

# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

## GLOBAL HISTORY AND GEOGRAPHY

Friday, January 28, 2011 — 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 <http://www.p12.nysed.gov/osa/> 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 at least one more time before the final scores for the examination are recorded.

#### 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

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THE STATE EDUCATION DEPARTMENT  
Albany, New York 12234

VOLUME  
**2** OF **2**  
DBQ

### **Mechanics of Rating**

The following procedures 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*.

### **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 need only be scored by one rater.
- (3) The scores for each scaffold question may be recorded in the student's examination booklet.

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

**Global History and Geography  
Content-Specific Rubric  
Document-Based Question  
January 2011**

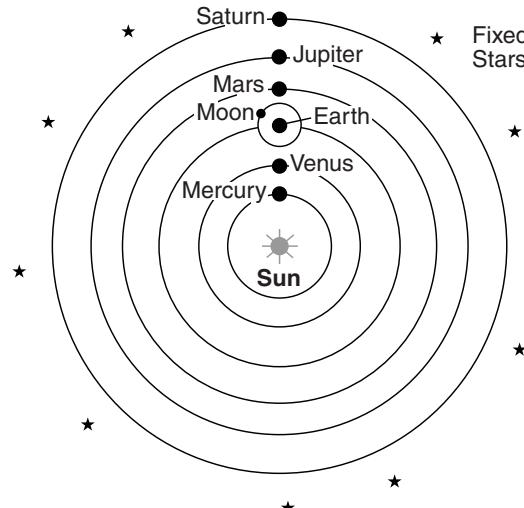
**Document 1**

**The Copernican Model: A Sun-Centered Solar System**

The Earth-centered Universe of Aristotle and Ptolemy held sway on [governed] Western thinking for almost 2000 years. Then, in the 16th century a new idea was proposed by the Polish astronomer Nicolai Copernicus (1473–1543).

**The Heliocentric System**

In a book called *On the Revolutions of the Heavenly Bodies* (that was published as Copernicus lay on his deathbed), Copernicus proposed that the Sun, not the Earth, was the center of the Solar System. Such a model is called a heliocentric system. The ordering of the planets known to Copernicus in this new system is illustrated in the following figure, which we recognize as the modern ordering of those planets. . . .



Source: The Copernican Model: A Sun-Centered Solar System,  
Department of Physics & Astronomy, University of Tennessee

**1 Based on this document, how was Copernicus’s theory of heliocentrism different from Ptolemy’s ideas about the universe?**

**Score of 1:**

- States the way in which Copernicus’s theory of heliocentrism was different from Ptolemy’s ideas about the universe based on this document  
*Examples:* Ptolemy believed the universe was Earth-centered and Copernicus believed that the Sun was the center of the solar system; Copernicus proposed that the Sun, not Earth, was the center of the solar system

**Score of 0:**

- Incorrect response  
*Examples:* Copernicus’s theory was Sun-centered; Ptolemy believed the universe was Earth-centered; Copernicus believed the universe was Earth-centered and Ptolemy believed that the Sun was the center
- Vague response  
*Examples:* a new idea was proposed; the planets were ordered; it was a revolution of heavenly bodies
- No response

## Document 2

Some years ago, as Your Serene Highness well knows, I discovered in the heavens many things that had not been seen before our own age. The novelty of these things, as well as some consequences which followed from them in contradiction to the physical notions commonly held among academic philosophers, stirred up against me no small number of professors — as if I had placed these things in the sky with my own hands in order to upset nature and overturn the sciences. They seemed to forget that the increase of known truths stimulates the investigation, establishment, and growth of the arts; not their diminution [lessening] or destruction.

Showing a greater fondness for their own opinions than for truth, they sought to deny and disprove the new things which, if they had cared to look for themselves, their own senses would have demonstrated to them. To this end they hurled various charges and published numerous writings filled with vain arguments, and they made the grave mistake of sprinkling these with passages taken from places in the Bible which they had failed to understand properly, and which were ill suited to their purposes. . . .

Source: Galileo Galilei, "Letter to the Grand Duchess Christina (1615)"

### 2a According to Galileo, why is the search for truth important?

#### Score of 1:

- States a reason that the search for truth was important to Galileo  
*Examples:* increasing known truths stimulates the investigation/establishment/growth of the arts; can lead to new discoveries

#### Score of 0:

- Incorrect response  
*Examples:* discovered in the heavens; opinions were held above fact; the sciences were overturned; nature was upset; because a number of professors were stirred up against him; writings were filled with vain arguments; it is in the Bible
- Vague response  
*Examples:* finding truth was important; they had failed to understand properly; many things had not been seen before our own age
- No response

### 2b Which document did Galileo's opponents use to support their opinions?

#### Score of 1:

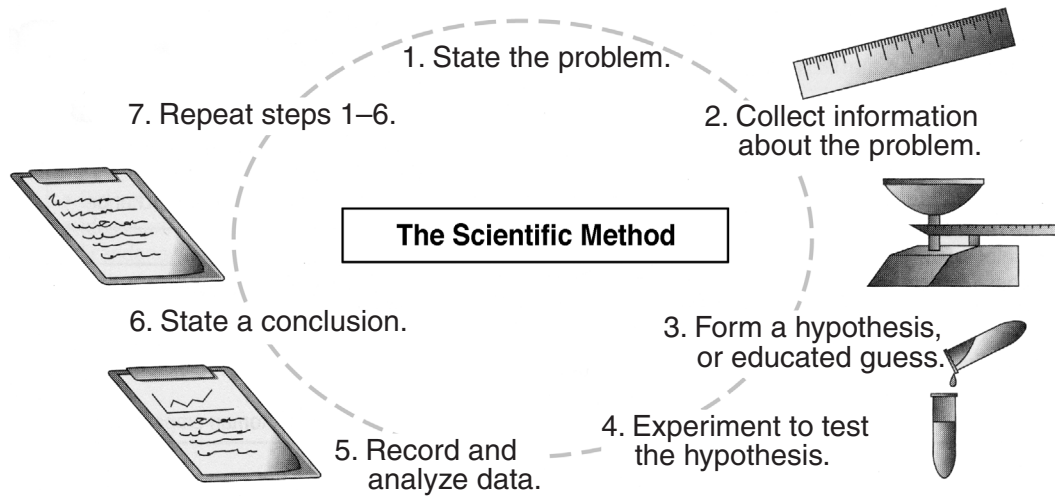
- States that Galileo's opponents used the **Bible** to support their opinions

#### Score of 0:

- Incorrect response  
*Examples:* letter to the Grand Duchess Christina; discoveries and opinions of Galileo; Galileo's letter
- Vague response  
*Examples:* passages; numerous writings; letters
- No response

### Document 3

. . . At first, the discoveries of Copernicus and Galileo upset many Europeans. Over time, however, a new way of thinking about science emerged. Scientists began to observe the world around them and to develop ideas about why things happened. They did experiments to test these ideas. This new way of thinking was called the scientific method. . . .



Source: *Guide to the Essentials of World History*, Prentice Hall, 1999 (adapted)

3 Based on this excerpt and diagram from *Guide to the Essentials of World History*, what was *one* way Copernicus, Galileo, and others influenced how scientists work?

#### Score of 1:

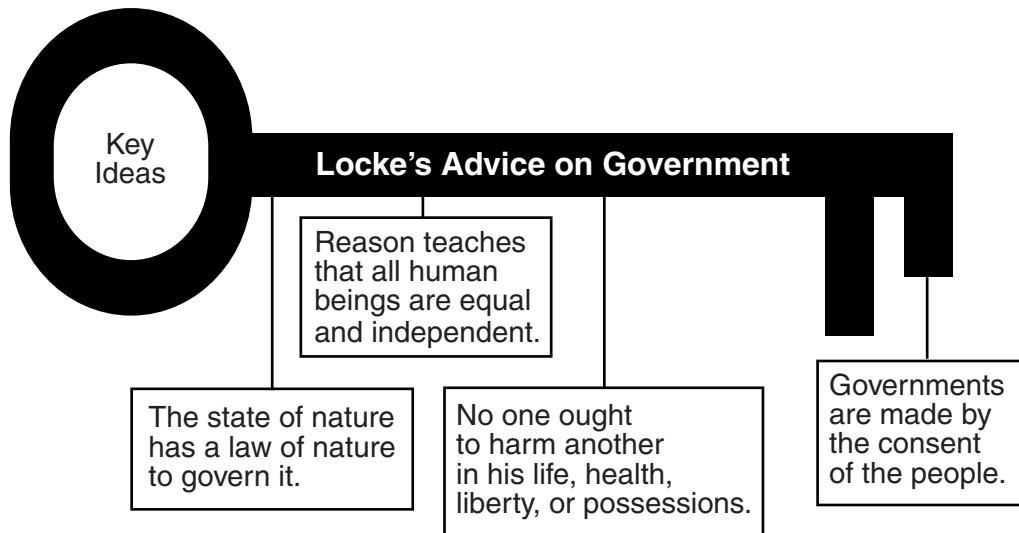
- States a way Copernicus, Galileo, and others influenced how scientists work based on the excerpt and diagram

*Examples:* developing/using the scientific method; developing ideas about why things happened based on observations/experimentation; scientists now use experiments to test ideas; testing a hypothesis; scientists now publish a conclusion based on collected data and experiments; publicizing conclusions based on observations about the world; making others aware of the data from experiments

#### Score of 0:

- Incorrect response  
*Examples:* stating problems; rejecting the scientific method; not using experiments; discoveries upset many Europeans
- Vague response  
*Examples:* developing methods; repeating steps; finding problems
- No response

## Document 4



**4** Based on the information in this graphic organizer, state *two* specific rights that John Locke believed all humans have.

### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* right that John Locke believed all humans have based on the information in this graphic organizer  
*Examples:* the right to be equal *or* independent; the right to protection of life *or* health *or* liberty *or* possessions; the right to have a government made by the consent of the people

**Note:** To receive maximum credit, two *different* rights that Locke believed all humans had must be stated. For example, *the right to have government by the people and for the people* and *right to have government made by the consent of the people* are the same right expressed in different words. In this and similar cases, award only *one* credit for this question.

### Score of 0:

- Incorrect response  
*Examples:* the right to not be equal *or* not independent; loss of life *or* health *or* liberty *or* possessions; the right to have government made by leaders
- Vague response  
*Examples:* reason; government; the state of nature; law of nature
- No response

## Document 5a

<p style="text-align: center;"><b>Declaration of the Rights of Man and the Citizen—1789</b></p> <p>Approved by the National Assembly of France, August 26, 1789</p> <p><b>Articles:</b></p> <ol style="list-style-type: none"><li>1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.</li><li>2. The aim of all political association is the preservation of the natural and imprescriptible [inalienable] rights of man. These rights are liberty, property, security, and resistance to oppression. . . .</li><li>4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law. . . .</li></ol>
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Source: The Avalon Project at Yale Law School (adapted)

## Document 5b

The United Nations Universal Declaration of Human Rights was adopted on December 10, 1948, by the United Nations General Assembly.

<p style="text-align: center;"><b>Universal Declaration of Human Rights</b></p> <p><b>Article 1:</b> All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. . . .</p> <p><b>Article 3:</b> Everyone has the right to life, liberty and security of person. . . .</p> <p><b>Article 7:</b> All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination. . . .</p>
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Source: United Nations

### 5 State *two* ideas that are common to the Declaration of the Rights of Man and the Citizen and to the United Nations Universal Declaration of Human Rights.

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* idea that is common to the French Declaration of the Rights of Man and the Citizen and to the United Nations Universal Declaration of Human Rights based on these excerpts

*Examples:* men are born free; men have equal rights; the right to liberty *or* security/everyone is entitled to the same rights; purpose of government/law is to protect the rights of man; freedom to do everything that injures no one else/people should act toward each other in the spirit of brotherhood

**Note:** To receive maximum credit, two *different* ideas that are common to both documents must be stated. For example, *men are born and remain free* and *human beings are born free* are the same right expressed in different words. In this and similar cases, award only *one* credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* there should be social distinctions; men are citizens; political association should be preserved; resistance to oppression
- Vague response  
*Examples:* there is an assembly; all human beings are entitled; it is for the general good; everyone has reason and conscience
- No response

## Document 6

General Augusto Pinochet was arrested in London on October 16, 1998. He was accused of committing human rights crimes as the former leader of Chile. General Pinochet was handed over to Spain to stand trial for these crimes.

### **The Pinochet Case—A Wake-up Call to Tyrants and Victims Alike**

. . . In 1996, lawyers acting on behalf of victims of military repression in Argentina and Chile who were unable to pursue their claims at home filed criminal complaints in Spain against the former military leaders of those countries, including General Pinochet. Although most of the crimes were committed in Argentina and Chile, Spanish courts allowed the cases to proceed in Spain, using the principle of “universal jurisdiction” over human rights atrocities that is firmly enshrined in Spanish legislation and international law though rarely invoked. . . .

Human Rights Watch described the Pinochet arrest as a “wake-up call” to tyrants everywhere, but an equally important effect of the case has been to give hope to other victims that they can bring their tormentors to justice abroad. Indeed, in January 2000, Human Rights Watch helped Chadian victims to bring a criminal prosecution in Senegal against the exiled dictator of Chad, Hissein Habre, who has been indicted and awaits trial on torture charges. . . .

Source: “The Pinochet Precedent: How Victims Can Pursue Human Rights Criminals Abroad,” Human Rights Watch, March 2000 (adapted)

## **6 According to this document, what is *one* way victims can seek justice when their human rights have been violated?**

### **Score of 1:**

- States a way victims can seek justice when their human rights have been violated, based on this document  
*Examples:* they can file criminal complaints in another country; tormentors can be brought to justice abroad/pursue criminal charges abroad; a criminal prosecution can be brought in another country; victims can make use of universal jurisdiction, enshrined in a nation’s law, by invoking/applying international law; seek an indictment and a trial of violators; try to get help from Human Rights Watch

### **Score of 0:**

- Incorrect response  
*Examples:* seek help from former military leaders; stop criminal complaints; end international law
- Vague response  
*Examples:* allow cases to proceed; seek justice; become enshrined in Spanish legislation; use a wake-up call
- No response



## Document 7

### Manifesto of the Communist Party, 1848

#### II. Proletarians and Communists

. . . The immediate aim of the Communists is the same as that of all the other proletarian parties: Formation of the proletariat into a class, overthrow of bourgeois supremacy, conquest of political power by the proletariat. . . .

The distinguishing feature of Communism is not the abolition of property generally, but the abolition of bourgeois property. But modern bourgeois private property is the final and most complete expression of the system of producing and appropriating products that is based on class antagonisms, on the exploitation of the many by the few. . . .

Source: Marx and Engels, *Manifesto of the Communist Party*,  
International Publishers

### 7 According to Marx and Engels, what are *two* ideas that characterize Marxist communism?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* idea that characterizes Marxist communism as stated by Marx and Engels

*Examples:* formation of the proletariat into a class; overthrow of bourgeoisie supremacy/conquest of political power by the proletariat/transfer of political power from the bourgeoisie to the proletariat; abolition of bourgeoisie property; elimination of exploitation of the proletariat by the bourgeoisie

**Note:** To receive maximum credit, two *different* ideas that characterize Marxist communism must be stated. For example, *overthrowing the bourgeoisie* and *overthrowing bourgeoisie supremacy* are the same idea expressed in different words. In this and similar cases, award only *one* credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* support for bourgeoisie; antagonism toward proletariat; abolition of property; producing and appropriating products based on class
- Vague response  
*Examples:* immediate aim; formation of a class; proletariat
- No response

## Document 8

### Proclaiming the New Socialist Government, November 1917

Comrades, the workers' and peasants' revolution, about the necessity of which the Bolsheviks have always spoken, has been accomplished.

What is the significance of this workers' and peasants' revolution? Its significance is, first of all, that we shall have a Soviet government, our own organ of power, in which the bourgeoisie will have no share whatsoever. The oppressed masses will themselves create a power. The old state apparatus will be shattered to its foundations and a new administrative apparatus set up in the form of the Soviet organisations.

From now on, a new phase in the history of Russia begins, and this, the third Russian revolution, should in the end lead to the victory of socialism. . . .

Within Russia a huge section of the peasantry have said that they have played long enough with the capitalists, and will now march with the workers. A single decree putting an end to landed proprietorship will win us the confidence of the peasants. The peasants will understand that the salvation of the peasantry lies only in an alliance with the workers. We shall institute genuine workers' control over production. . . .

We must now set about building a proletarian socialist state in Russia. . . .

Source: V. I. Lenin, *Collected Works*, Volume 26, Progress Publishers

## 8 According to V. I. Lenin, what is *one* goal of the Bolshevik Revolution?

### Score of 1:

- Identifies a goal of the Bolshevik Revolution as stated by V. I. Lenin

*Examples:* form a Soviet government; create a government/organ of power in which the bourgeoisie will have no power; remove the bourgeoisie from power; let the oppressed masses have power; shatter the old state apparatus; bring about a victory of socialism; put an end to landed proprietorship; establish workers' control over production; form/build a proletarian socialist state; win the confidence of peasants

### Score of 0:

- Incorrect response

*Examples:* increase bourgeoisie power in the government; defeat socialism; make allies of the capitalists and workers

- Vague response

*Examples:* an organ of power; win confidence; make an accomplishment

- No response

## Document 9

. . . China's communists, unlike their comrades in the Soviet Union, had their roots with the peasantry, and it was to the countryside that the new government turned in its first attempts to transform society.

On June 30, 1950, the government passed the Agrarian [agricultural] Reform Law designed to return the land to the people who actually worked it. Teams were dispatched throughout the country to redistribute land in favor of poor and middle-level peasants and to form associations or mutual aid groups, the forerunners of collectives. . . .

Source: Associated Press, "China: From the Long March to Tiananmen Square," Henry Holt and Company

### 9 According to this Associated Press excerpt, what is *one* way the Chinese Communists attempted to transform their society?

#### Score of 1:

- States a way the Chinese Communists attempted to transform their society according to this Associated Press excerpt

*Examples:* they passed the Agrarian Reform Law; passing a law to return the land to the people who actually worked it; they dispatched teams to redistribute land in favor of poor and middle-level peasants; forming associations/mutual aid groups; formed collectives

#### Score of 0:

- Incorrect response  
*Examples:* they defeated the Agrarian Reform Law; land was taken away from the people who worked it; collectives were destroyed
- Vague response  
*Examples:* they transformed it; peasants were dispatched; they had roots with the peasantry
- No response

**Global History and Geography**  
**Content-Specific Rubric**  
**Document-Based Question**  
**January 2011**

**Historical Context:** Throughout history, ideas have shaped and influenced various societies and regions. These ideas include *heliocentrism*, *natural rights*, and *Marxism*.

**Task:** Choose *two* ideas mentioned in the historical context and for *each*

- Explain the idea
- Discuss how this idea influenced societies or regions

**Scoring Notes:**

1. This document-based question has a minimum of *four* components (explaining *two* ideas mentioned in the historical context and discussing how *each* idea influenced societies or regions).
2. The influence of an idea may be immediate or long term.
3. The influence of an idea may be on a specific society, a specific region, societies in general, or regions in general.
4. The United States may be used in a discussion of how the idea influenced societies or regions, e.g., the influence of the idea of natural rights on the colonists during the American Revolution.
5. The same information may be used to explain the idea and to discuss how it influenced societies or regions, e.g., the explanation of Marxism as “taking power away from the bourgeoisie” may also be used in discussing its influence on Russian society.
6. The response may discuss how an idea influenced societies or regions from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.
7. Only two ideas may be chosen from the historical context. If three ideas are discussed, only the first two ideas discussed may be rated.
8. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 5a and 5b may be considered as separate documents *if* the response uses specific separate facts from each document.

**Score of 5:**

- Thoroughly develops **all** aspects of the task evenly and in depth by explaining **two** ideas mentioned in the historical context *and* discussing how **each** idea influenced societies or regions
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *heliocentrism*: connects Newton’s laws of gravity and the work of Kepler, Galileo, and others whose discoveries supported the Copernican theory of a Sun-centered solar system to the challenges to accepted authority and the continued questioning for truth during the Renaissance and Reformation; *natural rights*: connects Locke’s view of the need to protect “life, liberty, and property” to the goals sought in the American and French Revolutions and to the ongoing promotion of human rights and continuing controversial and sometimes unsuccessful efforts to prosecute leaders who violate those rights in regions such as Cambodia, Rwanda, and Sierra Leone
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to the influence of ideas on societies or regions (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *heliocentrism*: geocentric theory; Inquisition; *Principia Mathematica*; scientific method; Scientific Revolution; humanism; da Vinci; *natural rights*: Rousseau; Enlightenment; absolutism; constitutional rights; consent of the governed; *Universal Declaration of Human Rights*; 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 addressing one idea more thoroughly than the second idea *or* by explaining the idea less thoroughly than discussing the influence for both ideas
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *heliocentrism*: discusses the changing view of the universe from Aristotle and Ptolemy to Copernicus and Newton and how the eventual application of the scientific method relates to the questioning spirit and humanism of the Renaissance; *natural rights*: discusses the concept of government based on consent of the people and natural rights as outlined by Locke and incorporated in the American and French Revolutions and the relationship of these rights to governments and agencies trying to prosecute violations of these human rights
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 3:**

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

**Note:** If **all** aspects of the task have been thoroughly developed evenly and in depth for **one** idea and the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

**Score of 2:**

- Minimally develops *all* aspects of the task *or* develops *at least two* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

**Score of 1:**

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

**Score of 0:**

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

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

# Heliocentrism

## Key Ideas from Documents 1–3

Explanation of Idea	Influence on Society or Region
<p><b>Doc 1</b>—Copernicus’ book “On the Revolutions of the Heavenly Bodies” challenges Aristotle and Ptolemy’s Earth-centered universe</p> <p>Heliocentric idea in which the Sun is the center of the solar system proposed by Copernicus</p>	<p><b>Doc 1</b>—Modern ordering of planets same as in Copernican system</p> <p><b>Doc 2</b>—Denial of Galileo’s discoveries using arguments justified with Bible passages</p> <p>Challenges to commonly held physical notions of world by new discoveries</p> <p>Disagreement over Galileo’s discovery and approach to science</p> <p><b>Doc 3</b>—Discoveries of Copernicus and Galileo upsetting to many Europeans</p> <p>Emergence of new way of thinking in which observation and experimentation explain why things happen</p> <p>Development of scientific method (stating the problem, collecting information about the problem, and reporting findings)</p>

### Relevant Outside Information

(This list is not all-inclusive.)

Explanation of Idea	Influence on Society or Region
<p>Copernican model is not completely accurate</p> <p>Mathematical proof of elliptical orbits and varying planetary speeds in support of heliocentric model added by Kepler</p> <p>Explanation of movement of planets and objects in terms of gravity and promotion of idea that Earth and all on it is subject to natural laws appears in Newton’s <i>Principia Mathematica</i></p>	<p>Renaissance and Reformation leading to Scientific Revolution/Age of Science</p> <p>Inclusion of Copernican writings in Roman Catholic Index of Forbidden Books</p> <p>Continued challenge to the accepted Church view of an Earth-centered system by Galileo’s telescopic observations of craters on Moon and of other moons orbiting planets</p> <p>Impact of Inquisition on Galileo for his heretical views</p> <p>Recanting and house arrest of Galileo until his death</p> <p>Attempts to apply concept of natural law and natural rights in social and political relationships during Enlightenment</p> <p>Promotion of skepticism, leading to critical analysis of traditional institutions and customs</p>

# Natural Rights

## Key Ideas from Documents 4–6

Explanation of Idea	Influence on Society or Region
<p><b>Doc 4</b>—All beings are equal and independent State of nature is governed by law of nature Life, health, liberty or possessions of others are not to be harmed Governments are made by consent of people</p> <p><b>Doc 5</b>—Men are born and remain free and equal in rights Aim of political association is the preservation of natural and inalienable rights of man Natural rights are liberty, property, security, and resistance to oppression Exercise of natural rights has no limits except those that assure other members of the society enjoyment of same rights Humans are endowed with reason and conscience All are equal before the law and entitled without any discrimination to equal protection of the law</p> <p><b>Doc 6</b>—Principal of “universal jurisdiction” over human rights atrocities is developed</p>	<p><b>Doc 5</b>—Incorporation of natural rights in Declaration of the Rights of Man and Citizen Role of natural rights in United Nations Universal Declaration of Human Rights</p> <p><b>Doc 6</b>—Presentation of cases on behalf of Argentine victims of military repression in Spanish courts, using principle of “universal jurisdiction” over human rights atrocities as found in Spanish and international law International recognition of human rights and holding violators accountable Role of Human Rights Watch in seeking indictment and/or trial of alleged perpetrators (exiled dictator of Chad, Hissein Habre) Impact of arrest of former Chilean dictator, General Augusto Pinochet, in London, using a Spanish warrant filed by victims in Chile Impact of Spanish warrant filed by victims in Argentina</p>

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

Explanation of Idea	Influence on Society or Region
<p>Government is the protector of natural rights (Locke) Right of revolution is related to the failure of a government to protect natural rights (Locke) Idea of inalienable rights articulated by Locke Belief of Enlightenment philosophers in various forms of a “social contract” based on consent of governed (Rousseau)</p>	<p>Challenge to divine right monarchy by redefining relationship between ruler and ruled Inspiration for Jefferson in Declaration of Independence from Locke’s idea of natural rights and consent of governed Formation of International Criminal Court (ICC) to investigate and prosecute individuals accused of genocide, crimes against humanity, and crimes of war Formation of international military tribunals to investigate and prosecute individuals accused of war crimes (Nuremberg, Tokyo) Formation of International Court of Justice as principle judicial arm of United Nations Bringing leaders to trial for crimes against humanity (Cambodia, Rwanda, Serbia, Liberia) Formation of nongovernmental agencies to aid victims of human rights violations (Amnesty International) Evolution of extension of natural rights to other groups Restriction of natural rights by many societies to males only for centuries</p>



# Marxism

## Key Ideas from Documents 7–9

Explanation of Idea	Influence on Society or Region
<p><b>Doc 7</b>—Two hostile classes exist: proletariat and bourgeoisie            Proletariat will form into a class            Bourgeoisie supremacy will be overthrown            Political power gained by proletariat            Bourgeoisie property abolished            Modern bourgeoisie property has created class antagonisms            Exploitation of many by the few abolished</p> <p><b>Doc 8</b>—Bourgeoisie will have no share of power            Oppressed masses gain power            Salvation of peasants lies only in alliance with workers</p>	<p><b>Doc 8</b>—Success of workers’ and peasants’ revolution            Shattering of old state apparatus and establishment of new administrative apparatus in the form of Soviet organizations            Bourgeoisie having no role in Soviet government formed by workers and peasants            Attempt by revolution to establish proletarian socialist state in Russia            Attempt by revolution to institute workers’ control over production</p> <p><b>Doc 9</b>—Roots of China’s communists in peasantry            Passage of Agrarian Reform Law by China’s communist government, returning land to people who actually worked it            Redistribution of land in favor of poor and middle-level peasants            Formation of associations or mutual aid groups, forerunners of collectives</p>

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

Explanation of Idea	Influence on Society or Region
<p>Abuse of proletariat rooted in Industrial Revolution            Scientific socialism introduced            Success of class struggle should lead to dictatorship of the proletariat            Lenin and Mao made changes to Marx’s ideas</p>	<p>Better working conditions in industrialized countries            Use of revolutionary predictions of Marx and Engels (labor unions, legislation)            Defeat of Nationalists in 1949 by Mao’s communist guerrilla army, who worked for and protected peasants in China            Appeal of land reform, access to education, and improved health care to the peasant masses in communist countries            Shift of goals of most communist governments to rapid industrialization (five-year plans of specific regimes)            Spread of communism (Vietnam, Korea, Cuba, Nicaragua, Cambodia, Angola, Mozambique)</p>

Throughout history, ideas have shaped and influenced various societies and regions. Entire nations have been built off of ideas, which are the building blocks of society. Sometimes ideas have hindered peoples, but often times they have made the world a better place, and many times they have done a bit of both. Countries such as the United States, Britain, Russia or the Soviet Union, and China have been largely built upon core political ideas, for better or worse. Two of these central ideas are natural rights and Marxism.

The concept of natural rights was developed during the Enlightenment, and they stated that humans were born with certain rights such as life and liberty (doc. 4). These ideas had formed because of the Age of Absolutism, when autocrats like Louis XIV ruled without taking the masses into consideration. People wanted to believe that they did have rights and that the government should benefit them and suit their needs. Four primary thinkers of the Enlightenment were John Locke (doc. 4), Montesquieu, Rousseau, and Voltaire. Their ideas of natural rights spread and became immensely popular and began to affect governments around the world. Some governments evolved into democracies while others kept their absolute governments, but recognized some natural rights.

Natural rights became a powerful concept for many governments and organizations. During the French Revolution in 1789, the National Assembly of France adopted the Declaration of the Rights of Man and the Citizen, which stated that all humans have natural

rights which should be protected by the government (doc. 5a). The United States was another country that used Locke's ideas and spoke of natural rights in its Declaration of Independence. In 1948 the United Nations wrote the Universal Declaration of Human Rights, which spoke of the rights of all people (doc. 5b). Natural rights tend to be a key factor of democracy, but they are also found in other kinds of governments that have incorporated some of Locke's ideas.

Marxism came about during the Industrial Revolution of the 1800s, and it came from the German Karl Marx. The proletariat (workers) had suffered terrible conditions - they did all the work but the bourgeoisie (business class) reaped all the benefits. Marx found this horrific, so he and Friedrich Engels published the Manifesto of the Communist Party in 1848; it stated that the proletariat will rise up and overthrow the bourgeoisie, controlling the means of production, and eventually a classless society would arise (doc. 7). Most of Europe continued using modified capitalism. In addition the efforts of organizations such as labor unions were successful in gaining more rights for workers. However, socialism and communism became the basic ideas influencing some countries, such as the Soviet Union, China, and Cuba.

After the czar of Russia was overthrown in the Bolshevik Revolution, Vladimir Lenin established the first communist country, which came to be known as the Soviet Union. He applied Marxism to the Soviet government, drastically changing people's

lifestyles. Soon, almost everything was owned and controlled by the government. Theoretically, there were no classes but in reality, members of the Communist Party became richer and more powerful than the masses. With this rejection of Marxist ideas, the dictatorship of the proletariat did not happen and most people continued to live in poverty. Chairman Mao Zedong of China also adopted some ideas of Marxism, and used them to create the People's Republic of China, which was modeled after the Soviet Union. For example, in 1950 the Chinese government passed the Agrarian Reform Law, which was designed to redistribute the land to those who actually worked it. As in the Soviet Union, land was collectivized and five-year plans were implemented. Fidel Castro of Cuba was another influential communist leader who also introduced economic reforms to help the peasants. Unfortunately, these leaders and more took the idea of Marxism to an extreme.

As is evident, the central ideas of natural rights and Marxism have largely helped to mold countries of the world. In some ways they have greatly improved the world, but in others they have made it a darker place. Ideas can always be used for good or bad, but the world would be nowhere without core ideas. Throughout history, ideas have shaped and influenced various societies and regions, and they continue to do so every minute.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for natural rights and Marxism
- Is more analytical than descriptive (*natural rights*: people wanted to believe that they had rights and that the government should benefit them and suit their needs; ideas spread and became immensely popular and began to affect governments around the world; natural rights tend to be a key factor of democracy but they are also found in other kinds of governments; *Marxism*: the proletariat had suffered terrible conditions and did all the work, but the bourgeoisie reaped all the benefits; the ideas of socialism and communism became the basic ideas influencing countries such as the Soviet Union, China, and Cuba; drastically changed the Soviet people's lifestyles)
- Incorporates relevant information from documents 4, 5, 7, 8, and 9
- Incorporates substantial relevant outside information (*natural rights*: concept was developed during the Enlightenment; ideas were formed because of the Age of Absolutism when autocrats such as Louis XIV ruled without taking the masses into consideration; the United States used Locke's ideas in its Declaration of Independence; *Marxism*: came about during the Industrial Revolution; efforts of labor unions were successful in gaining more rights for workers; Lenin established the first communist country; in the Soviet Union, almost everything was owned and controlled by the government and theoretically there were no classes, but in reality, members of the Communist Party became richer and more powerful; the dictatorship of the proletariat did not happen in the Soviet Union and most people continued to live in poverty; Chairman Mao of China used Marxist ideas to create the People's Republic of China, which was modeled after the Soviet Union; as in the Soviet Union, land in China was collectivized and five-year plans were implemented; Castro of Cuba also introduced economic reforms to help the peasants)
- Richly supports the theme with many relevant facts, examples, and details (*natural rights*: stated that humans were born with certain rights such as life and liberty; National Assembly of France adopted the Declaration of the Rights of Man and the Citizen, which stated all humans have natural rights that should be protected by the government; the United Nations wrote the Universal Declaration of Human Rights, which spoke of the rights of all people; *Marxism*: Marx and Engels stated that the proletariat will rise up and overthrow the bourgeoisie, controlling the means of production, and eventually a classless society would rise; Chinese government passed the Agrarian Reform Law, which was designed to redistribute the land to those who actually worked it)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss how core political ideas have helped to mold countries of the world

**Conclusion:** Overall, the response fits the criteria for Level 5. Good historical examples are used to compare the differences in how specific societies applied the ideas of natural rights and Marxism. Document interpretation, analysis, and relevant outside information are effectively integrated to reinforce the role of these ideas in the development of nations.

Ideas are the strong and deft potter's hands that shape the clay of society. Throughout history, people have put their ideas into action, bringing about both positive and negative changes. Take for example the Enlightenment. Beginning in Western Europe, the Enlightenment brought about the idea of natural rights. The idea of natural rights molded the modern-day concept of democracy. Enlightenment ideals also gave way to capitalism, the founding economic system of modern Western society. Marxism was a response to capitalism. The basic idea of Marxism was that the workers would rule and the worker's government would control business. Marxism led to communism, a system in which leaders have, in the past, often controlled all aspects of people's lives, proving the negativity that ideas can be dragged to.

Some of the greatest thinkers of the Enlightenment were Rousseau, Montesquieu, Voltaire, and John Locke. Their ideas developed as a response to absolutism. They believed that leaders should not rule by divine right, rather they should take their cues from the people they ruled. Some of the ideas they came up with were the ~~separ~~ separation of powers, free speech and a social contract. John Locke (Document 4) came up

with the ideas that reason dictates that all men are created equal, that no one is to harm another, that governments were made by the consent of the people, and that the state of nature has a law of nature to govern it. However, these ideas of natural rights did not just remain in the Enlightenment; they carried into later centuries as well. When a new French constitution was being drawn up during the French Revolution (Document 5a), natural rights were included. Later the United Nations based their "Universal Declaration of Human Rights" on some of Locke's Enlightenment ideas of natural rights (Document 5b). This has become the standard by which human rights violations were judged. The natural right of fair treatment was used even in the late 20<sup>th</sup> century. In places where human rights were violated as in Rwanda the denial of John Locke's basic right to life provoked negative reactions around the world.

Enlightenment ideas eventually lead Adam Smith to publish his "Wealth of Nations," outlining capitalism. In capitalism, anyone regardless of birth is entitled to what he can produce which is

based on John Locke's idea that people are equal. Adam Smith also believed the price of the product is regulated by supply and demand. Unfortunately once monopolies formed consumers and workers were abused.

Marxism (and socialism and communism) is the response to the "evils" and greed of capitalism and industrial society. Karl Marx and Frederick Engels wrote their "Communist Manifesto" (Document 7), citing problems of the Industrial Revolution in Great Britain. They felt that the workers were suppressed and that society's problems would be solved with the abolition of the bourgeoisie and complete government ownership and control of business. Vladimir I. Lenin was the first leader to borrow from their philosophy and establish Russia as the first communist country in 1917 (Document 8). Lenin, however, found it difficult to establish a fully Marxist economy, therefore he instituted a mixed economy, employing elements of Marxism and limited capitalism known as the New Economic Policy. His successor, Joseph Stalin, established a communist economy. Stalin's Soviet Union was a totalitarian state, where the government controlled



all aspects of people's lives, censoring the news and media and establishing collective farms. In China, Mao Zedong also established government owned farms (Document 9). When the government determines the answers to the economic questions, people tend to lose incentive to work and their productivity goes down. This is the reason more recent Chinese leaders have allowed farmers to keep what they earn from their crops, except for their grain quotas.

In conclusions, ideas are what shaped society. They can be both positive and negative. The idea of natural rights positively influenced society and brought public attention to human rights abuses. Marxism, although perfectly fine in theory, as it has been employed in society has brought about corruption and government abuse of power.

## Anchor Level 5-B

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for natural rights and Marxism
- Is more analytical than descriptive (*natural rights*: these ideas did not just remain in the Enlightenment but carried into later centuries as well; Universal Declaration of Human Rights has become the standard by which human rights violations were judged; they brought public attention to human rights abuses; *Marxism*: is the response to the “evils” and greed of capitalism and industrial society; although perfectly fine in theory, as it has been employed in society it has brought about corruption and government abuse of power)
- Incorporates relevant information from documents 4, 5, 7, 8, and 9
- Incorporates substantial relevant outside information (*natural rights*: idea molded modern-day concept of democracy; ideas developed as a response to absolutism and the belief that leaders should not rule by divine right, but rather should take their cues from the people they ruled; during the French Revolution, natural rights were included in the new constitution; in places where human rights were violated as in Rwanda, the denial of the basic right to life provoked negative reactions around the world; in capitalism, as outlined by Adam Smith in his *Wealth of Nations*, anyone is entitled to what he can produce, which is based on Locke’s idea that people are equal; *Marxism*: Marx and Engels wrote their *Communist Manifesto*, citing problems of the Industrial Revolution in Great Britain; Lenin found it difficult to establish a fully Marxist economy, therefore he instituted a mixed economy known as the New Economic Policy; Stalin established a communist economy where the government controlled all aspects of people’s lives, censoring the news and media and establishing collective farms; when the government determines answers to the economic questions, people tend to lose incentive to work and productivity goes down; farmers can keep what they earn from their crops, except for their grain quotas)
- Richly supports the theme with many relevant facts, examples, and details (*natural rights*: Locke believed that reason dictates that all men are created equal, that no one is to harm another, that governments were made by the consent of the people, and that the state of nature has a law of nature to govern it; the United Nations based its Universal Declaration of Human Rights on Locke’s ideas; *Marxism*: basic idea was that the workers’ government would rule and control business; Marx and Engels felt that the workers were suppressed and that society’s problems would be solved with the abolition of the bourgeoisie and complete government ownership and control of business; Lenin was the first leader to borrow from the philosophy of Marx and Engels and established Russia as the first communist country in 1917)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss how the implementation of the ideas of Locke and Marx brought about both positive and negative changes

**Conclusion:** Overall, the response fits the criteria for Level 5. The influence of the Enlightenment on both natural rights and Marxism reflects a strong understanding of the historical progression of ideas. The theme that ideas can have unintended consequences is effectively demonstrated in both the discussion of natural rights and Marxism with both historical and contemporary examples.

Throughout the course of history, many ideas have influenced the way societies and civilizations lived. One of these ideas, Marxism, has greatly influenced various modern nations in the 20<sup>th</sup> century, including the Soviet Union and China. An idea that changed the way people lived during the late Middle Ages, heliocentrism, created a profound impact on the power of the Roman Catholic Church. Both of these ideas were followed and eventually supported by many, though relatively few supported them at first. Both ideas also brought great change to the people who followed and believed in them.

Up to ~~the~~ and through the Middle Ages, the Roman Catholic Church dominated most aspects of Europeans' everyday lives. However all of that began to change when in the 16<sup>th</sup> Century, a Polish astronomer by the name of Nicolaus Copernicus proposed a radical idea that defied the teachings of the Church. His idea, called heliocentrism, proposed that the Sun, not the Earth as Aristotle and Ptolemy had said, is ~~the~~ at the center of the Solar System (Document 1). This revolutionary idea was eventually condemned by the Church. The Church at the time played an important political, social, and religious role. If the Church was proven wrong about its ideas of the geocentric model, people might question the Church and its basis of power would be undermined. Galileo who also believed in the heliocentric model argued that the Church justified its teachings solely on the Bible and that the search for truth is extremely important (Document 2). In his search for truth, Galileo used his telescope to make observations about the moons around Jupiter proving that the Earth was not the center of the universe. Many Europeans that knew about these discoveries were upset that these ideas were even being proposed, as they went against the teachings of the Church. However people eventually began to think differently about the world around them; they looked upon it in a more secular, curious way and tried to come up with conclusions, proven by observation and experiments, on why things really happened (Document 3).

In his Communist Manifesto, Karl Marx proposed a new theory, Marxism, which is often referred

to as Communism, as a political system, it aims to give power to the proletariat (or working class) and to overthrow the bourgeoisie or business owners (Document 7). Although not successful in the industrial countries where Marx thought it would be, this form of government became appealing to nations that had a lot of peasants and workers, such as the Soviet Union and China. The leader that brought Marxism to the Soviet Union was Vladimir Lenin, who became its leader after the Russian Revolution. He worked for equal distribution of wealth among the proletariat and also proletariat control over industrial production (Document 8). In China, Mao Zedong was the spreader of Communism. For example, the Communist goal of land distribution to farmers (a communist objective) was instituted. Mao put into place a system of communal land ownership and state ownership of businesses. Deng Xiaoping who came to power after Mao, instituted a few ~~capitalist~~ <sup>capitalist</sup> ideas into the country. Deng allowed farmers to sell any extra crops that were grown for their own profit after they paid their dues to the state. This was similar to what Lenin had done in his New Economic Policy.

Heliocentrism and Marxism are two ideas that have greatly impacted many nations of the world. They have defined not only how people live, but in the case of heliocentrism, what is fact and what is not. The new ways of thinking that resulted from the establishment of these ideas has brought many changes to people, some for the better and some for the worse. However it is easily said that without the institution of these new ideas, the world would not be the same today.

## Anchor Level 4-A

### The response:

- Develops all aspects of the task for heliocentrism and Marxism
- Is both descriptive and analytical (*heliocentrism*: Galileo believed that the search for truth was extremely important; many Europeans who knew about Galileo's discoveries were upset that the ideas went against the teachings of the Church; people eventually began to think differently about the world around them; people tried to come up with conclusions, proved by observation and experiments on why things really happened; *Marxism*: as a form of government it became appealing to nations that had many peasants and workers, such as the Soviet Union and China)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*heliocentrism*: up to and through the Middle Ages, the Roman Catholic Church dominated most aspects of Europeans' everyday lives; Copernicus proposed a radical idea that defied the teachings of the Church and was eventually condemned by the Church; the Church at the time played an important political, social, and religious role; if the Church was proven wrong about its ideas of the geocentric model, people might question the Church and its basis of power would be undermined; in his search for truth, Galileo used his telescope to make observations about the moons around Jupiter proving that Earth was not the center of the universe; *Marxism*: as a political system, it is often referred to as communism; Mao Zedong was the spreader of communism; Mao put into place a system of communal land ownership and state ownership of businesses; Deng Xiaoping who came to power after Mao instituted a few capitalist ideas into the country; Deng allowed farmers to sell any extra crops that were grown for their own profit after they paid their dues to the state which was similar to what Lenin had done in his New Economic Policy)
- Supports the theme with relevant facts, examples, and details (*heliocentrism*: proposed that the Sun, not Earth as Aristotle and Ptolemy had said, is at the center of the solar system; Galileo, who also believed in the heliocentric model, argued that the Church justified its teachings solely on the Bible; *Marxism*: aims to give power to the proletariat or working class and overthrow the bourgeoisie or business owners; Lenin brought it to the Soviet Union in the Russian Revolution; Lenin worked for equal distribution of wealth among the proletariat and also proletariat control over industrial production; in China, the goal of land distribution to farmers, a communist objective, was instituted)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state both heliocentrism and Marxism have brought about significant changes, some for the better and some for the worse

**Conclusion:** Overall, the response fits the criteria for Level 4. Although many good examples are included for both heliocentrism and Marxism, the lack of explanation of some details diminishes their effectiveness. The theme that both ideas brought great changes to those who followed them despite their initial support by relatively few people is successfully demonstrated in the discussion.

Over the past few hundred years, many traditional values were overthrown in place of modern ideas. While not immediately recognized or accepted, many ideas soon grew in appeal to the masses. These ideals have spread to other parts of the world, influencing major ideological revolutions. Although they can be radically differed from one another, each ideal can develop and still remain relevant in present times. Two of these ideas are natural rights and Marxism.

Natural rights were never really laid out and written down until the Enlightenment. Following the Scientific Revolution, thinkers of the Enlightenment such as Voltaire and Rousseau sought to determine the rights that humans have. As shown in Document Four, John Locke believed that every human had the right to life, liberty and property. While many governments were absolute monarchies run by divine right principles, Locke instead proposed the idea that governments be decided upon by the people themselves. This would ensure that governments were not too restricting, giving the masses a much greater sense of freedom and independence.

These ideals were promoted and spread to other nations. The French Revolution was influenced by this radical way of thinking. This new philosophy inspired the National Assembly to create an outline of the rights that they and all other humans possessed, entitled the Declaration of the Rights of Man, and seen in Document Five A. Although a lasting democracy was not created, many

French people today consider this document as the foundation on which the rights of individual French citizens were built. The earlier American Revolution can also have its origins traced back to the ideals of the Enlightenment and natural rights. Colonists were inspired to rid their new settlements of British control and exercise their natural rights. Even in modern times can one see the affect that this human rights movement has, Mohandas Gandhi of India fought for the liberation and self-rule of his country's people from Britain. Gandhi was influenced by Locke's ideas to fight for equality within all levels of the caste system and for religious toleration among all Indians. Criminals such as General Augusto Pinochet have been put on trial for human rights crimes. They are accused of violating the United Nations Declaration of Human Rights. Although some nations still do not acknowledge or honor this declaration, other countries have taken the lead in prosecuting offenders saying that no one can take away other peoples' natural rights (Documents 5 and 6).

Another revolutionary ideal was that of Marxism. Karl Marx and Friedrich Engels developed this philosophy in response to the Industrial Revolution. In factories and other working areas during this time period, conditions were harsh on the common worker. Without regulations, factory owners could do as they pleased with the workers. Infuriated by this, Marx and Engels reached out to the workers, or proletariat, encouraging them to break off the chains of their oppressive employers.

They wanted to unite workers in the struggle against the exploitation of their skills, as seen in Document 7. Although the revolution that Marx and Engels predicted did not happen in England, labor unions grew and developed and helped ~~so~~ serve a similar role, helping to protect and making society better for the working class. Unions have the power to regulate aspects of occupations, making sure that employees are treated properly. However, the ideals of Marx and Engels have spread to various regions and societies in different ways. The Marxist philosophy spread to Russia, where V.I. Lenin modified it to benefit the peasantry after the Bolshevik Revolution, as shown in Document 8. The communists used Marxist ideas to strengthen their power and take businesses and land from the upper class. In China, communists returned land to those that worked on the land, favoring the proletariat as Marx and Engels did, as shown in Document 9. Marxist ideals had and still have a great impact in many different areas of the world.

Through the course of history, traditions and customs have been challenged and done away with so new ideals can be established. Marxism was one of these ideals; by shifting benefits from owners to workers, it appealed to many of the masses. While it may seem to be an obvious and important tenet, natural rights were only really beginning to be explored in the seventeenth century. This ideal has lasted for years, ensuring that human beings have rights no matter their status, religion or gender. This two tenets have indelibly influenced societies around the world.



## Anchor Level 4-B

### **The response:**

- Develops all aspects of the task for natural rights and Marxism
- Is both descriptive and analytical (*natural rights*: would ensure that governments were not too restricting, giving the masses a much greater sense of freedom and independence; new philosophy inspired the National Assembly to create an outline of their rights; some countries have taken the lead in prosecuting offenders saying that no one can take away other peoples' natural rights; *Marxism*: Marx and Engels reached out to the workers or proletariats, encouraging them to break off the chains of their oppressive employers; Marx and Engels wanted to unite workers in the struggle against the exploitation of their skills; Marxist philosophy spread to Russia where Lenin modified it to benefit the peasantry after the Bolshevik Revolution)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*natural rights*: they were never really written down until the Enlightenment; many governments were absolute monarchies run by divine right principles; they influenced the French Revolution; although a lasting democracy was not created by the Declaration of the Rights of Man, many French people today consider this document as the foundation on which the rights of individual French citizens were built; the American Revolution can also have its origins traced back to the ideals of the Enlightenment; colonists were inspired to rid their new settlements of British control and exercise their natural rights; in modern times, Mohandas Gandhi of India fought for the liberation and self-rule of his country's people from Britain; Gandhi was influenced by Locke's ideas to fight for equality within all levels of the caste system and for religious toleration among all Indians; *Marxism*: Marx and Engels developed this philosophy in response to the Industrial Revolution; in factories and other working areas during the Industrial Revolution, conditions were harsh on the common worker; without regulations, factory owners could do as they pleased with the workers; although the revolution that Marx and Engels predicted did not happen in England, labor unions grew and developed and helped serve a similar role, helping protect and making society better for the working class; communists used Marxist ideas to strengthen their power and take businesses and land from the upper class)
- Supports the theme with relevant facts, examples, and details (*natural rights*: John Locke believed that every human had the right to life, liberty, and property; Locke proposed the idea that governments be decided upon by the people themselves; criminals such as Pinochet have been put on trial for human rights crimes; *Marxism*: in China, Communists returned land to those that worked on the land, favoring the proletariat as Marx and Engels did)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state many traditional values were overthrown in place of modern ideas

**Conclusion:** Overall, the response fits the criteria for Level 4. Lack of supporting details about the role played by natural rights in the American Revolution, the French Revolution, and Indian independence is balanced by the treatment of the historical background of Marxism as it relates to the Industrial Revolution in England.

Both the ideas of Marxism and natural rights had great influence on several societies. Marxism in the Soviet Union led to a revolution which supported a proletarian socialist party. Marxism in China was used to create many land and social class reforms which mostly benefitted the peasantry and middle class. The idea of natural rights led to events such as the American and French Revolutions.

Marxism was a key contributing influence in the Soviet Union in its 1917 revolution. Both Engels and Marx believed that the bourgeoisie was the cause of industrial England's class struggles. It was believed that with the bourgeoisie controlling most of the economic institutions, there would never be a time when the proletariat would benefit from capitalist policies. (Document 7: Manifesto of the Communist Party) However, the formation of labor unions and the promotion of workers' rights helped to prevent a Marxist revolution in England. Nevertheless, Marxism philosophy influenced many Soviet Union leaders and movements. Marxism directly influenced Vladimir Lenin and the Bolsheviks. Lenin used the concept of Marxism to explain that a socialist revolution will lead to a proletarian-based party. He then goes on to explain that the revolution will finally put the working-class in control and will knock the bourgeoisie oppressors from power. The proletariat of the Soviet Union will be the ones who hold the majority

of control and power. Although this was not exactly what Marx had predicted, the communists used this power to take over different aspects of society in the Soviet Union. This power eventually became controlled by Stalin. (Document 8: Proclaiming the New Socialist Government). Marxism has also influenced China. Chinese Communists have used Marxism to justify that a total transformation of society needs to take place. Under the emperor and the Nationalists, Chinese peasants struggled to make ends meet. When Mao Zedong took over, the government provided educational ~~opportunities~~ opportunities to the people and redistributed land to the peasants. However, famines continued under his leadership. (Document 9: Chinese Communism).

The combined concepts of various natural rights and John Locke's ideas have influenced many political and governmental principles. The idea of natural rights states that all men are born free and equal, have the rights to liberty and security, and that all government and political institutions should preserve these inalienable rights (Document 5a and 5b). John Locke's ideas directly fueled the American and French Revolutions. Locke's ideas that governments are made by the consent of the people and no one ought to harm another in his life, health, liberty, and possessions reflect that (Document 4: Locke's Advice on Government). Many American colonists were angered by the way Britain

was using its colonies. Locke's ideas influenced colonists to start the American Revolution and overthrow British control over the colonies. These ideas were also used in the Declaration of Independence. The same scenario occurred in late 18<sup>th</sup> century France. Many Parisians were outraged by the way the King had been governing his subjects with tyranny. This eventually led to the storming of the Bastille and the overthrow of the King. Locke's natural rights were instituted in the Declaration of the Rights of Man and the Citizen of 1789 (Document 5a). Both of these declarations became the foundations of democratic principles for later revolutionaries including L'Ouverture and Bolívar.

Both natural rights and Marxism have gained great influence over several societies. Throughout history, Marxism has been used to justify the means of putting lower-class members into power. This was evident under Lenin and the Bolshevik Revolution as well as China where communists were trying to improve the lives of peasants and workers. Natural rights concepts have influenced government overthrows with its ideas of inalienable rights. This proved to hold true in the American and French Revolutions and in later revolutions.

## Anchor Level 4-C

### The response:

- Develops all aspects of the task for Marxism and natural rights
- Is both descriptive and analytical (*Marxism*: the philosophy influenced many Soviet Union leaders and movements; Lenin used the concept to explain that a socialist revolution would lead to a proletariat-based party; Lenin explained that the revolution would finally put the working class in control and would knock the bourgeoisie oppressors from power; Chinese Communists used it to justify that a total transformation of society needed to take place; it has been used to justify the means of putting lower class members into power; *natural rights*: idea states that all men are born free and equal, have the rights to liberty and security; all government and political institutions should preserve inalienable rights)
- Incorporates relevant information from documents 4, 5, 7, 8, and 9
- Incorporates relevant outside information (*Marxism*: both Engels and Marx believed that the bourgeoisie was the cause of industrial England's class struggles; it was believed that with the bourgeoisie controlling most of the economic institutions, there would never be a time when the proletariats would benefit from capitalist policies; formation of labor unions and the promotion of workers' rights helped to prevent a Marxist revolution in England; although not exactly predicted by Marx, communists used the power of Marxism to take over different aspects of society in the Soviet Union; power in the Soviet Union eventually became controlled by Stalin; under the emperor and the Nationalists, Chinese peasants struggled to make ends meet; when Mao took over China, the government provided educational opportunities to the people and redistributed land to the peasants; *natural rights*: many American colonists were angered by the way Britain was using its colonies; Locke's ideas influenced the colonists to start the American Revolution and overthrow British control over the colonies; Locke's ideas were also used in the Declaration of Independence; many Parisians were outraged by the way the King had been governing his subjects with tyranny and this eventually led to the storming of the Bastille and the overthrow of the King; declarations became the foundation of democratic principles for later revolutionaries such as L'Ouverture and Bolívar)
- Supports the theme with relevant facts, examples, and details (*Marxism*: in the Soviet Union, it led to a revolution which supported a proletariat socialist party; was a key contributing influence in the Soviet Union in its 1917 revolution; directly influenced Lenin and the Bolsheviks; *natural rights*: Locke's ideas state that governments are made by the consent of the people and no one ought to harm another in his life, health, liberty, and possessions; Locke's natural rights were instituted in the Declaration of the Rights of Man and the Citizen)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that mention specific societies and regions influenced by Marxism and natural rights

**Conclusion:** Overall, the response fits the criteria for Level 4. The discussion of the American and French Revolutions demonstrates a good understanding of the role of natural rights in these two revolutions even though some ideas are not fully developed. Document interpretation provides the stimulus for some analytical statements, especially about Marxism.

New ideas shape history. They challenge what is already out in the world, and influence what is to come. The introduction of ideas such as natural rights and heliocentrism shaped governments and challenged religions.

In 1543 the book *On Revolutions of Heavenly Bodies* was published by Nicolas Copernicus. He explained Heliocentrism which was the belief that the sun was ~~the~~ center of the ~~universe~~ <sup>solar system</sup>. Copernicus stated that the earth and other planets revolved around the sun with the moon revolving the earth. Prior to this the Earth was thought to be the center of the universe. (doc.1) An astronomer Galileo Galilei proved Copernicus' theory to be true using his telescope. However, this made the Church and clergy very unhappy because these new ideas could threaten their power by causing people to question their authority. They placed Galilei under house arrest and had him publically admit to being wrong (oi, doc.2) However, the Church's treatment of Galilei did not stop others from questioning the Church and helped cause the Church to lose even more power.

Because of thinkers like Copernicus and Galilei a new way of thinking was discovered. Rather than simply accepting ideas of the Church, they started using experiments and observation to determine answers to their questions. The result was the scientific method which was an analytical step by step processes used to answer scientific questions (doc.3) During the Scientific revolution the Church tried to stop these new thinkers. Before this time most things were explained by the Church and the Bible. The clergy was very frustrated with new thinkers and sometimes abused their power like with Galilei (doc.2)

New thinking of the Scientific Revolution lead to an idea called natural

rights. A common theme of natural rights was a person's right to life, liberty, and property (doc 4, 5a, 5b). The thinkers of this time period felt every man must be entitled to basic rights. They felt that a person should have a say into government, be treated fairly and have the right to a fair trial. Educated men such as John Locke publically expressed their ideas. Locke's ideas of the public's involvement of government was influenced by England's tilt of power toward parliament. Locke also felt that the government had the responsibility to support and defend people's <sup>natural</sup> rights and if they fail to do so, the people have a right to rebel and overthrow their unjust government. (doc 4)

The Age of Enlightenment also was a time of revolution. The French third estate overthrew their monarch in the 1700's. The Declaration of the Rights of Man spelled out what the national French Assembly thought men were entitled to. A main cause of the Revolution was the public's need for involvement in their government. In the Declaration everyone was entitled to equality by law as well as the common natural rights of life, liberty, etc (doc 5a). The French Declaration and Revolution were inspired by the Americans. The American Revolution was based on ideas of democracy, freedom and natural rights. In their Declaration of Independence they state every man has the right to life, liberty and the pursuit of happiness. These are natural rights that shaped America and led to the breakaway of ~~the~~ colonies from Britain (oi)

Ideas like Heliocentrism and natural right change the world. They influence people, government and religion. These specific ideas led to many historical events and have created the world we live in today.

### Anchor Level 3-A

#### **The response:**

- Develops all aspects of the task with some depth for heliocentrism and natural rights
- Is more descriptive than analytical (*heliocentrism*: rather than simply accepting ideas of the Church, thinkers started using experiments and observation to determine answers to their questions; the clergy were very frustrated with new thinkers and sometimes abused their power, such as with Galileo; the Church's treatment of Galileo did not stop others from questioning the Church and helped cause the Church to lose power; *natural rights*: thinkers of this time period felt every man must be entitled to basic rights; thinkers felt that a person should have a say in the government, be treated fairly, and have the right to a fair trial)
- Incorporates some relevant information from documents 1, 2, 3, 4, and 5
- Incorporates relevant outside information (*heliocentrism*: Galileo proved Copernicus' theory to be true using his telescope; Galileo's ideas made the Church and clergy very unhappy because these new ideas could threaten their power by causing people to question their authority; the Church placed Galileo under house arrest and had him publicly admit to being wrong; before the Scientific Revolution, most things were explained by the Church and the Bible; *natural rights*: the new thinking of the Scientific Revolution led to this idea; Locke's ideas of the public's involvement in government was influenced by England's tilt of power toward Parliament; Locke also felt that the government had the responsibility to support and defend people's natural rights, and if it failed to do so, the people had the right to rebel and overthrow their unjust government; a main cause of the French Revolution was the public's need for involvement in their government; the American Revolution was based on ideas of democracy, freedom, and natural rights; in the American Declaration of Independence, it states that every man has the right to life, liberty, and the pursuit of happiness; natural rights shaped America and led to the breakaway of colonies from Britain)
- Includes some relevant facts, examples, and details (*heliocentrism*: Copernicus explained heliocentrism, which was the belief that the Sun was the center of the solar system; Copernicus stated that Earth and other planets revolved around the Sun and the Moon revolved around Earth; prior to Copernicus, Earth was thought to be the center of the universe; the scientific method was an analytical step-by-step process used to answer scientific questions; *natural rights*: a common theme was a person's right to life, liberty, and property; the Declaration of the Rights of Man spelled out what the National French Assembly thought men were entitled to; in the French Declaration, everyone was entitled to equality by law as well as the common natural rights of life and liberty); includes a minor inaccuracy (*heliocentrism*: in 1954, the book *On Revolutions of Heavenly Bodies* was published)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. Although historical examples offer good connections to the influence of ideas, supporting details are lacking. Document interpretation and analysis is complemented by references to outside information that demonstrate a satisfactory understanding of the theme.



Throughout history, ideas have shaped and influenced various societies and regions. Two of these ideas are heliocentrism and natural rights. Heliocentrism was the idea of the sun in the center of our solar system. Natural rights were a concept of what every human was born with. Heliocentrism challenged the Church with its long held ideas of the universe. Natural rights sparked a Revolution in France due to the people not receiving equality.

Heliocentrism was developed by a man called Nicholas Copernicus (1473-1543). The previous theory was <sup>the</sup> geocentric theory of the universe of which the church favored because the Earth was the center. The Church taught that God put Earth at the center of the universe because He saw man as special. The Church felt that anyone who questioned this idea challenged the basic teachings of the Church. To Copernicus, the way the planets and stars moved in relation to Earth, showed the sun was the center. This was the basis of his new theory after 2000 years of the Earth centered in the Universe. (Doc 1)

The Heliocentric theory at the time had 6 planets orbiting the sun in circles with a backdrop of fixed stars.

The Heliocentric theory challenged the Church throughout Europe. They used evidence from the Bible to say that God wanted us to be the center and to challenge

that was unheard of at the time. The Church then criticized people who agreed with Copernicus and even arrested a follower of Copernicus, Galileo because of his work.

Natural rights were developed during the Enlightenment by people like John Locke. He said that Reason teaches mankind that all beings are equal and independent. (Doc 4) One of the first legal documents to record natural rights of humans was the Declaration of the Rights of Man and the Citizen, written in 1789. (Doc 5a) A more modern document that uses the same basic principles is the Universal Declaration of Human Rights written by the United Nations on December 10, 1948. (Doc 5b) The French document written in 1789 said rights were of liberty, property, security, and resistance to oppression. The UN document is similar in that it says, "Everyone has the right to life, liberty, and security of person."

A region natural Rights influenced was France in 1789 under a divine right monarchy. Their society was broken up into three estates. The first owned a lot of land compared to its small population while the Third estate had little land for 97% of their people. This unfairness helped start a Revolution there in which the writings of John Locke and other Enlightenment writers played a big part. The Revolution was bloody, but the people fought

for the basic rights of life, land, and liberty. The promotion of natural rights by people like Locke became a turning point in history. Before Locke, there was divine right and absolutism, after Locke democracy and freedom became more important.

Both of these ideas contribute to a lot of global thinking. The heliocentric theory brought about the will to further scientific study, which was the scientific revolution. Natural Rights are still fought over today in places like Rwanda. The UN has to decide how far they should go to protect natural rights in areas where they are ignored.

### Anchor Level 3-B

#### **The response:**

- Develops all aspects of the task with little depth for heliocentrism and natural rights
- Is more descriptive than analytical (*heliocentrism*: challenged the Church with its long-held ideas of the universe; the Church felt that anyone who questioned the Earth-centered theory challenged the basic teachings of the Church; to Copernicus, the way the planets and stars moved in relation to Earth showed that the Sun was the center; *natural rights*: a more modern document that uses the same basic principles as the Declaration of the Rights of Man is the Universal Declaration of Human Rights written by the United Nations in 1948; the promotion of natural rights by people such as Locke became a turning point in history; the United Nations has to decide how far it should go to protect natural rights in areas where they are ignored)
- Incorporates relevant information from documents 1, 2, 4, and 5
- Incorporates limited relevant outside information (*heliocentrism*: the previous theory was the geocentric theory of the universe which the Church favored because Earth was the center; the Church taught that God put Earth at the center of the universe because he saw man as special; the Church criticized people who agreed with Copernicus and even arrested a follower, Galileo, because of his work; brought about the will to further scientific study which was the Scientific Revolution; *natural rights*: sparked a revolution in France due to the people not receiving equality; rights were developed during the Enlightenment; the unfairness in French society under a divine right monarchy helped start a revolution in which the writings of Locke and other Enlightenment writers played a big part; the people fought for basic rights of life, land, and liberty; before Locke there was divine right and absolutism, after Locke democracy and freedom became more important; they are still fought over today in places such as Rwanda)
- Includes some relevant facts, examples, and details (*heliocentrism*: is the idea of the Sun in the center of our solar system; at the time of Copernicus, the theory had six planets orbiting the Sun in circles with a backdrop of fixed stars; *natural rights*: a concept of what every human was born with; Locke said that reason teaches mankind that all beings are equal and independent; one of the first legal documents to record natural rights of humans was the Declaration of the Rights of Man and the Citizen written in 1789; the Declaration of the Rights of Man said rights were liberty, property, security, and resistance to oppression; the United Nations document says everyone has the right to life, liberty, and security of person)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that summarize the task

**Conclusion:** Overall, the response fits the criteria for Level 3. Although there is repetition, particularly in the discussion of heliocentrism, the inclusion of some relevant outside information strengthens the response. Several good facts are mentioned in the conclusion, but lack of development renders them ineffective.

Throughout history ideas have shaped and influenced societies. Two of these ideas are natural rights and heliocentrism.

Natural rights are rights given to every human. They originated from John Locke a philosopher of the Enlightenment period. The Enlightenment period was a time when thinkers wanted to change the relationship between the people and the government. They wanted to get rid of divine right and give people more of a say in their government. According to Document 4 and John Locke these rights included equality and independence and nobody had the right to harm one's life, liberty, or property. Natural rights were to be protected by the government. If not protected, the people had the right to abolish the government.

One society influenced by natural rights is French society in the late 1700s. Reviewing the ideas of natural rights, many French people believed their rights had been violated. The 3<sup>rd</sup> Estate was not given free speech in the government and had limited property. Most of the power belonged to the 2<sup>nd</sup> and 1<sup>st</sup> Estate. This violation of natural rights caused the French Revolution to come about. The 3<sup>rd</sup> Estate led a revolt against the absolutist government that did not protect their rights. The aftermath of the revolt included the establishment of the Declaration of the Rights of Man. According to Document 5a, the declaration included the ideas of John Locke. All humans were born free and equal and the rights were to be preserved by the government. Peasants hoped that they would no longer have to suffer from being the poorest class with few rights. They wanted to have equality in the government and freedom to own land. Natural rights became important in the lives of many people.

Heliocentrism is a theory developed by Copernicus during the Scientific Revolution. The Scientific Revolution was a time when thinkers began to stray away from using the teachings of the Bible to justify ideas and seek truth through observations. According to Document 1, Copernicus's theory stated that the Sun, was the center of the solar system and the Earth

and other planets revolved around it. This contradicted Ptolemy's theory that said that the Earth was the center of the universe.

Heliocentrism influenced Europe by decreasing the power of the Church. People started to question whether the Church was also wrong about other things. Copernicus's and Galileo's work led to a new way of thinking called the scientific method. According to Document 3, the scientific method required 7 steps. A problem would be stated, information would be gathered on it, a hypothesis would be made, followed by observations and concluding. These steps were repeated in a cycle to find answers to questions. Basing ideas on the Bible began to be questioned more and more. According to Document 2, searching for the truth stimulated the arts. Scientific investigation was the new way of thinking that would lead to the establishment of great things in European society.

In history there have been ideas that have influenced societies and regions. Two of the ideas are heliocentrism and natural rights. Heliocentrism led to a new way of thinking that used the scientific method. Natural rights caused the society of France to have its Estate system altered. Both ideas led to change in society that live on in history.

### Anchor Level 3-C

#### **The response:**

- Develops all aspects of the task with little depth for natural rights and heliocentrism
- Is more descriptive than analytical (*natural rights*: the aftermath of the peasant revolt in France included the establishment of the Declaration of the Rights of Man; French peasants wanted to have equality in the government and freedom to own land; *heliocentrism*: Copernicus' theory contradicted Ptolemy's theory; it influenced Europe by decreasing the power of the Church; people started to question whether the Church was also wrong about other things; basing ideas on the Bible began to be questioned more and more; scientific investigation was the new way of thinking that would lead to the establishment of great things in European society)
- Incorporates some relevant information from documents 1, 2, 3, 4, and 5
- Incorporates relevant outside information (*natural rights*: Enlightenment period was a time when thinkers wanted to change the relationship between the people and the government; Enlightenment thinkers wanted to get rid of divine right and give people more of a say in their government; if they were not protected, the people had the right to abolish the government; in the late 1700s, the French people believed their rights had been violated; the Third Estate was not given free speech in the government and had limited property; the violation of natural rights caused the French Revolution to come about; the Third Estate led a revolt against the absolutist government that did not protect its rights; *heliocentrism*: the Scientific Revolution was a time when thinkers began to stray away from using the teachings of the Bible to justify ideas and seek truth through observations)
- Includes some relevant facts, examples, and details (*natural rights*: rights included equality and independence and nobody had the right to harm one's life, liberty, or property; the Declaration of the Rights of Man included the ideas of John Locke; all humans were born free and equal and their rights were to be preserved by the government; French peasants hoped that they would no longer have to suffer from being the poorest class with few rights; *heliocentrism*: Copernicus' theory stated that the Sun was the center of the solar system and Earth and other planets revolved around it; Copernicus' and Galileo's work led to the scientific method; the scientific method required seven steps that were repeated in a cycle to find answers to questions)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that mentions a specific influence of each idea

**Conclusion:** Overall, the response fits the criteria for Level 3. Although specific details about the explanation of heliocentrism are not plentiful, knowledge of those details is clearly implied in the discussion. Inclusion of outside information, especially in the treatment of the French Revolution, strengthens the development of the theme.

Throughout history, ideas have shaped and influenced various societies and regions. These ideas include heliocentrism, and natural rights. Not only have these ideas had an impact on history, but on science too. For example, the "founder" of ~~the~~ heliocentrism proved a 2,000 year old theory wrong, thereby making major advancements in science, and problem solving.

Two of the most well known names in science are Nicolaus Copernicus, and Galileo Galilei. Not only did Copernicus create and prove his heliocentric theory true, but he and Galileo both invented a new way to problem solve called the Scientific Method.

During the 16<sup>th</sup> century, a man by the name of Nicolaus Copernicus created a theory of heliocentrism. This theory states that the sun is the center of our Solar System, thereby disproving Ptolemy's theory of an Earth centered Solar System. Later on ~~in~~ in his life, Copernicus "teamed" up with Galileo and invented the Scientific Method. This method consisted of 7 steps. ~~to~~ During these steps, one would state a problem and do experiments to find an answer to this problem. At first this



upset Europeans. They believed that by finding answers to problems, people would start questioning the government, and the church. Over time this method of problem solving was accepted. This acceptance led to many advancements in society due to the simple fact that people had answers to everyday problems. This had such a major impact on society that it is still used today.

Another major idea that influenced societies was natural rights. Natural rights are the rights all citizens are born with. They include; life, liberty, property, and security. A major believer in this idea was a man by the name John Locke. Not only did he believe in natural rights, but he believed people should have a say in the government, and all humans are created equal. Even though these beliefs are fair, not all governments followed them. In fact, throughout history more and more declarations were created to secure these rights. In 1789, the Declaration of the Rights of Man was created. By 1948 the Universal Declaration of Human Rights was introduced. This issue of not having natural rights even

lest occurred in 1996 due to military repression in Argentina and Chile. This issue has gone as far as taking people to court. Every US citizen is born with natural rights, but because of governments denying this right, countries like Spain, Chile, and Argentina are divided and ununited.

Throughout history, many ideas have impacted a nation. Some in a good way, which led to advancements as a society, and are still making ~~advancements~~ advancements, and some that have divided countries, led to ~~revolutions~~ revolutions, and torn governments apart.

Either way they have shaped and influenced different societies and regions.

## Anchor Level 2-A

### **The response:**

- Minimally develops all aspects of the task for heliocentrism and natural rights
- Is primarily descriptive (*heliocentrism*: the founder proved a 2,000 year old theory wrong; at first, the scientific method upset Europeans; acceptance of the scientific method led to many advancements in society; scientific method had such a major impact on society that it is still used today; *natural rights*: even though Locke's beliefs are fair, not all governments followed them)
- Incorporates limited relevant information from documents 1, 3, 4, 5, and 6
- Presents little relevant outside information (*heliocentrism*: Europeans believed that by finding answers to problems people would start questioning the government and the Church; *natural rights*: every United States citizen is born with natural rights)
- Includes few relevant facts, examples, and details (*heliocentrism*: the theory states that the Sun is the center of our solar system, thereby disproving Ptolemy's theory of an Earth-centered system; the scientific method consisted of seven steps; *natural rights*: they are the rights all citizens are born with; include life, liberty, property, and security; John Locke not only believed in natural rights, but he believed people should have a say in the government and that all humans are created equal; in 1789, the Declaration of the Rights of Man was created; by 1948, the Universal Declaration of Human Rights was introduced); includes an inaccuracy (*heliocentrism*: later on in his life Copernicus teamed up with Galileo and invented the scientific method)
- Demonstrates a general plan of organization; includes an introduction that emphasizes the importance of heliocentrism in history and science and a conclusion that states ideas have influenced societies sometimes in a positive way and other times in a divisive way

**Conclusion:** Overall, the response fits the criteria for Level 2. Although the influence of both heliocentrism and natural rights on societies of today is mentioned, the general treatment and lack of details detract from the effort. The recognition that both ideas had positive and negative influences is perceptive.

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

Throughout history, nations & regions have frequently been influenced by ways of thinking. One such region was Europe. During the Scientific Revolution, many Europeans changed their way of thinking about science. Nicolai Copernicus was a major reason for this with his heliocentric ideas. John Locke proposed natural rights during the Enlightenment Era. Today, people still follow natural rights. An example of this is the arrest of General Pinochet of Chile. The effects of these ground-breaking ideas are still being felt today.

For 2000 years, Europeans firmly believed that the Earth was the center of our solar system. This is called geocentrism. People were up in arms when Copernicus proposed a heliocentric model of our solar system, or one with the Sun in the center. Although Copernicus was persecuted and mocked for this idea, over time people began to accept it. (Document 1) As more and more people started believing this new theory, a whole new way of thinking emerged. This was called the scientific method. (Document 3) Scientists began to observe the world around them and develop ideas as to why things happened. This was all because of Nicolai Copernicus and his proposition of heliocentrism.

During the Enlightenment, popular Enlightenment thinker John Locke came up with the idea of natural rights. (Document 4) Natural rights are rights that every

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

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human being is entitled to have. Locke believed that governments should be made to protect and serve its people. He also believed that reason teaches mankind that all beings are equal & independent. Finally, Locke stated that no one should be harmed in his life, health, liberty or possessions.

On October 16, 1998, General Augusto Pinochet was arrested on charges of human rights violations, (Document 6). He was accused of military repression against Argentina & Chile. This shows that even today, the violation of human rights will not be taken lightly. Spanish courts held the trials, as Chile could not do it herself. All of the nations seek to protect human rights, which is why Spain helped out Chile & Argentina. This shows that John Locke's belief of human rights is still practiced today.

Natural rights & heliocentrism are only two of many ideas that continue to shape views today. All nations change over time. All nations are influenced by ideas. Throughout history, many regions & nations have been greatly affected by various ideas & philosophies.

## Anchor Level 2-B

### **The response:**

- Minimally develops all aspects of the task for heliocentrism and natural rights
- Is primarily descriptive (*heliocentrism*: during the Scientific Revolution, many Europeans changed their way of thinking about science; people were up in arms when Copernicus proposed a heliocentric model of our solar system; a whole new way of thinking emerged called the scientific method; *natural rights*: Pinochet's arrest shows that even today the violation of human rights will not be taken lightly; John Locke's belief in human rights is still practiced today); includes faulty and weak application (*natural rights*: all of the nations seek to protect human rights)
- Incorporates limited relevant information from documents 1, 3, 4, and 6
- Presents little relevant outside information (*heliocentrism*: geocentrism, the belief that Earth was the center of our solar system; *natural rights*: John Locke proposed the idea of natural rights during the Enlightenment Era)
- Includes few relevant facts, examples, and details (*heliocentrism*: heliocentric model put the Sun in the center of the solar system; scientists began to observe the world around them and develop new ideas as to why things happened; *natural rights*: rights that every human being is entitled to; Locke believed that governments should be made to protect and serve its people; Locke also believed that reason teaches mankind that all beings are equal and independent; Locke stated that no one should be harmed in his life, health, liberty, or possessions; on October 16, 1998, General Augusto Pinochet was arrested on charges of human rights violations); includes inaccuracies (*heliocentrism*: Copernicus was persecuted and mocked for his heliocentric idea; *natural rights*: Pinochet was accused of military repression against Argentina)
- Demonstrates a general plan of organization; includes an introduction that briefly summarizes the ideas included in the response and a conclusion that restates the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. Although relevant outside information is used to place ideas in their historical context, that information is not developed nor integrated. Most of the discussion is dependent on document information; however, a few descriptive statements strengthen the response.

Throughout history, there have been numerous ideas that have shaped and influenced various societies and regions. Two of these ideas are the concepts of Natural Rights and Marxism. Natural Rights describe rights that every human being is born with and entitled to while Marxism is the basic ideas of Communism. Marxism continues to influence China and has since the 1950s. Natural Rights have been a major concept even way back in the 1680s and still influence our society today. These two concepts have become major components in what we know today as our modern society.

Natural rights are the rights an individual is born with or entitled to. John Locke subtly addressed this topic when giving advice on government by saying "Reason teaches mankind that all beings are equal and independent," (DOC 4). He is basically saying that all humans are born with the right to equality, therefore a natural right. "The Declaration of the Rights of Man and Citizen" further elaborates on ~~the~~ natural rights stating that all men are born equal and have natural rights to liberty, property, security, and

and resistance to oppression (DOC 5). Although these concepts were first put on paper so long ago (1680s), the society they impact is ours today. This is true because the law states that every individual has natural rights. Furthermore if these rights are violated, you can take your tormentor to court for prosecution. such as the General Augusto Pinochet arrest demonstrates (DOC 6).

Another concept that has impacted a society or region is Marxism. Marxism impacted China and set up the basis of their government that they still use to this day. Marxism states that a proletariat (working class) revolution is inevitable, and that they will rise up against the Bourgeoisie (ruling class), creating a class-less society (DOC 7). Chinese communists, such as Mao Zedong, used Marxist ideas to gain peasant support and secure a spot as a Chinese leader in the government (DOC 9). These principles quickly became the foundations of Chinese government and continue to be ~~the~~ ~~the~~ this to this very day.

As you can undoubtedly see, both the concept of natural rights and the concept of



Marxism have influenced various societies and/or regions. Both concepts were even so strong that they are still being used today (Marxism in China, and natural rights in everyday society). It just goes to show that when intelligent minds form logical concepts, they tend to stick around and may even change a nation or the world.

Anchor Level 2-C

**The response:**

- Minimally develops all aspects of the task for natural rights and Marxism
- Is primarily descriptive (*natural rights*: have been a major concept even back in the 1680s and still influence our society today; Locke is basically saying that all humans are born with the right to equality, therefore it is a natural right; if these rights are violated, you can take your tormentor to court for prosecution, which the Pinochet arrest demonstrates; *Marxism*: became the foundation of Chinese government)
- Incorporates limited relevant information from documents 4, 5, 6, 7, and 9
- Presents little relevant outside information (*Marxism*: continues to influence China and has since the 1950s; a classless society will be created; Mao Zedong used Marxist ideas to gain peasant support and secure a spot as the Chinese leader in the government)
- Includes few relevant facts, examples, and details (*natural rights*: all beings are equal and independent; the Declaration of the Rights of Man and the Citizen states that all men are born equal and have natural rights to liberty, property, security, and resistance to oppression; *Marxism*: is the basis of communism; a proletariat revolution is inevitable and that they will rise up against the bourgeoisie)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that summarizes natural rights and Marxism and mentions their influence in specific regions

**Conclusion:** Overall, the response fits the criteria for Level 2. The repetitive nature of the response leads to a narrow treatment of the task. However, concluding statements for both natural rights and Marxism demonstrate a limited understanding of both document information and the theme.

Throughout history, ideas have shaped and influenced various societies and regions. These ideas include heliocentrism, natural rights, and Marxism. Many ideas rose up in history but these had the biggest impact. Heliocentrism was opposed by the church, natural rights was a problem to dictators or monarchs, and Communism made a new party.

The earth was in the middle of the solar system. ~~That~~ That how it was back then. Based on document 1, the church believed Ptolemy's earth centered universe. The church oppose anyone who believed anything else. Two people found out that the sun was in the middle of the solar system. Copernicus and Galileo the two ~~re~~<sup>searchers</sup> then made a method in the future called the scientific method.

Natural Rights used to be a "touchy" topic since the church controlled everything. Based on document 4, John Locke made four "key" ideas about natural right

John Locke idea made a huge impact even today. As based on document 5a in 1789, the declaration of rights took these ideas and perfected it. Based on document 5b, The U.N rewrote these rights and these natural are still used today.

Communism is a type of government made by Karl Marx. Based on document 7 its goal was to overthrow of bourgeois supremacy. It was a hard task for it to accomplish but it did spread. Based on document 8 V.I Lenin used these ideas to overthrow the czar and make a soviet government. The ideas later spread in china and cuba. Based on document 9 china used the ideas to give farm land to people who will use it.

These ideas have spread around the world and some countries still use them today. They had a huge impact on society creating new ways of life, thought and government.

## Anchor Level 1-A

### **The response:**

- Minimally develops some aspects of the task
- Is descriptive (*heliocentrism*: the Church believed Ptolemy’s Earth-centered universe; the Church opposed anyone who believed in anything other than Ptolemy’s theory; *natural rights*: John Locke’s idea made a huge impact even today; the United Nations rewrote John Locke’s ideas and they are still used today); lacks understanding (*natural rights*: they used to be a “touchy” topic since the Church controlled everything)
- Includes minimal information from documents 1, 2, 3, 4, and 5
- Presents little relevant outside information (*natural rights*: they were a problem to dictators and monarchs)
- Includes few relevant facts, examples, and details (*heliocentrism*: Ptolemy believed Earth was in the middle of the universe; Copernicus and Galileo found out that the Sun was in the middle of the solar system; *natural rights*: John Locke made four “key” ideas about natural rights; in 1789, the Declaration of Rights used John Locke’s ideas)
- Demonstrates a general plan of organization; includes an introduction that mentions a challenge faced by heliocentrism and presented by natural rights and a conclusion that states these ideas have spread around the world and some countries still use them today

**Conclusion:** Overall, the response fits the criteria for Level 1. Three ideas are addressed; however, only the first two can be rated. The response lacks any mention of a specific region influenced by heliocentrism and any explanation of the ideas of natural rights. This results in a surface treatment of the aspects that can be rated in this paper.

throughout history, Ideas have shaped and influenced various societies and regions. These ideas include heliocentrism, natural rights, and Marxism.

Copernicus made a theory, the theory is heliocentrism. In document one is says the purpose the sun, not the Earth was in the center of the solar system, the system used to explain the theory is the heliocentric system. The diagram in document one is a picture of the heliocentric system.

In Document four there are examples of natural rights. Locke's Advice on Government states All beings are equal and independent, and No one ought to harm another in his life, health, liberty, or possessions. In Document six it says victims can take it to court and go to trial. In Document five is says everyone has rights of liberty and security. It also says equal protection against any discrimination in violation of the Declaration.

throughout history, Ideas have

Shaped and influenced various societies and regions. these ideas include heliocentrism, natural rights, and marxism.

**Anchor Level 1-B**

**The response:**

- Minimally develops some aspects of the task
- Is descriptive (*heliocentrism*: Copernicus said the Sun not Earth was in the center of the solar system; *natural rights*: everyone had rights of liberty and security; includes weak application (*natural rights*: victims can take it to court and go to trial; equal protections against any discrimination is in violation of the Declaration)
- Includes minimal information from documents 1, 4, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*heliocentrism*: Copernicus made the theory; *natural rights*: Locke stated all beings are equal and independent and no one ought to harm another in his life, health, liberty, or possessions)
- 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 1. Relevant information is copied from the documents. However, attempts to summarize that information reveal a general lack of understanding concerning the influence of the ideas on societies or regions.

Throughout history many ideas have made a mark on societies around the world. The ideas that are shared with people can influence and shape their lives. Two examples of these ideas were heliocentrism, and natural rights. Heliocentrism was a scientific theory that the sun was ~~in~~ the middle of the universe. The theory influenced scientific thinking during the Renaissance. Natural rights was started by John Locke and encouraged people to fight for freedoms that they deserved.

Heliocentrism was a theory made by Nicolaus Copernicus a Polish astronomer. (Doc. 1) The heliocentric model of the ~~the~~ solar system said that the sun was in the middle of the universe. This idea replaced an old theory made by ~~Pto~~ Ptolemy and Aristotle that said the earth was the center of the universe.

Heliocentrism was an ~~an~~ idea that influenced the scientists of the Renaissance. New discoveries stimulate minds to further investigate matters, and got people to think differently. The Scientific Method was influenced by Galileo and Copernicus, and is still used today. (Doc. 3) Not everyone during their time was welcome to thinking differently though and were still trying to use the bible to prove scientists wrong. (Doc. 2) Galileo was executed for his ideas and contributions to science.

Natural Rights was another idea that influenced many societies. John Locke came up with this idea. Locke's major point about natural rights was that all ~~3~~ people were born equal and free. (Doc. 4) John's ~~was~~ idea was targeted at the government. He was sick of seeing people being restricted by what the government told them they could~~s~~ and couldn't do.

John Locke's ideas have influenced many societies around the world and ~~are~~<sup>are</sup> still inspiring people to win freedom today. The National Assembly of France used natural rights in their Declaration of the Rights of Man and the Citizen and the U.N. adopted the idea into their Universal Declaration of Human Rights. (Doc. 5a + 5b) Natural rights have inspired many independence movements and have led to the punishment of tyrants who have not ~~allowed~~ such rights to their people.

Ideas have a powerful effect on people. They can influence whole societies, on their belief ideas. Both heliocentrism and natural rights are ideas that are still with us today.



Throughout the course of history, many different ideas and theories have developed that have forever changed various societies and regions. These proposed ideas have shaped societies and ~~more~~ greatly contributed to what they have become today. These ideas include heliocentrism, the theory of a sun-centered solar system, and the natural rights of people.

The theory of heliocentrism was first developed by Polish astronomer Nicolai Copernicus in the 16th century. (Doc 1) Copernicus proposed that the sun was the center of the solar system, not the earth that Aristotle and Ptolemy had developed. For almost 2,000 years the Western thinking thought of the earth as the center. In a book called *On the Revolutions of Heavenly Bodies* Copernicus ~~was~~ introduced the heliocentric theory. This new idea spread quickly throughout Western civilizations. ~~It~~ It greatly influenced many societies and regions. It had a huge impact on people and other scientists that always believed in an earth centered solar system. Copernicus' discovery forever changed the theories of space and the solar system. At first, the theories of Copernicus greatly upset many Europeans. However, in time scientists began to accept the new ideas and ~~and~~ a new way of thinking about science

was developed. (Doc 3) This new way of thinking came to be known as the scientific method. Scientists began to observe the world around them and began to question ~~was~~ why did these things happen? This was a huge step in new discoveries of science.

The ideas of Natural Rights had a huge impact on all people in many societies and regions. John Locke proposed many new ideas and advice on government.

(Doc 4) Some of his key ideas were that all human beings are equal and independent, and governments were made and developed by the consent of the people.

These ideas were the building blocks for Natural Rights. The ~~de~~ Declaration of the Rights of Man and the Citizen (5a) and the Universal Declaration of Human Rights both stated that all human beings are born free and equal in rights ~~and~~ and everyone has rights to life, liberty, and security. (Doc 5b) These basic human rights are so important to all citizens in a country. These rights protect the citizen's well being and provide security. ~~They~~

These ideas have shaped societies and have helped society become what it is today. Society would not be the same if it was not for these scientists and scholars and people who were not afraid to develop their ideas and opinions that they believed in.

Throughout history, regions and societies have been shaped by the ideas of the times. These ideas include natural rights, the belief that all people are born with certain rights and Marxism. These two ideas are not very different, however, in countries where dictators have instituted communist governments based on human rights, including the idea of equality, have often been ignored. Both have, or had, great influence on the areas in which they were prevalent.

Although the idea of natural rights has not always been a part of history, these rights have always been there, just often violated by Emperors, Dictators, Kings and Queens, and everyday persons. These natural rights are human rights: rights that all humans are born with, and no other person has the right to violate. Thanks to John Locke, the idea of natural rights was brought to the public's attention. According to Document 4, Locke stated the two highly significant rights of, "No one ought to harm another in his life, health, liberty, or possessions," and, "Governments were made by the consent of the people." The first is important because it states the obvious, not one person in the world, as an individual, has the right to do harm to or kill another person. Having said this, it means that all persons of the world should be safe from those who disagree with or dislike them. The second is significant because it was a new idea for the time. Formerly,

governments were created to serve the monarchs and upper class, but according to Locke, the people, all people, have the right to a say in either what type of government is created, or once the government has been created, how it is run. Because of this second right, people began to see their governments differently, and so governments changed. The French Revolution is the perfect example. The estates system was unfair because even though the Third Estate made up a large majority of the population they were given little political power. Because of the common people's belief that their government was not working with the rights and interests of the people in mind, it was overthrown and eventually Louis XVI was beheaded. The French created the Declaration of the Rights of Man and the Citizen in this, they detail the rights that they as a people expected, and in Document 5a it states, "These rights are liberty, property, security, and resistance to oppression." Similarly at a much ~~later~~ later date, the Universal Declaration of Human Rights was created by the United Nations. The rights outlined by the UN are very similar to those of the French. And they are similar because the rights of all people are the same. According to document 5b, "All human beings are born free and equal in dignity and rights." This document was signed by the countries of the world and as such, it has theoretically

became the world's responsibility to uphold these rights. Even though these rights should be unquestionably upheld, they have been violated many times during genocides in places like Cambodia, Rwanda, Darfur, and Bosnia. Although the world agreed upon these rights, they have not always been honored. But, because they have been outlined and detailed, there is a greater chance that all human beings have equal rights, and will continue to have those rights.

Although it's highly probable that it will never exist, true communism would be an incredible thing. As it is though human desire to excel means that true communism can never really exist. Communism in its ideal is a classless society in which everyone is equal in society. According to document 7, the aim of the communist party is, "formation of the proletariat into a class, overthrow of the bourgeois supremacy [...]" Although the idea is good this classless society has never existed. In places like China, Russia, and Korea there has never been true communism because humans have the desire to do more, be better, achieve more, and so will not settle for being the same as everyone else. These countries did not promote equality. The people were mistreated and members of the Communist Party were promoted and treated better than others. As the ideas of communism spread, their effect was enormous. Several

governments were overthrown in favor of communism; for example the Bolshevik Revolution brought communism to the Soviet Union. According to document 8, the point of the revolution was to, "[...] have a Soviet government, an organ of power, in which the bourgeoisie will have no share whatsoever. The oppressed masses will themselves create a power." The people accepted communism because they believed it would give them what they wanted. They believed communism would solve their problems; and so communism took root. Even though Russia's Communism, Marxism, was not true communism, for a time, it was the government of the Soviet Union. Human rights were ignored, people were abused for the sake of power, and people sometimes lived in fear. This was life in the Soviet Union until the end of the Cold War.

Throughout history, ideas have been what has shaped regions and societies. The world, as a society, was changed by Locke's ideas of natural rights, human rights, and different countries were influenced by the ideas of Marxism, Communism. And even though these ideas are different, they are also ~~some~~ similar, not only in the way they have influenced the world, but in how they have changed the world.

Throughout history, many different ideas and philosophies have changed and influenced societies and regions. Two ideas that began in Europe and have had a global impact are heliocentrism and Marxism.

Heliocentrism is the belief that the Sun is the center of the solar system and the planets revolve around the Sun. Before this was accepted, most people believed in geocentrism or that the earth is the center of the universe. In the 16<sup>th</sup> century, Heliocentrism was proposed by a Polish astronomer named Nicolaus Copernicus (Doc 1). This was very controversial because the leading power, the church, opposed these ideas because they could lose power. However, over time more scientists and astronomers accepted Heliocentrism, including the well known Galileo Galilei (Doc 2). As a result of Copernicus's and Galileo's discoveries and their search for truth, a new way of thinking emerged, known as the Scientific Method (Doc 3). This seven step method encouraged scientists to look at the world differently and is still widely used today.

Marxism is the central belief of the Communist party. This idea was developed by Marx and Engels and is expressed in their Communist Manifesto. Karl Marx believed that the workers of the industrial revolution would join together and overthrow the bourgeoisie, who were the wealthier upper class, landowners (Doc 7). In England, there was not a great revolution of the proletariat

because the government made necessary reforms, pushed by the newly formed labor unions, but in Russia there was a revolution led by Vladimir Lenin, known as the Bolshevik revolution (Doc. 8). This revolution in Russia that was inspired by Marxism, marks the point when Russia became a communist nation. Lenin took Marx's ideas and changed them to fit the conditions in Russia. Instead of a revolution where the workers of the world unite and overthrow their bourgeois leaders in a capitalist society, Lenin led the revolution in a mostly agricultural society, where factory workers joined with other poor people to overthrow the rich aristocracy. The rise of communism in Russia created tension with democratic nations. China was also effected by Marxism because Mao Zedong and the Communists led a revolution in China that overthrew the Nationalists led by Jiang Jieshi. One difference between the Russian and Chinese revolutions was that in China the revolution was mostly supported by peasant farmers and in Russia the revolution was mostly supported by the factory workers and other Bolsheviks (Doc. 9). In conclusion Marxism and Heliocentrism changed and influenced societies and regions because Heliocentrism changed the way people look at the solar system; decreased the influence of the church and led to the Scientific Method and Marxism inspired Communist revolutions in Russia and China, and led to the start of the cold war.



Between the 14<sup>th</sup> and 18<sup>th</sup> century, European intellectuals embarked upon an era of discovery, inquiry and reasoning that forever shaped human history. Indeed, this time period is marked as an era of questioning of established institutions and seeking new forms of thought. As indicated in Doc 2, a letter written by Galileo Galilei, a new era of scientific thinking - the Scientific Revolution - emerged during this time period that questioned the teachings of the Church. Galileo notes his opponents "hurled various charges" at him. Yet the spirit of questioning conceived during the Scientific Revolution was not quelled and, in fact, proliferated during the Enlightenment era. As indicated by Doc 4, during this era men like John Locke questioned the theory of divine right and, instead, promoted the natural rights of men.

Doc 1 illustrates the Copernican Model of the universe - a model which sparked tremendous controversy throughout Europe. Prior to the conception of this model, the vast majority of Europeans embraced the Ptolemaic model of the universe in which Earth was located at the center of the universe and planets orbited in a realm where perfect spheres followed a circular path. Later Kepler did further research and proved through mathematical calculations that planets do not travel in circular orbits, but in elliptical orbits. Beyond these realms was heaven. Yet, Copernicus presented a model of the universe in which Earth was not the center, but yet another planet orbiting the sun. The Church condemned this model. Indeed, Galileo, too, was scorned for his research and observations which indicated that the planets were not

perfect spheres but had irregular surfaces. As noted in Doc. 2, many "... sought to deny and disprove" his theories. Indeed the bold questioning sparked by Copernicus and Galileo led to a decrease in the power of the Church and inspired others to question establishments such as the Church and the government.

Furthermore, Copernicus and Galileo inspired the creation of the Scientific Method, shown in Doc 3. The Scientific Method relies on organized research and experimentation to prove ideas.

Amid this era of the discovery came a generation of Enlightened Thinkers who questioned the established order in which men claimed divine right to rule absolutely.

John Locke was one of these thinkers. As indicated in Doc 4, Locke believed that "Governments were made by the consent of the people" not by divine sanction. These Enlightened ideas inspired revolutions in the British colonies in North America, in European colonies in Latin America, and in France, where "The Declaration of the Rights of Man and of the Citizen" was created. Doc 5a presents these rights inspired by Locke and the Enlightenment. Such rights include man's right "to be born and remain free." Indeed, as indicated in Doc 6, efforts have been made to embrace the ideas of Locke and persecute tyrants who deny people their natural rights such as in the cases of Pinochet of Chile and Habre of Chad. Unfortunately, violations of natural rights, also called human rights have not ended. Despite the United Nations'

Declaration of Human Rights, some people still see the denial of rights as a way to increase their power and do not seem to fear prosecution.

It is, thus, clear from the presented documents that the Scientific Revolution and the Enlightenment have had a profound impact upon history. The Scientific Revolution ushered in an era of questioning establishments, which inspired thinkers to analyze the rights of the individual. These thoughts have forever shaped history.

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Practice Paper A—Score Level 2

**The response:**

- Minimally develops all aspects of the task for heliocentrism and natural rights
- Is primarily descriptive (*heliocentrism*: new discoveries stimulated minds to further investigate matters and got people to think differently; not everyone during this time welcomed thinking differently and many were still trying to use the Bible to prove scientists wrong; *natural rights*: encouraged people to fight for freedoms that they deserved; Locke's ideas have influenced many societies around the world and are still inspiring people to win freedom today; they have led to the punishment of tyrants who have not allowed such rights to their people)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents little relevant outside information (*heliocentrism*: influenced scientific thinking during the Renaissance; *natural rights*: they have inspired many independence movements)
- Includes few relevant facts, examples, and details (*heliocentrism*: is a scientific theory that the Sun was in the middle of the universe; replaced an old theory of Ptolemy and Aristotle that said Earth was the center of the universe; the scientific method was influenced by Galileo and Copernicus and is still used today; *natural rights*: Locke's major point was that all people were born equal and free; the National Assembly of France used natural rights in their Declaration of the Rights of Man and the Citizen; the United Nations adopted the ideas into their Universal Declaration of Human Rights); includes an inaccuracy (*heliocentrism*: Galileo was executed for his ideas and contributions to science)
- Demonstrates a general plan of organization; includes an introduction that mentions the influence of heliocentrism and natural rights and a conclusion that restates the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. Good information is hinted at but falls short due to lack of specific details. Relevant statements and accurate details from the documents are incorporated in the discussion.

## Practice Paper B—Score Level 2

### The response:

- Minimally develops all aspects of the task for heliocentrism and natural rights
- Is primarily descriptive (*heliocentrism*: for almost 2,000 years, Western thinking was that Earth was at the center; it impacted people and scientists who always believed in an Earth-centered system; Copernicus' discovery forever changed the theories of space and the solar system; scientists began to observe the world around them and began to question why these things happened; *natural rights*: Locke's ideas were the building blocks for natural rights; basic human rights are important to all citizens in a country; rights protect the citizen's well being and provide security); includes faulty application (*heliocentrism*: the new idea spread quickly throughout western civilizations)
- Incorporates limited relevant information from documents 1, 3, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*heliocentrism*: Copernicus proposed that the Sun was the center of the solar system, not Earth as Aristotle and Ptolemy had developed; it was introduced by Copernicus in a book, *On the Revolutions of Heavenly Bodies*; a new way of thinking, the scientific method, was developed; *natural rights*: John Locke proposed many new ideas and advice on government; Locke's key ideas were that all human beings are equal and independent and governments were made and developed by the consent of the people; the Declaration of the Rights of Man and the Citizen and the Universal Declaration of Human Rights both stated that all human beings are born free and equal in rights and everyone has rights to life, liberty, and security)
- 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 appropriately selected and minimally addresses all parts of the task. General summative statements are included, but the lack of supporting examples and details detract from their effectiveness.

## Practice Paper C—Score Level 4

### The response:

- Develops all aspects of the task for natural rights and Marxism
- Is both descriptive and analytical (*natural rights*: have always been a part of history; all persons of the world should be safe from those who disagree with or dislike them; according to Locke, all people have the right to a say in what type of government is created or how it is run; people began to see their governments differently and so governments changed; Declaration of Human Rights was signed and has theoretically become the world's responsibility to uphold these rights; because natural rights have been outlined and detailed, there is a greater chance that all human beings will continue to have those rights; *Marxism*: although the idea is good, a classless society has never existed; the people in Russia accepted communism because they believed it would give them what they wanted and solve their problems and so communism took root)
- Incorporates relevant information from documents 4, 5, 7, and 8
- Incorporates relevant outside information (*natural rights*: estates system in France was unfair because even though the Third Estate made up a large majority of the population they were given little power; because of the common people's belief that their government was not working, the French government was overthrown and eventually Louis XVI was beheaded; even though natural rights should be unquestionably upheld, they have been violated many times during genocides in places such as Cambodia, Rwanda, Darfur, and Bosnia; *Marxism*: in countries where it has become the government, human rights have often been ignored; communism in its ideal is a classless society in which everyone is equal; in places such as China, Russia, and Korea, there has never been true communism because humans have the desire to do more, be better, achieve more, and so will not settle for being the same as everyone else; communist countries did not promote equality and the people were mistreated and the members of the Communist Party were promoted and treated better than others; in the Soviet Union, human rights were ignored, people were abused for the sake of power, and people sometimes lived in fear)
- Supports the theme with relevant facts, examples, and details (*natural rights*: they are rights that all humans are born with and that no other person has the right to violate; not one person in the world has the right to do harm to or kill another person; the French created their Declaration, which detailed rights that they as people expected; *Marxism*: aim of the Communist Party is the formation of the proletariat into a class and the overthrow of bourgeoisie supremacy; the Bolshevik Revolution brought communism to the Soviet Union)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state natural rights and Marxism are similar but different in the way that they have influenced and changed the world

**Conclusion:** Overall, the response fits the criteria for Level 4. A reliance on document information is offset by the inclusion of detailed outside information. The explanation of the ideas is adequate; however, the repetition of ideas weakens the response.

## Practice Paper D—Score Level 3

### The response:

- Develops all aspects of the task with little depth for heliocentrism and Marxism
- Is more descriptive than analytical (*heliocentrism*: it was very controversial because the leading power, the Church, opposed the idea because it could lose power; over time more scientists and astronomers accepted it, including Galileo; as a result of Copernicus' and Galileo's discoveries and their search for truth, a new way of thinking emerged; the scientific method encouraged scientists to look at the world differently and is still widely used today; *Marxism*: Lenin took Marx's ideas and changed them to fit the conditions in Russia; one difference between the Russian and Chinese revolutions was that in China, the revolution was mostly supported by peasant farmers and in Russia the revolution was mostly supported by the factory workers and other Bolsheviks)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*heliocentrism*: before it was accepted, most people believed in geocentrism or that Earth was the center of the universe; Copernicus' ideas helped lead to the decline of the Catholic Church; *Marxism*: Marx believed that the workers of the Industrial Revolution would join together and overthrow the bourgeoisie; in England, there was not a great revolution of the proletariat because the government made necessary reforms pushed by the newly formed labor unions; the Bolshevik Revolution in Russia was inspired by Marxism and marks the point when Russia became a communist nation; instead of a revolution where the workers of the world would unite and overthrow their bourgeoisie leaders in a capitalist society, Lenin led the revolution in a mostly agricultural society where factory workers joined with other poor people to overthrow the rich aristocracy; China was also affected by Marxism because Mao and the Communists led a revolution in China that overthrew the Nationalists led by Jiang Jieshi)
- Includes some relevant facts, examples, and details (*heliocentrism*: the belief that the Sun is the center of the solar system and the planets revolve around the Sun; proposed by Copernicus in the 16th century; *Marxism*: central belief of the Communist Party; developed by Marx and Engels and is expressed in their *Communist Manifesto*)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that summarizes influences of heliocentrism and Marxism

**Conclusion:** Overall, the response fits the criteria for Level 3. While the treatment of heliocentrism is dominated by document information, the discussion of Marxism utilizes substantial outside information. Although the response includes analytical statements, better integration and more thorough development of these ideas may have resulted in a Level 4 response.

## Practice Paper E—Score Level 4

### The response:

- Develops all aspects of the task for heliocentrism and natural rights
- Is both descriptive and analytical (*heliocentrism*: Copernican model sparked tremendous controversy throughout Europe; prior to the Copernican model, the vast majority of Europeans embraced the Ptolemaic model of the universe in which Earth was located in the center of the universe and where planets orbited in a realm where perfect spheres followed a circular path; the bold questioning sparked by Copernicus and Galileo led to a decrease in the power of the Church and inspired others to question establishments such as the Church and the government; *natural rights*: Locke believed that governments were made by the consent of the people not by divine sanction; efforts have been made to embrace the ideas of Locke and persecute tyrants who deny people their natural rights such as Pinochet in Chile and Habre in Chad; violations of natural rights, also called human rights, have not ended; despite the United Nations Declaration of Human Rights, some people see the denial of rights as a way to increase their power and do not seem to fear prosecution)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (*heliocentrism*: the Scientific Revolution questioned the theories of the Church; Kepler proved through mathematical calculations that planets do not travel in circular orbits, but in elliptical orbits; Galileo too was scorned for his research and observations, which indicated that the planets were not perfect spheres but had irregular surfaces; *natural rights*: John Locke questioned the theory of divine right and instead promoted the natural rights of men; Enlightenment ideas inspired revolutions in the British colonies in North America, in European colonies in Latin America, and in France)
- Supports the theme with relevant facts, examples, and details (*heliocentrism*: Copernicus presented a model of the universe in which Earth was another planet orbiting the Sun; the Church condemned the Copernican model; Copernicus and Galileo inspired the creation of the scientific method; the scientific method relies on organized research and experimentation to prove ideas; *natural rights*: Declaration of the Rights of Man and the Citizen was created in France and presents rights inspired by Locke, including man’s right to be born and remain free)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that relate the accomplishments of the Scientific Revolution to the theories of the Enlightenment

**Conclusion:** Overall, the response fits the criteria for Level 4. Selective quoting of document information is used as a stimulus for analysis and the integration of the detailed limited outside information. The theme that the spirit of questioning conceived during the Scientific Revolution set the stage for the Enlightenment Era is effectively carried through the discussion with a heavy reliance on the documents.

# Global History and Geography Specifications January 2011

## Part I Multiple Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Human and Physical Geography	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Change; Culture and Intellectual Life; Science and Technology; Human Rights; Political Systems; Economic Systems	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 January 2011 Regents Examination in Global History and Geography* will be posted on the Department's web site <http://www.p12.nysed.gov/osa/> 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.