through the adoption of the Universal Declaration of Human Rights based on this excerpt from the Preamble
Examples: recognition of the inherent dignity of all; recognition of the equal and inalienable rights of all; freedom, justice, and peace in the world; a world in which human beings shall enjoy freedom of speech/freedom of belief/freedom from fear/freedom from want; to promote respect for human rights and freedoms; to promote and secure recognition of human rights/observance of human rights; national/international progressive measures to secure universal and effective recognition and observance of rights and freedoms; to make these rights a common standard for all peoples

Score of 0:

- Incorrect response
Examples: the human family is the foundation; disregard and contempt for human rights; to end a common standard; to add member states; barbarous acts; highest aspirations of the people; territories under their jurisdiction
- Vague response
Examples: recognition; progressive measures; to secure observance; common standard of achievement
- No response

Document 9



9 Based on these *New York Times* excerpts, what were *two* actions the international community took to address human rights violations?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* action the international community took to address human rights violations based on these *New York Times* excerpts
Examples: held a conference to establish rules for an international court to prosecute crimes against humanity; held Nuremberg trials; creation of an international court; used an international court to investigate war crimes/investigated war crimes; convicting three Rwandans of genocide; attempted to bring fugitives to justice; used international war crimes tribunals to investigate Darfur violence; International Criminal Court used investigations to get indictments and warrants for those responsible for ethnic violence and starvation in Sudan/Darfur; writing news articles to bring human rights issues to the public's attention; arrest of war crimes perpetrators/arrest of Radovan Karadzic; trying war crimes perpetrators; created court to try war crimes

Note: To receive maximum credit, two *different* actions the international community took to address human rights issues must be stated. For example, *used the International Criminal Court to investigate war crimes* and *investigated war crimes* is the same action expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: pardoned three Rwandans for genocide; exterminated hundreds of villages; ended international law; stopped investigations by the International Criminal Court; ended credibility of international war crime tribunals
- Vague response
Examples: gave badly needed credibility; struggled for years; made ambitious efforts; extended rule; convicted
- No response

Global History and Geography
Content Specific Rubric
Document-Based Essay
June 2017

Historical Context:

Written works often express ideas in reaction to problems in a society. The *Ninety-five Theses*, the *Sadler Report*, and the *United Nations Universal Declaration of Human Rights* were published to draw attention to societal problems and to influence change. Some of these written works have influenced long-term change while others have led to limited change.

Task: Select *two* written works mentioned in the historical context and for *each*

- Describe the historical circumstances that led to this written work
- Explain a specific goal of this written work
- Discuss the extent to which this written work was successful in influencing change

Scoring Notes:

1. This document-based question has a minimum of *six* components (for each of *two* written works, discussing the historical circumstances that led to the written work, a specific goal of the written work, and the extent to which the written work was successful in influencing change).
2. Information that is used to describe the historical circumstances that led to the written work may also be used to describe the specific goal of the written work, e.g. the selling of indulgences.
3. The extent to which this written work influenced change may be discussed as immediate change or as long-term change.
4. The extent to which the written work was successful in influencing change may be discussed from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.
5. Only two written works may be chosen from the historical context. If three works are chosen, only the first two works may be rated.

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** written works by discussing the historical circumstances that led to the written work, a specific goal of the written work, and the extent to which the written work was successful in influencing change
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Ninety-five Theses*: connects the growing secularization and corruption of the Roman Catholic Church during the Middle Ages and the Renaissance to Luther’s attempt to increase awareness of the Church’s problems and foster reform of the abuses of the Church, and to the development of Protestantism, the start of religious wars, and a Catholic Reformation; *United Nations Universal Declaration of Human Rights*: connects Roosevelt’s Four Freedoms, the Holocaust, and World War II to the international commitment of the United Nations to prevent human rights violations and its attempts to bring justice to those responsible for abuses in locations like Rwanda and Sudan
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to these written works (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Ninety-five Theses*: simony; Tetzels; use of printing press; salvation through faith alone; sacraments; importance of the Bible; Calvinism; Council of Trent; Anglican Church; Thirty Years’ War; Counter Reformation; *United Nations Universal Declaration of Human Rights*: Roosevelt’s 1941 State of the Union Address; born free and equal in rights; Nuremberg trials; Tokyo trials; role of International Criminal Court; Darfur; Rwanda; stories of the “Lost Boys” of Sudan; slow prosecution of crimes against humanity; work of Amnesty International; Human Rights Watch
- 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 written work more thoroughly than the other *or* by developing one aspect of the task less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Ninety-five Theses*: discusses how the sale of church offices and indulgences influenced Luther to challenge the Church regarding faith and salvation and press for reform, resulting in the development of Protestantism and the Catholic Reformation; *United Nations Universal Declaration of Human Rights*: discusses how the Holocaust and World War II influenced the writing of the *Declaration* that guarantees rights for all and how the United Nations through the World Court and the International Court has attempted to address human rights violations since 1948
- 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 four** 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 developed evenly and in depth for **one** written work 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
- 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.

Ninety-five Theses

Key Ideas from Documents 1–3

Historical Circumstances	Goal of Work	Success in Influencing Change
<p>Doc 1—16th century a period of crisis for the Church Problems within the Church’s organization and from outside the Church Loss of money and power for merchants, bankers, and artisans of Europe’s largest cities and towns due to Church control of all commercial and economic activities Desire of producers and money-makers for less regulation by the Church Development of secular concept of work and acquisition Criticism of Church by numerous reformers in 16th century Numerous offenses of Church (marrying of priests and taking of mistresses by priests; buying and selling of holy offices for highest price; incompetence of many clergy) Exposure of increasing congregations of people in towns and cities to the amorality and immorality of the clergy Corruption of the Church</p>	<p>Doc 2—Increase awareness of the problems of selling indulgences Stop the sale of indulgences Educate Christians of their ability to achieve full remission of sins without a letter of pardon</p>	<p>Doc 3—<i>Short-term changes:</i> Secularization of European politics, culture, and thought Emergence of Protestantism, intensifying religious feeling Making religion the forefront of European life Revival of spiritual focus and vitality of Catholic Church <i>Long-term changes:</i> Emergence of multiple competing faiths that divided and weakened Europe’s churches Years of religious intolerance and warfare Religious diversity in individual states and Europe as a whole Intensity of religious passions that undermined the role of religion in life and thought</p>

Ninety-five Theses cont.

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Goal of Work	Success in Influencing Change
<p>Influence of humanist ideas on the Reformation</p> <p>Influence of growing nationalism</p> <p>Resentment of papal authority by secular leaders of Europe</p> <p>Growing importance of canon law</p> <p>Papal authorization of letters of pardon to finance St. Peter's in Rome</p> <p>Increased Church fees for baptisms, marriages, and other sacraments</p> <p>Use of simony</p> <p>Friar Tetzels sale of indulgences</p> <p>Refusal of Pope Leo X to correct the abuse of indulgences</p> <p>Papal abuses and secularization of papal office</p>	<p>Permit individuals to read and interpret the Bible according to their own conscience</p> <p>Teach that all Christian truths come from the Bible</p> <p>Teach that grace is not earned through good works, that good works are a product of divine grace</p> <p>Deny all sacraments except baptism and communion</p> <p>Question papal authority</p> <p>Reform Church practices</p>	<p>Role of printing press in spreading ideas of the Reformation</p> <p>Denial of individual interpretation of the Bible by Council of Trent</p> <p>Loss of membership in Catholic Church due to Reformation (Counter Reformation, activities of Jesuits)</p> <p>Declaration of Luther as a heretic (Diet of Worms)</p> <p>Making the king, not the pope, head of the Anglican Church (Henry VIII)</p> <p>Introduction of Calvinism, based on belief in predestination/theocracy</p> <p>Peace of Augsburg (1555) making Roman Catholicism and Lutheranism the two legal choices of religions for local rulers in Holy Roman Empire</p> <p>Peace of Westphalia (1648) making Calvinism another acceptable choice of religion in Holy Roman Empire</p> <p>Translation of Bible into vernacular (German)</p> <p>Use of indulgences, but not their sale, upheld by Council of Trent</p>

Sadler Report

Key Ideas from Documents 4–6

Historical Circumstances	Goal of Work	Success in Influencing Change
<p>Doc 4—Poor working conditions in factories Work of children bound to work of adults Development of diseases as result of working conditions in factories Continuing campaign for factory reform (Dr. Charles Turner Thackrah’s book; Richard Oastler’s manifesto)</p> <p>Doc 5—Children working long hours Children unable to complete task of carding due to exhaustion Punishment of children if work not completed or done poorly Children falling asleep without eating or while eating due to exhaustion from working long hours</p>	<p>Doc 4—Regulate adult labor to set reasonable workday for children</p> <p>Doc 5—Provide evidence of and develop understanding of extent to which children employed as laborers in factories, conditions under which children labored, and effects of labor on children in factories</p>	<p>Doc 6—Factory Act of 1833—attempt to regulate hours of women and children Factory Act of 1844—limiting women and young persons (13 to 18) to a 12-hour day; under 13, to 6 ½ hours; no children under age 8 to be employed Factory Act of 1847 (10-Hour Act)—limiting women and children (13 to 18) to 10 hours per day or 58 hours per week, no limits set for men, precise times of work not set down, relay (shift) system not ended</p>

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

Historical Circumstances	Goal of Work	Success in Influencing Change
<p>Industrialization, urbanization, and rise of factory system Children as young as 6 working in factories and mines Cramped and dirty workplaces Use of gas candles and oil lamp during winter nights; damage to health from soot and smoke Lack of sick pay Certain jobs in textile mills and mines leading to injuries (deformed ankles, knees, back) Poverty requiring whole families to work in factories Scars from beatings Parental loss of jobs if treatment of children questioned Details related to problems in mining and other industries (lung disease) Laissez-faire policies Utopianism Lack of schooling for child workers Luddite movement</p>	<p>Influence development of future legislation Make public aware of conditions in the factories Improve conditions of laborers Reform abuses of industry, especially those involving child laborers</p>	<p>Expansion of investigation of working conditions in mines and other locations Research on conditions of workers’ housing and living conditions Establishment of committees for mining and for health and safety in cities Formation of unions Introduction of a variety of types of socialism—government ownership of land, machines, and factories Fabian Society Rise of Marxism Chartist movement Creation of Labour Party and movement away from laissez-faire policies Suffrage movement Increased power of House of Commons</p>

Declaration of Human Rights

Key Ideas from Documents 7–9

Historical Circumstances	Goal of Work	Success in Influencing Change
<p>Doc 7—Emergence of human rights on the global stage as a result of World War II and the Holocaust</p> <p>Unjust denial of life, freedom, food, shelter, and nationality during World War II</p> <p>President Roosevelt’s 1941 State of the Union Address stating need for freedoms of speech and religion and freedoms from want and fear</p> <p>Abuse of citizens by governments during World War II (Jews, Sinti and Romani, homosexuals, persons with disabilities)</p>	<p>Doc 7—Ensure that people would not be denied life, freedom, food, shelter, and nationality</p> <p>Set standards to protect citizens from abuses by governments</p> <p>Hold nations accountable for treatment of their citizens and other residents</p> <p>Doc 8—Recognize dignity, equality, and rights of all</p> <p>Promote freedom, justice, and peace throughout the world</p> <p>Promote freedom of speech and belief</p> <p>Promote freedom from fear and want</p> <p>Promote respect for human rights</p> <p>Promote progressive measures by people and states to protect human rights</p>	<p>Doc 9—Rome (1998)—conference setting rules for an international court to prosecute crimes against humanity</p> <p>International court in Tanzania (2003)—conviction of three Rwandans for media reports that resulted in genocide of an estimated 800,000 Rwandans, mostly Tutsi minority, in 1994</p> <p>The Hague (2005)—International Criminal Court investigation into war crimes in Sudan, indicting those most responsible for ethnic violence and starvation that exterminated hundreds of villages in Darfur</p> <p>Arrest of Radovan Karadzic (2008)—increased credibility for war crimes tribunals</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Goal of Work	Success in Influencing Change
<p>Enlightenment ideas (John Locke)</p> <p>Lack of adequate provisions and international laws to address atrocities (massacre of Armenians during World War I, Holocaust of World War II)</p> <p>Discrimination, arrest, and torture of prisoners of war by the Japanese during World War II (Rape of Nanking, Bataan Death March)</p> <p>Details about discrimination, arrest, torture, and death of Jews and other targeted people</p> <p>Details about anti-Nazi groups in Germany and Europe prior to and during World War II</p>	<p>Prevent and punish discrimination</p> <p>Establish mechanisms for enforcing the Universal Declaration of Human Rights (UDHR)</p> <p>Establish mechanisms for holding individuals and governments responsible for violations of UDHR</p>	<p>Incorporation of UDHR principles into national constitutions</p> <p>Adoption of additional treaties by the United Nations on human rights (Convention relating to the Status of Refugees, Convention on the Rights of the Child)</p> <p>Cambodian Killing Fields</p> <p>Ethnic cleansing in Bosnia-Herzegovina</p> <p>Details about Darfur</p> <p>Formation and work of organizations (Human Rights Watch; Amnesty International)</p> <p>Truth and Reconciliation efforts in South Africa as related to apartheid</p> <p>Truth and Reconciliation efforts in Rwanda as related to ethnic cleansing</p> <p>Motivation for 21st-century Arab Spring</p> <p>Attention brought to human rights abuses through celebrities, music, movies, and books (Malala Yousafzai, Angelina Jolie, George Clooney, <i>Cry Freedom</i>, <i>Lost Boys of Sudan</i>, <i>A Long Way Gone</i>)</p>

Historians have long debated whether major turning points in history are results of single, pivotal catalysts or rather outgrowths of more vast, impersonal historical movements. In a society, problems can accumulate, gaining momentum as people gather behind a cause, and often, this type of situation needs only a small spark to explode. In such a context, written works, such as Martin Luther's 95 Theses in 16th-century Germany and the Sadler Report in 19th-century Great Britain, can be used as tools to bring about substantial long-term change. However, just as historical context influences the production of these works, it also mitigates their effects, having the potential to stymie any possible change or even encourage change in unintended ways.

Martin Luther's 95 Theses, posted in 1517 in Wittenberg, Germany, were a culmination of hundreds of years of growing discontent with the Roman Catholic Church. The Church had once been an incredibly dominant power, a sort of "shadow government" throughout the Middle Ages, that provided social and political unity and stability after the fall of Rome and before the formation of nation states. However it began to lose prestige, and the people's trust, with incidents such as the Avignon Exile, the Great Western Schism, and then the Conciliar Movement in the fourteenth and fifteenth centuries. Enveloped in the individualistic humanism of the Renaissance, Europeans especially in Northern Europe began to feel distanced from such a rigid Church, with its institutionalized sacraments and complex doctrines, instead longing for a more personal form of piety, a more direct relationship with God. These issues were compounded by the Church's corruption and monetary problems—even as it lost support from outside, it was crumbling within. According to Steven Kreis, "In a word, the problem

was corruption" (Doc 1). People resented the Church for its practices of simony, nepotism, and materialism, expressing disappointment with an amoral clergy that seemed anything but holy. In the early 16th century, the pope announced a new wave of indulgences—Church officials including John Tetzel would travel Europe selling letters of pardon to raise money to complete the new dome on St Peter's Cathedral in Rome. Luther was enraged by this practice, seeing it as an infuriating example of the Church's corruption and claiming in one disputation that, "every truly repentant Christian has a right to full remission of penalty and guilt, even without letters of pardon" (Doc 2). By publishing the 95 Theses, Luther intended to stop the sale of indulgences. What he did not intend was to spark a full-scale religious revolution throughout Europe.

However, Luther's 95 Theses detonated the widespread religious discontent that had been building up for centuries, expanding the effects of his work far beyond his intentions. People latched onto Luther's ideas—princes such as Frederick the Wise, Elector of Saxony, supported him as a way to promote imperial reforms that would increase the power of the nobles at the expense of the Holy Roman Emperor. Frederick the Wise also protected Luther from the Church after the Diet of Worms. Peasants looked to Luther in the hopes that he would support their movements for social reform. Luther refused to support them and this caused sizeable disunity in the Holy Roman Empire. The invention of the printing press allowed for the mass production of pamphlets and Bibles, Luther's ideas quickly spread, after his translation of the Bible to the German vernacular, leading to a proliferation of Protestant sects and a century of heated, passionate wars of religion throughout

Europe which Luther never anticipated. In this time of chaos and violence, the wars raged with a brutality unprecedented in European history, as soldiers fought with religious passion. 1648 marked a major turning point, then, as the 30 Years' War, and a century of Europe-wide religious warfare drew to a close with the Peace of Westphalia, confirming the existence of Protestant sects such as Lutheranism and Calvinism in Europe. Ironically, once the dust settled, Europe was left more religiously tolerant, less driven by religion and more by national interests. As Andrea and Overfield wrote, "Paradoxically, the very intensity of the era's religious passions helped undermine the role of religion in European life and thought" (Doc 3). So, the 95 Theses inadvertently sparked a movement, in the long term, that contradicted their original intention.

Like the 95 Theses, the Sadler Report in Great Britain was a response to a broad societal movement—in this case, the early industrial revolution, in which Britain transitioned from the domestic system of manual production to a more mechanized factory system. This transition, while increasing economic productivity, brought many new problems for Britain's working class, though. People moved in huge numbers from their traditional village homes to urban settings, where they often took textile factory jobs and lived in crowded, unsanitary slums and struggled to make ends meet. Working conditions were horrendous—men and women and children worked long, grueling tedious days on machines that could be dangerous. The longer the hours worked the more likely they would make mistakes that could cause workers to be seriously injured. Damp warm conditions needed to spin cotton thread in textiles factories led to lint and dust in the

factory air causing lung ailments including tuberculosis, asthma, and emphysema. Going from a warm factory to the cold outside led to pneumonia. All family members worked in order to make ends meet. Women and children were paid considerably less than men, children the least of all. Reformers complained about the abysmal conditions faced by factory workers. Michael Sadler, a member of the House of Commons pushed for a commission to examine the issue. The House of Commons interviewed many people including Thomas Bennett, a parent of child laborers, taking his testimony to gain support for the movement for factory reform. It was the publication of the Sadler Report that brought the appalling work conditions to the public's attention. Ultimately, largely as a result of efforts such as the publishing of the report, these reforms were successful—Britain passed a series of laws called the Factory Acts in 1833, 1844, and 1847 that regulated the workday for women and children (Doc 6). Due to the efforts of people such as Michael Sadler, the government began to take a greater role in protecting the welfare of its workers. However, just like with Luther there were unexpected consequences. The Sadler Report helped lead reforms regarding wages and safety conditions in the workplace. However as workers gained some improvements in conditions many business owners complained that they would lose profits. Laissez-faire, a belief that it was wrong for the government to interfere in business was trotted out by some owners to defend their practices. Additional campaigns those for reform and those against were waged. Workers formed unions and the government inspected work places.

History is about time and place, and in the right time and place, a single document can have an influence that can seem disproportionately

large in scope. When reacting to a buildup of problems, written works can strike a chord, either achieving their intended goal, as with the Sadler Report, or rapidly moving in a different direction, as with Luther's 95 Theses.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Ninety-five Theses and the Sadler Report
- Is more analytical than descriptive (*Ninety-five Theses*: people resented the Church for its practices of simony, nepotism, and materialism; people expressed disappointment with amoral clergy; Luther intended to stop sale of indulgences, not spark a full-scale religious revolution throughout Europe; Europe was left more religiously tolerant, less driven by religion and more by national interests; *Sadler Report*: early industrial revolution transition, while increasing productivity, brought many problems for Britain's working class; conditions in textile factories led to lint and dust in the air leading to lung ailments; publication of report brought appalling work conditions to the public's attention)
- Incorporates relevant information from documents 1, 2, 3, 5, and 6
- Incorporates substantial relevant outside information (*Ninety-five Theses*: Church provided social and political unity after fall of Rome and before formation of nation-states; John Tetzel sold letters of pardon to raise money to complete new dome on St. Peter's Cathedral in Rome; Frederick the Wise protected Luther from Church after Diet of Worms; peasants looked to Luther in hopes he would support their movement for social reform but he refused; Luther's ideas quickly spread after his translation of Bible to German vernacular leading to a proliferation of Protestant sects and a century of religious wars that Luther never anticipated; *Sadler Report*: Britain transitioned from domestic system to a more mechanized factory system; people moved in huge numbers from village homes to urban settings where they took factory jobs and lived in crowded unsanitary slums; all family members worked to make ends meet; a belief in laissez-faire was trotted out by some business owners to defend their practices)
- Richly supports the theme with many relevant facts, examples, and details (*Ninety-five Theses*: posted in Wittenberg, Germany; Catholic Church had monetary problems; indulgences; *Sadler Report*: men, women, and children worked long grueling tedious days; House of Commons interviewed Thomas Bennett, a parent of child laborers; Britain passed Factory Acts that regulated workday for women and children)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss how works such as the Ninety-five Theses and the Sadler Report can be used as tools to bring about substantial change

Conclusion: Overall, the response fits the criteria for Level 5. Extensive and well-placed historical details and substantive relevant outside information demonstrate a depth of knowledge. Analytic interpretation of document information and sophisticated insights reflect an understanding of how written works can serve as a catalyst for change although sometimes with unintended outcomes.

Written works often express ideas in reaction to problems in society. Works such as the Ninety-five Theses and Sadler report were published to draw attention to societies problems and to influence change. Some of these written works have influenced long term change while others have led to limited change.

In 1750, the world was beginning to change by industrializing and countries began developing into industrial powers, specifically England. Why England some may ask? There are multiple reasons, but the ones that stick out are that England has wonderful harbors to send and exchange goods with other countries and her colonies, a plentiful source of cheap labor, mostly created by farmers leaving their villages for the city because of the Agricultural Revolution, and inventions such as the spinning Jenny and power loom that made textile manufacturing faster. Also, the building of infrastructure such as railroads, roads, etc, and an abundance of natural resources such as iron ore and coal were factors. Although this may seem wonderful to buissness, it was not so grand for the workers.

By losing jobs in farming, due to the Enclosure Movement and the use of new technology, people moved to cities in search of industrial jobs in factories. Industries greeted these low cost workers with open arms. Although this seems to be a good solution it was not. Men as well as women and children worked long hours in poor conditions to try to help their families survive.

Children worked at many different jobs to help support their families. Children as young as four could be forced to work for 16 or more hours. Some children if small enough, would be forced to work at jobs such as chimney sweeping and were pricked on the feet with needles to make

them work faster. Some children chimney sweeps, if too big, got stuck, and some suffocated and died. Some worked in coal mines and were forced to pull heavy loads of coal up to the surface. Some of those working in the mines developed black lung, emphysema, or other lung diseases. Others worked in textile factories for long hours and poor pay under dangerous and unhealthy conditions.

The children were punished if they did not work fast enough. Doc 5 states, if the workers missed the carding and spoiled the thread, they were chastised. Children were beaten if they were not efficient. Some children even lost limbs or died due to working on the machines. Some were forced to pay fines for being late and others were sometimes forced to work without any pay.

Life for the urban working class was horrible both in the factories and at home. The homes of the working class during the Industrial Revolution were terrible. Families lived with multiple families in small rooms in places called tenements that sometimes lacked windows and doors. People often got sick from the unsanitary conditions and the unclean water supply. Workers' lives were difficult.

People like Charles Turner Thackeray and Richard Oastler saw the unfairness workers experienced and led supported factory reform by writing books and issuing manifestos that pushed to make conditions better. Michael Sadler was a member of the House of Commons who helped expose the conditions of workers by having them testify in front of his House of Commons Committee. The purpose of the Sadler report was to draw attention to the issues workers, and especially child workers faced. The hope was to pass legislation to make the work burden easier, the working conditions better, and to end child labor.

In England the government passed laws like the Factory Acts of 1833, 1844 and 1847 to regulate and limit the working hours of women and children. Trade unions were formed and they bargained with business owners for better pay and working conditions. Legislation was eventually passed to help the living conditions of the poor and clean up the drinking water. Eventually the situation for workers in England improved. However, problems related to industrialization continue today in other places. Many countries such as China and India who have or are industrializing are experiencing the same issues England experienced when it industrialized. Families in those countries continue to search for ways to survive and children work in sweatshops under conditions much like workers in England during the Industrial Revolution.

Another work that expresses ideas in reaction to problems in society is the Ninety-five theses. A monk, Martin Luther, saw that the Catholic Church was acting against its "supposed beliefs." This included selling indulgences. These were letters of pardon sold by the Church that were said to forgive one's sins so that a person may go to heaven. Another violation of beliefs included priests and bishops marrying or having multiple mistresses. Another violation was the buying and selling of Church offices. The Church was powerful and even controlled commercial and economic activities at that time. People would often do what the Church commanded fearing hell if they did not.

Martin Luther wrote in the Ninety-five theses statements such as one can pray to god without a church and that all can claim and read the Bible if they are true Christians. He also said indulgences could not provide salvation and that only faith alone could lead to salvation.

Luther decided to nail his complaints (the Ninety-five theses) to the door of the Church of Wittenberg to draw attention to the problem. The list was also printed and distributed to many people.

This angered the Roman Catholic Church and they called Martin Luther to the diet of worms where they demanded that he take back the Ninety-five theses and recant, but Luther refused. Those who went against the Church including Luther and his followers were labeled heretics and excommunicated and/or sentenced to death.

Luther fled and was protected and hidden by German princes who believed in his word. Even serfs rebelled against their lords, but Luther declined to support them because he didn't want more societal upheaval and wanted to keep the spiritual separate from the worldly.

During Luther's time hiding he translated the Bible into the vernacular and used the printing press to spread the Bible and his ideas. In the end, Luther created the Lutheran church which led to the creation of other Protestant Churches, causing the Roman Catholic Church to be weakened and lose many followers. In the end, the Roman Catholic Church reformed. Groups such as the Jesuits, led by Ignatious of Loyola, helped to lead the Roman Catholic Reformation or Counter Reformation. While they were somewhat successful in maintaining membership in the Catholic Church by converting people living in the Americas, the Church lost its uniform control over the continent of Europe. Martin Luther created the seed for our modern day Christian Churches.

The Sadler report drew attention to child labor with the hope of ending it in England and the Ninety-five theses exposed the Roman Catholic churches wrongs hoping to reform the Church. The world drastically

changed because of these written works. We now have multiple types of Christian churches and religion is stressed in some societies and is not as important as it once was in others. Child labor is regulated in some countries but still occurs today in many countries. Written works have influenced change but they have not always ended societal problems.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Sadler Report and the Ninety-five Theses
- Is more analytical than descriptive (*Sadler Report*: a source of cheap labor created by farmers leaving their villages for the city because of the agricultural revolution; inventions such as spinning jenny and power loom made textile manufacturing faster; men as well as women and children worked long hours in poor conditions to help their families survive; children were beaten if they were not efficient; *Ninety-five Theses*: Luther saw Church acting against its supposed beliefs by the selling of indulgences and some priests and bishops marrying or having mistresses; Luther declined to support serfs because he did not want more societal upheaval and wanted to keep the spiritual separate from the worldly; Jesuits somewhat successful in maintaining membership in Catholic Church by converting people in the Americas; the Church lost its control over Europe; Luther created seed for modern-day Christian churches)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Sadler Report*: losing jobs in farming due to Enclosure Movement; in the mines many developed black lung, emphysema, or other lung diseases; people often got sick from unsanitary conditions; trade unions formed and bargained for better pay and working conditions; *Ninety-five Theses*: Luther called before Diet of Worms to recant but he refused; those who went against Church labeled as heretics and excommunicated and/or sentenced to death; Luther protected by German princes who believed in his word; while in hiding, Luther translated Bible into vernacular; Luther created Lutheran Church which led to creation of other Protestant churches)
- Richly supports the theme with many relevant facts, examples, and details (*Sadler Report*: children lost limbs; workers lives difficult; Charles Turner Thackrah and Richard Oastler; workers testify in front of House of Commons Committee; Factory Acts; China and India industrialize; children work in sweatshops; *Ninety-five Theses*: Church controlled commercial and economic activities; only faith alone can lead to salvation; Church of Wittenburg; use of printing press; Counter Reformation)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that discusses while the written works of Sadler and Luther led to changes, problems still exist

Conclusion: Overall, the response fits the criteria for Level 5. A discussion of both Sadler and Luther is supported by analytic statements and substantial relevant details demonstrating a strong understanding of the task.

Over the course of history, different groups, individuals, and organizations have expressed their discontent with problems in society. The social discontents range from religion to the treatment of workers. Martin Luther's Ninety-five Theses dealt with the flaws of the Catholic Church, and the Sadler Report dealt with the treatment of factory workers especially children during the Industrial Revolution in England. The social discontent during these particular time periods is what led to these two publications. The expression of those social discontents led to change, which in this case is the Reformation and the passage of laws protecting members of the working class. The publication of the Ninety-five theses and the Sadler report brought major concerns in society to the public's attention. Both publications led to changes that attempted to address economic and religious discontent.

Before the religious reformation that took place in Europe, many were displeased with the power and the actions taken by the Catholic Church. The Church controlled different aspects of society beyond religion, which displeased many. Steven Kreis, in his "Lectures on Early Modern European History," states that "local bishops of the Church controlled all of their commercial and economic activities" referring to bankers, merchants, and artisans (Doc 1). During the Middle Ages the Church had increasingly taken more and more secular power, filling the void left by the lack of a strong central government. The Church provided religious unity through canon law, the use of Latin and its own system of courts. It controlled learning in monasteries and universities, established hospitals, and cared for the poor. It was highly centralized and international. The Church even collected taxes all over Europe to gain money needed for projects. While

some of these services were needed especially after the fall of Rome, those seeking to increase their power were displeased with the Church's unwanted interference in non-religious matters. The Church was in many ways dealing with issues that many believed they had no right to intervene in. Worse however was the way the Church was acting internally. Priests and other religious officials bought their positions, sometimes not even knowing much about the Bible or the Church. For many these positions were a way to simply gain power. Church officials, sometimes even including popes, were living lives of luxury, often sinning, marrying, and having children. Taxes were not providing enough money so the Church called for the selling of indulgences most of which was to pay for the rebuilding of the Pope's St. Peter's Basilica. In his Ninety-five Theses, Martin Luther attempted to deal with the issue of the Church's decision to allow for the sale of indulgences. Luther believed that forgiveness for sins could be obtained through faith, and only by faith. Luther believed in "salvation by faith alone," and saw the sale of indulgences as an unjust and unholy way for the Church to make money. Luther writes, "Therefore those preachers of indulgences are in error." (doc 2) Luther was going against the actions of the Church by directly saying their actions are unjust and are simply wrong. Others used his actions because of the social discontents that the Catholic Church had caused. The Catholic Church reacted against Luther's ideas by calling on him to recant. When Luther refused he was declared a heretic. Soon after he formed his own Christian religion called Lutheranism. Eventually people who believed the Church was too powerful, who believed the Church needed to reform, or who believed the Church was wrong converted to Lutheranism or other

Christian religions which had formed. This time period was called the Reformation. The social discontent of the period led the Catholic Church to reform and this was called the Counter Reformation.

In Britain, the treatment of workers became a major topic for discussion during the Industrial Revolution. Workers, women and children included, were forced to work for many hours each day, for very low wages. Children were often given the worst jobs, such as working in the coal shafts or fixing machinery, because they were small and fit in tight spaces. Not only were coal mines deadly but so were the machines in factories. People were forced to do repetitive jobs that led to fatigue. People were beaten to increase their speed or even to keep them awake. Many workers got injured or sick from their jobs. Wages were so low that wives and children would have to work to help the family live. The lives of the working class were hard. Some people started thinking that there needed to be change. Even members of Parliament such as Michael Sadler believed workers should be able to be safer and treated better. Sadler's Parliamentary Committee invited workers to speak about their work conditions. In the Sadler Report, the unjust treatment of child laborers is pointed out. Thomas Bennet, a parent of child laborers, describes some of the ways in which his children are treated. Bennet describes the children as being so tired, that "instead of taking their victuals [food], they have dropped asleep..." (Doc 5) Child laborers were forced to work well beyond their limits. This publication led to a series of Parliamentary Reform Acts. These acts made legal limits for the amount of hours in a day that a child or a woman could work. In 1844, the Factory Act stated that "children under 13 were to work no more than $6\frac{1}{2}$ hours per day..." (Doc 6) This

Legal action was necessary for the protection of child laborers, but it probably wouldn't have been possible without such things as the Sadler Report, that pointed out social discontents brought on by the Industrial Revolution. The Sadler Report led to legal action and change in the treatment of child workers. But it also probably led to changes in the treatment of all workers. After the Sadler Report many believed that all people should have minimum standards of living. People such as Charles Dickens and Frederick Engels also exposed the lives of the poor through their publications. Over the course of several decades a variety of laws were passed that gave workers better wages, fewer working hours and more protections.

Social discontents often need to be pointed out publically so that actions can be taken, if true change is to occur. Martin Luther's Ninety-five Theses, which pointed out many of the flaws of the Catholic Church led to the religious Reformation. The Sadler Report, which emphasized the harsh and unjust treatment of child laborers in the Industrial Revolution in Britain, led to Parliamentary Acts that put legal limits on working hours and to better working conditions for workers. Those who were discontented raised concerns that brought about significant change. That change could not have occurred without the publications of works such as the Ninety-five theses, and the Sadler Report which publicized the concerns of those times.

Anchor Level 4-A

The response:

- Develops all aspects of the task for the Ninety-five Theses and the Sadler Report
- Is both descriptive and analytical (*Ninety-five Theses*: Church controlled different aspects of society beyond religion, displeasing many; priests and other religious officials bought positions sometimes not even knowing much about the Bible or the Church; Church officials, sometimes even popes, living lives of luxury, often sinning, marrying, and having children; Luther saw sale of indulgences as unjust and unholy; *Sadler Report*: many workers got injured or sick from their jobs; members of Parliament such as Sadler believed workers should be able to be safer; Sadler's Parliamentary Committee invited workers to speak about their work conditions; child laborers forced to work well beyond their limits; legal action necessary for protection of child laborers but probably would not have been possible without something like Sadler Report)
- Incorporates relevant information from documents 1, 2, 5, and 6
- Incorporates relevant outside information (*Ninety-five Theses*: during Middle Ages, Church had increasingly taken more secular power, filling void left by lack of strong central government; taxes not providing enough money so Church called for selling of indulgences; most money from indulgences to pay for rebuilding of St. Peter's Basilica; Church reacted against Luther's ideas by calling him to recant; social discontent led Catholic Church to reform during Counter Reformation; *Sadler Report*: children often given worst jobs such as working in coal shafts or fixing machines because they were small and could fit in tight spaces; wages so low that wives and children had to work; after Report many believed all people should have minimum standards of living)
- Supports the theme with relevant facts, examples, and details (*Ninety-five Theses*: use of Latin; Church had own system of courts; salvation by faith alone; Luther accused of being a heretic; Lutheranism; *Sadler Report*: pointed out unjust treatment of child laborers; Reform Acts; Charles Dickens; Frederick Engels)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss the role of social discontent in leading to the Reformation and laws protecting workers

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of both the Ninety-five Theses and the Sadler Report includes relevant outside information and analytic statements to suggest that social discontent influences change. While all aspects of the task are discussed, the response is sometimes repetitive and details included in it lack explanation.

Throughout history, written works have been used to both influence people's opinions and coherently show the position of a person or group to a wider audience. These works often show reactions to the problems present in a society and can promote change. Both Martin Luther's "Ninety-five Theses" and the "Sadler Report" were written works that addressed issues in Medieval Germany and Early Industrial England, respectively. Both works prompted both short term and long term effects, with the publishing of the "Ninety-five Theses" leading to the Reformation and the "Sadler Report" leading to child labor laws. While the Reformation resulted in a short term religious revival, the subsequent wars, intolerance, and division of the Catholic Church led more people to be less religious, which in Luther's eyes meant they couldn't be saved because they didn't have faith. The Sadler Report, however, led to many child labor laws that still protect children today.

Martin Luther was prompted to write the Ninety-five Theses because of the selling of indulgences in Germany. Through the Middle Ages until the Reformation the Church had assumed a tremendous amount of power. The Church collected taxes and provided education and guidance. Some Church officials became increasingly less religious and started to move away from their religious lives and duties. The Church had become corrupt as the clergy had members that took mistresses, bought and sold offices so they could have positions of power, and that were sometimes illiterate and incompetent. (Doc 1) These factors led Luther to write the "Ninety-five Theses" demanding actions be taken to stop said corruption. In his "Ninety-five Theses" Luther attacked the notion that money for indulgences could save you from hell and purgatory, while emphasizing that all Christians have a right to repent and get

rid of their guilt, even without special letters of pardon. (Doc 2) He argued that this money only helped corrupt officials such as John Tetzel and a corrupt Church who took it, it did not benefit Christian followers but was used to build elaborate churches. In the "Ninety-five Theses," Luther attacked corrupt Church practices that encouraged people to give money to buy salvation instead of being faithful and good Christians. Luther argued that forgiveness and salvation could happen without indulgences if people were truly repentant. Some people began to agree with his arguments and joined his side, and soon after that he founded the Luthern church. Luther argued that faith alone and reading the Bible in the vernacular and having a personal relationship with God allowed people to be closer to God. With these ideas many people converted. Soon after other people started to have their own ideas about the Church and started their own churches such as John Calvin and Henry VIII. While the new Protestant Churches led to more religious members in those churches and the Catholic Revival (Counter-Reformation), the long term effects were the opposite. One source writes "Paradoxically, the very intensity of the era's religious passions helped undermine the role of religion in European life and thought." (Doc 3) The source says that the constant wars, religious intolerance, and many competing faiths made religion less important to people in Europe, as evidenced by increased tolerance and religious diversity. More and more people started to leave the Church and religion became less important in the everyday lives of people. While Luther sought to make people have more faith in Christ, the Reformation started by his "Ninety-five Theses" had the opposite long term effect.

Michael Sadler chaired the committee conducting interviews

investigating labor conditions in England. Sadler's committee listened to the concerns of people such as Charles Turner Thackerah and Richard Oastler who were advocates of both child and adult labor laws to regulate factory work. (Doc 4) Testimonies described the intense labor children did that was harmful to their health and well being, but families were forced to make them work to put food on the table. The working class was poor. People had to work in sometimes deadly environments for the poor pay they received. This then caused them to only be able to afford the cheapest housing often without necessities such as heat or even indoor plumbing. This excerpt from the Sadler Report details one person's account on how his children are so tired that they can't stay awake because they worked very long hours and as a result were beaten. (Doc 5) This harsh treatment of workers that was showcased to the public in the Sadler Report, led Parliament to issue new labor laws after the Report was published. Labor laws included banning children under 8 from working, children under 13 could not work more than 6.5 hours, and children between 13-18 and all women couldn't work more than 10 hours a day or 58 hours a week. The Sadler Report influenced these laws by illustrating the terrible effects that long hours had on children. The changes brought by the Sadler Report were good in both the short and long term because children were saved from difficult work, and eventually led to better conditions and better pay for all workers. Now, child labor laws help children get an education, and protects them from oppressive work. Written works lead to many societal changes. Both the Sadler Report and Luther's "Ninety-Five Theses" led to reforms. While not all of these writings had desirable long term effects, their short-term effects

addressed contemporary problems and tried to make life better. Both of these writings demonstrate how powerful information and opinions can be in shaping public opinion and society.

Anchor Level 4-B

The response:

- Develops all aspects of the task for the Ninety-five Theses and the Sadler Report but discusses the Ninety-five Theses more thoroughly than the Sadler Report
- Is both descriptive and analytical (*Ninety-five Theses*: Church officials started to move away from their religious lives and duties; Church became corrupt as clergy took mistresses and bought and sold offices; Luther attacked corrupt Church practices that encouraged people to give money to buy salvation instead of being faithful and good Christians; Luther argued forgiveness and salvation could happen without indulgences if people were truly repentant; constant wars, religious intolerance, and many competing faiths made religion less important to people in Europe; *Sadler Report*: Thackrah and Oastler were advocates of labor laws to regulate factory work; children could not stay awake because they worked long hours and as a result were beaten; once published it led Parliament to issue new labor laws; illustrated terrible effects long hours had on children)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Ninety-five Theses*: Church collected taxes and provided education and guidance; Luther argued this money only helped corrupt officials such as Tetzel and a corrupt Church to build elaborate churches; Luther founded Lutheran Church; Luther argued that faith alone, reading Bible in vernacular, and having a personal relationship with God allowed people to get closer to God; soon after other people such as Calvin and Henry VIII started their own churches; *Sadler Report*: working class was poor; workers could only afford cheapest housing without necessities such as heat or indoor plumbing; families forced to make children work to put food on the table; child labor laws help children get an education and protect them from oppressive work; eventually led to better conditions and better pay for all workers)
- Supports the theme with relevant facts, examples, and details (*Ninety-five Theses*: written by Luther; written because Church was selling indulgences; *Sadler Report*: interviews investigating labor conditions in England; banned children under 8 from working, children under 13 could not work more than 6.5 hours, and children between 13 and 18 and women could not work more than 10 hours a day or 58 hours per week)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss the power of written works in creating change that may or may not result in desirable effects

Conclusion: Overall, the response fits the criteria for Level 4. Analytic statements are scattered throughout the response and offer insight as to how written works can promote change. Document information and relevant outside information is integrated; however, additional supporting details would have benefited the discussion in the treatment of the Sadler Report.

There have been many instances throughout history where problems have occurred. To draw attention to societal problems and bring about change has been accomplished by many. Martin Luther's Ninety-Five Theses brought about much change. The United Nations Universal Declaration of Human Rights has also created reforms since its creation.

Martin Luther wrote the Ninety-Five Theses in 1517. He did so in a period of time in which he hoped to reform the Catholic Church but his goal was never to break away from the Catholic Church and form his own new Church. Before he wrote these theses, he lived in a period of time where the Catholic Church was very corrupt. The clergy acted irresponsibly, holy offices were bought and sold for the highest price, and priests married and took mistresses (Doc 1). These were just a few of the offenses committed by Church officials. It seemed that many church officials cared little about the oaths and duties that they were supposed to keep. The Church was also powerful and local bishops controlled all aspects of merchants, bankers, and artisans economic and commercial activities in their area. (Doc 1) Although this made many want reform there was one particular offense that triggered Luther to write the Ninety-Five Theses. This action was the selling of indulgences. Indulgences were offered to people who could afford them, meaning the rich, to buy away their sins. After Luther saw this, he nailed his Ninety-Five Theses to the door of the Church in Wittenberg. In writing the Ninety-Five Theses, Luther proposed many reforms. One example is forbidding the sale of indulgences. He reminded true Christians that they all have part in the blessings of Christ and the Church. Luther believed that every really repentant Christian should be forgiven even without indulgences and that faith alone allowed

believers to go to heaven. (Doc 2) The Church asked Martin Luther to recant his Ninety-Five Theses at the Diet of Worms, and when he would not do so, he was excommunicated. However his works were still very successful. He was kidnapped by a protector and taken somewhere in Germany. He translated the Bible to German making it accessible to people and continued to practice his reformed version of Catholicism, later known as Lutheranism. From the Ninety-Five Theses, several other sects of Christianity emerged, and the Catholic Church was no longer the main authority. However, people still did follow the Roman Catholic Church, and the Church primarily as a result of the Ninety-Five Theses reformed itself at the Council of Trent. The Catholic Church also spelled out rules of behavior for Church officials and set rules about indulgences which in the end it maintained. The Ninety-Five Theses sparked short-term and long-term change. One short-term change was the intensified religious feeling that put religion in the forefront of many European lives during the Protestant Reformation. However, in the long-term things were very different. Religion was discredited for many people because of the many new religions each claiming they were right, the religious wars, and the "un-Christian" persecution of different peoples (Doc 3). Martin Luther wrote the Ninety-Five Theses to bring about changes and he was successful in changing the Catholic Church and influencing the formation of new churches. However he was not as successful in making people more pious and religious.

The United Nations Universal Declaration of Human Rights was written in response to persecution, violence, and starvation. Franklin D. Roosevelt spoke of fighting for the four freedoms in 1941 including

freedom of speech and religion, and freedom from want and fear. (Doc 7) To protect those freedoms the allied leaders discussed creating an international organization. The UN was created after World War II. The founders tried to make certain that the UN could enforce their ideas including writing a specific document that would spell out the rights of people. The Universal Declaration of Human Rights was written as a response to the many human rights injustices committed during World War II. One example of this was the Holocaust and Nazi's killing over 6 million Jews, gypsies, homosexuals, and people with deformities or mental illnesses (Doc 7). The primary goal of this Declaration was to promote peace, prevent conflict, and ensure that no one would ever be denied life, freedom, food, shelter, and nationality (Doc 7). The goal was to make sure that human rights became a standard for all people. (Doc 8). However, sometimes human rights violations have still occurred but when they do happen such as the Rwandan Genocide or violence in Darfur the UN uses the Declaration to try to fix and answer the injustices that happen. For example after the Rwandan genocide an international court convicted 3 Rwandans of genocide (Doc 9). Another example is after the Cambodian genocide a special Cambodian court was formed years after to try former Khmer Rouge leaders. This Court was helped by the UN and used the Universal Declaration's definition of human rights in its trial. In response to violation of human rights, international courts were established to prosecute crimes against humanity, or war crimes and indictments and warrants were allowed to hold people responsible for violence and much more (Doc 9). The United Nations Universal Declaration of Human Rights was successfully used to identify human rights

Anchor Paper – Document-Based Essay—Level 4 – C

abuses and is used in the prosecution of offenders. It has not prevented human rights abuses from occurring.

There have been many instances throughout history where wrongdoings are committed. Due to these wrongdoings, there have been numerous actions taken to improve and prevent these events from happening again. Two examples of this are Martin Luther's Ninety-Five Theses, and the United Nations Universal Declaration of Human Rights. Without reforms being made to problems, the world today would be a much different place.

Anchor Level 4-C

The response:

- Develops all aspects of the task for the Ninety-five Theses and the United Nations Universal Declaration of Human Rights
- Is both descriptive and analytical (*Ninety-five Theses*: Luther's goal was never to break away from Church; local bishops controlled merchants, bankers, and artisans' economic and commercial activities; Luther believed every repentant Christian should be forgiven without indulgences and faith alone allowed believers to go to heaven; led to emergence of other sects of Christianity and Catholic Church no longer main authority; one short-term change was religious feeling intensified and religion put in forefront of many European lives; Luther successful in changing Catholic Church and influencing formation of new churches, but not as successful in making people more pious and religious; *United Nations Universal Declaration of Human Rights*: written in response to persecution, violence, and starvation; idea of international organization to protect Roosevelt's Four Freedoms led to establishment of United Nations and writing of Declaration; goal to promote peace, prevent conflict and ensure no one would ever be denied life, freedom, food, shelter, and nationality; international courts established to prosecute crimes against humanity or war crimes)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Ninety-five Theses*: Luther nailed them to the Church door in Wittenberg; Church asked Luther to recant them at Diet of Worms but he would not and was excommunicated; translated Bible into German making it accessible to people; Church spelled out rules of behavior for church officials, and set rules about indulgences which in the end it maintained; *United Nations Universal Declaration of Human Rights*: after Cambodian genocide a special Cambodian court formed years after to try former Khmer Rouge leaders; Cambodian court helped by United Nations and used Universal Declaration's definition of human rights in its trial)
- Supports the theme with relevant facts, examples, and details (*Ninety-five Theses*: written by Luther in 1517; holy offices bought and sold for highest price; priests married and took mistresses; *United Nations Universal Declaration of Human Rights*: United Nations created after World War II; Nazis killed over six million Jews, gypsies, homosexuals, and people with deformities or mental illness; after Rwandan genocide international court convicted three Rwandans of genocide)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states the world today would be a much different place without reforms

Conclusion: Overall, the response fits the criteria for Level 4. Analytic statements and some outside information are integrated into a discussion framed by relevant document information, demonstrating a good understanding of Luther's Ninety-five Theses and the United Nations Universal Declaration of Human Rights. However, the discussion of the United Nations Universal Declaration of Human Rights would have benefited from the inclusion of additional outside information.

Throughout history, writers have used their skills to react to problems in their societies. Martin Luther, for example, wrote his 95 Theses after hearing about John Tetzel's sale of indulgences, something he saw as an unfair and untruthful means to salvation. Michael Sadler's Sadler Report deals with the problems present in British Industrial society, primarily child labor. Both Martin Luther and Michael Sadler wrote because of circumstances; these writings had different goals and effects.

Martin Luther's 95 Theses was posted on a church door as an act of rebellion against what he saw as corruption of the Catholic Church. While Luther did not initially want to decrease the power and strength of the Church this act marks the beginning of the Reformation. During this time the church and its bishops were very corrupt, which caused resentment. The clergy participated in immoral activities such as marrying, having children, or selling their church positions. The Church was becoming more secular or worldly (Doc 1). John Tetzel epitomized this corruption in Luther's eyes, by selling indulgences which promised forgiveness for sins for a fee. Luther, seeing the indulgences as a device for the church to make money wanted to stop the selling of them, saying that salvation came from faith and not from buying indulgences (Doc 2). Luther wrote the 95 Theses to try to reform the Church and make them move closer to the ideas of the Bible and away from the practices of corrupt Popes and other church officials. Luther's protests against the Catholic Church's policies sparked the Protestant Reformation, which intensified the emphasis on religion by people, but divided Europe into Protestant churches and the Catholic Church. Luther created another Christian sect, Lutheranism, to practice his views on religion. He believed people should have an individual relationship

with God. Luther also believed people should read and interpret the Bible individually. These were reforms Luther said he wanted in the Catholic Church. This resulted in a massive change in Europe's history which had previously been dominated by the Catholic Church. The Catholic Church did reform by calling the Council of Trent to stop corruption during what was known as the Counter Reformation. The 95 Theses were very successful in influencing change; although the Catholic Church continued to sell indulgences.

The Sadler Report was another writing that, like the 95 Theses, responded to an issue of its time. During the period that the Sadler Report was published, England was experiencing a massive Industrial Revolution. This led to the exploitation of workers in the form of low wages, harsh working conditions, and long hours as capitalist businesspeople did everything they could to make a profit. Industrial Britain was generally practicing *laissez-faire*. Businesses could do as they pleased to make high profits and the government did little to protect workers, especially children. This unfair treatment of workers led to people like Charles Thackeray and Richard Oastler protesting and calling for reform. Thackeray and Oastler called for limitation of work hours (Doc 4). Michael Sadler also wanted to reform working conditions and wanted Parliament to create laws that would fix the situation. The Sadler Report exposed through testimonies the debilitating effects of child labor on children and their families. (Doc 5). The Sadler Report aimed to stop child labor but eventually did much more. It was quite successful in influencing change; England passed reforms afterwards prohibiting children from working long hours. The workers of England continued to suffer low wages and other harsher

Anchor Paper – Document-Based Essay—Level 3 – A

conditions but eventually were also protected by laws and unions that developed as a long term result of the Sadler Report. Working conditions as well as safety got better. While the goal of the Report was to help children, it did much more and in the process it changed industrial England.

Martin Luther's 95 Theses and Michael Sadler's Sadler Report were both responses to issues of their times. Luther's 95 Theses were made to stop the sale of indulgences, and Sadler's Report was meant to bring attention to child labor. Both writings were appropriate for their historical settings and both were fairly successful in inciting change.

Anchor Level 3-A

The response:

- Develops some aspects of the task in some depth for the Ninety-five Theses and the Sadler Report
- Is more descriptive than analytical (*Ninety-five Theses*: Luther saw sale of indulgences as unfair and untruthful means to salvation; Luther saw indulgences as a device for Church to make money; Luther said salvation came from faith; Luther wanted to reform the Church and make them move closer to ideas of Bible and away from practices of corrupt Popes and other church officials; Reformation intensified emphasis on religion by people; Luther believed people should have an individual relationship with God; *Sadler Report*: dealt with problems present in British industrial society, primarily child labor; England experiencing Industrial Revolution; exposed through testimonies, the debilitating effects of labor on children and their families; aim to stop child labor but did much more; England passed reforms prohibiting children from working long hours)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Ninety-five Theses*: Tetzl epitomized corruption by selling indulgences; posted on a church door as act of rebellion against corruption of Catholic Church; Catholic Church continued to sell indulgences; *Sadler Report*: Industrial Revolution led to exploitation of workers in form of low wages, harsh working conditions, and long hours as capitalist businesspeople did everything they could to make a profit; industrial Britain generally practiced laissez-faire; workers in England eventually protected by laws and unions that developed as long-term result of report)
- Includes relevant facts, examples, and details (*Ninety-five Theses*: clergy participated in immoral activities; Council of Trent; Counter Reformation; *Sadler Report*: Charles Thackrah and Richard Oastler; Parliament to create laws)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that summarize the Ninety-five Theses and the Sadler Report

Conclusion: Overall, the response fits the criteria for Level 3. The use of good descriptive statements as well as relevant document and outside information demonstrate a good understanding of the task especially in the treatment of the Ninety-five Theses. Additional details to support generalizations would have strengthened the discussion of the Sadler Report.

Throughout history, many people have made written works to express their opinion of thoughts. Some of these works have drawn attention to major problems in society. Others have led to a long or short-term change in society.

One long-term change in society occurred in the 16th century. The church had a tremendous amount of power. They set morals, made people pay taxes, and made laws. People could speak out against them, but once they did they could be tried for heresy, excommunicated, banished, tortured or end up dead. When the church began selling indulgences, things that would buy your way into heaven, Martin Luther disagreed with the church. He argued that the indulgences were more evidence of the church's corruption. He believed people could be forgiven without paying money to the church. People just had to repent. He spoke out by posting the Ninety-five theses on the church door. In this posting, Martin Luther explained that you did not have to buy your way to heaven, you just had to be a true believer and follow the ideas in the Bible. The church did not like this because they believed that church traditions were valid and indulgences were an acceptable way to remove sin. The Catholic Church then called Luther to the Diet of Worms for a trial. There they asked Luther to take back what he had said. Luther refused to, so the church banished him. After being banished Luther went into hiding, but continued to spread his ideas. This eventually led to a new branch in the Christian Church called The Lutheran Church. After this many other Protestant branches formed such as the Calvinists and Anglicans. As these new churches formed and former Catholics converted to these churches, the power of the Catholic church began to shrink a little. It shrunk even more after Luther translated the bible

from Latin to the vernacular. Luther made a big change in the 16th century. He helped weaken the Catholic Church's power in Europe. (Doc. 3)

Another big change was in England during the Industrial Revolution. When new technology was developed and factories began to be built, farmers began to flock to the cities in order to earn money because they no longer had land due to the Enclosure Movement. In the cities families moved into slums, living in one room often with two other families or more. Parents and children began to work in the factories. Without safety regulations many began to get hurt, especially children, and got no compensation. Some lost fingers, toes, and were even disabled. Those who were wealthy enough to not have to work in a factory or live in a slum either looked down on the poor or pitied them. Those who pitied the poor began to make people more aware of what was going on by campaigning for the poor. Soon Parliament caught wind of the horrible conditions of factories and began their own campaign: The Sadler Commission interviewed poor working families and exposed problems such as child labor, unsafe machines, and long hours. They came to the conclusion: reforms were needed. So Parliament made Factory Acts. One in 1833, one in 1844, and one in 1847. This helped lower the number of hours women and children worked. Other laws helped to increase safety in factories and helped workers keep their various body parts. Without the Sadler Commission, it would have taken a lot longer to get to the place where we are at now, regarding child workers. (Doc. 6)

These written works in history have, over time, changed certain things. A lot of them have been for the better of mankind.

Anchor Level 3-B

The response:

- Develops all aspects of the task in some depth
- Is more descriptive than analytical (*Ninety-five Theses*: Luther argued indulgences were evidence of Church's corruption; Luther believed people could be forgiven without paying money to Church and just had to repent; Church believed traditions valid and indulgences acceptable way to remove sin; *Sadler Report*: parents and children began to work in factories; Parliament exposed problems such as child labor, unsafe machines, and long hours)
- Incorporates relevant information from documents 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Ninety-five Theses*: Church had tremendous amount of power in 16th century as they set morals, made people pay taxes, and made laws; if people spoke out they could be excommunicated, banished, tortured, or end up dead; at Diet of Worms, Church wanted Luther to take back what he had said; Luther went into hiding but continued to spread his ideas; other Protestant branches formed such as Calvinists and Anglicans; Luther translated Bible from Latin to the vernacular; *Sadler Report*: during Industrial Revolution in England new technology developed and factories began to be built; farmers began to flock to cities to earn money because they no longer had land due to the Enclosure Movement; families moved into slums living in one room often with two or more families; without safety regulations many got hurt and got no compensation)
- Includes relevant facts, examples, and details (*Ninety-five Theses*: posted on the Church door; Lutheran Church; *Sadler Report*: some lost fingers and toes; Commission interviewed poor working families and exposed problems; Factory Acts in 1833, 1844, and 1847)
- Demonstrates a satisfactory 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 3. Use of document information and relevant facts and details from outside information demonstrate an understanding of the Ninety-five Theses and the Sadler Report. Further development and additional analytic statements would have strengthened the response.

History has been made with a series of radical decisions. The expression and publication of new ideas in documents is done with the hope of diminishing a problem. One of these documents is the 95 Theses. Written by Martin Luther, this parchment posted on a church door in Germany hoped to expose the corruption and greed of the church and felt people should focus on loving God and following God's will. This eventually developed into a new Christian branch of Protestantism. Another document declaring radical change is the UN Universal Declaration of Human Rights. The United Nations, created following WWII, hoped to declare certain rights for all individuals, as well as make sure all nations in the international group would enforce the same policies and have the same standards.

Martin Luther did not want to create a new Christian philosophy. When Martin Luther went on a pilgrimage to Rome he was exposed to the corruption of the Church. The Lecture on Early Modern European History states, "Priests married and then took mistresses, holy offices were bought and sold for the highest price, incompetence among the clergy became the rule, the congregation of more and more of people in towns and cities perhaps exposed the amorality and immorality of the clergy." (Document #7) The church including the Pope instead of focusing on charity work and helping others, focused on financial pilfering and political power. Martin Luther, who went to Germany following his pilgrimage, objected to how the church used indulgences to finance the beautification of their own churches at the cost of the people. He then decided to write the 95 Theses and hung them on the door of the church. Each thesis reveals Luther's belief on Christianity, how God is loving and caring, not the ruthless ruler. The 95 Thesis

states, "Every truly repentant Christian has a right to full remission of penalty and guilt, even without letters of pardon." (Document 2) Here, Luther says grievances committed should be repaid by service and loyalty to God, not fixed by indulgences. He believed faith alone brought salvation. Luther's Theses' at first was not well received by the Catholic Church. The Catholic church tried to prevent Luther's practices. They excommunicated Luther for refusing to take back his grievances against the Catholic Church. Eventually Luther split from the Catholic Church and formed Lutheranism. Some people left the Catholic Church and became Lutherans. Eventually other Protestant religions formed weakening the Catholic Church in Europe. Andrea and Overfield state, "The gradual acceptance of religious diversity within individuals states and Europe as a whole was a sign that religion was being taken less seriously." (Document 3) Following the Thirty-years War, Europe finally began to accept both Protestants and Catholics. The Catholic church lost political power because of this division.

The UN has been in existence for 70-75 years. Following WWII, the UN Declaration of Human Rights was written in response to various human crimes such as the Jewish Holocaust. This UN document spelled out the rights that every person should have. Although it has not always been followed it has created rules of how people should be treated. When people are not treated properly the UN has investigated and tried offenders like in Rwanda and Sudan. The UN has established an International Criminal Court to try crimes against humanity and prosecute war crimes. (Document 9). The court and trials are held to try to bring peace and prevent future human crimes. While the 95 Theses started peacefully and led to religious warfare, the UN declaration tried to prevent human crimes and to create peace.

Anchor Level 3-C

The response:

- Develops some aspects of the task in some depth for the Ninety-five Theses and the United Nations Universal Declaration of Human Rights
- Is more descriptive than analytical (*Ninety-five Theses*: Luther hoped to expose corruption and greed of Church and felt people should focus on loving God and following God's will; Luther objected to how Church used indulgences to finance beautification of their own churches at the cost of the people; Luther believed every truly repentant Christian had the right to full remission of penalty and guilt without letters of pardon; Luther says grievances should be repaid by service and loyalty to God; *United Nations Universal Declaration of Human Rights*: United Nations hoped to declare certain rights for all individuals; written in response to human crimes; when people not treated properly United Nations has investigated and tried offenders)
- Incorporates relevant information from documents 1, 2, 3, 7, and 9
- Incorporates relevant outside information (*Ninety-five Theses*: posted on the Church door in Germany; Luther did not want to create new Christian philosophy; Luther believed faith alone brought salvation; Church excommunicated Luther for refusing to take back his grievances against the Church; people left Catholic Church and became Lutheran; following Thirty Years' War Europe began to accept both Protestants and Catholics)
- Includes relevant facts, examples, and details (*Ninety-five Theses*: written by Martin Luther; priests married and took mistresses; holy offices bought and sold for highest price; incompetence among clergy became rule; Catholic Church lost political power because of division; *United Nations Universal Declaration of Human Rights*: Rwanda and Sudan; International Criminal Court)
- Demonstrates a satisfactory plan of organization; includes an introduction that is beyond a restatement of the theme and a concluding sentence

Conclusion: Overall, the response fits the criteria for Level 3. Quotations from the documents and relevant outside information frame the discussion of the Ninety-five Theses, demonstrating a good understanding of the task for that written work. The discussion of the United Nations Universal Declaration of Human Rights lacks development and detail weakening the overall effort.

Throughout history many famous works of literature have been published in order to introduce new ideas or call for change. These writings usually come out of a time of corruption or uncertainty. Two works of writing that were published for these reasons are the 95 Theses by Martin Luther and the United Nations Universal Declaration of Human Rights.

Martin Luther published the Ninety-five Theses in the early 16th century. During this time, the Roman Catholic Church was experiencing problems within their organization (Doc 1). Church leaders had become corrupt and focus shifted from spiritual faith to money. Bishop's controlled almost all of the economic activity in their areas. People began to feel discontent towards the Church. Martin Luther's 95 Theses gave hope to these people, and especially the poor. He claimed that the leaders giving out indulgences, pardons for sin, were in error (Doc 2). These ideas threatened the Catholic Church, however by publishing this, the Catholic Church was forced to refocus to a more spiritual, faith based institution. These 95 Theses led to the Protestant Reformation, and in response the Catholic Counter Reformation. Although it refocused the Catholic Church, this time of uncertainty led to the weakening of European Churches and disunity among people.

The United Nations Universal Declaration of Human Rights was also written to call for change. This document was written shortly after WWII, a time where many human rights were violated. During WWII, Hitler's Holocaust killed over 6 million Jews, gypsies, and people seen as disabled (Doc 7). After this genocide, the idea of human rights was greatly strengthened. The United Nations was formed with the primary goal of keeping peace and preventing conflict. This

Anchor Paper – Document-Based Essay—Level 2 – A

Declaration of Human Rights called for the ability of every human to enjoy the freedom of speech and belief and freedom from fear and want (Doc 8). These principles were addressed by Franklin D. Roosevelt's state of the Union Address. Through this Declaration, the peace has been kept between nations and the United Nations still exists today.

Many works of literature have influenced ideas and changed the course of history. Both the 95 Theses and the United Nations Universal Declaration of Human Rights were written with the goal of influencing public opinion. Many written works have made impacts on history and some of these can still be seen today.

Anchor Level 2-A**The response:**

- Minimally develops all aspects of the task
- Is primarily descriptive (*Ninety-five Theses*: focus of Church shifted from spiritual faith to money; people discontented with Church; Luther claimed leaders giving out indulgences and pardons for sins in error; publishing of Luther's ideas forced Catholic Church to refocus to a more spiritual faith-based institution; led to weakening of European churches and disunity among people; *United Nations Universal Declaration of Human Rights*: called for ability of every human to enjoy freedom of speech and belief and freedom from fear and want; United Nations principles addressed by Franklin D. Roosevelt in State of Union Address)
- Incorporates limited relevant information from documents 1, 2, 3, 7, and 8
- Presents little relevant outside information (*Ninety-five Theses*: led to Catholic Counter Reformation; *United Nations Universal Declaration of Human Rights*: Hitler)
- Includes relevant facts, examples, and details (*Ninety-five Theses*: published in early 16th century; Church leaders corrupt; bishops controlled almost all economic activity in their areas; Protestant Reformation; *United Nations Universal Declaration of Human Rights*: written shortly after World War II; Holocaust; over six million Jews, gypsies, and people seen as disabled were killed)
- 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. Document information is strung together to address the task; however, this information lacks sufficient development. While the discussion of the Ninety-five Theses includes some statements about its success in influencing change, how the United Nations Universal Declaration of Human Rights influenced change is mentioned but not developed.

Throughout world history countries and people have fought/stood up for their freedoms/rights. Documents like Sadler Report stood for workers rights while the Ninety-five theses explained the corruptness of the church and how it was exploiting people. Both documents show injustices of their time period and fixed these problems with people being mistreated.

The Ninety-five thesis was created by Martin Luther. The thesis said “therefore those preachers of indulgences are in error, who say that by the pope’s indulgences a man is freed from every penalty, and saved” (document 2) Luther claims the indulgences don’t free a man from penalty and sin and that the pope is corrupt. Luther was trying to make people aware of the wrongness of the churches actions and telling people to keep their money. He also created skepticism in the church which allowed a new christian religion to form protestism. “The proliferation of competing faiths divided and weakened Europe’s churches.” (document 3) This helped with the corruptness in the church as protestism had difference in beliefs.

The Sadler Report stood up for a completely different group of people not Catholics but the proletarian/workers. The report said “when they (child workers) come home instead of taking their victuals [food], they have dropped asleep with the victuals in their hands” (document 5) The Sadler Report created awareness for the child workers and what corruption causes them. The Sadler Report causes the passing for the reform acts which said “10-hour act’ said that woman and children between the age of 13-18 could work a maximum of ten hours a day or 58 hours a week.” (document 6) As well as the 10-hour act they had other restrictions on age limits for children to work.

Anchor Paper – Document-Based Essay—Level 2 – B

Both documents stated the problems with corruption either in religion or workers. They both affects changes in society and ways around the problems in order to improve society.

Anchor Level 2-B**The response:**

- Develops some aspects of the task in some depth
- Is primarily descriptive (*Ninety-five Theses*: explained corruptness of Church and how it was exploiting people; Luther claimed preachers of indulgences in error and claimed indulgences did not free a man from penalty and sin; Luther was trying to make people aware of wrongness of Church's actions and telling people to keep their money; Luther created skepticism in the Church which allowed a new Christian religion to form, Protestantism; *Sadler Report*: stood for workers' rights; created awareness for child workers; led to the passing of reform acts)
- Incorporates limited relevant information from documents 2, 3, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Ninety-five Theses*: created by Martin Luther; *Sadler Report*: 10-Hour Act said that women and children between ages of 13 and 18 could work a maximum of ten hours a day or 58 hours a week)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that explain the purposes of the Ninety-five Theses and the Sadler Report

Conclusion: Overall, the response fits the criteria for Level 2. Quotations of relevant document information are used to address most aspects of the task demonstrating a basic understanding. The historical circumstances for the Ninety-five Theses and the Sadler Report are not addressed.

Throughout history written documents have caused monumental change resulting in a more accepting and free world for everybody. Two documents the influence the world tremendously are Martin Luthers Ninety-five theses and the United Nations Universal Declaration of Human Rights. Both documents led to world-wide change, resulting in the world we live in today.

One of the first and biggest reforms was the 95 theses by Martin Luther. Martin Luther created these thesis in hope for the Catholic Church to reform, and fix its problems. One major problem with the church at that time was reformers who openly criticized the Church, bringing to light all of the problems with it. People also criticized the Church due to its control over everybody's economic and commercial activities. (Doc 1) Before Martin Luthers 95 theses, the church was a main leader in Europe and acted as a stabilizing factor during the Middle Ages. (Outside Information) The reform was positive and in the period after the reform, secularization of politics and culture in Europe became stronger than ever before. Martin Luther's reforms also led to the gradual acceptance of religious diversity in Europe. (Doc 3) Although Luthers main goal was to just complain about the problems in the church and get them fixed, radical change resulted in Europe changing the lives of everybody.

Another written document responsible for massive reform in the world was the United Nations Universal Declaration of human rights. This document was a result of the atrocities witness of the Nazis during WWII. The Nazis led the systematic execution of those considered "undesirable" to the Nazis. (Doc 7) The United Nations felt they should do something to prevent events like this from happening in the

future. The main hope of this document was to achieve equality for everybody and to prevent human rights violations from occurring. (Doc 8) This document was very successful and helped convict many responsible for crimes against humanity, for their actions. An example of when they did this was after the Rwandan Genocide; they convicted those responsible for their crimes. This document was very successful and, if around earlier, could've punished those responsible for atrocities before the document. An atrocity like the Armenian genocide for example. (outside information).

These documents helped make unbelievable reform throughout the world. The 95 theses and the United Nations Universal Declaration of Human Rights, both made a difference and proved that words can make change. The written words of those who care enough, can do unimaginable good for the world and those who live there.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Ninety-five Theses*: Luther hoped the Catholic Church would reform and fix its problems; Luther's reforms led to gradual acceptance of religious diversity in Europe; *United Nations Universal Declaration of Human Rights*: United Nations felt it should do something to prevent events such as what the Nazis did during World War II from happening in the future; helped convict many responsible for crimes against humanity)
- Incorporates limited relevant information from documents 1, 3, 7, 8, and 9
- Presents little relevant outside information (*Ninety-five Theses*: before Luther, the Church was a main leader in Europe and acted as a stabilizing factor during the Middle Ages; *United Nations Universal Declaration of Human Rights*: if around earlier, might have been able to prevent an atrocity such as the Armenian genocide)
- Includes few relevant facts, examples, and details (*Ninety-five Theses*: secularization of politics and culture; *United Nations Universal Declaration of Human Rights*: Rwandan genocide)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states both the Ninety-five Theses and the United Nations Universal Declaration of Human Rights made a difference

Conclusion: Overall, the response fits the criteria for Level 2. A brief overview of the Ninety-five Theses and the United Nations Universal Declaration of Human Rights demonstrates a limited understanding of the task. Repetition of information, overgeneralizations, and lack of development weaken this response.

Throughout history many people based on their religion, ethnicity or social class were denied the most basic human rights. Many individuals set out to reform the laws to give equal and inalienable rights to all.

In the early 15th century Martin Luther posted his 95 theses on a church door in Germany. His 95 theses were his complaints of the Roman Catholic Church. The Catholic Church was corrupt by exploiting the people to buy “indulgences” to repent themselves from their sins.

(Doc 2) During the Industrial Revolution in Britain many people lost their rights to the factories. Workers worked long hours with little pay. The factories were often unsafe and dangerous, especially to children.

(Doc 5) After WWII human rights were the priority for the world. After the Nazi's exterminated over 6 million Jews, gypsies, homosexuals and disabled the world had to do something. (Doc 7)

The actions taken by the oppressors were used to reform many laws and actions now taken. Martin Luther's complaints brought reform.

He created a religion that shared many of the Beliefs of the Catholic Church just some changes. (Doc 3) In Britain the Sadder report brought reform to factories. Women and children were only allowed to work

certain amount of hours per day, also safety was now important to factory owners. (Doc 6) After the Holocaust in WWII an international

court was created to persecute those who were involved in war crimes, crimes against humanity and genocides. This court system was used

in the Nuremberg Trials, genocide in Rwanda and many other causes (Doc 9)

(Doc 9)

Throughout history many people stepped up to give all humans equal rights. These reforms have helped in giving all inalienable rights.

Anchor Level 1-A

The response:

- Minimally addresses some aspects of the task
- Is descriptive (*Ninety-five Theses*: Luther's complaints brought reform; *Sadler Report*: factories often unsafe and dangerous, especially for children; brought reform to factories)
- Includes minimal information from documents 2, 5, and 6
- Presents little relevant outside information (*Ninety-five Theses*: Luther posted them on a church door in Germany; Luther created a religion that shared many beliefs of the Catholic Church although there were changes)
- Includes few relevant facts, examples, and details (*Ninety-five Theses*: complaints about Roman Catholic Church; Church exploited people to buy indulgences; *Sadler Report*: workers worked long hours with little pay; women and children only allowed to work a certain amount of hours per day); includes an inaccuracy (*Ninety-five Theses*: Luther posted them in early 15th century)
- Demonstrates a general plan of organization; includes a brief introduction and conclusion

Conclusion: Overall, the response fits the criteria for Level 1. A limited understanding of how written works draw attention to problems or influence change is demonstrated by using information from the documents. The discussion is limited in scope and lacks details and development. Three written works are addressed; however, only the first two may be rated.

Written works often express ideas in reaction to problems in a society. The Ninety-Five Theses, the Sadler report, and the United Nations Universal Declaration of Human Rights were published to draw attention to societal problems and to influence change. Some of these written works have influenced long-term change while others have led to limited change.

In document 2 it talks about Martin Luthers, Ninety-five Theses. The church allowed people to pay indulgences which would get rid of the sins you committed. Martin Luther wrote the Ninety-five Theses and nailed it on the church door. He was trying to say that everyone shouldn't be able to just pay there sins away.

Document 5 is from the Sadlers Report. Thomas Bennett, who is a parent of child laborers testified before Michael Sadler and his house of Commons Committee. Sadler asks him questions about how his children feel after working all the time, how they don't eat. Bennett talks about when he feeds his children how they will fall asleep and he will often find food in there bed in the morning. The point Sadler is trying to make is that children shouldn't be working 10 hour days especially under the age of 13. In document 6 it also talks about how they are trying to shorten working hours for children and regulate them with women.

Many ways articles are written can help to show problems that are going on. If they're written well enough they can get there point out and eventually fix the problems.

Anchor Level 1-B

The response:

- Minimally addresses some aspects of the task
- Is descriptive (*Ninety-five Theses*: Church allowed people to pay indulgences which would get rid of the sins you committed; Luther trying to say you should not be able to just pay to get rid of your sins; *Sadler Report*: Bennett asked to testify about how his children feel after working long hours and how they do not eat; Bennett talks about how he finds food in his children's beds in the morning)
- Includes minimal information from documents 2, 5, and 6
- Presents little relevant outside information (*Ninety-five Theses*: Luther nailed it on the Church door)
- Includes few relevant facts, examples, and details (*Ninety-five Theses*: written by Martin Luther; *Sadler Report*: Michael Sadler and his House of Commons committee; trying to shorten working hours for children and regulate them for women)
- 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. The response demonstrates a very limited understanding of the task by stringing together relevant document information about the goal of each written work. Historical circumstances for the *Ninety-five Theses* and the *Sadler Report* are not addressed and a single statement addresses how the *Sadler Report* influenced change.

Throughout history, different written works have been produced in response to problems in society. Many of these documents lead to reforms that have, in some way, positively affected the issue. Written works like "The 95 Theses" and "The Sadler Report" were produced to draw attention to societal problems.

"The 95 Theses" was produced by a man named Martin Luther. At the time, 1517 the Church was proving to be very corrupt. Members of the church such as priests and other clergy would marry and take mistresses. (Doc 1) This is not only a sin, according to the Bible, for an everyday Christian, but especially wrong for a church member who gives advice to and leads other church-goers. The appointing of Church positions also was corrupt since they were often bought and sold for the highest price. The clergy was often incompetent and often did not follow the Bible or even the Ten Commandments. Another corrupt action taken by the Church was the selling of indulgences.

Indulgences were pieces of paper that one would purchase that would pardon you from your sins. According to the Church, this was almost a guarantee to Heaven, but in order to acquire one, you must put forth a large sum of money. Martin Luther believed these corrupt actions by the Church were very wrong and produced a document called the 95 Theses. This document included 95 ways in which he thought the Church should change their ways. He felt that all Christians who have faith and repent could be forgiven for their sins without paying money for indulgences. One line states, "Therefore, those preachers of indulgences are in error, who say that by the pope's indulgences a man is freed from sin. (Doc 2) This caused many Catholics to rethink the legitimacy of the Church. Soon after, Luther was called upon to

take back his document. This event was called the Diet of Worms and he did not choose to disclaim his 95 Theses. This led to his excommunication from the church. He then went into hiding where he spent his time translating the Bible into the vernacular. As a result of Martin Luther's 95 Theses, there was a Reformation in Europe because many Catholics strayed from Catholicism and created Protestant Christian Churches. As a result of this, the power and control the Catholic Church had in Europe was weakened (Doc 3). Increased accessibility to the Bible thanks to the translation by Luther and others led to increased literacy and more diverse Christian churches.

Another document that caused attention to be drawn to a societal challenge was the Sadler Report. The Industrial Revolution in England during the early 1800's caused many changes to occur. The Revolution brought urbanization and a shift from cottage work to factory work. At this time, England's textile industry was booming. Women and child laborers were prevalent and days in the factory were very long, working conditions were very rough, and there were no safety/health regulations protecting workers. Women and children worked 16 hour days producing cloth, with few breaks in unsafe environments. Many were beaten or had limbs torn off from the dangerous machines they were forced to work with. Wages were little to nothing and there was lack of supervision for child workers. (Doc 5) With ambitions to make England realize the horrors of child labor, Michael Sadler led a commission to investigate conditions. He published the Sadler Report which documented personal stories of child laborers. Through the testimonies included in the report, the government soon realized the seriousness of the situation and tried to implement laws protecting

Document-Based Essay—Practice Paper – A

workers. One law, in 1833 attempted to regulate working hours for women and children. It was one of the first steps towards protecting their working rights (Doc 6). After this, more laws were passed, and soon worker's had more rights and child labor decreased to almost nothing. The Sadler Report eventually led to laws that expanded improvements to include all workers.

Both the 95 Theses and the Sadler Report were steps taken in order to solve problems in society. These led to reforms that benefitted the good of society. If those documents hadn't have been published, societies might be very different.

Document-Based Essay—Practice Paper – B

Written works often express ideas in reaction to problems in a society. The Ninety-five Theses, the Sadler Report, and the United Nations Universal Declaration of Human Rights were published to draw attention to societal problems and to influence change. Some of these written works have influenced long-term change while others led to limited change. In the Sadler Report and the United Nations Universal Declaration of Human Rights, the main focus is human rights, and human rights violations.

In the Sadler Report, Michael Sadler and his House of Commons Committee interviewed Thomas Bennett about how his children handle the long working hours at the factory. (D5) Bennett describes how his children are physically and emotionally exhausted. They are doing the movements of their factory work in their sleep. In the factories the children were severely beaten for not staying awake or not finishing their work by the end of the 10 hour day. Many human rights were violated in factories, just like the ones that led to the establishment of the Universal Declaration of Human Rights. The establishment of the U.D.H.R. was caused by many events including the extermination by Nazi Germany of over six million Jews, gypsies, homosexuals and people of disabilities. Trials were held in Nuremberg Germany and Tokyo after World War II. (D7)

Written works often express ideas in reaction to problems in society. The Ninety-five theses, the Sadler Report, and the United Nations Universal Declaration of Human Rights were published to draw attention to societal problems and to influence change. Some of these written works have influenced long-term change while others have led to limited change. The Sadler Report and the United Nations Universal Declaration of Human Rights are perfect examples of trying to defend human rights.

Throughout history, societal problems have been continuously prevalent. Though reactions to these problems aren't always the same, some people have exhibited similar reactions. One reoccurring reaction comes in the form of a written piece to draw attention to a given issue with the aim of influencing change. Two examples of works such as these include Martin Luther's 95 Theses and the United Nations Universal Declaration of Human Rights.

In the early 1500s, it was clear that the Roman Catholic Church was not as it should be. Tithes and other fees simply could not pay for all of the Church's spending. Large amounts of money were spent on building and improving cathedrals including St Peter's in Rome. The Church commissioned artists such as da Vinci and Michelangelo for their works of art. In addition, some members of the clergy took money from the Church for their own personal gain. In an attempt to solve their money problems, Pope Leo approved the selling of indulgences: papers that would guarantee a spot in heaven for the buyer or their loved one. With all of the uncertainty and fear caused by conflicts at the time, some people flocked to buy the indulgences. They hoped for a good afterlife that they may not deserve, but could pay for. As the indulgences became more and more popular, one of the people who detected the corruption behind them was Martin Luther. Luther was disgusted by the greedy church officials and the conditions that existed. He blamed the lack of leadership within the Catholic Church. People and Church officials had moved far from the Bible's teachings and the people were sometimes leading sinful unchristian lives. He believed that the Church took advantage of people in need of solace and salvation. Thus, the 95 Theses was born. The 95 Theses aimed to expose and put a

stop to the church corruption and selling of indulgences. In it, Luther states: 'Every true Christian, whether living or dead, has part in all the blessings of Christ and the Church; and this is granted him by God, even without letters of pardon...' (Document 2). The 95 Theses were eventually printed by Gutenberg's printing press and distributed throughout Germany. As the 95 Theses gained popularity, it caused controversy among church officials who feared it would be a threat to their teachings and power. The Church attempted to stop the spread of Luther's ideas but many people soon found out about them and many were in agreement. The Protestant faith began among those who protested church corruption. This then led to the Reformation era and the birth of many Protestant churches. Eventually the Roman Catholic Church realized that it had to reform and it regained a lot of its prior spiritual vitality and focus. However, eventually, the spread of competing religions during the era divided and weakened Europe's churches. (Doc 3) All in all, whether it be positive or negative, the 95 Theses had an undeniable impact on the Church and was extremely influential to those who read it and took in its ideas.

During the 20th century, peace was hard to maintain amongst the nations of the world. As a result of extreme nationalism and war, human rights violations occurred in different parts of the world. The Armenian massacres during World War I and the Holocaust, when almost 6 million Jews were exterminated in Nazi Germany during the World War II made it apparent that the world needed to act against injustice. Something had to be done. Thus, the United Nations was established after World War II, with the goal of keeping international peace and preventing conflict. Once established then the UN assembly

set a common standard for all people, giving them inalienable rights and freedoms in the preamble to their Declaration of Human Rights. 'every individual, . . . shall strive by teaching and education to promote respect for these rights and freedoms.' (Doc 8). The Declaration set a standard for what people and governments can and cannot do. People have rights such as freedom from discrimination and the right to speech, belief, and freedom from fear. This standard was meant to help create a better, more just world. When human rights have been violated, international courts have prosecuted war criminals and violators, such as 3 killers who took part in the Rwandan Genocide. The Declaration of Human Rights and other actions by the UN have been relatively effective in promoting respect for human rights and setting a standard on the basic human rights that all people no matter their race, gender, ethnicity, religion or class have. Other UN organizations such as UNICEF and WHO also try to address the underlying problems may often lead to human rights abuses. These have fought poverty, sickness, inequality, and lack of education – all conditions could lead to political instability and the rise of dictators or warlords who deny people's fundamental rights. Actions such as the Declaration had a clear impact on society in regards to promoting peace and prosperity. However human rights abuses still exist. In many places of the world such as in the Congo or Ukraine human rights are being denied. When abuses are addressed by the United Nations or the International Criminal Court only a few perpetrators are often tried. Others who seem to deserve punishment such as Pol Pot or Kaddafi were never punished in their lifetimes.

Often times, people respond to societal issues in similar ways. In

Document-Based Essay—Practice Paper – C

these examples, written documents are used to influence much needed change. The 95 Theses and United Nations Universal Declaration of Human Rights both aimed to influence change in their given circumstances and were both fairly successful in doing so.

Throughout the duration of life, there have always been problems in society. As civilizations advance and modernize so do their problems. This is seen at the end of the 18th century, when England began to industrialize. Thousands flocked to cities, looking for work and money. However, once they got there, the quality of life decreased tremendously. Cities were overcrowded, work conditions were dangerous and workdays were brutal. In order to draw some attention to this, a man by the name of Michael Sadler, released the Sadler Report which exposed the problems of working to the public. Similar to what Sadler did, after WWII nations gathered together in order to draw attention to the genocide that had just taken place. As a result, the United Nations released the Universal Declaration of Human Rights, which intended to guarantee every human basic rights and prevent the events that had taken place in WWII to never happen again.

When Michael Sadler had released the report, his intentions were to generate awareness and spark a sense of change. Within his report, Sadler interviewed many families that were victims of the industrial revolution. His goal was to get the truth and only the truth. An example of these interviews is seen in his Report, when Sadler interviewed Thomas Bennet, a parent of child laborers. Bennet explained that his children work extreme days, are beaten, and are malnourished. (Document 5) However, once Sadler released the report, his intentions were fulfilled and changes were made. In the same year the report was published, parliament had passed a Reform Act called the Factory Act. This first act regulated women and children's working hours and regulated working conditions. (Document 6) From then on, the

Document-Based Essay—Practice Paper – D

reforms kept coming and so was change.

Change was nothing new to the countries fighting in WWII. New weapons were being invented by the day and new news stories were being raised by the minute. Coming off the first atomic bomb, WWII had ended in a bang. Very little was known but much was coming out. The one in particular, was the actions of the Germans. Led by Adolf Hitler, the Germans had produced a genocide. They had killed over six million Jews, gypsies, homosexuals, and people with disabilities (Document 7) A true act of horror that shocked the world and made them come together. Governments committed to establishing the United Nations, with the primary goal of bolstering international peace and preventing conflict. After these events people wanted to insure that people would never be denied basic human rights again. As a result, the United Nations came together and released the Universal Declaration of Human Rights. In it they declared that every human being shall enjoy freedom of speech and belief, and freedom from fear. (Document 8)

In both written works, they reactions to problems in society that needed change now. As people started becoming more exposed to the corruptness of society people made a change. But these people would of never know without these written works. Both pieces made a huge difference in modern day life and insured that they would not let it happen again.

Document-Based Essay—Practice Paper – E

In the essay I am going to tell you about Ninety-five Theses and about some of the documents. In document 9 it was about actions the international community and about the Arrest help Tribunals prosecuting war crimes. In document 3 it talk about the long-term and the short-term of the occurred or Europe like the power struggles and emergence. In document 6 it talk about how the Factory Acts passed by parliament attempted to address. In document 8 was about Human right as a common standard of proclaims.

The historical circumstances to get people for equal right and not to get little kid to work so hard, that what it said in document 6.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task in little depth
- Is more descriptive than analytical (*Ninety-five Theses*: appointing of Church positions corrupt since often bought and sold for highest price; indulgences were pieces of paper one would purchase to pardon a sin; Luther felt all Christians who have faith and repent could be forgiven for sins without paying money; caused many Christians to rethink legitimacy of Church; led to Reformation because many strayed from Catholicism and created Protestant churches; weakened power and control Catholic Church had in Europe; *Sadler Report*: women and children worked long hours in unsafe environments; government soon realized seriousness of situation and tried to implement laws protecting workers; eventually led to laws that expanded improvements for all workers)
- Incorporates relevant information from documents 1, 2, 3, 5, and 6
- Incorporates relevant outside information (*Ninety-five Theses*: clergy did not follow Bible or Ten Commandments; Diet of Worms led to Luther's excommunication; Luther translated Bible into vernacular; *Sadler Report*: Industrial Revolution led to urbanization and shift from cottage work to factory work; England's textile industry booming; limbs torn off from dangerous machines; lack of supervision for child workers)
- Includes relevant facts, examples, and details (*Ninety-five Theses*: priests and other members of clergy would marry and take mistresses; increased literacy; *Sadler Report*: women and children worked 16-hour days; documented personal stories of child laborers; 1833 law attempted to regulate working hours for women and children)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states the Ninety-five Theses and the Sadler Report led to reforms that benefitted society

Conclusion: Overall, the response fits the criteria for Level 3. Document information and relevant historical outside information are used to discuss the Ninety-five Theses and the Sadler Report, demonstrating an understanding of the task. Less repetition and additional factual statements, especially in the discussion of the Sadler Report, would have strengthened the effort.

Practice Paper B—Score Level 1

The response:

- Minimally addresses some aspects of the task
- Is descriptive (*Sadler Report*: Bennett described to House of Commons Committee how his children are physically and emotionally exhausted and did movements of factory work in their sleep; children severely beaten for not staying awake or finishing work; *United Nations Universal Declaration of Human Rights*: established because of many events including extermination by Nazi Germany of over six million Jews, gypsies, homosexuals, and people with disabilities)
- Includes minimal information from documents 5 and 7
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Sadler Report*: long working hours at the factory; *United Nations Universal Declaration of Human Rights*: trials held in Nuremberg, Germany and Tokyo after World War II)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state the focus of both the Sadler Report and the United Nations Universal Declaration of Human Rights is human rights and human rights violations

Conclusion: Overall, the response fits the criteria for Level 1. Limited document information forms the basis of the response. While only historical circumstances are addressed for the United Nations Universal Declaration of Human Rights, statements regarding the goal of the Sadler Report are included demonstrating a very basic understanding of the task. No information is provided about the change these works influenced.

Practice Paper C—Score Level 4

The response:

- Develops all aspects of the task for the Ninety-five Theses and the United Nations Universal Declaration of Human Rights but discusses the Ninety-five Theses more thoroughly than the United Nations Universal Declaration of Human Rights
- Is both descriptive and analytical (*Ninety-five Theses*: some members of clergy took money from Church for own personal gain; with uncertainty and fear caused by conflicts at the time, some people flocked to indulgences; Luther believed Church took advantage of people in need of solace and salvation; aimed to expose and put a stop to Church corruption and selling of indulgences; eventually Roman Catholic Church realized it had to reform and it regained much of its prior spiritual vitality and focus; spread of competing religions divided and weakened Europe's churches; *United Nations Universal Declaration of Human Rights*: Armenian Massacres and the Holocaust made it apparent the world needed to act against injustice; have been relatively effective in promoting respect for human rights and setting a standard for basic human rights that all people no matter their race, gender, ethnicity, religion, or class have)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Ninety-five Theses*: tithes and other fees could not pay for all of the Church's spending; large amounts of money spent on building and improving cathedrals; Pope Leo approved selling of indulgences; people hoped for a good afterlife that they may not deserve, but could pay for; eventually printed by Gutenberg's printing press and distributed throughout Germany; *United Nations Universal Declaration of Human Rights*: as a result of extreme nationalism and war, human rights violations occurred in different parts of the world; other United Nations organizations also try to address underlying problems that may cause human rights abuses; in places such as Congo or Ukraine, human rights being denied; others who seem to deserve punishment never punished in their lifetimes)
- Supports the theme with relevant facts, examples, and details (*Ninety-five Theses*: Protestant faith; Reformation Era; birth of many Protestant churches; *United Nations Universal Declaration of Human Rights*: almost 6 million Jews exterminated in Nazi Germany; UNICEF; WHO; international courts prosecuted war criminals; Pol Pot; Khaddafi; Rwandan genocide)
- 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 4. Document information establishes a framework within which Martin Luther's Ninety-five Theses and the United Nations Universal Declaration of Human Rights are discussed. Good outside information and a few well-placed analytic statements strengthen the response.

Practice Paper D—Score Level 2

The response:

- Minimally develops all aspects of the task in some depth
- Is primarily descriptive (*Sadler Report*: once people reached cities their quality of life decreased tremendously; Sadler wanted to generate awareness and spark a sense of change; interviewed families who were victims of Industrial Revolution; *United Nations Universal Declaration of Human Rights*: intended to guarantee every human basic rights; led by Adolph Hitler, Germans produced a genocide, killing over six million Jews, gypsies, homosexuals, and people with disabilities; German act of horror shocked the world and made them come together)
- Incorporates limited relevant information from documents 5, 6, 7, and 8
- Presents little relevant outside information (*Sadler Report*: when England began to industrialize thousands flocked to cities looking for work and money)
- Includes relevant facts, examples, and details (*Sadler Report*: work conditions dangerous; Thomas Bennett; children were beaten and malnourished; Factory Act regulated hours and working conditions of women and children; *United Nations Universal Declaration of Human Rights*: declared every human being shall enjoy freedom of speech and belief, and freedom from fear)
- Demonstrates a general plan of organization; includes an introduction that summarizes the goals of the Sadler Report and the United Nations Universal Declaration of Human Rights, and a conclusion that is a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The strength of the response is in the description of historical circumstances. The discussion of both the Sadler Report and the United Nations Universal Declaration of Human Rights lacks development and relies on overgeneralizations, weakening 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 response attempts to summarize documents 3, 6, 8, and 9 but fails to demonstrate any understanding of the information in the documents and fails to demonstrate an understanding of the task.

Global History and Geography Specifications June 2017

Part I Multiple-Choice Questions by Standard

Standard	Question Numbers
1—United States and New York History	N/A
2—World History	1, 2, 4, 8, 9, 10, 13, 14, 18, 20, 22, 23, 30, 33, 34, 35, 36, 39, 41, 42, 43, 45, 47, 50
3—Geography	3, 5, 6, 7, 11, 15, 17, 26, 27, 28, 29, 31, 38, 40, 48, 49
4—Economics	12, 16, 24, 37, 46
5—Civics, Citizenship, and Government	19, 21, 25, 32, 44

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Nationalism—Individuals	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Belief Systems; Culture and Intellectual Life; Economic Systems; Factors of Production; Human Rights; Justice; Citizenship; Conflict; Change	Standards 2, 4, and 5: World History; Economics; Civics, Citizenship, and Government

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 2017 Regents Examination in Global History and Geography* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. 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:

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
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.