

Through out history, the collapse of a Government and change has followed. There are many economic, cultural, and political change. These changes dramatically affected the lives of the people who lived there. For some it was disastrous and for others it was glorious.

One Empire in Europe that collapsed was Nicholas II's Russian Empire. Many things lead to the fall of Russia. For instance, starvation and taxation that angered it's people, who organized a revolution. Another reason was World War I. When Czar Nicholas II refused to pull out of the war he lost the support of his military. This lead to him being forced to give up power. This all lead up to the rise of communism in Russia, and it's new leader Vladimir Lenin.

After the Communist Revolution,

many changes occurred that would change and shape the lives of the Russian people. One change was their economy. Instead of the capitalistic policy ~~that~~ that they had before, they switched to a command ~~an~~ economy. A command ~~an~~ economy, is when the government decides what goods the country makes, instead of letting the people decide. ~~Their~~ Their politics changed along ~~with~~ with their economic changes. They had a Czar before and replaced it with a dictator.

Another Great empire that collapsed was the Roman Empire. Like Russia, the Roman Empire had many reasons for its collapse. One of the main reasons was their corrupt ~~government~~ government. Their corruption lead to debt. Another reason was the invasion of Germanic tribes. This all left the Roman

Empire in ruins.

This affected their people greatly. It led to the Dark Age, in which Europe was in chaos. This led to feudalism, which is when the people farm the land in exchange for security. In this type of system the people had no rights. There were also a lot of wars and fighting going on. It was also a decline in education and a decline in advancement in technology.

There are many more examples in history than the ones I have given to you. The Russian and Roman collapse are just some big examples of what happens to societies when they fall. We can only learn from ~~their~~ their mistakes and try not to repeat them.

### Anchor Level 3-C

**The response:**

- Develops all aspects of the task with little depth by discussing the collapse of Czar Nicholas II's government and of the Roman Empire
- Is more descriptive than analytical (*collapse of Czar Nicholas II's government*: when Czar Nicholas II refused to pull out of the war, he lost the support of his military; switched to a command economy in which government decides what goods the country makes; replaced czar with a dictator; *collapse of the Roman Empire*: led to the Dark Age in which Europe was in chaos; led to feudalism where people farm the land in exchange for security; decline in education and decline in advancement in technology)
- Includes some relevant facts, examples, and details (*collapse of Czar Nicholas II's government*: starvation and taxation; World War I; rise of communism; Vladimir Lenin; *collapse of the Roman Empire*: corrupt government; debt; invasion of Germanic tribes)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are restatements of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response relies on overgeneralizations and broad definitions to describe the collapse of governments and the changes resulting from these collapses. Although there are gaps in the chronology, the response demonstrates a basic understanding of events related to the task.

Empires will always fall, it is seen in history that every empire has a beginning and an end. Chaos is a good word to describe what the aftermath. But to be more specific, two empires really show how an empire can plummet to the ground and what happens after; the Roman Empire and the collapse of the Germans after WWII.

During the end of the Roman Empire, the country was spending more than it was selling, we call this a trade deficit. They would trade gold and silver for products from China. This caused them not to have enough money to fund their armies. Also, the new emperors who tried to reform the country, like Diocletian, did not do any good by splitting the country in half. After the collapse, the west side of Rome fell into the Dark Ages. Since there was no central government, gold was useless junk, and land became power under the new

governmental system of feudalism.

Germany was also hit hard after WWI ended. The country was blamed entirely for the war and was in huge debt to the Allied Powers. The reparations they had to pay, not to mention the huge toll of the war itself (with military weapons expenses and so forth), caused huge inflation in Germany and their economy to collapse entirely. People would have to cart a barrel of money to the store in order to buy bread after WWI. And Germans never really claimed defeat at the Treaty of Versailles. Well, every one became poorer in Germany until Hitler came along <sup>ironically</sup> started another war <sup>under a fascist not democratic like before</sup> that got everyone <sup>in Europe</sup> out of their economic depressions.

When countries are doing horrible, the people seem to give their government a lot of power. It is stunning how fast things can go from good to bad in history; but all we can do is

learn from our mistakes. to try to  
prevent past from resurrecting  
in the future.

**Anchor Level 2-A**

**The response:**

- Develops some aspects of the task in some depth by discussing the historical circumstances for the collapse of the Roman Empire, the development of feudalism after the collapse of the Roman Empire, and by mentioning the collapse of Germany after World War I
- Is primarily descriptive (*collapse of the Roman Empire*: trade caused them not to have enough money to fund their armies; after the collapse, the west side of Rome fell into the Dark Ages; land became power under the new governmental system of feudalism; *collapse of German government after World War I*: country blamed entirely for war and was in huge debt; reparations and huge toll of war caused huge inflation; Germany never really claimed defeat at the Treaty of Versailles); includes weak analysis (*collapse of the Roman Empire*: emperors like Diocletian did not do any good by splitting the country in half)
- Includes few relevant facts, examples, and details (*collapse of the Roman Empire*: spending more than selling; trade deficit; gold and silver for products from China; *collapse of German government after World War I*: Allied powers); includes some inaccuracies (*collapse of the Roman Empire*: gold was useless junk; *collapse of German government after World War I*: Hitler started a war that got everyone in Europe out of their economic depressions)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that focus on the negative aspects of the collapse of government

**Conclusion:** Overall, the response fits the criteria for Level 2. The changes mentioned that resulted from the collapse of the German government after World War I are not discussed or developed. The discussion of historical circumstances in Germany provides a focused narrative that demonstrates some understanding of this aspect. The treatment of Rome addresses both aspects of the task but is brief and overemphasizes the trade imbalance.

When a government collapses the nation is left in peril. The people ~~now~~ no longer have a leader and the control of business, military, and many other ~~pieces~~ pieces of society will no longer exist. Two examples of this were the Germans and the Japanese after the World Wars.

After World War One the mighty German government ~~fell~~ fell. This left the people poor, and ungoverned. The Germans were forced to pay reparations to help ~~load~~ ~~up~~ rebuild other nations after the intense destructive war. The German people were also left without a ruler. This caused the intense competition of many political parties to try and gain control ~~of~~ over Germany. The German people ended up electing Hitler as their new leader. Hitler caused immense reform in Germany and promised to help save the German people and restore them to their former glory. The ~~&~~ reforms Hitler made <sup>economically</sup> did help many people over all but they hurt major minorities living in German and



the surrounding nations Hitler conquered during World War Two Hitler cause the mass exterminations of Jews, Gypsies, Jehovah's witnesses and ~~the~~ ~~the~~ handicapped people. Any one Hitler viewed~~s~~ as different was killed. Hitler's plan did back fire on him when other nations fought against Hitler and defeated him in war.

Hitler may have believed his reforms and change in government were helping people but it only hurt them more to be beaten in war and once again left without a proper government.

Another example of governmental failure can be seen in Japan. After Japan finally surrendered to the Allies during World War Two, Japan ~~was~~ <sup>underwent</sup> ~~under~~ massive reforms. The old governmental system of Japan did not work for them anymore, they decided to become more western. Hirohito the Japanese emperor started major reforms by rebuilding Japan as a democracy. After World War

Two the Japanese island home land was destroyed and they needed assistance to get back on their feet. They also lost all their territories and were reduced in military power as a punishment of war. The U.S helped Japan get back on their feet becoming more western and a democracy. These reforms helped boost the Japanese Economy and their government. Without Hirohito's governmental changes Japan may have fallen to a larger defeat.

As we can see over time when governments fall the people are in trouble. They no longer have the structure to live by and this can cause immense problems. The Japanese and Germans learned a lot about reform and eventually changed in ways that would truly help their people.

## Anchor Level 2-B

### **The response:**

- Develops some aspects of the task in some depth by discussing circumstances that led to the collapse of the post–World War I government in Germany, a change resulting from the post–World War I collapse of government in Germany, and a change in post–World War II Japan
- Is primarily descriptive (*post–World War I government in Germany*: after World War I, the mighty German government fell; Germans were forced to pay reparations to help rebuild other nations after the destructive war; Hitler promised to help save German people and restore them to their former glory; hurt major minorities in Germany and surrounding nations conquered during World War II; beaten in another war and again left without a proper government; *post–World War II Japan*: after Japan finally surrendered to the Allies during World War II, Japan underwent massive reforms; United States helped Japan get back on its feet)
- Includes few relevant facts, examples, and details (*post–World War I government in Germany*: intense competition of many political parties to gain control over Germany; German people elected Hitler as their new leader; mass extermination of Jews, Gypsies, Jehovah’s Witnesses, and handicapped people; *post–World War II Japan*: old governmental system did not work for them anymore; reforms helped boost Japanese economy; democracy); includes an inaccuracy (*post–World War II Japan*: Hirohito, the Japanese emperor, started major reforms by rebuilding Japan as a democracy)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are slightly beyond restatements of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The response demonstrates limited knowledge in discussing the weakness of government prior to Hitler, the violation of human rights under Hitler, and the rebuilding of post–World War II Japan. Other aspects of the response are superficial such as the discussion of the circumstances leading to collapse of government in Japan and the errors about the role of Emperor Hirohito.

Throughout history there have been many types of events that have led to change. One of the most prevalent catalysts for change has been the collapse of a government. In both Germany and Cuba the collapse of government has led to ~~pro~~ profound change. In Germany, the collapse of a ~~democratic~~ representative voting system led to the rise of Hitler, and in Cuba, the collapse of Batista's government led to the rise of Fidel Castro.

In the early 1900's Germany was a militaristic powerhouse; however, they lost World War I. ~~to the Allies~~ As a result of the loss, a system of voting was put into place, and they were forced to sign the Treaty of Versailles. The Treaty of Versailles forced Germany to pay large war reparations, and resulted in economic hardship and unrest among the people. As the voting system of government became weaker, Hitler started to rise in popularity as the leader of the Nazi party. Hitler put the final nail in the coffin of the representative government and thus took power.

Once Hitler took power, he began to seek meeting goals he outlined in writings such as Mein Kampf and the Nuremberg laws. Eventually his reign and conspiring resulted in the start of world war II, the deadliest war the ~~war~~ world has ever seen.

After World War II, ~~across~~ across the pond, ~~is~~ ~~Cuba~~ Cuba was America's playground. The vast majority of land in Cuba was controlled by American corporations, and Cuba was a regular vacation spot for Americans. In the late 1950's and early 60's Castro ~~took~~ seized control from Batista and converted Cuba to a communist country. Castro took all of the American owned land and gave it to the Cubans. Eventually, as a result of the ~~failed~~ failed Bay of Pigs Invasion, Cuba accepted missiles from the USSR, which led to the Cuban Missile Crisis. This brought ~~to~~ the world ~~closest~~ <sup>closer</sup> to a nuclear ~~to~~ holocaust than it

had ever been. A trade embargo on Cuba still ~~exists~~ exists today as a result of the take over of Castro.

As the evidence shows, the collapse of governments ~~has been~~ ~~one~~ have been some of the largest ~~points in~~ turning points in history. Currently there are such changes in nations such as Libya

Anchor Level 2-C

**The response:**

- Develops some aspects of the task in some depth by discussing circumstances that led to the collapse of post–World War I Germany’s government and changes that occurred as a result of the collapse of Batista’s government
- Is primarily descriptive (*collapse of post–World War I Germany’s government*: forced to sign Treaty of Versailles, which forced Germany to pay large war reparations; Hitler, leader of Nazi Party, put final nail in coffin of representative government; *collapse of Batista’s government*: Castro converted Cuba to communist country; Cuba accepted missiles from USSR, which led to the Cuban missile crisis; brought world closer to a nuclear holocaust; trade embargo on Cuba still exists today as a result of takeover of Castro); includes weak application (*collapse of post–World War I Germany’s government*: as a result of loss of World War I, a system of voting was put in place)
- Includes few relevant facts, examples, and details (*collapse of post–World War I Germany’s government*: in early 1900s, Germany was a militaristic powerhouse; lost World War I; economic hardship and unrest; *collapse of Batista’s government*: Castro took American-owned land; failed Bay of Pigs invasion)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state the collapse of governments leads to change

**Conclusion:** Overall, the response fits the criteria for Level 2. The response demonstrates some understanding of the task. Lack of development of the changes resulting from the collapse of the German government with the rise of Hitler and of the historical circumstances leading to the collapse of the Batista government limits the response. In addition, some statements are overgeneralizations.

Throughout history, dramatic changes may occur that lead to the collapse of their government. The death of a leader, losing a war or a successful revolution can create these changes. Some examples of that, that happened in history were the collapse of the Soviet Union and the collapse of the Ottoman Empire. Collapses of governments create political, social and economic changes for the country.

Towards the end of the Cold War the Soviet Union was struggling. From the 5-year plans set up by Stalin and other reforms he added to make the Soviet Union better, really just destroyed it. After Stalin died Khrushchev came to power to try to get the country "destalinized." After Khrushchev and other Soviet leaders, Gorbachev came to power. He realized how the Soviet Union was dying away. In an attempt to bring the Soviet Union back to power he created perestroika and glasnost. Both of these programs opened Russia up but really ended up destroying it. Then the Soviet Union fell and they created a democracy and had their first democratic election. From the fall of Gorbachev, the Soviet Union had some

## Radical Changes.

Before the fall of the Ottoman Empire in 1917, they were falling apart. They were not unified and everyone else in Europe watched from the sidelines to see when it would fall. The Ottoman Empire was considered the "Sick Man of Europe." After they lost WWI, they collapsed and smaller countries were created. The biggest country that was made from the Ottoman Empire was Turkey. Ruled mostly by Muslims, Turkey was created and became its own country. Through the loss of a war, the Ottoman Empire was split up and created into separate countries. Dramatic changes can occur worldwide.

### Anchor Level 1-A

#### The response:

- Minimally develops some aspects of the task
- Is descriptive (*collapse of government of Soviet Union*: Gorbachev created perestroika and glasnost in attempt to bring Soviet Union back to power; Soviet Union fell and they had their first democratic election; *collapse of government of Ottoman Empire*: after they lost World War I, they collapsed and smaller countries were created; biggest country made up from the Ottoman Empire was Turkey); includes faulty analysis (*collapse of government of Soviet Union*: Stalin's five-year plans to make Soviet Union better really just destroyed it; *collapse of government of Ottoman Empire*: Europe watched from sidelines to see when the Ottoman Empire would fall)
- Includes few relevant facts, examples, or details (*collapse of government of Soviet Union*: Khrushchev; Gorbachev; perestroika; glasnost); *collapse of government of Ottoman Empire*: "Sick Man of Europe"; ruled mostly by Muslims)
- Demonstrates a plan of organization; includes an introduction that is a restatement of the theme and a very brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. While some characterizations are weak and generalized, the response shows an understanding of the task. The inclusion of more facts and details would have enhanced the response.



Changes have occurred after the collapse of government because of political, social, and economic changes. Other ways government has changed is from death of a ruler, defeat in war, or revolution from your people. Two ~~places~~<sup>situations</sup> where this happened was the <sup>collapse</sup> Soviet Union and Czar Nicholas II government.

Each situation had circumstances that led to the fall of the government. In the Soviet Union it was a result of the cold war and people revolting. The cold war was a long time period between the United States and democracies of the world against Soviet Union. The Soviets were competing to spread communism and make advances before America. The Soviets spent a lot of money on nuclear weapons and things like going to space that hurt its economy, leading to the fall of its government. Also in Berlin it lost after America did the Berlin airlift.

~~The~~ Under Czar Nicholas II people revolted leading to its collapse. He was a totalitarian ruler who gave its people no rights. Eventually after they kept revolting the government was overthrown by its people.

In both cases after the gov't collapsed it helped its people. It gave its people more rights, and helped the economy. In Russia some capitalist ideas were introduced in Mikhail Gorbachev's perestroika and Glasnost, which ~~gave~~ gave people private ownership of land.

Revolutions, political, economical, and social have all led to the collapse of government. In ~~the~~ the Soviet Union it was a result of the Cold War and in Czar Nicholas II government it was because of revolutions by its people. After the collapses the people got more rights and the economy ~~to~~ began ~~to~~ come back.

## Anchor Level 1-B

### **The response:**

- Minimally develops some aspects of the task by mentioning circumstances leading to the collapse of the Soviet Union and the general circumstances preceding the collapse of the government of Nicholas II
- Is descriptive (*collapse of the Soviet Union*: Soviets were competing to spread communism and make advances before America; Soviets spent a lot of money on nuclear weapons and things that go into space that hurt its economy, leading to fall of its government; *collapse of the government of Nicholas II*: he was a totalitarian ruler who gave its people no rights)
- Includes few relevant facts, examples, or details (*collapse of the Soviet Union*: result of Cold War; Cold War was a time period between United States and democracies of world against Soviet Union; *collapse of the government of Nicholas II*: government overthrown by its people); includes inaccuracies (*collapse of the Soviet Union*: result of people revolting; Soviet Union lost Berlin after America did the Berlin airlift; in both cases, after the government collapsed, it gave the people more rights and helped the economy)
- Demonstrates a plan of organization; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. The response is unevenly developed, but details relevant to some topics indicate limited pockets of knowledge. However, the vagueness of some details makes it difficult to know which collapse is being addressed. The response is a mix of relevant and irrelevant information and lacks a clear understanding of cause and effect.

All throughout history, the sudden death of a ruler, defeat in a war, or a successful revolution have led to the collapse of a government. After that government has fallen, many political, economic, and social changes have occurred. Two great examples of this are the collapse of the Soviet Union, and the collapse of Louis XVI's absolute monarchy.

In the years leading up to the fall of the Soviet Union, Soviet leaders faced many problems. For example, the Soviet economy had been spiraling downwards and production was low. Also, the quality of goods being produced was poor due to lack of incentives for workers under the Communist system. Instead of dealing with these problems, old-school Soviet leaders tried to hide them, and just "swept them under the rug." That is, until Mikhail Gorbachev came to power. Gorbachev instituted a series of reforms which included perestroika, which tried to restructure the Soviet economy by injecting ideas of capitalism, and glasnost, or openness. Opposed by many older Soviet leaders, these policies were not carried out well and became ineffective. Gorbachev also refused to follow the Brezhnev Doctrine, and this allowed many nationalist groups to break away from the Soviet Union and ultimately gain self-determination. Gorbachev's policies led to the fall of the iron curtain in Europe and the collapse of the Soviet Union.

There were many political, social, and economic changes that occurred after the collapse of the Soviet Union. The fall of the Soviet Union marked the end of the Cold War, and the rise of the United States as

the world's sole superpower, also, now that the iron curtain had fallen the Soviet satellites were no longer under Soviet control, and determined their own paths. Some nationalist groups, like the Czechs, were able to gain their independence and established their own nation, called the Czech Republic. All throughout the world, some Communist ideas began to be replaced with ideas of democracy and capitalism.

Another great example of the fall of a government leading to a number of political, economic, and social changes was the fall of Louis XVI's absolute monarchy as a result of the French Revolution. This revolution occurred in a time where Enlightenment ideas of natural rights and democracy were spreading. People began to demand basic protection of their natural rights from their government. Also, the revolution occurred mainly out of the conditions of the Ancien Regime. Under Louis XVI's absolute monarchy, almost all the power in France was held by a very small, wealthy elite. The majority of people were poor and poverty stricken. Also, the absolute monarchy was inefficient and was not meeting the needs of its people. As a result, the people of France stormed the Bastille and demanded change. This led to a successful French Revolution and the collapse of Louis XVI's absolute monarchy.

The fall of Louis XVI and his government had a huge impact all over the globe. After the revolution, the French people looked for a strong leader. That leader was Napoleon, who led a campaign of conquering and domination. He instituted some economic reforms and codified laws in France, but he ruled as a dictator. Eventually, many

years after the Age of Napoleon, a democracy was set up in France. The French Revolution also sparked nationalist revolutions all around the globe.

As you can see, the fall of Louis XVI's absolute monarchy, and the collapse of the Soviet Union are two great examples of how the sudden death of a ruler, the defeat in a war, or successful revolution have led to a collapse of a government, and how the collapse of that government has led to numerous political, economic, and social changes around the world.

~~There~~ There are many examples where there is a collapse of the government. Whether it's from a death, loss of war, or winning a war. Some of them are the collapse of the Soviet Union and the collapse of Czar Nicholas's II's government. They both have political, economic, and social changes that occurred following the collapse.

First, the collapse of the Soviet Union. Now it is just a place called Russia. In the beginning it split up into two different parts. It was the Soviet Union and Russia. Then soon after Russia gained back that part of its land from the Soviets. The Soviet Union did not help and do what it was supposed to do. So the whole thing just became Russia again.

Second, is the collapse of Czar Nicholas II's government. He was the ruler of ~~Rome~~ Rome. Czar Nicholas II was assassinated shortly after gaining power in Rome. The government collapsed and now it's just a place called old Rome.

Many different governments have collapsed in history. Due to all sorts of different reasons. Czar Nicholas II and the Soviet Union are just a few.

A successful revolution often leads to the collapse of a government, as that was the goal of the revolution in the first place. Two such revolutions were the French Revolution in the 18<sup>th</sup> century, and the Fascist revolution in Italy. Both revolutions ended the monarchy in their respective nations, yet the impacts of each were incredibly different because the new governments were complete opposites: democracy in France and Fascism in Italy.

Liberté, Egalité, Fraternité! This was the cry of the French mobs and radicals, calling for an end to inequality and oppression of the Third Estate. Up until this point, the Third Estate paid all the taxes, owned the least amount of land even though it was the largest body in the government and were treated incredibly unfairly by the upper class. Towards the end of 1700's, France was in deep debt and King Louis XVI called for a meeting of the Estates General to resolve the issue. The Third Estate called for radical changes: the three Estates would meet together and each member would get 1 vote, allowing for the Third Estate to hold the majority. After being locked out of the meeting for their radical suggestions, the Third Estate declared themselves the National Assembly and vowed not to rest until a constitution was established. After the Bastille prison was taken over by workers and peasants, a period of time called the Great Fear followed. When radical brigades terrorized the countryside, Louis XVI was forced to live in Paris under house arrest. The National Assembly quickly swept away all the old traditions of the Ancien Régime. The Declaration of the Rights of Man was drawn up, the Church's lands seized and redistributed and all privileges of the upper class were swept away. In effect, a constitutional monarchy was created. The



bourgeoisie had a powerful voice now in the government and the idea of an absolute monarch and divine right would not return to France.

In Italy, after World War I, a revolution occurred also, but went in a completely opposite direction. Italy had fallen on hard times during a depression and Italians were still disgruntled about the Treaty of Versailles and the debts they owed. In addition, Italy had not gotten the land she had been promised. Benito Mussolini, a newspaper editor, promised to return ~~to~~ the glory of Italy. Leading a march on Rome, accompanied by his followers, he forced King Emmanuel to name him leader of Italy, Il Duce. Mussolini instituted Fascism: rights were non-existent, a cult of personality set up and the state placed above the individual. Italy became a totalitarian state, much like Nazi Germany.

Revolutions, successful ones, alter governments in radical ways. They change social and political structures, although as we can see in Italy and France, can do it in radically different ways.

Throughout history, many good governments have ~~collapsed~~ collapsed. Through these destructions of government many social ~~and~~, economic, and political changes took place. Whatever the reason for this governmental collapse, be it through revolution or a loss in war, these changes greatly take place. Two examples of this are the fall of ~~the French monarchy~~ Louis XVI's government and the fall of Czar Nicholas II's government.

After the American Revolution, a new revolution was taking place over seas; the French Revolution. The ~~peasants~~ peasants were ~~not~~ treated unfairly and economic times were horrible. The price of bread was high and the peasants were basically a powder keg ready to blow. The ~~bourgeoisie~~ bourgeoisie was angered at ~~the~~ the fact that though they were educated and ~~had~~ had money, they were not allowed as much rights in government as those above them. Many blamed the king Louis XVI for the terrible times. The bourgeoisie riled up the powder keg of peasants and started the revolution against the French monarchy. Louis XVI and his wife Marie Antoinette were killed and their

government collapsed.

After this, the French people had a hard time coming up with a new government. They tried to make democratic reforms but had a hard time stabilizing the government. Many people grew suspicious of others not ~~being~~ being for the revolution and had them killed. Eventually the French government was handed over to Napoleon Bonaparte.

Another government lost to revolution was Czar Nicholas II's of Russia. Many of the Russian peasants disliked the Czar due to his involvement in WWI ~~and~~ and causing some economic problems. The last straw was when some people protested on the Czar's ~~the~~ winter ~~place~~ place and were killed by his guards. This event is known as bloody Sunday. A revolution took place and was lead by Vladimir ~~Dmitriyev~~ <sup>Lenin</sup>. He believed in the ideals of communism and lead his followers (the Bolsheviks) against the Czar. The Czar and his entire family, including his young children, were killed. Vladimir Lenin took control of the government. With this, ~~the~~ Russia became communist.

after Lenin died, the people of Russia were forced to live under the harsh rule of Joseph Stalin. He caused the death of millions of people (Polish, Ukrainians, and his own people) through purges. He also sent people to prison camps called gulags and limited the rights of people.

Governments have ended throughout history. They could end due to revolution, like Louis XVI's government and Czar Nicholas II's government. Many social, <sup>political</sup>, and economic changes occur from this.

The cause for a collapse of a government is usually as a result of a leader's death, losing a war or winning. All of changes therefore occur after. They are usually political, social or economic changes. The collapse of Louis XVI government and the Soviet Union are two examples.

Louis XVI was an absolutism ruler. There were three estates when he was ruler. The third estate which was the lowest class <sup>were in</sup> ~~and~~ economically really bad ~~conditions~~ economic conditions. They were poor and had no say in the government. As a result of their poor conditions they revolted. As a result of their revolt Louis's government collapse because it became weak and unstable. After this another ruler named Napoleon came to power and provided stability finally. Napoleon ~~help~~ helped the economy and government become stable again.

In the Soviet Union the type of

government that was used was Communism. A major war that the Soviet Union was involved in was the Cold War. As a result of the Cold War Communism collapsed. Communism was when basically one ruler had complete power. So after it fell it effected many places. As a result of it falling in led to terrorism. Since <sup>countries</sup> people were unstable after Communism fell <sup>countries</sup> people they were stable attacked them. Also some other countries became democratic.

collapse of a government as a major impact on a country. whether it is a result of their leader dying or because a war things will change either for the better or ~~good~~ not. Politically, socially and economically a country could improve or become unstable.

## Practice Paper A—Score Level 4

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the historical circumstances more thoroughly than the changes that occurred for both the collapse of the Soviet Union and of Louis XVI's government
- Is both descriptive and analytical (*Soviet Union*: instead of dealing with problems, old-school Soviet leaders tried to hide them and just “swept them under the rug;” Gorbachev instituted a series of reforms to restructure the Soviet economy by injecting ideas of capitalism; Gorbachev refused to follow the Brezhnev Doctrine, and this allowed many nationalist groups to break away from Soviet Union; Gorbachev's policies led to the fall of the iron curtain in Europe and the collapse of the Soviet Union; rise of the United States as the world's sole superpower; some nationalist groups, like the Czechs, gained independence and established their own nation, called the Czech Republic; *Louis XVI's government*: Enlightenment ideas of natural rights and democracy were spreading; people began to demand basic protection for their natural rights from their government; almost all power held by a very small, wealthy elite; people stormed the Bastille and demanded change; Napoleon led a campaign of conquering and domination; Napoleon instituted some economic reforms and codified laws; eventually, democracy was set up in France; French Revolution sparked nationalist and democratic revolutions all around the globe)
- Supports the theme with relevant facts, examples, and details (*Soviet Union*: Soviet economy was spiraling downwards and production was low; quality of goods poor due to lack of incentives under communist system; perestroika; glasnost or openness; self-determination; end of Cold War; some communist ideas replaced with ideas of democracy and capitalism; *Louis XVI's government*: French Revolution; Ancien Regime; majority of people poverty-stricken; inefficient absolute monarchy; after the revolution, people looked for a strong ruler; dictator; Age of Napoleon)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The strength of the response is the quality of analysis, especially in the instance of the Soviet Union. However, this is offset by the limited development of changes that occurred as a result of the collapse of both governments.

## Practice Paper B—Score Level 0

**The response:** Fails to address the task

**Conclusion:** The response fits the criteria for Level 0. Although the response mentions two of the suggested topics, the information provided is completely inaccurate.

## Practice Paper C—Score Level 3

### The response:

- Develops all aspects of the task with little depth by discussing the collapse of Louis XVI's government and of Italy's post-World War I government
- Is more descriptive than analytical (*collapse of Louis XVI's government*: Liberté, Egalité, Fraternité! This was the cry of the French mobs and radicals, calling for an end to inequality and oppression of the Third Estate; Third Estate called for radical change: the three Estates would meet together and each member would get one vote, allowing the Third Estate to hold the majority; Third Estate declared themselves the National Assembly and vowed not to rest until a constitution was established; National Assembly swept away all old traditions of Ancien Regime; Declaration of Rights of Man was drawn up; Church land seized and redistributed; privileges of upper class swept away; in effect, a constitutional monarchy was created; *collapse of Italy's post-World War I government*: after World War I, a revolution occurred, but went in a completely opposite direction; Italy had fallen on hard times during a depression; Italy had not gotten the land she had been promised; Mussolini instituted fascism; rights were nonexistent; cult of personality set up; state placed above the individual; Italy became a totalitarian state)
- Includes some relevant facts, examples, and details (*collapse of Louis XVI's government*: France in deep debt; king called for meeting of Estates General to resolve issue; Bastille prison; Great Fear; absolute monarch and divine right would not return to France; *collapse of Italy's post-World War I government*: Benito Mussolini, a newspaper editor, promised to return the glory of Italy; Mussolini led March on Rome and forced King Emmanuel to name him leader of Italy, *Il Duce*; Nazi Germany); includes a minor inaccuracy (*collapse of Louis XVI's government*: Third Estate paid all the taxes)
- Demonstrates a satisfactory plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that is a brief restatement of the theme
- **Conclusion:** Overall, the response fits the criteria for Level 3. The depth and breadth of knowledge suggested in the numerous facts, examples, and details indicates the potential for a higher score level if both topics had been more fully developed. Choosing to treat changes resulting from collapse of Louis XVI's government in the first stage of the French Revolution, while limited, fulfills the requirements of the task.



## Practice Paper D—Score Level 3

### The response:

- Develops all aspects of the task with little depth by discussing the collapse of Louis XVI's government and of Czar Nicholas II's government
- Is more descriptive than analytical (*collapse of Louis XVI's government*: bourgeoisie angered that although they were educated and had money, they were not allowed the same rights in government as those above them; Louis XVI and his wife Marie Antoinette killed; new government tried to make democratic reforms but had a hard time stabilizing the government; many people suspicious of others not being for the revolution and had them killed; French government was handed over to Napoleon Bonaparte; *collapse of Nicholas II's government*: many Russian peasants disliked the Czar due to his involvement in World War I and for causing some economic problems; Russia became communist; after Lenin died, people of Russia forced to live under harsh rule of Joseph Stalin; Stalin caused deaths of millions)
- Includes some relevant facts, examples, and details (*collapse of Louis XVI's government*: American Revolution; peasants treated unfairly; price of bread high; *collapse of Nicholas II's government*: protest at Czar's winter palace; Bloody Sunday; Vladimir Lenin; Bolsheviks; Czar and family killed; purges; gulags); includes some chronological inaccuracies in the historical circumstances leading to the Russian Revolution
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are restatements of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response demonstrates a general understanding of the background to the French Revolution but relies on overgeneralizations. The discussions of changes that occurred as a result of the collapses are brief but substantive.

## Practice Paper E—Score Level 1

### **The response:**

- Minimally develops some aspects of the task
- Is descriptive (*collapse of Louis XVI's government*: three estates when Louis XVI was ruler, Third Estate was in bad economic condition and had no say in government; another ruler named Napoleon came to power and provided stability; *collapse of Soviet Union*: as result of Cold War, communism collapsed); includes faulty application (*collapse of Soviet Union*: led to terrorism)
- Includes few relevant facts, examples, or details (*collapse of Louis XVI's government*: an absolute ruler; *collapse of Soviet Union*: some other countries became democratic)
- Demonstrates a 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. The use of a few applicable facts and details frames the brief discussion of the collapse of the government of Louis XVI. Although a limited understanding of the collapse of the Soviet Union is suggested, the response lacks facts and details. The response demonstrates little understanding of the changes that resulted from the collapse of the Soviet Union.

# Global History and Geography Specifications January 2013

## Part I Multiple Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Change—Collapse of Government	Standards 2, 3, 4, and 5: World History; Geography; Economics, Civics, Citizenship, and Government
Document-based Essay	Movement of People and Goods; Needs and Wants; Human and Physical Geography; Environment and Society; Factors of Production; Science and Technology; Imperialism; Interdependence	Standards 2, 3, and 4: World History; Geography; Economics

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 2013 Regents Examination in Global History and Geography* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.**

### **Submitting Teacher Evaluations of the Test to the Department**

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

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.