

# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME  
**2 OF 2**  
DBQ

## TRANSITION EXAM IN GLOBAL HISTORY AND GEOGRAPHY — GRADE 10

Thursday, June 20, 2019 — 9:15 a.m. to 12:15 p.m., only

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

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site at: <http://www.p12.nysed.gov/assessment/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

#### Contents of the Rating Guide

For **Part III A** Scaffold (open-ended) questions:

- A question-specific rubric

For **Part III B** (DBQ) essay:

- A content-specific rubric
- Five prescored anchor papers ordered from score levels 5 to 1
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

General:

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

#### Mechanics of Rating

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

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### Rating the Essay Question

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.
- (3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

### Rating the Scaffold (open-ended) Questions

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

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

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

**Transition Exam in Global History and Geography (Grade 10)**  
**Content Specific Rubric**  
**Document-Based Question**  
**June 2019**

**Document 1a**

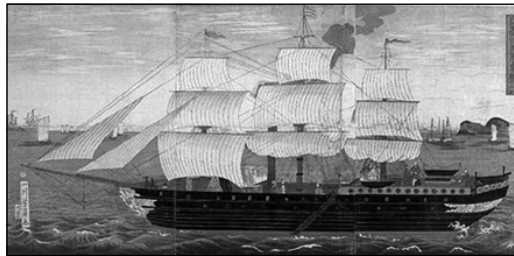
In the mid-1800s, the Tokugawa shogunate was weak and faced external threats. This passage explains the situation.

... Most of all the Japanese realists noticed what had happened to China—noticed, and were appalled. China was not just another country but the Middle Kingdom, the Central Country. Its emperor had historically referred to Japan's emperor as "your little king." A new China had been carved up by Westerners, debauched [corrupted] by opium and left totally unprotected by either the Ch'ing dynasty or armed force. If the British and French could polish off China, what hope was there for little Japan—against Britain, France, Russia and the United States? Japan could try to enforce its seclusion law, said one of its very shrewdest leaders after the Biddle affair, but if "the foreigners retaliated, it would be a hopeless contest, and it would be a worse disgrace for Japan." . . .

Source: James Fallows, "When East met West: Perry's mission accomplished," *Smithsonian*, July 1994

**Document 1b**

**Japanese Wood Block Print Depicting One of Perry's Ships**



... On July 8, 1853 four black ships led by USS *Powhatan* and commanded by Commodore Matthew Perry, anchored at Edo (Tokyo) Bay. Never before had the Japanese seen ships steaming with smoke. They thought the ships were "giant dragons puffing smoke." They did not know that steamboats existed and were shocked by the number and size of the guns on board the ships. . . .

Source: "Commodore Perry and the Opening of Japan," U.S. Navy Museum online

**1 Based on these documents, what is *one* fear Japanese leaders had for their country?**

**Score of 1:**

- States a fear Japanese leaders had for their country based on these documents  
*Examples:* other countries would take over/foreign countries taking over/would be taken over as China had been; other countries would invade; other countries would carve them up; Britain/France/Russia/United States were too strong for Japan; the disgrace of losing to a foreign country; if China could not stand up to the Western powers, how could Japan; feared Perry's ships; feared number and size of guns onboard ships; fear of steamships; hopeless contest would be waged with the foreign powers; foreign retaliation; foreign steamships armed with guns would invade; being defeated/taken over by foreigners/Britain/France/Russia/United States; the Japanese would be corrupted by opium; external threats

**Score of 0:**

- Incorrect response  
*Examples:* they liked Commodore Perry's ships; foreign countries would leave Japan; being left totally unprotected by the Ch'ing dynasty/Ch'ing armed force
- Vague response  
*Examples:* realists noticed what had happened; it was the mid-1800s; Japanese wood blocks; China was the Middle Kingdom

## Document 2a

. . . As the object of modernisation was to obtain equal treatment by the West many of the cultural innovations, besides being more than outward forms to the Japanese themselves, had an important psychological influence on Western diplomats and politicians. Under the [Tokugawa] shogun, members of the first Japanese delegation to the United States in 1860 wore traditional samurai dress with shaved pate [top of the head] and long side hair tied in a bun and carried swords. Under the [new Meiji] emperor, Western-style haircuts were a major symbol of Westernisation. Soldiers and civilian functionaries [officials] wore Western-style uniforms, and politicians often adopted Western clothes and even full beards. In 1872 Western dress was prescribed for all court and official ceremonies. Meat eating, previously frowned on because of Buddhist attitudes, was encouraged, and the beef dish of sukiyaki was developed at this time. Western art and architecture were adopted, producing an array of official portraits of leading statesmen as well as an incongruous [incompatible] Victorian veneer [appearance] in the commercial and government districts of the cities and some rather depressing interiors in the mansions of the wealthy. . . .

Source: Richard Perren, "On the Turn—Japan, 1900,"  
*History Today*, June 1992

## Document 2b

### Picture of Songs Amid Plum Blossoms



Source: Hashimoto Chikanobu,  
December 1887 (adapted)

### 2a According to Richard Perren, what was *one* reason the Japanese government adopted Western cultural innovations?

#### Score of 1:

- States a reason the Japanese government adopted Western cultural innovations according to Richard Perren  
*Examples:* to obtain equal treatment by the West; was an outward sign of change to the Japanese themselves; to achieve important psychological influence on Western diplomats and politicians; as a symbol of westernization; to show they were changing; as a sign to Western diplomats they were changing; to look more like Westerners to Western diplomats; to modernize

#### Score of 0:

- Incorrect response  
*Examples:* to reject Western influence; meat eating was encouraged; to show they would not give up traditional dress; the Tokugawa shogun was new
- Vague response  
*Examples:* Buddhist attitudes; was incongruous with Victorian veneer; to sing songs amid plum blossoms; ceremonies were official
- No response

**2b Based on these documents, state *one* way westernization influenced Japanese culture during the rule of Emperor Meiji.**

**Score of 1:**

- States a way westernization influenced Japanese culture during the rule of Emperor Meiji based on these documents  
*Examples:* adopted Western-style haircuts; adopted Western clothes; full beards were adopted; Western-style uniforms were worn; meat eating was encouraged; Western art was adopted; Japanese produced an array of official portraits of leading statesmen; adoption of Western architecture; a Victorian veneer appeared in the commercial and government districts of the cities; Western music was adopted; Western musical instruments were adopted; practices previously frowned on were now encouraged; the beef dish of sukiyaki was developed; Western dress was prescribed for all court and official ceremonies; women wore Western-style clothing; women played Western-style musical instruments; traditional samurai dress was abandoned for meetings with Westerners

**Score of 0:**

- Incorrect response  
*Examples:* prohibited Western dress for official ceremonies; forced to carry swords; politicians shaved their beards; Western art was removed; Buddhist attitudes were encouraged
- *Vague response*  
*Examples:* prescribed for all court and official ceremonies; produced an array; pictures of songs
- No response

## Document 3

### Growth of Nationalism Under the Meiji

. . . Nationalism also emerged in Japan in the 1880s, but there under [Meiji] government sponsorship after a period of vigorous Westernization. During the 1870s large numbers of Western advisers had poured into Japan, staffing and administering much of the growing school system, among other duties. Conservative officials, including the emperor, worried that Western individualism and other corrosive [destructive] values might damage Japanese culture, and they called on nationalism, supplemented by a revived Shinto religion and other, partially invented traditions, to support more assured loyalty to state and hierarchy. Nationalism began to be used to motivate higher production, economic sacrifices, and other qualities that helped propel rapid development; it soon sparked a new imperialism as well. . . .

Source: Peter N. Stearns, *Cultures in Motion: Mapping Key Contacts and Their Imprints in World History*, Yale University Press

### 3 According to Peter N. Stearns, what is *one* way the conservative Japanese officials attempted to prevent westernization from damaging Japanese traditions?

#### Score of 1:

- States a way conservative Japanese officials attempted to prevent westernization from damaging Japanese traditions according to Peter N. Stearns  
*Examples:* revived Shinto religion; encouraged/supported partially invented traditions; they encouraged nationalism; used nationalism to support more assured loyalty; used nationalism to motivate higher production/economic sacrifice; used nationalism to propel rapid development; nationalism was used to spark a new imperialism; nationalism

#### Score of 0:

- Incorrect response  
*Examples:* Western advisers had poured into Japan; Westerners staffed/administered a growing school system; banned Shinto religion; discouraged nationalism; production was decreased
- Vague response  
*Examples:* Meiji government emerged; westernization was vigorous; emperor worried; key contacts were mapped; Western individualism; partially invented
- No response

## Document 4a

### 1918

- World War I ends; Ottoman lands in southwest Asia divided into European-controlled mandates
- Britain, France, Italy, and Greece occupy Turkish lands in Asia Minor

### 1920–1922

- Kemal Atatürk forms nationalist government; conflict erupts between Atatürk's government and government of Sultan Mohammed VI
- Sultan Mohammed VI forced to abdicate throne

### 1923

- Treaty of Lausanne establishes borders of Turkey
- European powers recognize Turkey as a country
- Turkey officially declared a republic with Atatürk as leader

Source: Based on L. E. Snellgrove, *The Modern World Since 1870*, Longman Group

### 4a According to this chart, what was *one* problem Turkey faced that convinced Atatürk that Turkey needed to undergo major changes?

#### Score of 1:

- States a problem Turkey faced that convinced Atatürk that Turkey needed to undergo major changes according to this chart

*Examples:* after World War I, Ottoman lands divided; Ottoman lands in southwest Asia divided into European-controlled mandates; land divided into mandates; Britain/France/Italy/Greece occupied Turkish land in Asia Minor; loss of lands in Asia Minor; conflict between Sultan's government and Kemal Atatürk's government; loss of lands; lost control of some of its land

#### Score of 0:

- Incorrect response  
*Examples:* Sultan restored to the throne; Turkey declared a republic; recognition of Turkey as a country by European powers; Ottoman lands unified after World War I; abdication of Atatürk from the throne
- Vague response  
*Examples:* Treaty of Lausanne; end of World War I; officially declared
- No response

## Document 4b

...No nation was ever founded with greater revolutionary zeal than the Turkish Republic, nor has any undergone more sweeping change in such a short time. In a very few years after 1923, Mustafa Kemal Atatürk transformed a shattered and bewildered nation into one obsessed with progress. His was a one-man revolution, imposed and steered from above. Atatürk knew that Turks were not ready to break violently with their past, embrace modernity and turn decisively toward the West. He also knew, however, that doing so would be the only way for them to shape a new destiny for themselves and their nation. So he forced them, often over the howling protests of the old order.

The new nation that Atatürk built on the rubble of the Ottoman Empire never could have been built democratically. Probably not a single one of his sweeping reforms would have been approved in a plebiscite [public vote]. The very idea of a plebiscite, of shaping a political system according to the people's will, would have struck most Turks of that era as not simply alien but ludicrous [ridiculous]. . . .

Source: Stephen Kinzer, *Crescent and Star: Turkey Between Two Worlds*, Farrar, Straus and Giroux, 2001

### 4b According to Stephen Kinzer, what was *one* problem Atatürk faced as he forced his country to change?

#### Score of 1:

- States a problem Atatürk faced as he forced his country to change according to Stephen Kinzer  
*Examples:* nation shattered/bewildered at start of republic; Turks were not ready to embrace modernity; Turks not ready to break with the past and turn to the West; howling protests of the old order; the old order protested change; building the new nation on the rubble of the Ottoman Empire; attempting reforms against the people's will; resistance

#### Score of 0:

- Incorrect response  
*Examples:* plebiscite shaped political system; people wanted new destiny and had revolutionary zeal; a nation willing to accept the West; democratic plebiscites; Turks supported modernity
- Vague response  
*Examples:* sweeping change; it was a short time; it was imposed from above; new destiny was shaped
- No response



## Document 5

. . . Powerful leaders used to be called “makers of history”; few so obviously deserve the title as Atatürk. Between 1923 and 1938, the year he died, he made this mostly Muslim country into a largely secular state, modeled on the nations of Western Europe. History has seen no national transformation swifter or more dramatic. In a little more than 15 years, he tried to accomplish the work of centuries.

He abolished the sultanate in 1922 and, a year later, exiled the caliph, took education away from the clerics and closed the religious courts. The effect of these measures was to separate church and state, something that had never happened before in western Asia. He banned the fez [traditional hat], which had become a symbol of Ottoman and Islamic orthodoxy, adopted a modified Latin alphabet, outlawed polygamy and championed equal rights for women. It’s largely because of Atatürk that, today, Turkish women have made their mark in medicine, law, even politics. Though her political future is currently in doubt, Tansu Ciller, Turkey’s bright, forward-looking prime minister [1993–1996], has been one of only a handful of women to head a government anywhere. . . .

Source: Eric Lawlor, “Isn’t modernizing a nation a serious business?,” *Smithsonian*, March 1996 (adapted)

### 5 Based on this excerpt from Eric Lawlor’s 1996 article, state *two* actions Atatürk took to make his country into a more modern, secular state modeled on the nations of Western Europe.

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* action Atatürk took to make his country into a more modern, secular state based on this excerpt from Eric Lawlor’s 1996 article

*Examples:* abolished the sultanate; exiled the caliph; took education away from the clerics; closed religious courts; banned the fez/banned a symbol of Ottoman and Islamic orthodoxy; adopted a modified Latin alphabet; outlawed polygamy; championed equal rights for women; separated church and state

**Note:** To receive maximum credit, two *different* actions Atatürk took to make his country into a more modern, secular state must be stated. For example, *banned the fez* and *banned a symbol of Ottoman and Islamic orthodoxy* is the same effect expressed in different words. In this and similar cases, award only *one* credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* appointed a bright forward-looking woman as prime minister; promoted the caliph; opened religious courts; established polygamy; ended equal rights for women
- Vague response  
*Examples:* national transformation; accomplished the work of centuries; powerful leaders; it never happened in western Asia
- No response

## Document 6

. . .The dichotomy [between dictatorship and democracy] was built into the new state [of Turkey] by its founder. Atatürk was a soldier; in the heady, early days of revolution the Army could be regarded as its shield, guaranteeing survival against the machinations [conspiracies] of the dictators to the west and north. Atatürk encouraged the formation of an opposition party, the Liberal Republican Party, but it received little support and the ghazi [warrior/ Atatürk] reverted to what was essentially one-party rule, that of his own Popular Party.

The machinery of democratic government was left in place by him. But his legacy also included the idea that army leaders, being above politics, could and should intervene to save the country from itself—as when MPs [members of Parliament] broke up sittings of Parliament, brandishing guns and indulging in fisticuffs, or when rival gangs of political gunmen took their quarrels on to the streets, or when inflation began to turn the lira into ‘funny money’.

Three times in twenty years the army has taken over Turkey, tearing up the Constitution and invoking the spirit of Atatürk. . . .

Source: John F. Crossland, “Turkey’s Fundamental Dilemma,” *History Today*, November 1988 (adapted)

### 6 According to John F. Crossland, what was *one* impact of Atatürk’s rule on Turkey?

#### Score of 1:

- Identifies an impact of Atatürk’s rule on Turkey according to John F. Crossland  
*Examples:* he left the machinery of democratic government in place even though he ruled through one party; his legacy included the idea that army leaders were above politics; legacy included the idea that army leaders could and should intervene to save the country; MPs broke up sittings of Parliament; the army took over Turkey; the army ignored the Constitution a few times; an opposition party was encouraged, but received little support; dichotomy between democracy and one-party rule built into the new state; created the appearance of democracy in Turkey

#### Score of 0:

- Incorrect response  
*Examples:* survival of dictators guaranteed; army leaders could not intervene in the government; army always supported the Constitution
- Vague response  
*Examples:* conspiracy of dictators; easy days of revolution; formation encouraged; it received little support
- No response

## Document 7

### One-Couple-One-Child Policy: Science Becomes Party Policy

. . . In mid-September 1980 the third session of the Fifth National People's Congress [NPC] gave its seal of approval to a new policy designed to keep the population within 1.2 billion by the end of the century by encouraging one child for all. The Government Work Report issued by the NPC was the first general call for one-child families. This policy was then widely publicized in a highly unusual Open Letter dated 25 September from the Central Committee to all members of the party and the Communist Youth League. Packed with numbers of every kind, the Open Letter embodied the new, numerical mode of political reasoning about population. In its formulations of the population problem, the Letter combined the social and natural scientists' formulations into a picture of a grave population-economy-environment crisis. With all scientific uncertainty having been put to rest, the Letter outlined China's severe crisis in grim terms:

According to the present average of 2.2 children per couple, China's population will reach 1,300 million [1.3 billion] in 20 years and will surpass 1,500 million [1.5 billion] in 40 years. . . . This will aggravate the difficulties for the four modernizations and give rise to a grave situation in which the people's standard of living can hardly be improved. . . . Moreover, too fast a growth of population not only creates difficulties in education and employment but will overtax [make excessive demands on] the energy, water, forest, and other natural resources, aggravate environmental pollution and make the production conditions and living environment downright bad and very hard to be improved. . . .

Source: Susan Greenhalgh, "Science, Modernity, and the Making of China's One-Child Policy," *Population and Development Review*, Vol. 29, No. 2, June 2003 (adapted)

#### 7 According to this article by Susan Greenhalgh, what was *one* reason Chinese authorities were concerned about rapid population growth?

##### Score of 1:

- States a reason Chinese authorities were concerned about rapid population growth according to Susan Greenhalgh

*Examples:* population will reach 1.3 billion in 20 years; population could surpass 1.5 billion in 40 years; people's standard of living will not improve; creates difficulties in education/in employment; will overtax energy resources/water resources/forest resources/other natural resources; will aggravate environmental pollution; will make production conditions/living environment very hard to be improved; make production conditions downright bad; could cause environment/economic/population crisis; will aggravate the difficulties for the Four Modernizations

##### Score of 0:

- Incorrect response  
*Examples:* the National People's Congress rejected the policy; population will reach 1.5 billion in 20 years; people's standard of living will improve; production conditions have improved
- Vague response  
*Examples:* numerical mode of political reasoning; formulated problems; combined social crisis outlined
- No response

## Document 8a

### The Internal Debate on Birth Planning

...As preparations were being made to launch the propaganda and sterilization campaign in late 1982, special attention was also being given to a profoundly disturbing consequence of the program. With couples limited to only one child, or perhaps two, reports of female infanticide, infant abandonment, and violence against women who gave birth to girls began to rise dramatically. Although many of those reports came from backward rural areas, there were urban cases as well, suggesting a deeply ingrained sex bias. That bias transcended [went beyond] socioeconomic and educational status and could not be eliminated by the ongoing propaganda campaign denouncing “feudal” preferences for sons over daughters. . . .

Source: Tyrene White, *China's Longest Campaign: Birth Planning in the People's Republic, 1949–2005*, Cornell University Press, 2006 (adapted)

## Document 8b

### Billboard in Hebei Province Promoting Girls



The advertisement reads, “There’s no difference between having a girl or a boy—girls can also continue the family line.”

Source: Therese Hesketh, et al., “The Effect of China’s One-Child Family Policy after 25 Years,” *The New England Journal of Medicine* online, September 15, 2005

**8 Based on this excerpt by Tyrene White and on this Chinese advertisement, state *one* cultural impact the one-child policy had on Chinese society.**

### Score of 1:

- States a cultural impact the one-child policy had on Chinese society based on this excerpt and this Chinese advertisement

*Examples:* with couples limited to one child, reports of female infanticide/infant abandonment increased; increase in female infanticide/infant abandonment; violence against women giving birth to girls rose dramatically; beginning of a sterilization campaign; propaganda convincing the public of the equal value of having a girl or boy; propaganda campaigns denouncing preference for sons over daughters; concern over families favoring the birth of sons to continue the family line; evidence suggested a deeply ingrained sex bias; continuation of feudal preferences for sons

### Score of 0:

- Incorrect response  
*Examples:* larger families; female infanticide decreased; feudal preferences for girls
- Vague response  
*Examples:* feudal preferences; rural areas were backward; special attention was given; consequences; preparations were made; bias transcended
- No response

## Document 9

China announced an end to its one-child policy in October 2015.

BEIJING – The “one child” policy change announced by the Communist Party on Thursday left some economists and investors wondering how the government would address longer-term financial and economic pressures. . . .

Mr. Yao [director of the China Center for Economic Research at Peking University in Beijing], said that an aging population threatened to weigh down China’s economic prospects not so much because of a shrinking work force, but because of shrinking consumer demand. He drew comparisons to Japan, saying that its [Japan’s] struggle to revive the economy in the 1990s showed that the biggest threat came from stagnating [sluggish] demand as people aged. . . .

China’s population has grown increasingly lopsided since the “one child” policy was introduced in 1979. A third of the population is expected to be over age 60 by 2050, up from about a seventh last year, placing significant strains on the government’s budget and its benefits programs for older citizens.

At the same time, the size of the labor force has dwindled in recent years and will probably continue to shrink, economists said, raising questions about how China will sustain a historic economic boom and pay for pensions and health insurance programs. The working-age population dropped for the first time in 2012; last year, it totaled 916 million people, down 3.7 million from 2013, according to the government.

In the long term, an increase in the birthrate would likely offset some of the decline in the working-age population. But in the short term, as children remain out of the labor force and in school, it could place new pressure on the economy, as the overall share of the population dependent on the government rises. . . .

Source: Javier C. Hernández, “Experts Weigh Likely Impacts of China’s ‘One Child’ Reversal,” *New York Times* online, October 29, 2015

### 9 According to Javier C. Hernández, what is *one* way the discontinued one-child policy will continue to impact China after 2015?

#### Score of 1:

- States a way the discontinued one-child policy will continue to impact China according to Javier C. Hernández

*Examples:* a third of the population is expected to be over age sixty by 2050; will place significant strains on the government’s budget/will place strains on its benefits programs for older citizens; size of labor force will probably continue to shrink/dwindling labor force/drop in working-age population; raises questions about how China will sustain an economic boom; raises questions about how China will pay for pensions and health insurance programs; working-age population dropped for first time in 2012 and will continue to drop; children remaining out of the labor force and in school could place new pressure on the economy; shrinking consumer demand as population ages threatens the economy/threat of stagnating demand because of aging population; rise in number of people dependent on government; aging population may weigh down China’s economic prospects; pressure on the economy

#### Score of 0:

- Incorrect response  
*Examples:* labor force increased in recent years; children remain in labor force; working-age population increasing; growth in consumer demand; there are no children in the labor force; decrease in birthrates
- Vague response  
*Examples:* comparisons to Japan; Communist Party announced a change; Center for Economic Research will be set up; it is lopsided; historic economic boom; overall share of population
- No response

**Transition Exam in Global History and Geography (Grade 10)**  
**Content Specific Rubric**  
**Document-Based Question**  
**June 2019**

**Historical Context:** Throughout history, leaders and their governments developed policies in response to specific issues. These policies have had significant impacts on the leader’s country or the surrounding region. These leaders and their policies include *Emperor Meiji and westernization*, *Kemal Atatürk and westernization*, and *Deng Xiaoping and the one-child policy*.

**Task:** Select *two* leaders and the associated policy mentioned in the historical context and for *each*

- Describe the historical circumstances that influenced this leader and his government to develop this policy
- Discuss the impacts of this policy on the leader’s country *and/or* on a region

***Scoring Notes:***

1. This document-based question has a minimum of *six* components (for *each* of *two* leaders and their associated policies, describing the historical circumstances that influenced this leader and his government to develop this policy and discussing *at least two* impacts of the policy on the leader’s country and/or on a region).
2. The impacts of the policy may be immediate or long term.
3. The impacts of the policy may be on a leader’s country, on a region, or on both.
4. The leader’s country or a region need not be specifically identified as long as it is implied in the discussion.
5. A description of the policy may be included in the discussion but is not required.
6. Information that is used to describe the historical circumstances that influenced the Leader and his government to develop a policy may also be used to discuss the impacts of the policy.
7. The impacts of the policy may be discussed from different perspectives as long as the position taken is supported by accurate historical facts and examples.
8. Only two leaders and their policies should be chosen from the historical context. If three leaders and their policies are discussed, only the first two should be scored.
9. For purposes of meeting the criteria of using *at least four* documents in the response, documents 1a, 1b, 2a, 2b, 4a, 4b, 8a, and 8b may be counted as separate documents *if* the response uses specific information from each of the documents.

### Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **each** of **two** leaders by describing the historical circumstances that influenced **each** leader and his government to develop this policy and discussing **at least two** impacts of the policy on the leader's country and/or on a region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *Meiji and westernization*: connects a weakened shogunate and fear of possible control by foreign countries to the rise of the Meiji and reforms based on Western influences as well as increased Japanese nationalism in social, economic, and political affairs; *Atatürk and westernization*: connects the breakup of the Ottoman Empire following World War I to the development of a secular state that featured sweeping social and political changes through strong authoritarian rule
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Meiji and westernization*: seclusion law; role of Commodore Perry; Western individualism; revived Shinto religion; loyalty to the state; foreign education of students; emergence of zaibatsu; role of imperialism; *Atatürk and westernization*: mandates; Islamic orthodoxy; constitutional government; military rule; Father of Modern Turkey; equality for women; fez; Latin alphabet
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

### Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing the policy of one leader more thoroughly than the policy of the other leader *or* by developing one aspect of the task less thoroughly than the others
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *Meiji and westernization*: discusses how the fears of a takeover by foreign countries led to reforms that included increased Western influence as well as rising Japanese nationalism; *Atatürk and westernization*: discusses how Ottoman losses following World War I influenced Turkey's modernization and how secular principles borrowed from the West influenced the separation of church and state and led to social changes
- Incorporates relevant information from **at least four** documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

### Score of 3:

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

**Note:** If **all** aspects of the task are thoroughly developed evenly and in depth for the policy of **one** leader and if the response meets most of the other Level 5 criteria, the response may be a Level 3 paper.

**Score of 2:**

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

**Score of 1:**

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

**Score of 0:**

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



## Emperor Meiji and westernization

### *Key Ideas from Documents 1–3*

<b>Historical Circumstances</b>	<b>Impacts of Policy on Japan or a region</b>
<p><b>Doc 1</b>—Weak Tokugawa shogunate subject to external threats            China, the Middle Kingdom, carved up by Westerners, corrupted by opium, and left unprotected            Fear of being polished off as China had been by Britain and France            Inability of Japan to enforce its seclusion law if foreigners tried to take over            Japanese surprised by Commodore Perry’s steam-powered ships in 1853            Japanese shocked by the number and size of guns of the United States ships</p>	<p><b>Doc 2</b>—Adoption of Western musical instruments, Western-style dress, and haircuts            Change to Western-style uniforms, clothes, and full beards            Use of Western dress for court and official ceremonies            Meat eating encouraged (sukiyaki)            Adoption of Western art and architecture            Use of Victorian style (commercial and government districts, in mansions of wealthy)</p> <p><b>Doc 3</b>—Emergence of nationalism under Meiji sponsorship in 1880s after a period of westernization            Introduction of large numbers of Western advisers to staff and administer much of the school system            Fear of emperor and conservative officials of damage to Japanese culture by Western individualism and values            Use of nationalism, revival of Shinto religion, and other traditions to assure loyalty to state            Use of nationalism to motivate higher production, economic sacrifice, and rapid development            Development of a new imperialism</p>

### *Relevant Outside Information*

(This list is not all-inclusive.)

<b>Historical Circumstances</b>	<b>Impacts of Policy on Japan or a region</b>
<p>Rule of Japan for centuries by shoguns            Details about isolationist policies            Need by Japan to increase access to raw materials to support growth of industry (iron, hard coal)</p>	<p>Development of a modern army (rifles, cannon, adoption of Prussian/German army techniques)            Introduction of railroads, Western banking, and a university system            Sending students to Britain, Germany, and the United States for education            Sale of state-owned industries leading to privatization and rise of zaibatsu            Details about Japanese expansion            Details of new imperialism            Control of Taiwan after Sino-Japanese War (1895)            Control of Port Arthur after Russo-Japanese War (1905)            Adoption of British naval techniques            Adoption of Meiji Constitution in 1889 preserving power of emperor and increasing democracy            Annexation of Korea (1910)</p>

## Kemal Atatürk and westernization

### *Key Ideas from Documents 4–6*

Historical Circumstances	Impacts of Policy on Turkey or a region
<p><b>Doc 4</b>—Ottoman Empire divided after World War I (Turkish lands in Asia Minor occupied by Great Britain, Italy, France, and Greece) Lands in southwest Asia divided into European-controlled mandates Eruption of conflict between Sultan’s government and Atatürk’s government Abdication of Sultan Mohammad VI New borders of Turkey established by Treaty of Lausanne Turkey officially declared republic in 1923 with Atatürk as leader Turks not ready to break violently with their past, embrace modernity, and turn toward the West Shattered, bewildered nation transformed by Atatürk over protest of old order, shaping a new destiny for Turkey</p>	<p><b>Doc 5</b>—Introduction of a secular state, modeled after western Europe between 1923 and 1938 Abolishing sultanate, exiling caliph, secularizing education, closing of religious courts Separation of church and state—a first in western Asia Banning of the fez, symbol of Islamic orthodoxy Adoption of a modified Latin alphabet Outlawing of polygamy Start toward equal rights for women</p> <p><b>Doc 6</b>—Dichotomy between dictatorship and democracy built into Turkey by its founder Formation of an opposition party, the Liberal Republican Party, but little support given One-party rule Development of machinery of democratic government Idea that army leaders could/should intervene to save the country from itself Idea that army leaders above politics Occasional takeover of government by army, tearing up of the constitution (3 times in 20 years)</p>

### *Relevant Outside Information*

(This list is not all-inclusive.)

Historical Circumstances	Impacts of Policy on Turkey or a region
<p>President Atatürk called “Father of Modern Turkey” Defeat of Central Powers in World War I (Germany, Austria-Hungary, Ottoman Empire, Bulgaria) Mandate system created by League of Nations Treaty of Versailles Treaty of Sevres</p>	<p>Glorification of Turkish history/nationalism Personality cult of Atatürk Belief in homogenous Turkey (treatment of ethnic groups) Military as guardian of Turkish nationalism Institution of civil marriage and divorce Discouraging women from wearing veils Expanded opportunities for women (access to secondary schools, factory jobs) Resistance to reforms in the rural areas Sending sons to Western schools/universities</p>

## Deng Xiaoping and one-child policy

### Key Ideas from Documents 7–9

Historical Circumstances	Impacts of Policy on China or a region
<p><b>Doc 7</b>—Policy approved by Fifth National People’s Congress (NPC) to keep population to 1.2 billion by end of century, encouraging one child for all (1980)</p> <p>New numerical mode of political reasoning about population embodied in open letter</p> <p>Grave population-economy-environment crisis publicized in open letter from Central Committee to members of the Party and Communist Youth League</p> <p>Population 1.3 billion in 20 years, over 1.5 billion in 40 years with average of 2.2 children per couple</p> <p>Probability that Four Modernizations made more difficult with population growth</p> <p>Predictions about impacts of population growth (standard of living hurt, difficulties in education and employment, energy, water, forest, and other resources overtaxed)</p> <p>Predictions that environmental pollution, production conditions, and living environment aggravated by population growth</p>	<p><b>Doc 7</b>—Efforts to keep population at 1.2 billion by end of century</p> <p><b>Doc 8</b>—Reports of female infanticide/abandonment, rise in violence against women giving birth to girls</p> <p>Ingrained sex bias (in urban as well as rural areas; across socioeconomic and educational status)</p> <p>Failure of propaganda campaign denouncing feudal preferences for sons over daughters</p> <p>Promotion of girls to continue the family line</p> <p>Use of billboards for propaganda</p> <p><b>Doc 9</b>—Some economists and investors worrying about long-term financial and economic pressures</p> <p>Threat of aging population to China’s economy because of shrinking demand</p> <p>One-third of population to be over 60 by 2050</p> <p>Strain on government’s budget and benefits for older citizens</p> <p>Dwindling labor force likely to continue</p> <p>Question of sustaining China’s economic boom while paying for pensions and health insurance programs</p> <p>Drop in working-age population for first time in 2012</p> <p>Working-age population down 3.7 million from 2013</p> <p>Increase in birthrate possibly offsetting decline in working-age population if policy changed</p> <p>New pressures on economy with children out of labor force and in school</p>

### Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Impacts of Policy on China or a region
<p>Practice of Confucian obligations of a son diminished under early communism</p> <p>Adoption of policies by Mao that sometimes promoted large families and sometimes promoted small families</p> <p>Adoption of policies by Deng to increase wealth and power of China through economic reform</p> <p>Details about Four Modernizations</p> <p>Details about Mao and communism</p>	<p>Material incentives to promote the policy</p> <p>Declining fertility rates in urban areas</p> <p>Underreporting of female births</p> <p>Variations in policy practices in rural areas and in autonomous regions</p> <p>Fines/limited food rations/loss of employment for families violating the policy</p> <p>Possible wage raises and other benefits to families who accepted one-child limit</p>

At different points in history, governments of certain nations establish policies as a response to certain issues. These policies offer short and long term effects on their nation or surrounding region. Two leaders are Kemal Atatürk, and his westernization policy, and Deng Xiaoping, and his one-child policy.

Kemal Atatürk established a policy of westernization when he came into power as leader of Turkey in 1923. Prior to Atatürk's rule, Turkey had been a part of the Ottoman Empire, which had been an ally of Germany and Austria during World War I (Doc 4a). After the war multiple European nations, such as Britain and France occupied some former Ottoman lands. (Doc 4a) In the time period between 1920 and 1922, Mustafa Kemal, a war hero who fought for the Ottomans in World War I, formed a nationalist government and forced Sultan Mohammad VI out of the throne. (Doc 4a) It wasn't until 1923 that Turkey was recognized as it's own country and a republic. At this time, Mustafa Kemal became known as Atatürk which means "Father of the Turks." He established a secular single party regime focused on maintaining independence and power with Atatürk as the ruler. (Doc 4a). Atatürk realized that in order for Turkey to be a long lasting country, it would need to modernize and westernize. However, he also realized that the Turkish people would be divided about this goal because so much of Turkey previously followed shariah and more conservative Islamic religious ideas and many would not willingly accept the westernization and abandon their history (Doc 4b).

Atatürk forced new modernization policies onto the people for many reasons. First, it would allow Turkey to compete and protect itself better from invaders. He also encouraged relations with the west

so Turkey could trade, work with, and be helped by their western allies. This would allow Turkey to become economically, militarily, and politically stronger. With his new modern authoritarian government and western styled army, Atatürk would also be able to secure and increase his own political power. Part of Atatürk's westernization included separating church and state (Doc 5). He closed religious Islamic courts, wanting to keep religion out of politics. This separation of "church and state" is a central ideal developed during the Enlightenment and promoted by western nations and it was a total break from the Islamic governments whose law and justice system was based on shariah and carried out by Islamic scholars. He also introduced a western legal code and promoted the emancipation of women. He abolished Islamic dress including banning the wearing of headscarves by government employees (Doc 5). He also banned the fez, a symbol of Islamic Orthodoxy. He adopted a new Latin alphabet in order to promote connections with the West, increase literacy, and promote nationalism and unity among the Turkish people, many who spoke or wrote different languages. He also outlawed polygamy and promoted equal rights for women, allowing women to work in medicine, law, and politics (Doc 5).

These modernizations have effected Turkey tremendously. He promoted Turkey as a strong independent country and encouraged nationalism. He promoted Turkification getting rid of outside forces. Secularism and his new law code molded and promoted his ideal of a Turkish national citizen and decreased the power of Islamic scholars within Turkey which meant that his own power was increased. These effects changed Turkey long term. In the mid 1990s, Tansu Ciller, a

Turkish prime minister, was one of the few women in history to govern a country with a large Islamic population (Doc 5). Far more impacts have occurred as Atatürk's westernization policies have progressed. When Atatürk came to power, he encouraged an opposition party to his government in order to create a multi-party western style republic. However it received little support and Turkey remained as a one party government (Doc 6). Due to this, Atatürk ruled as a dictator and allowed the military to be above politics and suspend democracy by getting rid of the Constitution three times in 20 years (Doc. 6). Atatürk believed that the military was above politics, and since there was only one party, the military could overrule Turkey to save the country from itself (Doc 6). Atatürk's policy of westernization has impacted Turkey for a great length of time.

In 1979, a one-child policy was introduced to China by Deng Xiaoping who took over after Mao Zedong. Mao had promoted some medical care and sanitation which caused the death rate to decrease leading to a quick rise in population. By the time Mao died the population was headed towards 1 billion. In 1980, the one-child policy was approved to keep the Chinese population no greater than 1.2 billion by 2000 (Doc 7). At the time of the passing of the policy, the average Chinese family had two or three kids. At that rate, by 2000, the Chinese population would be 1.3 billion, and by 2020, 1.5 billion (Doc 7). Larger populations would drastically increase waste, poverty, pollution and put strains on natural resources, living space, employment, and the ability to be educated (Doc 7). Larger populations would lead to many problems with economic growth which Deng Xiaoping was trying to encourage with his Four Modernizations.

Due to these issues, the one-child policy was put into place to manage population, preventing some of these negative issues. With such a drastic change of life in China, there were drastic effects. Due to a sex bias in the country of China, prioritizing males over females, female infanticide and abandonment of female babies increased with couples limited to a single child (Doc 8a). Mothers who birthed females were often abused as if having a female child was a crime. Advertisements were set up, by the government promoting girls, stating that both girls and boys can continue family lineage (Doc 8b). Some say that the one child policy was too effective and will cause even fewer births in the next generation which has led the Chinese government to change the policy, but the policy has definitely impacted the country long-term. Despite this, the sex bias could never be eliminated, as it is so deeply ingrained into the minds of Chinese citizens (Doc 8a). Because of this sex bias there is a skewed sex ratio with more boys than girls in China. This is causing problems today with the scarcity of marriage age women and men not being able to find a wife and get married.

While population has remained down, approximately one third of the population is the elderly (Doc 9). This large elderly population may not be able to be taken care of because there are simply too few people to support them. Also as these elderly people retire there are not enough people to take their jobs. The economy may be in danger of deteriorating, with the work force decreasing in size, and less people to demand goods (Doc 9). While the birth rates of children are now allowed to increase, hopefully offsetting economic decline in the long run, short term impacts could strain the economy, as the budget for

elderly care, pensions, health care, etc is limited (Doc 9). Deng Xiaoping's one child-policy has worked efficiently for containing China's population, but has caused a few other short and long term impacts.

Kemal Atatürk's westernization policy in Turkey, and Deng Xiaoping's one-child policy in China have effected their countries significantly. Atatürk's policy has allowed Turkey to sustain itself as a country up until today. Deng Xiaoping's one-child policy has allowed China to keep rising population down, allowing natural resources, education, and employment to remain available. The specific issues of each country has allowed these policies to be put into place and work effectively.



## Anchor Level 5

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for Kemal Atatürk and westernization and Deng Xiaoping and the one-child policy
- Is more analytical than descriptive (*Kemal Atatürk*: established a secular single party regime focused on maintaining independence and power; promoted Turkey as a strong independent country and encouraged nationalism; secularism and his new law code promoted his ideal of a Turkish national citizen and decreased the power of Islamic scholars within Turkey; allowed military to be above politics and suspended democracy; *Deng Xiaoping*: larger populations would drastically increase waste, poverty, pollution, and put strains on natural resources, living space, employment, and ability to be educated; due to sex bias prioritizing males over females, female infanticide and abandonment of female babies increased; while birthrates now allowed to increase hopefully offsetting economic decline in long run, short term impact could drain economy as budget for elderly care, pensions, and health care limited)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Kemal Atatürk*: encouraged relations with West so Turkey could trade, work with, and be helped by Western allies allowing it to become economically, militarily, and politically stronger; abolished Islamic dress including banning wearing of headscarves by government employees; adopted a new Latin alphabet to promote connections with West; encouraged opposition party to create a multi-party Western-style republic but it received little support; *Deng Xiaoping*: Mao had promoted some medical care and sanitation which caused death rate to decrease; larger populations would lead to problems with economic growth which Deng trying to encourage with Four Modernizations; problems in China today with scarcity of marriage-age women)
- Richly supports the theme with many relevant facts, examples, and details (*Kemal Atatürk*: Sultan Mohammad VI forced from throne; banned wearing of fez; outlawed polygamy and promoted equal rights for women, allowing women to work in medicine, law, and politics; ruled as a dictator; military got rid of Constitution three times in twenty years; *Deng Xiaoping*: policy to keep Chinese population no greater than 1.2 billion by 2000; average Chinese family had two to three kids when policy passed; advertisements promoted girls stating both girls and boys can continue family lineage)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that summarizes the effects of each policy

**Conclusion:** Overall, the response fits the criteria for Level 5. Historical details and analytic statements are interwoven and effectively support document interpretation. The assessment of the impacts of both policies integrates relevant political and economic concepts demonstrating a good understanding of the role of leaders in developing policies in response to specific issues.

Since the start of civilization, Heads of State and government have created policies to address specific and often pertinent issues in their nation. These policies can leave a profound impact for decades or even centuries to come. These can be positive or negative due to their actions. Two excellent examples of this can be seen in Emperor Meiji and the westernization of his nation of Japan, and Dictator Deng Xiaoping and his one-child policy in his nation of the People's Republic of China.

Emperor Meiji of Japan had several reasons for his rapid industrialization of his nation. For most of its history, Japan was a somewhat isolated archipelago following in China's footsteps. There was cultural diffusion throughout the Korean peninsula but Japan generally was left untouched. Japan remained feudal with shoguns and samurais following bushido. This however also meant it was just as vulnerable as China during the Age of Imperialism. China's loss of independence began with their defeat in the Opium Wars between China and the U.K. resulting in China becoming a puppet of European powers. Japan became worried that it would fall to the same fate as China—invaded, conquered, and divided between western powers such as the U.S., the U.K., Russia, and France (Doc. 1a). These fears seemed to come to fruition in 1853; the U.S. growing impatient with Japan's isolationism sent a convoy of four steam ships to Edo (modern Tokyo) to open Japan to trade. The sight of the convoy frightened the Japanese as they had never seen a steam ship before (Doc. 1b). With the U.S. at their doorstep Japan signed the unfair trade Treaty of Kanagawa in 1854. This opened Japan to trade with the U.S., the U.K., and Russia who could arrive at any moment. This

angered the Japanese populous, they were angered at the Tokugawa Shogunate for being so weak after more than 250 years of military rule. Thus in 1868 the Meiji Restoration occurred, the Tokugawa Shogunate was overthrown, and the Emperor's power was restored. There was still the issue of European imperialist powers so the new Emperor Meiji knew he had to change Japan quickly to avoid China's fate.

Emperor Meiji concluded that he would need to fight fire with fire. His conclusion was: for Western Europe to take Japan seriously it must become more like Western Europe. This meant rapid industrialization and modernization of the economy. This began with the dress of his people. Traditional Japanese samurai attire and haircuts were tossed aside in favor of European uniforms for the military and European haircuts along with eating meat (Doc. 2a). It wasn't just men and the military who had a change of dress. Women were encouraged to wear European dresses and take up Western musical instruments like the piano (Doc. 2b). This however also created new problems for Meiji. Chief among them was Western ideas such as individualism which were damaging to traditional Japanese culture. To counter this Emperor Meiji encouraged nationalism amongst his citizens like in order to increase economic output Western style factories were built (Doc. 3). All of this would take Japan from a backwards neighbor of China to a modern industrialized nation. However, Europe would continue to refuse to recognize Japan as an equal. It wasn't until World War II that European countries started to see Japan as a world power. This was partially due to inherent racism to anyone who wasn't of Western European descent and thus anyone who wasn't was inferior and

should be colonized. Ironically, Japan would develop the same imperialist ideas as Europe in the years leading up to World War II, especially during the inter-war period. Japan is mostly mountainous and thus needed to imperialize to get necessary resources. Ultimately, for better or worse, Emperor Meiji modernized Japan, although his actions weren't always so positive even in the short-term.

Dictator Deng Xiaoping had many issues during the PRC when he took office. Most notably however, was China's overpopulation. Due to Deng's predecessor, Mao Zedong, China experienced rapid population growth in order to increase economic output. This however would prove problematic by the time Deng was in power. In September of 1980, Beijing released an open letter to its people encouraging them to only have a single child. This was due to projected population growth to 1.3 billion by 2000 and 1.5 billion by 2020 at current birth rates, along with overburdening China's natural resources and worsening pollution (Doc. 7). With all these issues stemming from population growth, the obvious solution was to cap the population, thus the one-child policy took effect. This policy accomplished decreased population growth rates but added a slew of other problems, predominantly towards women. This was mainly in the form of couples doing everything to not have a baby girl as their only child, due to an inherent bias across Chinese society that only a boy could continue the family line regardless of education or the socio-economic status of the parents. Baby girls were sometimes left abandoned to try again for a boy or violence was used against mothers or daughters (Doc. 8a). This inherent sexism has left 118 males for every 100 females in China leading to an increase in sex trafficking or girls

from nearby nations into China to marry rural boys. Various attempts to improve the situation have failed, such as proposals stating that having a girl is no different than having a boy and both can continue a family lineage (Doc. 8b). The one child policy was altered over the years to discourage social unrest and criticism. One exception was for twins. Another exception was for rural populations and minority Chinese. The Chinese government ultimately concluded that the one-child policy was flawed from the start. Thus in 2016, the one-child policy became the two-child policy. This choice was made after reports surfaced of China's aging population, low birth rates, and a dwindling workforce as no one was replacing those aging out (Doc. 9). This truly will haunt China for years to come and may even lead to the end of the People's Republic of China.

## Anchor Level 4

### The response:

- Develops all aspects of the task for Emperor Meiji and westernization and Deng Xiaoping and the one-child policy
- Is both descriptive and analytical (*Emperor Meiji*: Japan worried it would fall to same fate as China—invaded, conquered, and divided between Western powers such as United States, United Kingdom, Russia, and France; United States convoy of ships frightened Japanese as they had never seen a steamship before; Western ideas such as individualism damaging to traditional Japanese culture; encouraged nationalism among citizens to increase economic output; *Deng Xiaoping*: one-child policy accomplished decreased population growth rates; inherent bias across Chinese society that only a boy could continue family line regardless of education or socio-economic status of parents; baby girls sometimes left abandoned or violence used against mothers of daughters; proposal that states having a girl no different than having a boy and both can continue family lineage failed)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Emperor Meiji*: Japan had remained feudal with shoguns and samurais following bushido; Japan signed unfair trade treaty of Kanagawa in 1854 opening Japan to trade with United States, United Kingdom, and Russia who could arrive at any moment; in 1868 Meiji Restoration occurred, Tokugawa shogunate overthrown, and Emperor's power restored; Japan developed same imperialist ideas as Europe in years leading to World War II; Japan mostly mountainous and needed to imperialize to get resources; *Deng Xiaoping*: under Mao Zedong, China experienced rapid population growth to increase economic output; inherent sexism left 118 males for every 100 females in China leading to increase in sex trafficking of girls from nearby nations into China to marry rural boys; exceptions to one-child policy included having twins, rural populations, and minority Chinese)
- Supports the theme with relevant facts, examples, and details (*Emperor Meiji*: in 1853 United States sent convoy of four steamships to Edo to open Japan to trade; traditional Japanese samurai attire and haircuts set aside in favor of European uniforms; women encouraged to wear European dresses and take up Western musical instruments such as piano; *Deng Xiaoping*: in 1980, Beijing released open letter to its people encouraging them to have a single child; projected population growth to 1.3 billion by 2000 and 1.5 billion by 2020 which would overburden China's natural resources and worsen pollution)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. The strength of the response is in the treatment of long-term impacts of both policies and the incorporation of some thoughtful analysis. Document interpretation is supported by brief explanations and some relevant outside information.

Throughout history, each nation has had a long line of rulers. Each ruler had his own distinct policies and method of ruling. Many times, the ruler is faced with a growing issue that may threaten the success of the nation. In response, he must adopt a new policy that will keep the country the way it is supposed to be. Some policies proved to have positive lasting legacies, some did not, and many had both good and bad impacts on the nation. Two rulers who created a policy in response to an issue were Emperor Meiji of Japan and Deng Xiaoping of China.

In the mid-1800s in Japan, the shogunate government was proving to be weak, and this was not ideal against the rising conflict with western powers. China, a much bigger and more powerful nation than Japan, had been conquered by western European nations in the Opium Wars against Britain and later the unfair treaties that China was forced to sign by many western countries. The Japanese felt that if they could do this to China, they most certainly could do the same to Japan because Japan was smaller than China. (doc 1) These circumstances led to the rise to power by Emperor Meiji. The Meiji emperor adopted a policy of westernization and modernization in an attempt to conform to western ways and receive equal treatment or at least respect from these countries. The impact these changes had on Japan truly changed the traditions of the country. Political and military officials ditched the traditional samurai dress and haircuts and instead began to wear western, modern clothes with western-style haircuts, including beards. The Japanese also adopted western art and architecture styles and allowed meat-eating, once discouraged by the practice of Buddhism (doc 2a). Buddhism fell out of favor with the government and Shinto became the country's official religion.

This created a greater connection to the Emperor who was believed to be descended from a Shinto God. All of these policies began to move the Japanese away from tradition, which is why they also led conservative officials to promote nationalism and bring back old traditions (doc 3). They were able to do this because of the development of a modern school system by the Meiji. Before this the majority of the people were not formally educated. During the Meiji Restoration schools were mandatory and followed the western model. Literacy rates increased to almost 100 percent. Schools taught Japanese nationalism and ideas of loyalty and devotion to their country. This increased efficiency in the factories and eventually led to Japanese imperialism. Altogether, Emperor Meiji left a lasting legacy on Japan by breaking from traditions and modernizing the land in an attempt to conform.

Deng Xiaoping ruled communist China long after Meiji was in Japan, in the late 1900s. China became communist in the 1940s. Mao Zedong ruled and introduced some health care to a country that was plagued by wars, rebellions, and conquests for about a hundred years. While the health care was minimal the combination of it and a stable government caused rapid population growth. China's population was estimated to grow to 1.5 billion by 2020. It was predicted that overpopulation would prove to worsen the standard of living, increase pollution, and create employment difficulties. (doc 7) In order to control population growth Deng Xiaoping issued the one-child policy. As the name indicates, the policy was that every couple was only allowed to have one child together. This would over time, decline the soaring population. Unfortunately, the impact the policy had on the nation was mostly negative. It led to a gender bias, as many saw



males as stronger and superior and therefore wanted their only child to be a boy.

This led to violence against women who birthed girls and many parents abandoned these daughters (doc 8a). The economic legacy it left on China throughout the years was also not as positive as it should have been. For example, as the population of children declined the working age population declined and the older population increased, leading to a greater need for a senior citizen welfare plan. Also, the economy was proving to be in danger as the labor force decreased significantly (doc 9). In the long run, the one-child policy left economists wondering how to continue their economic success with less labor in China.

Both leaders may have lived in different time periods and ruled different nations, but they were similar in that each responded to a problem by forming a reformation policy. Meiji's westernization succeeded in modernizing Japan, but also led conservative officials to push for nationalism and traditionize again. Deng Xiaoping's one-child policy succeeded in controlling population growth, but also led to gender biases, discrimination, and potential economic failure. This proves that policies issued by rulers will almost always have both positive and negative lasting effects on the nation or region. However, the reason for beginning these policies is to improve the welfare of the nation, even if it ends up not succeeding.

### Anchor Level 3

#### **The response:**

- Develops all aspects of the task in some depth for Emperor Meiji and westernization and Deng Xiaoping and the one-child policy
- Is more descriptive than analytical (*Emperor Meiji*: in mid-1800s Japan, shogunate government proving to be weak which was not ideal against rising conflict with Western powers; adopted Western ways in attempt to receive equal treatment or respect from Western countries; political and military officials ditched traditional samurai dress and haircuts; *Deng Xiaoping*: predicted overpopulation would worsen standard of living, increase pollution, and create employment difficulties; one-child policy led to gender bias as many saw males as stronger and superior and therefore wanted only child to be male; economy in danger as labor force decreased significantly)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Emperor Meiji*: a much bigger and more powerful China conquered by Western European nations in Opium Wars against Britain and later forced to sign unfair treaties; Buddhism fell out of favor with government and Shinto became country's official religion; developed modern school system where education was mandatory and followed Western model increasing literacy rates; schools taught Japanese nationalism and ideas of loyalty and devotion to country; *Deng Xiaoping*: China became communist in 1940s; Mao Zedong introduced some health care to country plagued by wars, rebellions, and conquests for about a hundred years; older population increased leading to greater need for senior citizen welfare plan)
- Includes some relevant facts, examples, and details (*Emperor Meiji*: officials began to wear Western clothes, haircuts, and beards; adopted Western art and architecture styles; allowed meat eating, once discouraged by practice of Buddhism; *Deng Xiaoping*: population estimated to grow to 1.5 billion by 2020; issued one-child policy to control population growth; policy led to violence against women who birthed girls)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that discusses the positive and negative effects of both rulers

**Conclusion:** Overall, the response fits the criteria for Level 3. Document interpretation leads to some good conclusions concerning the positive and negative impacts of the policies of both leaders. Good historical references would have benefited from further explanation.

Ever since the beginning of history, leaders and their governments have developed policies in response to uprising issues. The policies that were created have had a significant impact on the leader's country and its surrounding regions. Some leaders and their policies were Deng Xiaoping and the one-child policy and Emperor Meiji and westernization. These leaders created their policies for a reason and the results of their policies were also good and bad.

Japan was a country that did not like foreign influence and followed a long-term policy of isolationism. However, that policy soon came to an end when the Tokugawa shogunate was weak and faced external threats. Japanese realists came to realize that its neighbor China was "polished off" by Britain and France, soon they would be next. Especially if Britain, France, Russia, and the US invaded Japan, they would have no chance at all to defend themselves since they were so outdated (Doc 1a). Since they have not updated recently their technology, when Commander Perry and his crew came to visit Japan, the Japanese people were in awe and shocked to see the US crew on a "giant dragon puffing smoke." (Doc 1b). They had no knowledge that such things existed since they followed a policy of isolationism and never knew that there were people living outside Japan.

When Emperor Meiji came to power, he decided that it was time that Japan modernize and ultimately developed a policy of westernization. Once the policy took place, several changes had occurred throughout Japan. Western-style haircuts were a major symbol of westernization. Meat-eating, previously disapproved of by Buddhist attitudes, was encouraged and the beef dish sukiyaki was developed (Doc 2a). However, conservative Japanese officials attempted to prevent

westernization by promoting nationalism to support more loyalty to the state and hierarchy (Doc 3).

In 1980, China soon was to adopt the one-child policy plan which limited one child per family. The reason for the policy was because if the population continued to grow, they would deplete all of their natural resources and production conditions and living environments would end up terribly (Doc 7). After the one-child policy was enforced, social/cultural problems began to arise. The policy suggested a sex bias that only got worse due to propaganda campaigns denouncing preferences for sons over daughters (Doc 8a). Several decades later, the policy became discontinued but problems still lingered. The size for labor decreased and was still continuing to shrink raising questions about how China would sustain an economic boom and pay for pensions and health insurance programs (Doc 9).

Depending on the problem, policies are created as a solution to the arising plight. However, not all policies are assured a long term solution. New plights may rise and be even more challenging than the previous. These leaders tried to solve their problems by creating policies they deemed fit. Some worked, others didn't. However, that never stopped them from surpassing the past and trying to create a bright future.

## Anchor Level 2

### The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Emperor Meiji*: isolationism came to an end when Tokugawa shogunate was weak and faced external threats; felt if Britain, France, Russia, and United States invaded Japan they would have no chance to defend themselves as they were outdated; Japanese people shocked when Commander Perry and crew visited Japan as they had no knowledge of such ships; felt it was time for Japan to modernize and developed policy of westernization leading to changes; *Deng Xiaoping*: feared if population continued to grow, it would deplete natural resources and production conditions and environment would suffer; propaganda campaigns denounced preferences for sons over daughters; size of labor force decreased raising questions about how China would sustain economic boom and pay for pensions and health insurance programs); includes faulty and weak application (*Emperor Meiji*: since they followed policy of isolationism they never knew people were living outside Japan; *Deng Xiaoping*: sex bias got worse as result of propaganda campaigns)
- Incorporates limited relevant information from documents 1, 2, 3, 7, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Emperor Meiji*: beef dish sukiyaki developed; *Deng Xiaoping*: adopted one-child plan)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. Brief explanations of document information and generalizations are the basis for a minimal discussion of all aspects of the task. Weak connections and basic statements lack supporting facts and details which hampers development.

In recent history, there have been leaders who have adopted policies in order to fix/help their nation. These policies have had both positive and negative drastic effects.

In the twentieth century, the Chinese population reached frightening numbers. If the population were to exceed 1.5 billion there would be a lot more people to accommodate for. There would be an increase in energy use, water use, deforestation and a lack of resources. As stated in Document 7. To prevent this, Deng Xiaoping adopted the one-child policy. The name is self explanatory, everyone could have only one child. As a result of this policy, there was a rise in reports of female infanticide (people murdered baby girls). People assaulted women who gave birth to girls and abandoned babies who were female (Doc 8a). This policy is no longer in effect but as a result children aren't working but staying in school. This may pressure the economy.

After World War I, Turkish land was divided by Britain, France, Italy and Greece. After this, Kemal Atatürk dethroned Sultan Mohammed VI with his nationalist movement and took over. Kemal adopted westernization in order to gain independence and have the other European countries recognize Turkey as a country. Westernization gave way to equal rights for women and also more education. Turkish westernization also had its downside as well. Ataturk gave extra power to the military and place them above politics. This caused the Turkish military to take over Turkey three times in 20 years.

## Anchor Level 1

### **The response:**

- Minimally addresses all aspects of the task
- Is descriptive (*Deng Xiaoping*: if population exceeded 1.5 billion would be many more people to accommodate; with one-child policy there was a rise in reports of female infanticide; *Kemal Atatürk*: dethroned Sultan Mohammed VI and took over; westernization gave way to equal rights for women and more education); lacks understanding and application (*Deng Xiaoping*: one-child policy no longer in effect so as a result children not working but staying in school; *Kemal Atatürk*: adopted westernization in order to gain independence and have other countries recognize Turkey as a country)
- Includes minimal information from documents 4, 5, 6, 7, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Deng Xiaoping*: increase in energy use, water use, deforestation, and lack of resources with increasing population; *Kemal Atatürk*: after World War I, Turkish land divided by Britain, France, Italy, and Greece; Turkish military took over Turkey three times in twenty years)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. Simplistic interpretation of document information addresses all aspects of the task and demonstrates a basic understanding of the policies of Deng Xiaoping and Kemal Atatürk. Generalizations and lack of details weaken the response.

Throughout history, many leaders and their governments developed policies in response to certain issues. Along with these issues, came significant impacts on the country or their region. These leaders and ideas include Emperor Meiji and westernization, and Kemal Atatürk and westernization.

Before the Meiji Restoration Japan was ruled by the Shogun. They had a general policy of isolation allowing only China and the Dutch to trade with them through one port city. However, this was in the 1800s and the Industrial Revolution led to the Age of Imperialism. India had been colonized and China lost the Opium War that resulted in spheres of influence in China that basically got rid of autonomy. When Matthew Perry arrived in Tokyo Bay in 1853 asking Japan to open its ports, Japan had to change quickly and significantly. The shogun was removed and the Meiji emperor took over. During the Meiji Restoration, Emperor Meiji had brought significant impacts, because he started a policy of westernization and modernization. The Meiji Emperor had to change technology in order to protect the country's independence and to stop foreign domination. He also had to westernize in order for Japan to be taken seriously and treated equally by the West. When the first Japanese delegation to the United States arrived in 1860 and were wearing traditional samurai dress with shaved pates, buns, and carved swords they were not taken seriously. This is why under the Meiji Emperor things changed to create, expand, and better the relationships with the West (Doc 2a). Under Emperor Meiji, many changes would occur. One change would be making the Japanese have western-style haircuts. These haircuts were a major sign of westernization and allowed the west to think of the Japanese in a



different way. Along with the haircuts, the civil officers, soldiers and civilians wore western-style clothing/uniforms. Politicians even grew full beards and adapted this type of clothing (Document 2a). In 1872, the western dress was ordered to be worn for all official ceremonies by both men and women. Another change that was significant, was the beginning of meat eating. Before the Meiji Restoration, meat-eating was not socially acceptable because of Buddhist attitudes. But, now it was encouraged to eat meat and develop a more western style palate even creating new meat dishes such as "Sukiyaki". (Document 2a) Japanese people dressed like and took cultural ideas from the west. They learned to play western style instruments like the piano, and adopted western art and architecture. Seen in Document 2b, many modern buildings were inspired because of the idea of westernization and cultural diffusion. The blending of two cultures allowed for syncretism and the advancements in technology and science. In Document 2a, many western arts were produced. Many arrays were produced of official portraits of officials, and interiors of mansions. Many designs were also imprinted on clothing or furniture (Document 2b). All of these factors helped the Japanese advance in many things; such as equality with the west. It also impacted Japan in another way – it promoted nationalism within Japan. Japan managed to avoid European domination and was never imperialized. Many citizens took pride in their country because of the Meiji Restoration. Not only were they able to westernize but they were able to compete and challenge the economic power of the west. Because of the acceptance of westernization and modernization, Japan industrialized and was soon out-producing even some western powers.

Not only did Emperor Meiji help restore westernization, but Kemal Atatürk of Turkey was responsible for many changes also.

The Ottoman Empire had experienced many changes in the late 1800s and early 1900s as well. Mustafa Kemal Atatürk was an Ottoman war hero and played a crucial role in important battles such as Gallipoli. In fact he was the only Ottoman general to go undefeated in the brutal war. When World War I had ended and the Central Powers were defeated, the Ottoman Empire collapsed and was divided by Great Britain, France, Greece, and Italy in Asia minor (Document 4a). It was in 1923, when Atatürk had a huge impact on the Turkish. After Sultan Mohammed VI was forced to abdicate the throne, Turkey was recognized as a country (Document 4a). Kemal Atatürk realized that the only way to create and maintain an independent and powerful Turkish state was to force change throughout the country. Between 1923 and 1938, Kemal Atatürk made Turkey modernized and westernized. One action that Kemal Atatürk did was that he banned much of the traditional clothing in Turkey. This clothing included the fez, a hat that symbolized the Ottomans and Islamic Orthodoxy (Document 5). He also banned wearing religious clothes and encouraged women to not wear veils and to dress in a western way. Not only did Atatürk ban many kinds of traditional clothing, but he brought many changes to Turkey's religion. Most of the Turks were Muslim, with a Christian minority. In 1923, Atatürk exiled the caliph, and separated the church and state. He closed religious courts and created a secular law code, judicial system and education system all of which had almost entirely promoted Islamic ideas. These actions were never seen before in Western Asia (Document 5). With this

action, the established government could not intervene with religion allowing for different religions to be tolerated and coexist. Probably the one major action that Atatürk had accomplished was that he granted women equal rights. Women were now allowed to advance in law, science and education, without discrimination. Women were more readily allowed into the workplace and were given the right to vote in the 1930s and were even elected into the Turkish Parliament (Document 5). Atatürk believed in a political dichotomy, between a dictatorship and a democracy. Atatürk had encouraged an opposition party, the Liberal Republic Party, but it received little support from the people. He also created a Parliament but it was dominated by his Popular Party (Document 6). From there, he encouraged many military officers to save their country from itself and protect Turkey from the rise of dictatorships or the abuse of power. The army was to act as the saviors of the country above the politics and fights that could happen. At various times the army intervened in government, took over Turkey, and even tore up the Constitution. They acted as an independent protector of Atatürk's ideas. Because of this, Atatürk's impact was even greater (Document 6). These were all examples of Atatürk's action, no matter what he did, there was a great impact for Turkey.

During the course of history, many leaders and governments developed policies regarding their country. With these policies, came great impacts. Leaders such as Atatürk encouraged western ideas and abolished traditional ideas. Through every leader and government, there also comes a huge impact, no matter the size.

Westernization is the policy of reforming one's country to catch up with western society by creating new court systems, remodeling armies, and adopting new traditions/cultural habits from the west. Emperor Meiji of Japan and Kemal Atatürk of Turkey both saw how far behind their nations were to Western Powers such as the U.S. and Great Britain. They instituted vast restructuring of their countries to modernize and remain independent although they had to sacrifice some of their traditions.

When the Western powers cut up China into spheres of influences, Emperor Meiji knew Japan would not fair better after all because Japanese emperors were considered the "little Kings" by the Chinese Emperors (Doc 1a). Historically China acted as Japan's teacher and superior giving them some key cultural elements such as written characters and Buddhism. Many in Japan felt that if China fell so easily to western powers then Japan had no hope. When the U.S.S. Powhatan landed in Edo Bay on July 8, 1853 and the steam powered ships mesmerized the Japanese people, the U.S. forced Japan to open up to foreign trade making them feel they would lose their control (Doc 1b).

However, Emperor Meiji instituted modernization and Westernization so Japan would not be made a "western puppet" and his policy would be known as the "Meiji Restoration." The Meiji emperor tried to change Japan completely in order to avoid being taken over. He modernized the government, the military, industry, and even culture. He sent scholars to learn about western ideas and brought in experts from around the world to teach the Japanese new western technology. The Meiji government for example trained in European

military techniques and use of western guns and adopted law codes modeled after France and Germany. The Meiji emperor also tried to change and westernize Japanese culture. He made people get western-style haircuts. Soldiers and political officials wore western-style beards and western uniforms. At ceremonies you had to wear western outfits. (Doc 2a). Under Buddhism meat-eating was looked down upon but due to new Western policies beef became popular (Doc 2a). New Japanese buildings were modeled with Western architecture. But, conservative Japanese political officials didn't want Japanese values to be utterly destroyed by western principles, so they used nationalism to preserve traditional beliefs while furthering modernization (Doc 3). They used nationalism to raise economic capacity, and unite the Japanese people. They took foreign ideas and made them uniquely Japanese. For example, factories mixed western technology with traditional Japanese ideas of loyalty, discipline, and sacrifice. This helped lead to rapid development (Doc 3). This pride though led to the Japanese becoming hostile to neighboring countries. The Japanese fought and beat the Russians in the Russo-Japanese war which was the first time a major western power was beat by an Asian power. In the 1930's Japanese imperialism brought about by its westernization resulted in it conquering Manchuria and then most of China and Southeast Asia. Japanese nationalism helped Japan to become one of the leading economic powers of today in which Japan is the 3rd largest economy in the world by GDP (nominal).

During World War I the Ottoman empire fought on the side of the Central Powers. When they lost the war they were occupied by Western European powers and soon after what was left of the empire fell to ruin.

and became a shell of its former self. That's when Kemal Atatürk knew his nation needed to be revived so he formed a nationalist gov't. which made Sultan Mohammed VI abdicate the throne (Doc 4a). Kemal Atatürk set up a republic with himself as the leader. He knew his nation needed to westernize to compete in the modern world but many people liked the old orders and traditions. So Kemal Atatürk had to force his policies on them. (Doc 4b) He knew the plebiscite would never pass the reforms so he had to build the new Turkey non-democratically (Doc 4b). Atatürk was a dictator who forced the people to radically change because he feared if they didn't Turkey would fall to European control which is similar to the thinking of the Meiji emperor. Like the Meiji Emperor, Atatürk changed virtually everything. His policies included closing religious courts to separate both the church and state, abolishing the Sultanate, exiling the caliph, and taking education away from clerics. (Doc 5) The policies in a matter of a little more than 15 yrs created a Muslim country modeled after nations of Western Europe (Doc 5)

Kemal Atatürk's legacy in Turkey is huge because his policies supported equal rights for women resulting in one of Turkey's prime minister being a woman named Tansu Ciller who served in the 1990's. She is one of the few women in the world to head a gov't. (Doc 5) His legacy also left Turkey with a democratic gov't., but the army has taken over several times because Atatürk also left the idea that military leaders "could intervene to save the country from itself" (Doc 6).

Both Emperor Meiji and Kemal Atatürk pursued policies of westernization in their countries to make them players in global affairs. Also in order to make their nations strong enough to protect

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**Document-Based Essay—Practice Paper – B**

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themselves from outsiders. Both leaders knew that a policy of modernization and westernization would help their nation in the long run, but this also meant sacrificing traditions and values. Japan westernized to compete with the western powers and not be crushed, while Turkey westernized to bring growth and stability to nation that's a part of its former self.

If you flip through the pages of a history textbook, you will find headings and passages underneath them. In almost every textbook, the heading will name a leader and under that heading will be a description of his/her rule and the impact they had on the world as we know it. Every ruler has an impact – that may be because of the policies they establish, or simply because of the time in which they existed. These impacts could be limited to a city or a country, or could reach the nation, the world. Two leaders that had significant impact on cultural, social and political issues include Deng Xiaoping with his one-child policy, and Emperor Meiji with the institution of westernization in Japan.

Emperor Meiji and the Meiji Restoration is an imperative part of the development of Japan. In the current day and age, Japan is a world power. We know them for their cars, their phones, their advanced technology, their food, and their culture. How did this come to pass? In the nineteenth century, Japan was still ruled by a shogunate and was generally foreign to the customs of the rest of the world (Doc 1) after the Japanese had closed its doors to trade in the 1600s. The Japanese were afraid of western domination and looked up to China (Doc 1a). They wanted to maintain their isolationist policy but when the Americans forced Japan to open its ports to trade the Japanese knew something needed to be done. Emperor Meiji believed that the establishment of western thought in their daily lives would help Japan to transform so that it could compete against foreign powers; thereby allowing Japan to maintain its independence. The changes were political, economic, and cultural. For example Japan adopted westernized styles and clothing as well as art and architecture. Other



than this, the new cultural openness was also encouraged. Politically, Japan made feudalism illegal. Economically, Japanese businesses built western style factories to produce goods for the foreign market. There was also a growth of nationalism in Japan. Japan, while still engaging in cultural diffusion, also maintained some of their core cultural ideals, such as Shintoism. And so all of this occurred. But to what end? Following these new reforms and developments, Japan established themselves (or began to) as a power, motivated higher production which led to a new interest in imperialism. (Doc. 3) Ultimately, the Meiji Restoration was vital in the transition of Japan into a great world power.

Another influential leader was Deng Xiaoping in China. This leader instituted one of the longest lasting controversial policies in China ever. Established in 1979, the one-child policy dictated that a family could have only one child. The policy arose out of concern for the welfare of Chinese society and resources. According to document 7, there were concerns on overtaxing the environment and the limited resources people would then receive. With such a high expected population China would most probably run out of resources putting strains on the entire economy. If the normal trajectory had continued, China would have reached and surpassed one billion in their own population perhaps going beyond its carrying capacity. The ever growing population would also have increased pollution as well. China was not the only country interested in environmental issues, either. The human population impact on our planet was being discussed globally and still is even in recent years (relative to 1979). Non governmental organizations like Greenpeace also arose to fight the

negative human impact on the environment. China, pressured by their already large population instituted the one-child policy. However, as good as the intentions were, the policy came with negative effects along with the good. As stated in document 8, rates of infanticide, violence against women (especially those bearing girls) and infant abandonment rose dramatically. The one-child policy revealed a deep gender bias in their Chinese society. On top of this, the one-child policy resulted in a division of age groups in China. The youth population grew smaller and the elderly population grew larger. Consequently, the Chinese workforce has been growing smaller which will cause major decreases in production due to a probable shortage of workers. The policy is controversial because it confronts major issues that are seen worldwide. Do people value the environment, our women, the rights of privacy and to have as many children as you want or our physical output in the race of nations?

Leaders in history are people who test the limits of our society, address issues and ideals that we could not before – they are people who confront the norm. Emperor Meiji did so in the 1800s and took Japan to new heights that it had never seen before. Deng Xiaoping instituted a policy that makes people ask themselves, 'what do I value?' To be a leader, of any country or of any people, is to challenge what we do not understand in order to move forward. Can we change and grow within our social, political, cultural borders? How can we expand, change, be better? That is how a leader develops his people. And leaders such as Deng Xiaoping and Emperor Meiji did just that.

Change comes from powerful driving forces. In the case of major countries, the change comes from their leaders. Emperor Meiji and Kemal Atatürk, leaders of Japan and Turkey respectively, successfully westernized their nations in a time of necessity.

Japan in the 19th century was not nearly as advanced as the western countries who moved towards Japan. China had fallen to the west in the Opium Wars, and Japan feared being next in line to be conquered. (Document 1) The new Emperor of Japan, Emperor Meiji, recognized this threat. He decided the best course of action would be to westernize Japan. Meiji felt the need to be looked upon as equals in respect to society. Under Meiji's rule, Japan adopted western fashion, in hairstyles and clothes; food was changed, allowing meat to be eaten normally; and the Architecture and Art of the west was adopted, seeing Victorian styles appear in Japan. (Document 2) These changes successfully westernized Japan in time for the 20th century.

After World War I, the Ottoman Empire collapsed. The Allies made the Sykes agreement to divide up former Ottoman territories. Turkey would remain, fairly undivided. Mustafa Kemal Atatürk, a former soldier who fought in the Great War, rose to lead Turkey in a time of need. World War I had shown the need for modernization, and Atatürk decided he would be the one to do that. Atatürk would secularize Turkey, exiling the caliph and abolishing the sultanate. Women would be given more equal rights under Atatürk's support. (Document 5). Without the Sultanate in control, a democratic government was established. Atatürk recognized that a democracy would not always work, and would allow the military to intervene if necessary. (Document 6).

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**Document-Based Essay—Practice Paper – D**

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Great changes come from strong leaders. Japan was faced with potential invasion, but Emperor Meiji westernized to prevent the loss of Japan. Kemal Attatürk would stabilize Turkey, westernizing it after defeat in World War I. The changes these leaders made changed their nations for the better.

History has shown that leaders and the governments developed policies in response to some issues in the past. But these policies impacted the people and the nearby regions. Two examples of this would be Deng Xioping and the one child policy, and Emperor Meiji and westernization.

When Deng Xioping was ruling in China, many concerns came up about the rapidly growing population. Document 7 states, "... growth of population not only creates difficulties in education and employment but will overtax the energy, water, water, forest, and other natural resources aggravate environmental pollution . . ." This document is explaining all the ways rapidly growing population can potentially ruin China. So a policy was passed so that each family would only raise 1 child, to prevent overpopulating. But no one evaluated the negatives of this policy before passing it. Doc 9 says, "an aging population threatened to weigh down China's economic prospects not so much because of shrinking workforce, but because of shrinking consumer demand." Document 9 explains that the decrease in the population is making the economy worse.

Around this time that Emperor Meiji was ruling, China was recently just invaded by the British and the French. And Japan feared that they could be dominated by foreigners, especially because they are small and easier to invade. So to prevent that from happening Emperor Meiji westernized Japan. Document 2a says, "... soldiers and civilians fuctionaries wore western style clothes." And their clothes wasn't the only thing they changed. They changed everything, even things against their culture like eating meat.

In conclusion policy changes everything.

## Practice Paper A—Score Level 5

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for Emperor Meiji and westernization and Kemal Atatürk and westernization
- Is more analytical than descriptive (*Emperor Meiji*: westernized Japan so they would be taken seriously and treated equally by West; had to change technology to protect country's independence and stop foreign domination; meat eating not socially acceptable because of Buddhist attitudes, but now encouraged; many modern buildings in Japan inspired by westernization; many citizens accepted westernization and took pride in their country; *Kemal Atatürk*: realized only way to create and maintain independent and powerful Turkish state was to force change; actions established a government that allowed different religions to be tolerated and coexist; women allowed to advance in law, science, and education without discrimination; women more readily allowed into workplace and given right to vote; at times army took over Turkey and tore up Constitution; army acted as independent protector of Atatürk's ideas)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Emperor Meiji*: in 1800s Japan had a general policy of isolation allowing only China and Dutch to trade through one port city; India colonized and China lost Opium War that resulted in spheres of influence in China; cultural diffusion allowed for synchrony between two cultures and advancements in technology and science; westernization promoted nationalism in Japan helping it to avoid European domination; *Kemal Atatürk*: played crucial role in battles such as Gallipoli and only general to go undefeated in brutal World War I; banned wearing religious clothes and encouraged women to not wear veil and dress in a Western way)
- Richly supports the theme with many relevant facts, examples, and details (*Emperor Meiji*: before Meiji Restoration Japan ruled by shogun; Matthew Perry arrived in Tokyo Bay in 1853; Western-style clothing and uniforms worn by civil officers, soldiers, and civilians; in 1872 Western dress ordered to be worn for all official ceremonies by men and women; learned to play Western-style instruments such as piano and adopted Western art and architecture; *Kemal Atatürk*: after World War I, Ottoman Empire collapsed and was divided up by Great Britain, France, Greece, and Italy in Asia Minor; Sultan Mohammed VI forced to abdicate throne; Turkey recognized as country; modernized and westernized Turkey; 1923 exiled caliph and separated church and state; created a Parliament but dominated by his Popular Party)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states leaders such as Atatürk encouraged Western ideas and abolished traditional ideas

**Conclusion:** Overall, the response fits the criteria for Level 5. Interpretive analysis of document information and substantive relevant historical details establish a good context for the discussion of the policies of both leaders but especially for Atatürk. Thoughtful conclusions reflect effective critical appraisals of the impact of each leader's policy.

## Practice Paper B—Score Level 4

### The response:

- Develops all aspects of the task for Emperor Meiji and westernization and Kemal Atatürk and westernization
- Is both descriptive and analytical (*Emperor Meiji*: many in Japan felt if China fell so easily to Western powers then Japan had no hope; under Buddhism, meat-eating looked down upon but due to Western policies beef became popular; used nationalism to preserve traditional beliefs while furthering modernization; Japanese factories mixed Western technology with traditional Japanese ideas of loyalty, discipline, and sacrifice helping lead to rapid development; *Kemal Atatürk*: soon after World War I what was left of Ottoman Empire fell to ruin and became a shell of its former self; knew his nation needed to westernize to compete in modern world; knew plebiscite would never pass reforms so had to build new Turkey non-democratically)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Emperor Meiji*: United States forced Japan to open up foreign trade; instituted modernization and westernization so Japan would not be made a “western puppet” in Meiji Restoration; sent scholars to learn about Western ideas; government trained in European military techniques and use of Western guns and adopted law codes modeled after France and Germany; *Kemal Atatürk*: during World War I, Ottoman Empire fought on side of Central Powers which lost; dictator who forced people to radically change because he feared if they did not Turkey would fall to European control)
- Supports the theme with relevant facts, examples, and details (*Emperor Meiji*: USS *Powhatan* landed in Edo Bay on July 8, 1853; modernized government, military, industry, and even culture; made people get Western-style haircuts; soldiers and political officials wore Western-style beards and Western uniforms; Japanese buildings modeled after Western architecture; used nationalism to raise economic capacity and unite Japanese people; *Kemal Atatürk*: formed a nationalist government which made Sultan Mohammed VI abdicate throne; closed religious courts to separate church and state; abolished sultanate, exiled caliph, and took education away from clerics; policies supported equal rights for women)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss reasons leaders adopted policies of westernization even though it meant sacrificing some of their traditions and values

**Conclusion:** Overall, the response fits the criteria for Level 4. Most of the response focuses on document interpretation and some relevant outside historical information about Japan. The strength of the response is in the treatment of the comparative element of the decisions of both leaders to sacrifice traditions and values to help their respective countries.

## Practice Paper C—Score Level 3

### The response:

- Develops all aspects of the task in some depth for Emperor Meiji and westernization and Deng Xiaoping and the one-child policy
- Is more descriptive than analytical (*Emperor Meiji*: when Americans forced Japan to open its ports to trade it knew something had to be done; believed establishment of Western thought would help Japan transform so it could compete against foreign powers; cultural openness encouraged; new interest in imperialism; *Deng Xiaoping*: instituted policy out of concern for Chinese society and resources; with such a high expected population, China would most probably run out of resources putting strains on economy; ever-growing population would have increased pollution; workforce growing smaller in China which will cause major decrease in production due to probable shortage of workers)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates limited relevant outside information (*Emperor Meiji*: 19th-century Japan still ruled by shogunate and customs of rest of world were foreign; after Japanese closed doors to trade in 1600s they feared Western domination and looked up to China; Japanese businesses built Western-style factories to produce goods for foreign market; Japan still engaging in cultural diffusion while maintaining cultural ideals such as Shinto; *Deng Xiaoping*: human population impact on our planet being discussed not only in China but globally as well; non-governmental organizations such as Greenpeace organized to fight negative human impact on environment)
- Includes some relevant facts, examples, and details (*Emperor Meiji*: Japan adopted Western styles and clothing as well as art and architecture; growth of nationalism; *Deng Xiaoping*: one-child policy issued because of pressure by already large population; rates of infanticide, violence against women, and infant abandonment rose dramatically; policy revealed deep gender bias in China)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. Some relevant outside information and some analytic statements support document interpretation and are employed to draw thoughtful conclusions about the difficulties both leaders faced. The treatment of the policies of both leaders is satisfactory but lacks supporting facts and details.



## Practice Paper D—Score Level 2

### The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Emperor Meiji*: Japan in the 19th century was not nearly as advanced as Western countries who moved toward Japan; China had fallen to West in Opium Wars and Japan feared it would be next to be conquered; felt need for Japan to be looked upon as equals with respect to society; some Victorian styles appeared in Japan; *Kemal Atatürk*: rose to lead Turkey in time of need; World War I showed need for modernization; secularized Turkey, exiled caliph, and abolished sultanate; with his support, women given more equal rights; recognized that democracy may not always work and allowed military to intervene if necessary)
- Incorporates limited relevant information from documents 1, 2, 4, 5, and 6
- Presents little relevant outside information (*Kemal Atatürk*: Sykes agreement divided up former Ottoman territories after World War I)
- Includes few relevant facts, examples, and details (*Emperor Meiji*: Japan adopted Western fashion in hairstyle and clothes; architecture and art of West adopted; *Kemal Atatürk*: Ottoman Empire collapsed after World War I; former soldier who fought in Great War)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. A methodical presentation of information from the documents, and a piece of relevant outside information about Turkey demonstrate an understanding of the task. General, accurate statements that address the impact of westernization in both Japan and Turkey are included, but would have benefited from additional supporting facts and details.

## Practice Paper E—Score Level 1

### The response:

- Minimally addresses all aspects of the task
- Is descriptive (*Deng Xiaoping*: rapidly growing population creating difficulties in education and employment and overtaxing energy, water, forest, and other natural resources; each family would raise only one child; *Emperor Meiji*: Japan feared being dominated by foreigners because they were smaller and easier to invade than China; changed things that went against culture such as eating meat)
- Includes minimal information from documents 1, 2, 7, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Deng Xiaoping*: ruled China; shrinking workforce and consumer demand; *Emperor Meiji*: China invaded by British and French; westernized Japan)
- Demonstrates a general plan of organization; includes an introduction and a one-sentence conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. Brief explanations accompany document quotations indicating a limited understanding of the task. All aspects of the task are mentioned but development is simplistic and lacks details.

# Transition Exam in Global History and Geography—Grade 10 Specifications June 2019

## Part I Multiple-Choice Questions by Standard

Standard	Question Numbers
1—United States and New York History	N/A
2—World History	5, 7, 8, 11, 12, 16, 17, 19, 20, 21, 22, 23, 25, 28, 29
3—Geography	1, 2, 4, 9, 10, 13, 14, 18, 24, 26, 30
4—Economics	3, 15, 27
5—Civics, Citizenship, and Government	6

## Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Human Rights	Standards 2, 4, and 5: World History; Economics; Civics, Citizenship, and Government
Document-based Essay	Change; Conflict; Economic Systems; Political Systems; Power; Human Rights	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

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

Scoring information for Part III is found in Volume 2 of the Rating Guide.

**The *Chart for Determining the Final Examination Score for the June 2019 Transition Exam in Global History and Geography—Grade 10* will be posted on the Department’s web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Transition Exam in Global History and Geography 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.