

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 26, 2016 — 9:15 a.m. to 12:15 p.m., only

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

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

Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

Mechanics of Rating

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

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

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

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

Global History and Geography
Part A Specific Rubric
Document-Based Question
January 2016

Document 1

By 1603, Tokugawa Ieyasu had won the civil war and had become the supreme ruler of Japan, the Shogun. His successor, Shogun Hidetada, put forth laws for military households. These households included members of the warrior class: the daimyo, the greater samurai, and the lesser samurai.

Laws Governing Military Households (1615), Excerpts

. . . [4] Great lords (daimyō), the lesser lords, and officials should immediately expel from their domains any among their retainers [vassals] or henchmen who have been charged with treason or murder. . . .

[6] Whenever it is intended to make repairs on a castle of one of the feudal domains, the [shogunate] authorities should be notified. The construction of any new castles is to be halted and stringently [strictly] prohibited.

“Big castles are a danger to the state.” Walls and moats are the cause of great disorders.

[7] Immediate report should be made of innovations which are being planned or of factional conspiracies [schemes by dissenting groups] being formed in neighboring domains. . . .

Source: Compiled by Ryusaku Tsunoda, et al., *Sources of the Japanese Tradition*,
Columbia University Press (adapted)

1 Based on this document, what is *one* way these laws limited the actions of the warrior class?

Score of 1:

- States a way these laws limited the actions of the warrior class based on this document
Examples: must expel from the domain any retainer *or* vassal *or* henchmen charged with treason or murder; authorities had to be notified if a castle was going to be repaired; warriors could only repair castles with approval; the construction of any new castles was to be halted *or* stringently prohibited; immediate report should be made of innovations being planned in neighboring domains; factional conspiracies *or* schemes by dissenting groups being formed in neighboring domains should be reported immediately; big castles cannot be built because they are a danger to the state; prohibited from building walls *or* moats

Score of 0:

- Incorrect response
Examples: great lords/daimyo were to be expelled; new castles were to be built; Hidetada put forth laws for military households; Tokugawa Ieyasu won the civil war; walls and moats caused great disorders; laws governing military households
- Vague response
Examples: authorities should be notified; they all had rules/laws to follow; permission was needed; daimyo, greater samurai, lesser samurai; big castles are a danger to the state
- No response

Document 2

The sankin kotai or hostage system was included as part of the warrior class laws.

Alternate residence duty, or sankin kotai, was a system developed in the Warring States period and perfected by the Tokugawa shogunate. In essence, the system demanded simply that daimyo reside in the Tokugawa castle at Edo for periods of time, alternating with residence at the daimyo's own castle. When a daimyo was not residing in the Tokugawa castle, he was required to leave his family at his overlord's [shogun's] castle town. It was, at its simplest, a hostage system which required that either the daimyo or his family (including the very important heir) always be physically subject to the whim of the overlord. . . .

Source: "Sankin Kotai and the Hostage System," *Nakasendo Way*, Walk Japan

2 Based on this document, what is *one* way the daimyo were affected by the Tokugawa hostage system (alternate residence duty)?

Score of 1:

- States a way the daimyo were affected by the Tokugawa hostage system based on this document

Examples: the daimyo were required to reside in the Tokugawa castle at Edo for periods of time; when a daimyo was not residing in the Tokugawa castle, he was required to leave his family at his overlord's/shogun's castle town; the system required that either the daimyo or his family/heir always be physically subject to the whim of the overlord; daimyo could not live with his family at his own castle; family members were kept hostage to the overlord/shogun; daimyo's family was held hostage

Score of 0:

- Incorrect response
Examples: system was developed in the Warring States period; system was perfected by Tokugawa shogunate; daimyo could not live at his own castle
- Vague response
Examples: a hostage system; they had a very important heir; daimyo's family; it was subject to whim; *sankin kotai*; alternating residence; resided in Edo; overlord
- No response

Document 3

. . . These measures [the hostage system, the isolation policy, and the banning of guns] succeeded in bringing the bloody wars of the previous period to an end. But the Shoguns could not stop the society beneath them continuing to change. The concentration of the lords and their families in Edo led to a growing trade in rice to feed them and their retainers, and to a proliferation [increase] of urban craftspeople and traders catering to their needs. Japan's cities grew to be some of the biggest in the world. The merchant class, although supposedly of very low standing, became increasingly important, and a new urban culture of popular poetry, plays and novels developed, different in many ways from the official culture of the state. A relaxation of the ban on western books after 1720 led to some intellectuals showing an interest in western ideas, and a 'School of Dutch learning' began to undertake studies in science, agronomy [agriculture] and Copernican astronomy. As money became increasingly important, many of the *samurai* became poor, forced to sell their weapons and to take up agriculture or crafts in order to pay their debts. Meanwhile repeated famines hit the peasantry—almost a million died in 1732 (out of a population of 26 million), 200,000 in 1775, and several hundred thousands in the 1780s—and there were a succession of local peasant uprisings. The Tokugawa political superstructure remained completely intact. But beneath it social forces were developing with some similarities to those in western Europe during the Renaissance period. . . .

Source: Chris Harman, *A People's History of the World*, Verso (adapted)

3 According to Chris Harman, what is *one* change that occurred in Japan as a consequence of the hostage system and isolationist policy?

Score of 1:

- States a change that occurred in Japan as a consequence of the hostage system and isolationist policy according to Chris Harman
Examples: concentration of lords or families in Edo led to a growing trade in rice to feed them and their retainers; proliferation/increase of urban craftspeople; proliferation/increase of traders in Edo; Japan's cities grew; rice trade grew; merchant class became increasingly important; a new urban culture developed; a new urban culture developed separately from the official culture; development of popular poetry/plays/novels; money became increasingly important; many samurai became poor; samurai were forced to sell their weapons; samurai took up agriculture/crafts; samurai had debts to pay; the wars of the previous period were brought to an end; ended bloody wars; repeated famines hit the peasantry; a succession of local peasant uprisings; famine caused many to die; development of social forces similar to those in Western Europe; relaxation of the ban on western books led to interest in western ideas; 'School of Dutch learning' began to undertake studies in science/agriculture/Copernican astronomy; intellectuals show interest in western ideas

Score of 0:

- Incorrect response
Examples: Tokugawa political structure was transformed; trade in rice decreased; samurai became increasingly important; merchants lost standing; official culture
- Vague response
Examples: there was a political superstructure; it was similar to the Renaissance; society could not be stopped; western books; bloody wars; trade; took up new things; society continued to change
- No response

Document 4a

Excerpts of the [Nazi] Party Boycott Order, 28 March 1933

. . . 3. The action committees must at once popularize the boycott by means of propaganda and enlightenment. The principle is: No German must any longer buy from a Jew or let him and his backers promote their goods. The boycott must be general. It must be supported by the whole German people and must hit Jewry in its most sensitive place. . . .

8. The boycott must be coordinated and set in motion everywhere at the same time, so that all preparations must be carried out immediately. Orders are being sent to the SA and SS so that from the moment of the boycott the population will be warned by guards not to enter Jewish shops. The start of the boycott is to be announced by posters, through the press and leaflets, etc. The boycott will commence on Saturday, 1 April on the stroke of 10 o'clock. It will be continued until an order comes from the Party leadership for it to stop. . . .

Source: J. Noakes and G. Pridham, eds., *Documents on Nazism, 1919–1945*, The Viking Press

4a In 1933, what is *one* action the Nazi party wanted the German people to take against the Jews based on this excerpt?

Score of 1:

- States an action the Nazi party wanted the German people to take against the Jews in 1933 based on this excerpt

Examples: not buying from a Jew; not letting Jews *or* their backers promote their goods; not to enter Jewish shops; to start the boycott on Saturday, April 1 at 10 o'clock; to boycott Jewish businesses; to continue the boycott until the Party leadership ordered it stopped; a coordinated boycott; boycott; to honor a general boycott

Score of 0:

- Incorrect response
Examples: the Jewish people used propaganda; to end the boycott on Saturday; the population will be warned by guards; to have backers promote their goods
- Vague response
Examples: to hit a sensitive place; to coordinate and prepare; to send orders; continue until an order comes to stop; not enter; stay out; announce by poster
- No response

Document 4b

Decree Eliminating Jews from German Economic Life, 12 November 1938

... Article 1

1. From 1 January 1939 the running of retail shops, mail order houses and the practice of independent trades are forbidden to Jews. . . .

Source: J. Noakes and G. Pridham, eds., *Documents on Nazism, 1919–1945*, The Viking Press

4b As a result of this Nazi decree, what is *one* specific economic situation faced by the Jewish people?

Score of 1:

- States a specific economic situation faced by the Jewish people as a result of this Nazi decree
Examples: they were forbidden to run retail shops/mail order houses; they were forbidden to practice independent trades; they were eliminated from German economic life; possibility of Jewish businesses closing

Score of 0:

- Incorrect response
Examples: they could only run retail shops; they had to practice independent trades; Jews ran shops
- Vague response
Examples: they could not practice; decree eliminated; they were forbidden
- No response

Document 5a

“The Night of Broken Glass”



Source: Anne Frank Guide online

Document 5b

. . . The Nazis claimed that Kristallnacht was an uprising by ordinary Germans. Actually, it was carefully planned. The government ordered squads of Brownshirts into the streets. Their job was to destroy and terrorize. The Gestapo, or secret police, received orders not to stop the violence. Instead, they were to sweep through the burning neighborhoods, arresting Jews.

Kristallnacht was a turning point. The Nazis stepped up their efforts to “Aryanize” the German economy. Jews had been losing their property since Hitler came to power. Now, taking it from them became an official policy.

On November 12, the government levied a fine of one billion *reichsmarks* on the German Jewish community. This was punishment for the act of one troubled teenager.* In addition to this, Jewish victims of Kristallnacht had to pay for the damage out of their own pockets. They could not collect insurance to cover their losses. . . .

Source: Linda J. Altman, *The Jewish Victims of the Holocaust*, Enslow Publishers (adapted)

*Herschel Grynszpan had killed a German at the German embassy in Paris out of anger over his parents’ deportation. This act was used by the government to justify its actions on Kristallnacht.

5 Based on this photograph and passage, what are *two* impacts of the policy of Kristallnacht on the Jewish population in Germany?

Score of 2 or 1:

- Award 1 credit (up to the maximum of 2 credits) for each *different* impact of the policy of Kristallnacht on the Jewish population in Germany based on this photograph and passage
Examples: Jews were terrorized; the business property of Jews was destroyed/Jewish storefront windows were smashed; Jews were arrested; Jewish neighborhoods were burned; taking Jewish property became an official policy; the government levied a fine of one billion *reichsmarks* on the German Jewish community; the Jewish community was punished for the act of one troubled teenager; the Jewish victims of Kristallnacht had to pay for the damage out of their own pockets/they could not collect insurance to cover their losses; although Jews had been losing their property since Hitler came to power, now taking it became an official policy; attempted to Aryanize the German economy and harmed Jewish businesses

Note: To receive maximum credit, two *different* impacts of the policy of Kristallnacht on the Jewish population must be stated. For example, *Jewish victims had to pay for damage out of their own pockets* and *they could not collect insurance to cover their losses* is the same impact expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: it was an uprising by ordinary Germans; the Gestapo stopped the violence; Herschel Grynszpan’s parents were deported; Jewish victims had to use insurance; Gestapo were to sweep through neighborhoods
- Vague response
Examples: an uprising; it was carefully planned; it was a turning point; efforts were stepped up; orders were received; official policy; the Gestapo did it; destroy; Night of Broken Glass
- No response

Document 6

- September 1996: A report by London's *Jewish Chronicle* claims that \$4 billion (\$65 billion in 1996 dollars*) looted by the Nazis from Jews and others during World War II was diverted to Swiss banks. The sum is about 20 times the amount previously acknowledged by the Swiss; . . .
- October 29, 1996: . . . Art, coins, and other items looted by Nazis from the homes of Austrian Jews are sold at a benefit auction in Vienna. It is the intent of the auction organizers to keep the items in the Jewish community. By day's end, the auction grosses \$13.2 million, with proceeds going to aid Holocaust survivors and their heirs. . . .
- February 12, 1997: Switzerland, stung by allegations that the wartime government accepted and laundered [concealed the source of] funds from Nazi Germany that had been looted from Jews, agrees to create a \$71 million fund for Holocaust survivors and their heirs.

Source: *The Holocaust Chronicle*, Publications International, 2000

*Four billion dollars during World War II had the approximate value of \$65 billion in 1996.

6 Based on this information from *The Holocaust Chronicle*, state *one* action taken in an attempt to compensate Holocaust survivors and their heirs many years after World War II ended.

Score of 1:

- States an action taken in an attempt to compensate Holocaust survivors and their heirs many years after World War II ended based on this information from *The Holocaust Chronicle*
Examples: to sell art *or* coins *or* other items looted by Nazis at a benefit auction; to use auction proceeds to aid Holocaust survivors and their heirs; Switzerland created a \$71 million fund for Holocaust survivors and their heirs; revealing correct figures of Jewish losses; giving auction proceeds of \$13.2 million to aid survivors and heirs; attempting to keep looted items in the Jewish community

Score of 0:

- Incorrect response
Examples: to divert money looted by the Nazis from Jews to Swiss banks; Nazis sold art *or* coins at auctions; Nazis created a \$71 million fund for survivors; accepted laundered funds; stung by allegations
- Vague response
Examples: to publish a report; to make the sum twenty times more; to gross \$13.2 million; keeping items around
- No response

Document 7a

Native Laws Amendment Act, Act No. 54 of 1952, Union of South Africa

. . . 29 (1) Whenever any authorized officer has reason to believe that any native [black South African] within an urban area or an area proclaimed in terms of section *twenty-three*—

(a) is an idle person in that—

(i) he is habitually unemployed and has no sufficient honest means of livelihood. . .

he [authorized officer] may, without warrant arrest that native or cause him to be arrested and any European police officer or officer appointed under sub-section (1) of section *twenty-two* may thereupon bring such a native before a native commissioner or magistrate who shall require the native to give a good and satisfactory account of himself. . . .

Source: Native Laws Amendment Act, Act No. 54 of 1952, Digital Innovation South Africa online (adapted)

7a Under the Union of South Africa Act No. 54 of 1952, what could happen to a native person who was habitually unemployed?

Score of 1:

- States what could happen to a native person who was habitually unemployed under the Union of South Africa Act No. 54 of 1952
Examples: could be arrested without a warrant/be arrested; could be brought before a native commissioner/magistrate; required to give a good and satisfactory account of himself

Score of 0:

- Incorrect response
Examples: he has no sufficient honest means of livelihood; sub-section 23/22 would be used; officers had to be authorized; is an idle person; police officers were European; the act was an amendment
- Vague response
Examples: black South Africans; taken; warrant; give an account
- No response

Document 7b

Natives (Abolition of Passes and Coordination of Documents) Act, Act No. 67 of 1952, Union of South Africa

. . . Any policeman may at any time call upon an African [black] who has attained the age of sixteen years to produce his reference [pass] book. If a reference book has been issued to him but he fails to produce it because it is not in his possession at the time, he commits a criminal offence and is liable to a fine not exceeding ten pounds or imprisonment for a period not exceeding one month. . . .

Source: Leslie Rubin and Neville Rubin, *This is Apartheid*, Christian Action, London (adapted)

7b Under the Union of South Africa Act No. 67 of 1952, what penalty could be given to a sixteen-year-old or older African black if he failed to produce his reference book?

Score of 1:

- Identifies a penalty given to a sixteen-year-old or older African black if he failed to produce his reference book under the Union of South Africa Act No. 67 of 1952
Examples: a fine/a fine not exceeding ten pounds; imprisonment/imprisonment for a period not exceeding one month; sent to prison

Score of 0:

- Incorrect response
Examples: a criminal offense; a reference book has been issued to him; his reference book is not in his possession; a reference book must be produced; an African American will get a fine
- Vague response
Examples: he is liable; a policeman may call; it cannot exceed one month
- No response

Document 8

This excerpt is based on Peter Abrahams's memories and his conversation with his black South African boss, Jim.

. . . When Jim left his Pedi village in the northern Transvaal he had to go to the nearest police station or Native Affairs Department. There he got a Trek Pass. This permitted him to make the journey to Johannesburg. On reaching the city he got an Identification Pass and a Six-Day Special Pass. He paid two shillings each month for the Identification Pass. The Six-Day Special was his protection while he looked for work. He did not find work during his first six days in the city. He did not go to the pass office to renew his Six-Day Special. He was picked up on the eighth day and spent two weeks in jail as a vagrant [person without residence or work]. That taught him to go to the pass office regularly. . . .

Source: Peter Abrahams, *Tell Freedom: Memories of Africa*, Alfred A. Knopf

8 According to Peter Abrahams, what was *one* way the pass laws affected his boss, Jim?

Score of 1:

- States a way the pass laws affected his boss Jim, according to Peter Abrahams
Examples: he had to go to the nearest police station/to the Native Affairs Department to get a pass/get a Trek Pass; he had to get a pass to travel; Jim had to get a pass/Identification Pass/Six-Day Special Pass when he got to the city/got to Johannesburg; he had to pay/had to pay 2 shillings each month for the identification pass; when he did not renew his Six-Day pass, he was picked up/arrested; he spent two weeks in jail/spent two weeks in jail as a vagrant; he learned to go to the pass office regularly; the Six-Day Special Pass protected him when looking for work; without a pass he might be considered a vagrant; he could not travel safely without a pass

Score of 0:

- Incorrect response
Examples: he looked for work; he did not find work; Jim left his village; he took a journey to Johannesburg
- Vague response
Examples: he was permitted; he became a boss; there was a pass office
- No response

Document 9

Resistance to white domination was continuous but unsuccessful. The South African police and the army were called out every time blacks rose up against the apartheid laws that made their lives so miserable. On March 21, 1960, a group of unarmed blacks made their way to the police station in Sharpeville (a black township) to hold a peaceful protest against the passbook laws. No black in South Africa could travel, live, or work without a passbook. This hated document was the record of a person's life as defined by the white government. Thousands of demonstrators left their passbooks at home, expecting to be arrested. They thought this would show the government's policy could not continue if it had to arrest thousands. But the peaceful demonstration was met with gunfire. When it was over, sixty-nine blacks were dead, shot in the back by the police as they tried to flee when the shooting began. Their deaths sparked a nationwide protest.

Source: Blauer and Lauré, *South Africa*, Children's Press

9a Based on this document, what action did black South Africans take to oppose the pass laws?

Score of 1:

- States an action black South Africans took to oppose the pass laws based on this document
Examples: demonstrated; protested; held a peaceful protest; resisted white domination; used civil disobedience; left passbooks at home/thousands of demonstrators left their passbooks at home; on March 21, 1960, a group of unarmed blacks made their way to the police station in Sharpeville to hold a peaceful protest against the passbook laws; they offered resistance; demonstrated hoping to get arrested to show government policy could not continue; blacks rose up

Score of 0:

- Incorrect response
Examples: made their lives miserable; recorded a person's life as defined by the white government; shot in the back by police; blacks were killed; shooting began; no black in South Africa traveled without a passbook; deaths sparked a nationwide protest
- Vague response
Examples: passbooks; hated the document; it was continuous; ruthless methods; peaceful; nationwide action
- No response

9b Based on this document, what was the South African government's response to the situation in Sharpeville on March 21, 1960?

Score of 1:

- States the South African government's response to the situation in Sharpeville on March 21, 1960 based on this document

Examples: the peaceful demonstration was met with gunfire/government responded with gunfire; sixty-nine blacks were killed/blacks were shot in the back by the police; the police shot unarmed demonstrators/protestors/blacks as they tried to flee; gunfire

Score of 0:

- Incorrect response

Examples: government policy could not continue; sparked a nationwide protest; nothing; protested; demonstrated; fled when the shooting began; African Americans were shot

- Vague response

Examples: could not continue; the government had a policy; dead

- No response

Global History and Geography
Content Specific Rubric
Document-Based Essay
January 2016

Historical Context:

Throughout history, governments have developed and established laws and orders for a variety of reasons. The *laws for the warriors under the Tokugawa Shogunate*, the *Nazi orders and laws of the Third Reich*, and the *pass laws of the Republic of South Africa* had many impacts on societies, regions, and groups of people.

Task: Select *two* sets of laws and/or orders mentioned in the historical context and for *each*

- Explain what the government hoped to achieve by establishing these laws and/or orders
- Discuss the impacts of these laws and/or orders on a specific society, region, or group of people

Scoring Notes:

1. This document-based question has a minimum of *six* components (for *each* of *two* sets of laws and/or orders, discussing what the government hoped to achieve and discussing *at least two* impacts of each set of laws and/or orders on a specific society, region, or group of people).
2. The impacts of these laws and/or orders may be immediate or long term.
3. The impacts of the laws or orders may be on a specific society, a region, a group of people, or any combination.
4. Information that is used to explain what the government hoped to achieve may also be used to discuss the impact of the laws or orders, e.g., destroying the Jewish economy was what the government hoped to achieve as well as the impact of the Nazi laws and orders on the Jews.
5. The response may discuss the impact of laws or orders from different perspectives as long as the discussion is supported with accurate historical facts and examples.
6. Only two sets of laws and/or orders should be chosen from the historical context. If three sets of laws and/or orders are addressed, only the first two sets of laws and/or orders may be rated.
7. For purposes of meeting the criteria of using *at least four* documents in the response, documents 4a, 4b, 5a, 5b, 7a, and 7b may be considered as separate documents *if* the response uses specific separate facts from *each* document.

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

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

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **each** of **two** sets of laws and/or orders by discussing what the government hoped to achieve and discussing **at least two** impacts these laws and/or orders had on a specific society, region, or group of people
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Tokugawa Shogunate*: connects the effort to centralize authority by controlling the residence and activities of daimyo and samurai and by reducing foreign influence in Japan to the growth of cities, the growing economic importance of the merchant class, and the development of a new urban culture; *Republic of South Africa*: connects the effort to control the movement and activities of black South Africans through pass laws and other apartheid policies to protests by blacks, the reactions of the government to these protests, and events leading to the eventual end of apartheid
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to sets of laws and orders (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Tokugawa Shogunate*: laws for military households; role of Bushido; castle at Edo; isolation policy; hostage system; urbanization; growing trade in rice; western books; studies in science; Dutch learning; *Republic of South Africa*: habitual unemployment; arrests; homelands; townships; Afrikaners; National Party; details of Sharpeville; economic sanctions; Nelson Mandela's actions; role of F. W. de Klerk
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one set of laws and/or orders more thoroughly than the other set of laws and/or orders **or** by discussing one aspect of the task less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Tokugawa Shogunate*: discusses how the government attempted to limit the power of the warrior class using the hostage system, resulting in increased urbanization, the growth in the importance of the merchant class, and the development of a new urban culture; *Republic of South Africa*: discusses how the pass system restricted the movement of black South Africans, resulting in protests by the black community, government reaction, and events leading to the end of apartheid
- Incorporates relevant information from **at least four** documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

Tokugawa Shogunate

Key Ideas from Documents 1–3

What Government Hoped to Achieve	Impact
<p>Doc 1—To require warrior class to immediately expel retainers or henchmen charged with treason or murder from their domain</p> <p>To be informed of any intent to make repairs on feudal domains</p> <p>To halt and prohibit construction of new castles</p> <p>To be made aware of planned innovations in neighboring domains</p> <p>To be made aware of factional conspiracies in neighboring domains</p> <p>To regulate military households of the warrior class (daimyo, greater samurai, and lesser samurai)</p> <p>Doc 2—To require alternate residence duty (<i>sankin kotai</i>), a hostage system, of the daimyo and his family (including the heir)</p> <p>To make the daimyo physically subject to the overlord</p> <p>Doc 3—To end bloody wars of the previous period</p> <p>To concentrate lords and their families in Edo</p>	<p>Doc 1—Regulation of military households of warrior class including daimyo, greater samurai, and lesser samurai</p> <p>Banishment of retainers or henchmen charged with treason or murder</p> <p>Prohibition of daimyo from constructing castles</p> <p>Mandated reporting of activities in neighboring domains</p> <p>Doc 2— Forcing the daimyo to reside in the Tokugawa castle in Edo for periods of time</p> <p>Forcing families of the daimyo to reside in Edo when the daimyo was not residing at the Tokugawa castle</p> <p>Doc 3—Restriction of designated products from entering Japan (guns)</p> <p>End of bloody wars of the previous period</p> <p>Concentration of lords and families in Edo</p> <p>Increases in rice trade to feed lords and their families</p> <p>Increases in urban craftsmen and traders to meet needs of lords and their families</p> <p>Growth of Japanese cities</p> <p>Increased importance of the merchant class</p> <p>Development of a new urban culture of popular poetry, plays, and novels</p> <p>Intellectual interest in Western ideas after 1720</p> <p>Study of science, agronomy, and Copernican astronomy at ‘School of Dutch learning’</p> <p>Increasing reliance on money</p> <p>Putting samurai in position where forced to sell their weapons and become farmers or craftsmen to pay debts</p> <p>Repeated famines among peasantry</p> <p>Succession of local peasant uprisings</p>

Relevant Outside Information

(This list is not all-inclusive.)

What Government Hoped to Achieve	Impact
<p>To preserve the hierarchy of Japanese feudalism</p> <p>To centralize the power and authority of the Tokugawa shogunate</p> <p>To have tighter control over the economy</p> <p>To limit the influence of merchants based on the influence of Confucianism</p> <p>To expel Christian missionaries and eliminate Christianity as a threat through the persecution of its followers</p> <p>To restrict Dutch merchants to Nagasaki Harbor</p>	<p>Samurai becoming civil servants rather than combat warriors</p> <p>Attempts by government to maintain loyalty to shogun while allowing autonomy in domains</p> <p>Limits placed on European contact</p> <p>Restriction of foreigners to Nagasaki Harbor (Dutch, Chinese)</p> <p>Details on effects of isolation policy</p> <p>Details on new urban culture</p> <p>Inflexibility of Tokugawa government by late 1700s</p> <p>Downfall of Tokugawa shogunate</p> <p>Samurai rebellions/resistance to change</p>

Third Reich

Key Ideas from Documents 4–6

What Government Hoped to Achieve	Impact
<p>Doc 4—To prevent German citizens from buying from Jews</p> <p>To stop Jews from promoting their goods</p> <p>To make the boycott general</p> <p>To set the boycott in motion everywhere at the same time</p> <p>To prevent German citizens from entering Jewish shops</p> <p>To forbid the running of retail shops, mail order houses, and the practice of independent trades by Jews</p> <p>To place severe economic restrictions on the Jewish people</p> <p>To eliminate Jews from German economic life</p> <p>Doc 5—To “Aryanize” the German economy</p> <p>To take Jewish property</p> <p>To destroy Jewish property and terrorize the Jewish population</p> <p>To arrest Jews during Kristallnacht</p> <p>To keep the secret police from stopping violence</p> <p>To punish the German Jewish community</p>	<p>Doc 4—Boycotting of Jewish shops</p> <p>Preventing Jews from running retail shops, mail order houses, or practicing independent trades</p> <p>Elimination of Jews from German economic life</p> <p>Doc 5—Destruction of Jewish shops on Kristallnacht in Berlin</p> <p>Taking Jewish property in an effort to “Aryanize” the German economy</p> <p>Requiring Jewish community to pay a fine of one billion <i>reichsmarks</i></p> <p>Requiring Jewish victims of Kristallnacht to pay for damages out of their own pockets</p> <p>Refusing to allow Jews to collect insurance for losses from Kristallnacht</p> <p>Doc 6—Confiscation of \$4 billion from Jews that was placed in Swiss banks</p> <p>Looting of art, coins, and other items from homes of Austrian Jews during World War II that were sold at benefit auctions in Vienna in 1996</p> <p>Swiss laundering of Nazi funds looted from Jews</p> <p>Creation of a \$71 million fund for Holocaust survivors and heirs by the Swiss</p>

Relevant Outside Information

(This list is not all-inclusive.)

What Government Hoped to Achieve	Impact
<p>To increase power and control by Nazis</p> <p>To create scapegoats for the problems experienced during and after World War I (Treaty of Versailles, war guilt, inflation)</p> <p>To isolate and eventually eliminate the Jewish population of Germany and other areas controlled by the Nazis</p> <p>To make anti-Semitism a permanent part of the ideology and culture of Nazi Germany</p> <p>To legislate racism</p> <p>To encourage the emigration of Jewish population while still taking large amounts of their property</p>	<p>Making anti-Semitism a permanent part of the ideology and culture of Nazi Germany</p> <p>Promoting racism and Social Darwinism</p> <p>Forcing men, women, and children to wear the Star of David</p> <p>Details of effects of Nuremberg Laws</p> <p>Details about Kristallnacht (Night of the Broken Glass)</p> <p>Forcing Jewish populations into ghettos in many cities, where they died of disease and starvation</p> <p>Authorizing genocide as the Nazi Final Solution</p> <p>Building extermination camps inside and outside of Germany (Auschwitz)</p> <p>Death of approximately six million Jewish victims during Holocaust</p> <p>Trial of leading Nazi military and political leaders for their crimes against humanity at Nuremberg</p> <p>Establishment of a Jewish state in Palestine through Zionist efforts</p> <p>Lawsuits to reclaim stolen Jewish property</p>

Republic of South Africa

Key Ideas from Documents 7–9

What Government Hoped to Achieve	Impact
<p>Doc 7—To arrest without warrant any black South African thought to be unemployed and to bring this person before a native commissioner or magistrate To require black South Africans sixteen years and older to produce a passbook upon request by any police officer or face a fine or imprisonment Doc 8—To limit or control the movement of black South Africans Doc 9—To prevent blacks in South Africa from traveling, living, or working without a passbook To enforce apartheid laws</p>	<p>Doc 7—Fining or imprisoning black South Africans who did not produce a passbook Doc 8—Requiring a Trek Pass for a black South African to go to Johannesburg/to travel Requiring a black South African to have an Identification Pass and a Six-Day Special Pass to remain in Johannesburg or to seek work Punishment for failure to have a pass in Johannesburg Doc 9—Killing of 69 blacks at Sharpeville by police Protests by black South Africans against apartheid and pass laws Nationwide protest as result of deaths at Sharpeville</p>

Relevant Outside Information

(This list is not all-inclusive.)

What Government Hoped to Achieve	Impact
<p>To increase the economic power of Afrikaners and limit the power of black South Africans To preserve white-minority rule in South Africa To control all the activities of all black South Africans</p>	<p>Severe voting and citizenship restrictions for nonwhites Separation of schools, hospitals, park benches, fountains, and other public facilities Limitation of educational opportunities for blacks Forced teaching of Afrikaans in South African schools Development of homelands for tribal groups and recognition by the South African government as independent nations Declaring the African National Congress illegal Arrest of Nelson Mandela and others Examples of specific protests (Soweto) Details about activities of various leaders (Steven Biko, Desmond Tutu) Imposition of international boycotts and divestment Initiation of reforms by F. W. de Klerk in response to international actions against South Africa Legal end of apartheid in 1994 and holding of first free election Release from prison and election of Nelson Mandela as President Work of the Truth and Reconciliation Commission Economic, social, and political problems plaguing South Africa today</p>

While the Nazi regime of the Third Reich was more aggressive in its persecution of Jews, the pass laws of the Republic of South Africa in the twentieth century aggressively restricted the rights of a specific group of the country's population. The Nazi regime in Germany between 1933 and 1945 sought to "Aryanize" Germany by openly persecuting and crushing the country's Jewish population, while the government of South Africa during the apartheid state created a divide that discriminated against the black majority by separating them from the ruling white minority which wanted to maintain power and control.

The Nazi regime of the Third Reich in Germany between 1933 and 1945 sought to openly persecute the Jewish population. The Nazi government of Germany believed that Jews were responsible for many of the economic problems that were plaguing Germany at the time, such as widespread unemployment and inflation. Because of this Hitler and the Nazis wanted to promote a "purer, more righteous" country by eliminating the Jews in a slow process of economic and social discrimination. On March 28th, 1933, the Nazi party of Germany published an order which promoted a nationwide boycott of Jewish businesses and goods, as a way to "send a message" to both the general population and Germany's population of Jews; "the Jews were the enemy of the Germans." Hitler hated the Jews and was using the Jews as scapegoats. The economic problems were not caused by the Jews but Hitler blamed the Jews as a way to increase his own power and control of Germany. His efforts disrupted Jewish businesses, threatened their livelihood and showed the Nazi party's strong desire to forcefully eliminate the Jewish population by destroying the very

fabric of their lives. (Doc 4a) This was only one law among many that was aimed at the Jewish people. The Nuremberg laws of 1935 systematically removed the racial, political, economic, and social rights of Jews. Jews were identified by the "yellow star of David" which they were forced to wear. They were deprived of their German citizenship. This was further reinforced on November 12th, 1938, in the "Decree Eliminating Jews from German Economic Life" where the Nazi Party ordered that the Jewish population of Germany no longer partake in independent business or trade. The passage of this law nearly eliminated any Jewish involvement in the economy, and was deliberately meant to cripple the economic standing and prosperity of the Jewish population. (Doc 4b) The German intent to destroy the Jewish population was taken to its physical level on the night of Kristallnacht, or the "Night of Broken Glass," when the Nazis ordered groups of their supporters or "Brownshirts," to terrorize Jewish shops and businesses. This effort was backed by the police and the government of the Nazi Germany. This shows the direct intent by the government to go beyond disabling the Jews economically. (Doc 5)

Kristallnacht was a turning point for both Jews and Nazi Germans. For the Jews, the night broke their hopes and spirits. Gone was their belief that the German people would not allow such barbarity and violence as few Germans protested the destruction and murder. As a result many attempted to flee Germany to places like Holland, France, Britain, the United States, and Palestine. Unfortunately some of these places weren't safe either because Hitler took over the vast majority of the European continent. Until their defeat in 1945, the Nazis rounded up German Jews and Jews in Nazi occupied territories like cattle. They

placed them in concentration camps with the intent of having them work to benefit the Reich, and if they were unable to work they were put to death. The conditions in the camps were beyond imagination. Upon arrival family members were separated and the Nazis took their possessions, even their tooth fillings. In the end about six million Jews died.

South Africa was originally colonized by the Dutch and later by the British. The Dutch Boer farmers enslaved native South Africans to work on their farms. By the 1800s the Dutch and British were in competition. This led to conflict and wars between the Boers, the native South Africans, and the British for control. The British won and they allowed the European white minority to form a government. Within a few decades, the ethnocentric policies of the white minority government were used to create a state that separated society by race and greatly discriminated against the black South African population. The apartheid government of South Africa in the latter half of the 20th century restricted the black majority population in order to maintain white minority power and control.

In 1952, this white minority government passed the Native Laws Amendment Act, which under Act number 54 stated that a black person who was not employed or had no way to take care of himself could be arrested. Furthermore, the Native Acts in the same year, Act 67 stated how any black person on reaching the age of 16 had to carry their passbook on them at all times, or they could be arrested. These acts demonstrate deliberate action by the South African government to limit the freedom of the black population. (Doc 7a & 7b) These are only two of many laws that limited the lives of black South

Africans. They did not have freedom of movement because they had to apply for permission to travel outside of what their passbook said. (Doc 8) Black South Africans found it difficult to get certain jobs, and to get a quality education. Whites were given the most profitable lands and blacks were forced to live in homelands and shantytowns. Like the Jews, the black South Africans were removed from their lands, denied citizenship, and treated very badly. Unlike the Jews, the black population was the majority and they eventually fought back. In Sharpeville in 1960 when the black population tried to peacefully show their disdain for these laws, they were met with a violent, irrational backlash showing the South African government's hatred for the black population (Doc 9). However the black population was not deterred. For about forty years they fought the white minority. Boycotts and increasing international pressure eventually caused the white South African government to change their policies. In the 1990s, President DeKlerk released Nelson Mandela from prison, apartheid was dismantled, and free and open elections were held, resulting in Nelson Mandela becoming the first black South African president.

The government of the Third Reich and the white minority government of South Africa both limited the rights of a specific demographic of their populations. These governments grew and prospered for a time but in the end both were defeated.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Nazi orders and laws of the Third Reich and the pass laws of the Republic of South Africa
- Is more analytical than descriptive (*Nazi orders and laws*: Nazi regime sought to “Aryanize” Germany by openly persecuting the country’s Jewish population; strong desire to forcefully eliminate the Jewish population by destroying the fabric of their lives; for Jews Kristallnacht broke their hopes and spirits; conditions Jews experienced in camps were beyond imagination; *South Africa pass laws*: the ethnocentric policies of the white minority government were used to create a state that separated society by race and greatly discriminated against the black South African population; blacks did not have freedom of movement because they had to apply for permission to travel; like Jews, black South Africans were removed from lands, denied citizenship, and treated very badly; black population tried to peacefully show disdain for the laws but met with a violent backlash)
- Incorporates relevant information from documents 4, 5, 7, 8, and 9
- Incorporates substantial relevant outside information (*Nazi orders and laws*: government believed Jews responsible for widespread unemployment and inflation; Hitler blamed Jews for economic problems as a way to increase his own power and control of Germany; Nuremberg laws systematically removed racial, political, economic, and social rights of Jews; Jews were identified by “yellow Star of David”; some places Jews fled to were not safe because Hitler took over vast majority of European continent; about six million Jews died; *South Africa pass laws*: Dutch Boers enslaved native South Africans to work on their farms; restricted the black majority population in order to maintain white minority power and control; blacks found it difficult to get a quality education; forced to live in homelands and shantytowns; boycotts and increasing international pressure caused white South African government to change their policies; Mandela released from prison, apartheid dismantled, and free and open elections held)
- Richly supports the theme with many relevant facts, examples, and details (*Nazi orders and laws*: nationwide boycott of Jewish businesses and goods; Brownshirts were ordered to terrorize Jewish shops and businesses; *South Africa pass laws*: a black person who was not employed or had no way to take care of himself could be arrested; law stated any black person reaching age 16 had to carry passbook at all times or could be arrested)
- Demonstrates a logical and clear plan of organization; includes an introduction that states both the Nazi regime and the apartheid government of South Africa restricted the rights of a specific group and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 5. Substantial outside information supports thorough document interpretation especially in the discussion of the impact of the Nazi laws on the Jewish population and provides a strong evaluative approach to the task. The integration of good historical connections and details contributes to thoughtful analytic conclusions.

Throughout the course of history, governments have created laws and orders. These were created by them for various reasons depending on what kind of state they ran. For instance, there are the laws of the Nazi Regime and the Third Reich as well as the pass laws of the Republic of South Africa. Each government while different used these laws and orders to control the people of their respective states and to increase their own power. These laws had negative impacts on certain groups of people.

The ruling of the Nazi regime was influenced by Adolph Hitler's idea that the Jewish community and people were the cause of the economic downfall in Germany after the first world war. He blamed the Jews for Germany's loss of World War I and for the massive inflation and unemployment of the 1920s and 1930s. While more truthfully the Jews had little to do with Germany losing World War I and the worldwide depression, Hitler needed a scapegoat to blame for all the problems and issues in Germany and so, he chose the Jewish people, a minority group in the population. By issuing laws against the Jews, Hitler meant to turn the entirety of Germany against them and at the same time increase support for himself. He hoped to instill the mind set that the Jewish people were far less important than the Aryan Germans. One action taken, in particular was the boycotting of Jewish goods, as stated in the Nazi Party Order in 1933 (Doc 4a). The government had planned to use propaganda "enlightenment" to get the German people to stop buying from people of the Jewish community and to alienate the Jewish population forcing many to give up their professions. This was taken a step further when the Jews were no longer allowed to run/own retail shops and trade (Doc 4b).

These things were done to isolate and hurt the Jewish Germans and cause a sense of resentment towards them by the superior blue-eyed, blond-haired-German Aryans. The Jewish Germans feared for their lives.

The pass laws in the Republic of South Africa, were somewhat similar to those laws in Nazi Germany. The government of the Republic of South Africa hoped to isolate the black community much like Hitler wanted to do with the Jews by creating laws that resulted in unfair treatment. The Afrikaners or white South Africans treated the blacks as a lower class. By disallowing them the rights of the regular citizens they created a "social injustice." This visible racism towards the black, native community was used by the white minority Afrikaner government to maintain and increase control. Most specifically through the pass laws which required the constant carrying of a passbook by black South Africans to travel from place to place, as well as to get any type of job (Doc 8). The government belittled blacks by passing other laws that included forcing black South Africans to live in homelands. In these areas, which were some of the worst lands in all of South Africa, blacks were not citizens of South Africa. They could not vote or own land. They lived with no running water or bathrooms in their individual houses. The Afrikaners did not fund schools for blacks so many black South Africans received a poor education. This was another way to control black South Africans. Some who were able to get an education became important leaders in the Anti-Apartheid movement.

The effects of laws and orders placed on a society can be both negative and positive. In the case of the Nazi Regime, they brought many negative impacts to the Jewish community. The German government, planned

“a uprising by ordinary Germans.” This policy was carried out on Kristallnacht, in which German people and Brownshirts destroyed property and terrorized Jewish people. The Gestapo were ordered not to stop it but instead they arrested thousands of Jews. This was all apart of the Germans/Nazis stepped up effort to “Aryanize” the German economy. As a result of the policy, the Jewish community was fined one billion reichmarks and in addition any Jew who fell victim of the policy had to pay for damages out of their own pockets (Doc 5a). Proving how the German people clearly wanted them to leave or not exist. Jews were first removed from society by putting them into ghettos. Then they were moved into concentration camps where they were starved and many were worked to death. They were forced to give up all their property and many families were separated. About 6 million Jews died during the Holocaust. The laws against the Jews were beneficial to some Nazis who gained jobs and bought or stole Jewish property. (Doc 6). Anti-Jewish laws increased the power of Hitler and the Nazis and harmed the Jews.

The black Natives of South Africa faced a frontal assault due to the implementation of “pass laws” and other laws by the government. For example, if a black man failed to produce his “reference book” he could face a fine not exceeding ten pounds or imprisonment for a period not exceeding one month (Doc 7b). Another impact upon the blacks of South Africa can be seen in the Native Laws Amendment Act, Act No. 54 of 1952, in which it’s stated that if a black person was not employed they could be arrested. Pass books always had to be upon their owner. All of these laws, undermined the blacks of South Africa and unjustly punished them. As a result black South Africans

decided to fight back. In 1960 they defied the law when they went to the Sharpeville police station to hold a protest without their passbooks. The Afrikaner police responded with gunfire killing 69 blacks but this didn't stop the blacks of South Africa (Doc. 9). Leaders like Nelson Mandela and others fought the Afrikaner government in many ways. Mandela was jailed for almost 30 years because of his efforts and others were killed. Black South Africans kept fighting apartheid until the 1990s when the white South Africans started dismantling the unfair system. Blacks were allowed to vote and run for office and Mandela was elected the President of South Africa. Apartheid and the pass laws became history.

Overall laws put in place by governments have the ability to create a new society. They impact people under them in many different ways. These laws can either cause negative impacts upon a group of people or positive ones. Unfortunately both the Nazis and the Afrikaners affected some of their people negatively.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Nazi orders and laws of the Third Reich and the pass laws of the Republic of South Africa
- Is more analytical than descriptive (*Nazi orders and laws*: Jews had little to do with failure of World War I and worldwide depression; Hitler meant to turn Germany against Jews and increase his support; German Jews feared for their lives; for German Aryans, laws were beneficial for some Nazis who gained jobs and bought or stole Jewish property; *South Africa pass laws*: government hoped to isolate the black community by creating laws that resulted in unfair treatment much like Hitler wanted to do with Jews; by disallowing blacks the rights of regular citizens, the government created a “social injustice”; this visible racism towards the black native community was used by the white minority Afrikaner government to maintain and increase control; black South Africans decided to fight back)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Nazi orders and laws*: Hitler blamed Jews for Germany’s loss in World War I and massive inflation and unemployment of the 1920s and 1930s; Jews were moved into concentration camps where they were starved and worked to death; about six million Jews died during the Holocaust; *South Africa pass laws*: black South Africans forced into homelands; blacks were not citizens of South Africa and could not vote or own land; blacks lived with no running water or bathrooms; Afrikaners did not fund schools for blacks so many received a poor education; Mandela jailed for almost 30 years; Mandela became President of South Africa, and apartheid and pass laws became history)
- Richly supports the theme with many relevant facts, examples, and details (*Nazi orders and laws*: on Kristallnacht, German people and Brownshirts destroyed property and terrorized Jewish people; Gestapo arrested thousands of Jews; Jewish community fined one billion reichsmarks; *South Africa pass laws*: if a black man failed to produce his reference book he could face a fine or imprisonment; blacks went to Sharpeville police station without passbooks; 69 blacks killed at Sharpeville by Afrikaner police)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the Nazi laws and the pass laws of the Republic of South Africa had negative impacts on certain groups and a conclusion that discusses laws put in place by a government have the ability to create a new society

Conclusion: Overall, the response fits the criteria for Level 5. Integrated outside information supports document interpretation and analysis. The treatment of the government’s intent and the impact of both the Nazi orders and laws and the pass laws of South Africa effectively demonstrate a strong understanding of the task.

Humans are full of pride. When one ethnicity, religion, or race gets together, oftentimes they believe they are superior to others. When this happens, unfair governments and dictatorships form that treat certain groups extremely unfairly. Governments in Germany and South Africa were created that oppressed one group of people and glorified the other. Both governments set laws that benefitted only one race while the others suffered.

The Nazi party in Germany is one of the most infamous political parties in history. The Nazis, and the leader of the party Adolf Hitler, believed that Germans were superior to all other races. The Nazis wanted anyone with Aryan blood to join Hitler's 3rd Reich and become the most powerful nation in the world. In order for the Nazis to complete their goal of racial unity, they needed to exterminate those who did not fit their definition of a German and who did not have Aryan blood, namely the Jews. Hitler spread his ideas about the Jews through his novel *Mein Kampf* or *My Struggles*. He painted the Jews as an evil race and blamed them for communism and other problems including Germany's defeat in World War I. He used the Jews as a scapegoat. Step by step he tried to remove their rights, their jobs, their houses, and eventually their lives. This process included the Holocaust and the deaths of around six million Jews. In 1933, the Nazis ordered a general boycott against Jewish shops. (Doc 4a) This was done to weaken the Jews and cause them to lose their money. It also helped turn the German people against the Jews. The Nazis did not want Jewish people to be involved in the economy any longer. On November 12, 1938, a decree was issued that stated that as of January 1, 1939, it would be illegal for Jews to own any private businesses or practices. (Doc 4b) This was

the continuation of the Nazis process of the debilitation of the Jews. Because Jews could not own businesses and were not allowed to hold certain jobs they struggled to support themselves. Many resorted to selling their property. This was what Hitler and the Nazis wanted—to humiliate and destroy the Jewish race. The situation worsened and turned deadly for the Jews on the “Night of Broken Glass” or Kristallnacht. The Nazis justified Kristallnacht because a Jewish student killed a Nazi official, and the Nazis used that as an excuse to begin destroying and killing Jewish people. The secret police or the Gestapo broke into Jewish businesses, homes, and temples. They took the Jews property and destroyed many of the religious areas. Some people were taken away on that night. (Doc 5b) Historians often refer to Kristallnacht as the start of the Holocaust because this is when the violence really began on a large scale. After this fateful night, it became an official policy to take away Jews land from them, the Jews were fined one billion reichmarks by the government, and they were not given any insurance to cover their losses (Doc 5b). The Germans continued to severely mistreat Jews. The Holocaust was a mass genocide which killed much of the Jewish population in the Third Reich. The reason the Nazi party set these laws against the Jews was for political power and Aryan racial dominance. Looking back at this time in history, one can see just how greatly the Jews were affected. In September of 1996, it was discovered that \$4 billion had been looted from the Jews by the Nazis and was stored away in banks in Switzerland (Doc 6). Much more money was stolen and used for other purposes. An auction of possessions of Jewish people that had been stolen from them were found to be worth \$13.2 million in auction money. (Doc 6) In an effort to try to compensate

for the horrible persecution to Jews, money has been given to Holocaust survivors and the heirs. However this is such a small amount of money compared to what the Jews lost and no amount of money can make up for all the deaths of the Jews.

South Africa also had a racist government who favored one ethnicity and race over the other. South Africa was ruled by the white minority, who also had most of the nation's wealth. Once the white minority or Afrikaners came into power in the 1940s they put into place a government and economy that relied on the labor of the black majority but controlled this majority by strict, very harsh, and unfair laws. The blacks had to deal with legal segregation and unjust laws against them. Apartheid laws in South Africa focused on the racial separation of blacks and whites. The whites passed these laws so they could dominate the blacks politically and economically and receive the majority of the wealth of the nation. The passbook laws were the most notorious laws of apartheid. The passbook laws made it so that no black could travel, work, or live without a passbook, they defined a black person's life. In other words blacks always had to get permission from the white government to do almost anything. (Doc. 9) On March 21, 1960, a peaceful protest was held by unarmed blacks. (Doc 9). They went to the police station in Sharpeville without their passbooks. The blacks expected that they would be arrested, but the whites shot into the crowd and killed 69 black people (Doc 9). This event shows the power and violence of the whites. In another case a black who was 16 or older, and caught traveling without a passbook, could either be fined up to 10 pounds or imprisoned for up to a month (Doc 7b). Traveling for a black person became an ordeal because of the constant need to have to

go renew their passes. A black South African, for example, traveled and had to get a Trek pass for the journey and an identification pass for when he arrived, as well a 6-Day Special Pass (Doc 8). After 6 days, he did not renew his 6 Day pass and was arrested (Doc. 8). Black people could not travel without continuously going back to the pass office and paying for certain passes. According to the Native Laws Amendment Act, Act No. 54 of 1952, any black South African who lived in an urban area but did not work was subject to arrest by a European police officer. Blacks protested the unfairness of the pass laws and other laws. Another protest took place in the town of Soweto, where students in the 1980s protested against a law forcing them to be taught in Afrikaans, the language of the white Afrikaners, which would limit their opportunities. Over 100 people were killed when white policemen shot innocent protesters. These injustices show how racist one ethnicity can be and also shows how certain groups believe they are superior to others.

The Nazis from the Third Reich of Germany and the white South Africans from South Africa both believed they were better than a different group of people: the Jews and the blacks. They set unfair laws that blatantly favored their own person race or political party. These laws caused many hardships for other races of people and resulted in the unnecessary deaths of many Jews and also in the death of peaceful protesters in South Africa.

Anchor Level 4-A

The response:

- Develops all aspects of the task for the Nazi orders and laws of the Third Reich and the pass laws of the Republic of South Africa
- Is both descriptive and analytical (*Nazi orders and laws*: weakened Jews and caused them to lose their money; helped turn German people against Jews; because Jews could not own businesses and were not allowed to hold certain jobs, they struggled to support themselves; Hitler and Nazis wanted to humiliate and destroy Jewish race; to compensate for horrible persecution of Jews, money given to Holocaust survivors and heirs; *South Africa pass laws*: laws passed so whites could dominate blacks politically and economically; passbooks defined a black person's life; traveling for black people was an ordeal because of the constant need to renew their passes)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Nazi orders and laws*: for Nazis to complete goal of racial unity they needed to exterminate those who did not fit their definition of a German and those who did not have Aryan blood, namely Jews; Hitler painted Jews as an evil race and blamed them for communism and Germany's defeat in World War I; Hitler used a process that included the Holocaust and the deaths of around six million Jews; *South Africa pass laws*: once the white minority or Afrikaners came into power in the 1940s, they put into place a government and economy that relied on labor of black majority but controlled them by strict, harsh, and unfair laws; apartheid laws focused on racial separation of blacks and whites; blacks forced to be taught only in Afrikaans, the language of the white Africans; over 100 killed when white policemen shot innocent protesters in Soweto)
- Supports the theme with relevant facts, examples, and details (*Nazi orders and laws*: Hitler leader of Nazi Party; in 1933 Nazis ordered a general boycott against Jewish shops; Jews fined one billion reichsmarks by government and not given insurance to cover their losses; four billion dollars looted from the Jews by Nazis and stored in banks in Switzerland; auction of Jewish possessions worth 13.2 million dollars; *South Africa pass laws*: peaceful protest held by unarmed blacks who went to police station in Sharpeville without passbooks; whites shot into crowd and killed 69 black people; any black South African who lived in an urban area but did not work was subject to arrest); includes a minor inaccuracy (novel, *Mein Kampf*)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss how both Nazis and white South Africans developed laws that treated groups unfairly

Conclusion: Overall, the response fits the criteria for Level 4. While document information frames the discussion, the strength of the response is in the detailed explanations and well-placed outside information. The inclusion of additional analytic statements would have strengthened the effort, particularly in the discussion of South Africa.

Laws have been an important part of society since the Code of Hammurabi was created in Mesopotamia. Laws are usually created to maintain peace and order. Sometimes they can be unjust and result in chaos and violence. The Nazi orders and laws from the Third Reich as well as the pass laws of the Republic of South Africa were extremely influential on the people of Germany and South Africa.

The Nazi orders and laws of the Third Reich were established in order to take away power, money, and safety of the Jews. By targeting the Jews, the Nazi government and Hitler were able to increase their power by uniting the German people against an enemy that Hitler blamed for the economic troubles that Germany was experiencing. The Nazis started with laws that limited some Jewish rights. After this they tried to hurt Jews economically as seen in Document 4a which is a passage explaining how all non-Jewish Germans must boycott Jewish businesses. Because most of Germany's population stopped buying the Jewish goods, many Jews lost money and their jobs. Those Jewish businesses who maintained even a little financial security throughout the boycott were crushed when as seen in document 4b, a decree banning nearly all Jewish businesses was issued. Again this forced many Jews to lose money and jobs. The Nuremberg laws made Jews second-class citizens. Around the time of this decree, angry Germans and the Brownshirts broke into homes, businesses, and synagogues causing chaos and began destroying much of the Jewish property. Document 5b describes that night which is now known as Kristallnacht. The Nazis claimed it was started by German citizens but in fact it was a well-organized government planned activity. The Nazis carried out this idea to financially and physically weaken the Jews. Many consider

this night the beginning of the world's largest act of genocide, the Holocaust. Many tried to escape Germany. In areas that Germany took over Jews were forced to live in apartments in Ghettos. Often several families had to live in one tiny apartment. After this point Jews were treated incredibly cruelly and violently. Jews were also rounded up and put in work or death camps called concentration camps. By the time the Holocaust ended, about six million Jews had died. Although the laws were cruel and unjust, they ultimately succeeded in their goal to destroy Jews.

Another set of laws that had a large impact on it's countries people was the South African pass laws. The pass laws were part of the government's policy of racial discrimination and abuse. When the white Afrikaners gained political control in the middle of the 20th century, a horrible racial crisis was occurring in the Republic of South Africa. The white minority had complete power over the black majority in South Africa. This period of the racially unjust government is referred to as Apartheid. The government issued the pass laws along with other laws in order to cause harm to the black South Africans. The goal of the pass laws and Apartheid was to maintain control of the majority black population. The white Afrikaners systematically forced the blacks into specific areas and low paying, low skill jobs so that the whites could benefit as the blacks were abused. Life for a typical black South African can be seen in documents 7a and 7b which explain how an unemployed black native could be arrested without a warrant because blacks needed to carry their passes all the time, everywhere they went. These laws placed many innocent people in jail for any small violation. This is what happened to Jim, a black South African

seen in document 8. Because of the pass laws more innocent people ended up in prison. Another unjust law of Apartheid was that only the white minority could vote. This ensured that there would always be a white president, which meant Apartheid would continue. Other laws included a rigid system of segregation where blacks and whites would be separated by law. Blacks would have separate schools, water fountains, and train cars and couldn't go to the places that were reserved for whites. Eventually all these laws resulted in protests by the black majority. Document 9 describes the Sharpeville massacre. This was when thousands of black natives peacefully protested by leaving their passes at home. Peaceful protests were shown to be productive earlier in the 20th century by Gandhi who used peaceful protests such as boycotts, the Salt March, and fasting. He was a great inspiration to the South African natives. Unfortunately, the Sharpeville protest backfired, similarly to what happened in Tiananmen square, as the government open-fired and killed 69 South African natives. A leader of a protesting group, the ANC, Nelson Mandela fought to end Apartheid. He was arrested for his efforts and jailed for nearly thirty years. F.W. deKlerk released Mandela from prison, and together they helped to end Apartheid. The government's plan to harm and put down the South African natives had succeeded for a while but eventually was ended.

The laws and orders of the Third Reich and the pass laws of South Africa were very similar. Both targeted a group of people, both were unjust, both impacted the group greatly and both ended. These two sets of laws succeeded in their purpose and had influenced their countries greatly.

Anchor Level 4-B

The response:

- Develops all aspects of the task for the Nazi orders and laws of the Third Reich and the pass laws of the Republic of South Africa
- Is both descriptive and analytical (*Nazi orders and laws*: established to take away power, money, and safety of Jews; Jewish businesses that maintained even a little financial security crushed when a decree banning Jewish businesses was issued; Nuremberg laws made Jews second-class citizens; Jews treated cruelly and violently; *South Africa pass laws*: laws were part of the government's policy of racial discrimination and abuse; under apartheid white minority had complete power over black majority; laws placed many innocent people in jail for any small violation; laws resulted in protests by the black majority)
- Incorporates relevant information from documents 4, 5, 7, 8, and 9
- Incorporates relevant outside information (*Nazi orders and laws*: by targeting Jews, Nazi government and Hitler were able to increase power by uniting German people against an enemy blamed for economic troubles; in areas that Germans took over, Jews were forced to live in apartments in ghettos; many Jews tried to escape Germany; Jews rounded up and put in concentration camps; about six million Jews died during the Holocaust; *South Africa pass laws*: white Afrikaners systematically forced blacks into specific areas and low-paying, low-skill jobs; only white minority could vote to ensure there would always be a white president; blacks would have separate schools, water fountains, and train cars; Gandhi was a great inspiration to South African natives because of his peaceful protests such as boycotts; Sharpeville protest backfired similar to Tiananmen Square; Mandela, leader of African National Congress, fought to end apartheid, was arrested for his efforts and jailed for nearly 30 years; F.W. deKlerk released Mandela from prison and together they helped end apartheid)
- Supports the theme with relevant facts, examples, and details (*Nazi orders and laws*: all non-Jewish Germans to boycott Jewish businesses; many Jews lost businesses and jobs; *South Africa pass laws*: unemployed black native could be arrested without a warrant; government opened fire at Sharpeville and killed 69 South African natives)
- Demonstrates a logical and clear plan of organization; includes an introduction that states laws are usually created to maintain peace and order but sometimes can be unjust and result in chaos and violence and a conclusion that mentions similarities and differences between laws of the Third Reich and the pass laws of South Africa

Conclusion: Overall, the response fits the criteria for Level 4. Document information is used as evidence to show how the Nazi laws and orders, the pass laws, and other laws of the Republic of South Africa were harmful to specific groups. While outside information and some analytic statements are included, better integration of the analytic statements and fewer repetitive statements would have strengthened the effort.

Throughout time, government has restricted the people using laws and orders. The German government lead by Adolf Hitler installed the Nazi orders and laws of the Third Reich and the Republic of South Africa led by a white minority established the pass laws to limit what the people could do. They did this in order to maintain their power. In both cases, the government used force to enforce these laws no matter what the consequences were on the people.

During WWII, the people of Europe lived in fear due to the fascist government of Germany. Adolf Hitler terrorized the people trying to achieve power for the Aryan race by installing the Nazi orders and laws of the Third Reich. While these laws and orders dealt with more than the Jewish people, one of the most cruelly targeted people were the Jews. Hitler saw the Jews as the cause of many of Germany's problems. In order for these rules to be effective at limiting the power of the Jews, he gave the higher German officials and the German population orders; to no longer buy from a Jew or let him and his backers promote their goods (Doc. 4a). By doing this, they hoped to force the Jewish population out of work so the Aryan race could prosper in Germany again. When the Germans forbid the Jews from owning or running any economically profitable businesses in Germany (Doc. 4b), the Jewish population was put into a difficult situation. Because many weren't able to make money anymore, many would go into debt and have to give up their businesses. The Nazi Party also enforced their laws in clever ways trying to get the German people to support their anti-Semitism. On the night of Kristallnacht, or the night of broken glass, what was reported as "ordinary Germans" destroying Jewish shops was in reality, groups supported by the Nazi Party. The Gestapo were ordered not to stop the

violence that occurred, and to actually arrest Jewish people in the streets (Doc. 5b). They could tell who the Jews were because all Jews, by this time, were forced to wear a yellow star, the star of David, on their clothing. This event really hurt the Jewish population because it put them into even more debt by forcing them to pay for the damage out of their own pockets, and they had no help from the insurance companies (doc 5b). The picture also shows how the damage didn't affect many of the other people of Germany, even with all of the broken glass they were walking around like nothing happened leaving the Jews to clean up by themselves (doc 5a.) Many tried to escape the Nazi rulers and sold or hid many of their possessions. Others who did not escape had their property stolen or confiscated by the Nazis. According to the Holocaust Chronicle, \$65 billion, the equivalent of 4 billion in the 1940's worth of property was taken from the Jews during Hitler's rule and stored in Swiss banks by the Nazis. As a result of this, Switzerland created a \$71 million fund to aid Holocaust families (doc. 6). Unfortunately this compensation was often too little too late. Jews lost their identities as Germans, their jobs, their citizenship, their businesses, their possessions, and many lost their lives. In conclusion, all the things the Nazi Party did effectively limited the rights of the Jews and led to depleting the Jewish population during their rule.

The pass laws of the Republic of South Africa virtually did the same thing as the laws of the Nazi Party; they terrorized the natives. The native black population was at the mercy of the minority white population at all times. Whites influenced what jobs blacks could have, where they could live, and where they could travel as well as such things as their education. Black natives were not considered citizens of South

Africa and were not allowed to vote or participate in government. According to the Native Laws amendment act No. 54 of 1952, a native person who is unemployed could be arrested with no sufficient cause (Doc. 7a). This made it so the natives would be living in fear, knowing they could be arrested for not having any form of work to do. Also, Act No. 67 of 1952, the Abolition of Passes and Coordination of documents Act, states if a man is over the age of 16 and is not carrying his pass book, he could be imprisoned for up to a month or fined ten pounds (Doc. 7b). This put the native black people in danger because something as little as forgetting their pass book could cost them a large amount of money or their freedom. The white government made it so the blacks would be fearful of them, making an easier job of ruling them. Another example of this is displayed through the recollection of a story described by Peter Abrahams. His boss was arrested two days after his Six-Day Special pass was done, a pass that allows a person to look for work for six days (Doc. 8). Once again, the government being strict changed his boss's life forever, making it so he wouldn't forget any other small things. The last document describes how the blacks of South Africa were demonstrating at a peaceful protest when the government shot at them (Doc. 9). This event was the worst in South Africa, putting the people in the most fear up to that point. It shows that the government was willing to do anything to keep the power and wasn't going to allow any uprisings. Black natives did not give up. They continued to protest and use other campaigns to hurt the government of white South Africans. Eventually apartheid ended and native blacks were granted equal political rights. In the end the native blacks were much more successful in fighting the white

government of South Africa than the Jews were in fighting the Nazis. Overall, both the Nazi Party and Republic of South Africa used force to enforce the laws they had placed on the people they were ruling, and by no means were they going to be taken over. They struck fear into the people, and made it so living wasn't an enjoyable thing.

Anchor Level 4-C

The response:

- Develops all aspects of the task for the Nazi orders and laws of the Third Reich and the pass laws of the Republic of South Africa
- Is both descriptive and analytical (*Nazi orders and laws*: Nazi Party tried to get German people to support their anti-Semitism; Gestapo ordered to arrest Jews in the streets; Kristallnacht put Jews further into debt as they were forced to pay for damages with no help from insurance companies; compensation often too little too late; *South Africa pass laws*: terrorized the natives; native black population was at the mercy of minority white population; natives lived in fear knowing they could be arrested for not working; government willing to do anything to keep power; native blacks were more successful in fighting white government of South Africa than the Jews were in fighting the Nazis)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Nazi orders and laws*: Hitler hoped to force Jewish population out of work so Aryan race could prosper; Jews forced to wear Star of David on clothing; those who tried to escape sold or hid many of their possessions; Jews lost their identities as Germans, their jobs, citizenship, businesses, possessions, and many lost their lives; *South Africa pass laws*: whites influenced what jobs blacks could have and where they could live; black natives not considered citizens of South Africa and not allowed to vote or participate in government; continued to use protests and other campaigns to hurt white South African government; eventually apartheid ended and native blacks were granted equal political rights)
- Supports the theme with relevant facts, examples, and details (*Nazi orders and laws*: Jews forbidden from owning or running any economically profitable business in Germany; equivalent of four billion worth of property in the 1940s taken from Jews during Hitler's rule and stored in Swiss banks by Nazis; \$71 million fund to aid Holocaust families; *South Africa pass laws*: a man over the age of 16 not carrying a passbook could be imprisoned for up to a month or fined 10 pounds; South African blacks demonstrating at a peaceful protest when shot)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state the governments of the Third Reich and the Republic of South Africa used force to establish laws and did not care about the consequences for their people

Conclusion: Overall, the response fits the criteria for Level 4. The response relies on document information to frame the discussion. Some well-placed analytic comparative statements and outside information are used to connect information across documents and to draw conclusions demonstrating a good understanding of the task. Additional supporting details and facts to expand on conclusions would have enhanced the discussion.

Throughout history the cultural prejudice of a government has led to the persecution of people of a certain race, religion, and nationality. Nazi Germany and South African Apartheid are two examples of such persecution. While the Jews were persecuted for their religion and the Africans for their race and nationality, the persecution and prejudice of both groups led to world-wide movements to get rid of such laws and governments which allow such laws.

The rule of Nazi Germany began in the 1930's when Adolf Hitler was appointed to power as chancellor. During this period the German economy had been plagued by reparations, due to the first world war, and depression. Adolf used this misery of the people to gain support and win over the German people. He then began to blame the economic and political misfortunes of Germany on the Jewish population. He began to use propaganda in order to stir up a deep hatred for the Jewish people and a blame was set upon them. He said Jews were not Germans and blamed them for the Treaty of Versailles whose terms were bad and unfair. They were also blamed for Germany's high unemployment rate. The German people began to believe Adolf and followed his policies. Laws such as "No German must any longer buy from a Jew or let him and his backers promote their goods" were followed and this economically damaged the Jewish people. (Doc 4) This excerpt shows the first of many government sanctioned actions meant to force the Jewish people into poverty. This boycott began on Saturday April 1, 1933. (Doc 4) Sadly, this was not the last incident of economic discrimination against the Jews. The uprising that occurred at Kristallnacht was claimed to be caused by "ordinary Germans." (Doc 5) It was later discovered that the uprising was caused by "Brownshirts" that began the uprising. (Doc 5)

This uprising allowed the perfect smokescreen for the Gestapo to march in and arrest the Jewish residents that were suspected of a variety of "crimes." (Doc 5) This uprising was only one of many instances of the Nazi's deceit. The Nazis took the wealth and property of the Jews from their homes such as artwork and their watches and gold fillings from the dead bodies in the concentration camps. The only way the Nazis were stopped and Jews were helped was the fighting of the Second World War. The Allied nations fought and eventually defeated the Axis nations in one of the bloodiest wars in history. After the Second World War was over and the Nazis had been defeated some of the funds and property that the Nazis had stolen from the Jewish people were discovered in Switzerland, a neutral country as well as many other places. Nearly fifty years after the war ended a report claiming 4 billion dollars which was stolen from the Jews was discovered in Swiss banks. (Doc 6) The money, along with many collectible items, was eventually put up for auction. The auction raised 13.2 million dollars for Holocaust survivors and their heirs. The Swiss created a 72 million dollar fund after being accused of laundering many Nazi funds. (Doc 6) These actions as well as the horrific crimes committed by the Nazis show the prejudice nature of their laws.

South Africa was at one time a British colony. Britain then released control to the white minority. The Afrikaners, part of the "white" minority gained control in the late 1940s and ruled for decades. The social prejudice of the Afrikaners was reflected in their laws. One law that truly reflected this was the pass law. This law said that no black South African could travel without a government issued pass. The South African Native Laws Amendment Act Number 54 declared that

any authorized officer could arrest a native African for being seen without a pass. (Doc 7) This law meant that people, such as Jim in document 8, could be imprisoned for two weeks for simply forgetting or not renewing their pass. This also meant that any dark-skinned South African native who was over the age of sixteen was required to possess a pass and identification card at all times. In combination with many other laws this caused the rights of black South Africans to be severely limited, for they were not considered citizens of South Africa and couldn't vote. They also were forced to live separately from Afrikaners. The protests of these laws were often met with violent action and excessive force. In Sharpeville South Africa on March 21, 1960 sixty-nine South African natives were massacred during a peaceful protest. (Doc 9) The protesters arrived at the police station in Sharpeville without their passes expecting to be arrested. They believed that this arrest would show the Afrikaners, and the world, that their laws were unfair and could not stand. The protest however was met with a barrage of gun fire. Sixty-nine black men and women were slaughtered that day. Eventually the world community put pressure on the Afrikaner government to stop these unfair laws. Over the years native South African protests and world pressure made it unprofitable to maintain apartheid. These racist policies were dismantled in the 1990s and eventually Nelson Mandela, a native South African was elected president in the first multi-racial election.

The terrible and truly horrifying acts of violence committed by the governments of both South Africa and Nazi Germany lasted for years. This persecution helped bring nations together to fight injustices.

Anchor Level 3-A

The response:

- Develops most aspects of the task with some depth on the impact of the Nazi orders and laws of the Third Reich and the pass laws of the Republic of South Africa and little depth for what the Nazis hoped to achieve by establishing the orders
- Is more descriptive than analytical (*Nazi orders and laws*: Hitler's policies economically damaged the Jewish people; Kristallnacht not caused by ordinary Germans but by Brownshirts; Kristallnacht was the perfect smoke screen for the Gestapo to march in and arrest Jewish residents; *South Africa pass laws*: rights of black South Africans severely limited; protests often met with violent action and excessive force; native blacks believed their expected arrest would show Afrikaners and the world that laws were unfair and could not stand; in Sharpeville 69 South African natives were massacred during peaceful protest; it became unprofitable to maintain apartheid)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Nazi orders and laws*: German economy plagued by reparations from World War I and depression; Hitler said Jews were not Germans and blamed them for unfair terms of Treaty of Versailles; blamed Jews for high unemployment rate; Nazis took watches and gold fillings from the dead bodies in concentration camps; *South Africa pass laws*: South Africa was at one time a British colony; world community put pressure on Afrikaner government to stop unfair laws; Mandela, a native South African, elected president in first multi-racial election)
- Includes some relevant facts, examples, and details (*Nazi orders and laws*: Germans could no longer buy from Jews; report claiming four billion dollars stolen from Jews discovered in Swiss banks; *South Africa pass laws*: no black South African could travel without government-issued pass; black South Africans were not considered citizens, could not vote, and forced to live separately from Afrikaners)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses cultural prejudices of governments have led to persecution of people and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Document information with some supporting outside details frames the discussion demonstrating an understanding of the task. The treatment of both Nazi Germany and the pass laws of South Africa focus on the impacts of these laws on the Jews and native South Africans respectively. Reasons the South African government developed the pass laws are merely mentioned; further development would have enhanced the response.

Throughout history, governments have passed laws and orders for many reasons. The laws passed by the Tokugawa shogunate governed the warrior class and the South African pass laws governed the natives. These laws influenced many regions and societies in many ways.

The Tokugawa shogunate was the largest and most successful shogunate in Japan. Tokugawa was able to fight off the competition of the powerful daimyos and declared himself shogun or military commander. He then tried to increase his power by decreasing the power of the daimyo while he was trying to centralize government power. In order to ensure the stability of the shogunate the Tokugawa needed to control the daimyo so laws were passed. These laws included the hostage system which weakened the power of the daimyo class and strengthened the Shogun's power. (doc 2) By limiting the daimyo's power the shogun could ensure that the shogun had the final say. These laws also weakened the power of the individual samuri. The hostage system by bringing the daimyo's families to the shogun's town of Edo caused the city to grow. Merchants and artisans moved to the city to provide fine goods to the daimyos' families. This increase in trade led to a strain on the daimyo and samuri because they needed money to buy these goods. (doc 3) They got their money by selling the rice they collected in taxes to the merchants. This put pressure on the peasants and caused peasant uprisings. The laws were generally effective at achieving some of the shogun's goals such as maintaining power. The daimyo's and samuri's power was further weakened because the shogun limited their movement. Roads were used for government communication and had check points. However while these laws strengthened the shogunate for quite some time, they also eventually

contributed to their downfall.

Similar events took place in South Africa during Apartheid. The white controlled government in South Africa implemented a series of laws to limit the rights of black South Africans. Some of these laws include the pass laws. These laws made it mandatory for all native South Africans to carry passbooks. These books were described as “a record of a person’s life as defined by the white gov’t”. (Doc 9). These laws made identifying people easier. They also limited movement of natives from one city or region to another. If a native was without a pass, that native could be arrested. (Doc 8) This was only one of many laws that tried to decrease the power and rights of black South Africans. For example blacks were forced to live in special areas and could not leave without their passes. The government had hoped that these passes would help maintain order in the large native population. In reality, these passes just angered the population. On March 21, 1960, a group of natives marched to the police station in Sharpeville without passbooks. This protest was started to show the uselessness of the pass laws. In retaliation the police opened fire on the crowd. This massacre left 69 blacks dead. (Doc 9) The pass laws and other laws inspired many protests and uprisings over a period of 30 years. The African National Congress and other groups pushed for freedom and fought the injustices of the white dominated government. Eventually apartheid was ended and South Africa elected a black South African president.

Throughout history many governments have implemented laws and orders to maintain order, sometimes they did damage to a people. The Tokugawa Shogunate and South African government used laws to try and maintain order. These laws greatly influenced people.

Anchor Level 3-B

The response:

- Develops all aspects of the task with some depth for the Tokugawa laws and the effects of the South African pass laws but with little depth for the reasons for the pass laws
- Is more descriptive than analytical (*Tokugawa laws*: shogun tried to increase his power by decreasing power of daimyo; hostage system brought daimyo's families to Edo; daimyo and samurai selling rice collected in taxes put pressure on peasants and caused peasant uprisings; *South Africa pass laws*: pass laws made identifying people easier and limited the movement of natives from one city or region to another; government hoped passes would help maintain order in large native population but passes just angered the population; demonstration at Sharpeville started to show uselessness of pass laws)
- Incorporates some relevant information from documents 1, 2, 3, 8, and 9
- Incorporates relevant outside information (*Tokugawa laws*: Tokugawa was the largest and most successful shogunate in Japan; Tokugawa was able to fight off competition of powerful daimyos and declared himself shogun; shogun limited daimyo's and samurai's movements; roads were used for government communication and had checkpoints; *South Africa pass laws*: South African blacks forced to live in special areas; African National Congress and other groups led protests and pushed for freedom; South Africa elected first black South African president)
- Includes some relevant facts, examples, and details (*Tokugawa laws*: hostage system weakened the power of daimyo class and individual samurai; merchants and artisans moved to the city to provide goods; *South Africa pass laws*: natives without a pass could be arrested; police at Sharpeville opened fire into crowd and 69 blacks left dead)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Details from the documents and outside information are used to frame the response showing an understanding of the task. The Tokugawa discussion is better developed than the discussion on South Africa. The response could have been strengthened by integrating the outside information and expanding on generalizations.

Throughout time laws have been a way for governments to control the public and create order in society. This tactic was used by both the Tokugawa Shogunate and the Nazi Party to reach desirable outcomes in their regions. These laws affected the lives of people that they governed as well as the region.

The Tokugawa shogunate was a military society that was governed by a shogun. Technically, it was governed by an emperor but the shogun had the real power. In reality the emperor was only ceremonial and the shogun exercised his power over everyone else including the daimyo and samurai. The system used in Japan was to create an orderly organized society. As previously stated control rested with the shogun who ruled over various daimyos who pledged their loyalty. When the Tokugawa came to power some daimyos were extremely powerful and threatened the strength of the shogun. To decrease their power the shogun enacted many laws. Daimyos were forbidden by the shogun to build large castles, these were seen as a threat to the rule of the shogun (Document 1). Another law that was created was that the daimyos and their family must live at the capital, Edo, with the shogun (Document 2). This was so the shogun could keep an eye on his daimyos and to ensure that they wouldn't overthrow him. Also by keeping the daimyo's family hostage the shogun could ensure the loyalty of the daimyo and prevent rebellions (Document 2). Kings at different times did this as well. Most famously were kings like Louis XIV and Peter the Great who kept their nobles close by. These laws had big effects on the region of Japan. Cities of Japan became trade centers (Document 3). Only the upper class could afford the rich goods that merchants offered, so merchants would move their trade to these cities.

These areas became the centers of society and the economic, political and cultural centers as well. In instituting laws in Japan to create unity and decrease rebellions the Tokugawa Shogunate increased trade, caused the growth of cities and these led to Japan's prosperity.

After World War I Germany was crumbling. It was made to make reparations for the war and was blamed for it by the powers of Great Britain France and the United States. This left it financially unstable and lacking leadership. Adolf Hitler came to power in this kind of environment. With his fascist ideals and extreme racism he promised to create a strong Germany again. To do so he needed to give the Germans someone to blame for their many problems – the Jews. He enacted many laws and government practices to increase hatred and capitalize on the anti-semitism that existed in Germany. One of his many policies included the boycott of Jewish run businesses (Document 4a/4b). This resulted in millions of Jews losing their businesses and incomes leaving them destitute. He also had his Gestapo rummage through Jewish residences and steal their belongings (Document 6). This left the Jews with nothing and further alienated them. One of his biggest programs was Kristallnacht or the Night of Broken Glass. On this night Nazis and Germans burned and looted Jewish businesses and homes. Also, many Jews were arrested (Document 5a/5b). Jews were forced to pay for and clean up the damages that happened during Kristallnacht. Kristallnacht increased German mistreatment of the Jews. The many policies Hitler created resulted in widespread poverty among Jews and an increased amount of anti-semitism in Germany. Jews were also physically removed from their homes and forced to go to concentration camps where they were

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

abused and killed. This treatment continued until Nazi Germany was defeated in World War II.

Laws are used to create order in society as they did in Nazi Germany and Tokugawa Shogunate in Japan. The Laws affected the region as well as the people in that particular region.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for the laws for the warriors under the Tokugawa shogunate and the Nazi orders and laws of the Third Reich
- Is more descriptive than analytical (*Tokugawa laws*: used to create an orderly organized society; when shogun came to power, some daimyos were extremely powerful and threatened strength of shogun; by keeping daimyo's family hostage, shogun could ensure loyalty of daimyos and prevent rebellions; *Nazi orders and laws*: Hitler enacted laws and government practices to increase hatred and capitalize on anti-Semitism in Germany; millions of Jews lost their businesses and income leaving them destitute)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Tokugawa laws*: in reality emperor was only ceremonial; kings did this at different times, most famously Louis XIV and Peter the Great; *Nazi orders and laws*: after World War I Germany was crumbling because it had to make reparation payments; Jews forced to go to concentration camps where they were abused and killed; continued until Nazi Germany was defeated in World War II)
- Includes some relevant facts, examples, and details (*Tokugawa laws*: daimyos forbidden by shogun to build large castles; daimyos and family had to live at capital Edo; cities became trade centers; *Nazi orders and laws*: boycott of Jewish-run businesses)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Selected document information and limited outside information are used to develop the task. Comparative statements and generalizations are included but they lack development and are not well integrated into the discussion. Additional supporting facts and details would have strengthened the effectiveness of the response.

Throughout history, governments have developed laws and orders for a variety of reasons. Many times, these laws are imposed to frighten citizens and to give the government control over the people. We see this throughout the world, in countries like South Africa under apartheid and Germany under the Nazis. These laws had many impacts on societies, regions, and groups of people.

In Germany, the Nazis worked under Adolf Hitler. The goal of the Nazis was ethnic cleansing, mostly against Jews. Their goal was to rid Germany of the Jewish population. The Germans imposed many laws to strip the Jews of their rights. One order put into place was the boycott of Jewish goods. They were not to buy anything connected to Jews. The Nazis ensured it was set in motion at the same time all over Germany, to have maximum effect (Doc 4a). Another order was that the Jews were to pay out of pocket, for the damages that occurred during Kristallnacht (Doc 5b). Kristallnacht was an organized event that was designed to terrorize the Jews. As a result of these laws, Jews faced much discrimination, and were completely stripped of their rights. Many lost their lives in the Holocaust, as a result of the laws imposed by Hitler. Once WWII and the Holocaust were over, the survivors were left with nothing. They had little if no family and absolutely no possessions. To help the Jews return to society, possessions that the Nazis had stolen were sold at an auction where the proceeds went to survivors (Doc 6). This could not repair the damage that had been done by the Nazi laws, but was a step toward regaining their lives.

In South Africa, apartheid was imposed to completely segregated native blacks from white settlers. Many laws were passed to ensure that segregation took place. The government attempted to control the

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

blacks by passing these laws, but because of protests, it backfired. In an attempt of protest, blacks marched to a police station without their passes, as a result many were shot (Doc 9). The government was able to control where the blacks could and couldn't go, but they were not able to control their want to end segregation. As a result of these laws, many blacks were jailed, fined or even killed.

Throughout History governments have imposed laws on their citizens, which greatly impacted society. The need for control and order is one of the main factors that lead to the implication of these laws.

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

- Minimally develops all aspects of the task
- Is primarily descriptive (*Nazi orders and laws*: Nazi goal was ethnic cleansing and to rid Germany of Jewish population; Germans imposed many laws to strip Jews of their rights; laws set into motion all over Germany at same time to have maximum effect; Kristallnacht was an organized event designed to terrorize Jews; *South Africa pass laws*: apartheid imposed to segregate native blacks from white settlers; government controlled where blacks could and could not go but not their desire to end segregation); includes faulty and weak application (*Nazi orders and laws*: to help Jews return to society, possessions Nazis had stolen were sold at auction and proceeds went to survivors)
- Incorporates limited relevant information from documents 4, 5, and 9
- Presents little relevant outside information (*Nazi orders and laws*: many Jews lost their lives in the Holocaust; survivors of World War II and Holocaust had little if no family)
- Includes few relevant facts, examples, and details (*Nazi orders and laws*: Nazis worked under Hitler; Jewish goods boycotted; Jews to pay out of pocket for damages that occurred during Kristallnacht; *South Africa pass laws*: blacks marched to police station without their passes; many blacks shot in the protest)
- Demonstrates a general plan of organization; includes an introduction that discusses many times laws are imposed to frighten citizens and give government more control over people and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Relevant, paraphrased document information generally frames the response demonstrating an understanding of the Nazi orders and laws. Lack of development and details for the discussion of the South African pass laws and faulty applications regarding the Nazis weaken the response.

Over the years, governments have created laws and placed restrictions for various reasons. These laws are meant to prevent chaos and to allow the ruler to have his way. The laws for the warriors under the Tokugawa Shogunate and the Nazi orders had many impacts on societies and groups of people.

By 1603 in Japan, Tokugawa Ieyasu became the supreme ruler. Laws were put forth for the warrior classes: the daimyo, the greater samurai and the lesser samurai. According to Ryusaku Tsunoda in Sources of the Japanese Tradition “the great lords... should immediately expel from their domains any... who have been charged with treason.” (Doc #1). The Sankin Kotai or hostage system was also used. “The system demanded simply that daimyo reside in the Tokugawa castle at Edo for periods of time, alternating with residence at the daimyo’s own castle.” (Doc #2) The government established these laws to control the people. To keep the warriors from rebelling, he kept them close. This way, the ruler could keep an eye on his warriors without worrying that they will attack.

The Sankin Kotai hostage system in Japan affected the warrior class. They were required to live away from their family. If they had a family and a daimyo wasn’t at the castle, “his family had to be left at the overlord’s castle town” (Doc #2). This restricted what people could say and do. The daimyo and his family would be under constant surveillance making privacy impossible.

In Germany, the Nazi Party came to power. On March 28, 1933 they issued a decree “no German must any longer buy from a Jew or let him and his backers promote their goods” (Doc #4a). According to Article 1, “From 1 January 1939... the practice of independent trades

are forbidden to Jews" (Doc #4b). According to a picture from the Anne Frank Guide, shops were vandalized (Doc #5a). According to The Jewish Victims of the Holocaust, "the government ordered Brownshirts . . . to destroy and terrorize" (Doc #5b). The German government created these laws and restrictions to show the Jews that the Germans were superior. Hitler wanted the Jews out and he tried to scare them out of Germany. Hitler wanted to create the perfect Aryan race and Jews were not a part of it.

The result of these German laws was the death of thousands of Jews. These laws resulted in the Holocaust. Jews were discriminated at first, causing many to flee but then violence came. The Nazis were harsh and cruel and sent Jews to concentration camps where gas chambers were "showers" and people were lined up and shot down. The Jews had to live in fear of getting caught if they weren't yet. The German laws caused Jews to lose their freedom.

Governments create laws for many different reasons. Japan created the sankin kotai system to keep a close eye on the warrior class. Germany created laws to limit the Jews and to create a perfect race. Both countries limited the peoples freedoms.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Tokugawa laws*: enabled the ruler to keep an eye on his warriors without worrying whether they would attack; what people could say and do was restricted; daimyo and his family under constant surveillance making privacy impossible; *Nazi orders and laws*: Hitler wanted to create the perfect Aryan race and Jews were not part of it; laws resulted in Holocaust; Jews lived in fear of being caught; Jews lost their freedom)
- Incorporates limited relevant information from documents 1, 2, 4, and 5
- Presents little relevant outside information (*Nazi orders and laws*: thousands of Jews died; discrimination of Jews forced many to flee before the violence; Nazis were harsh and cruel and sent Jews to concentration camps where gas chambers were “showers” and people were lined up and shot)
- Includes few relevant facts, examples, and details (*Tokugawa laws*: by 1603 Tokugawa Ieyasu became supreme ruler; *sankin kotai* or hostage system used; if daimyo not at the castle, his family had to be left at overlord’s castle town; *Nazi orders and laws*: Germans not allowed to buy from Jews; shops vandalized; Brownshirts ordered by the government to destroy and terrorize)
- Demonstrates a general plan of organization; includes an introduction that states laws are meant to prevent chaos and allow the ruler to have his way and a conclusion that states what Tokugawa Japan and Nazi Germany hoped to achieve with their laws

Conclusion: Overall, the response fits the criteria for Level 2. Excerpts of document information are strung together to accomplish the task. Relevant outside information about the concentration camps adds to the discussion of the impact of the Nazi orders and laws on the Jews; however, a lack of development and explanation weaken it.

Governments in Japan and in Germany both developed laws and orders limiting a certain class's power within their domain. Japan's laws for the warriors under the Tokugawa Shogunate limited the power of the warrior class. Similarly, the Nazi's orders and laws of the Third Reich limited Jews' power in Germany.

In Japan, the new set of rules and laws under the Shogunate's power limited the power of the warrior class in different ways. In Document 1 it quotes Laws governing Military Households, which included a rule that the warrior class could not repair a castle without the Shogunate's consent. Another part of the warrior class laws was the sankin kotai, or hostage system, which set forth new laws concerning the warrior class duties to the Shogunate. In Document 2 it talked about how either the Daimyo himself, or his family, must always be available in the Shogun's town to serve his every whim.

In Germany, new Laws were set forth by the government limiting the rights of Jews in their area. In Document 4 it quotes the excerpts of the Nazi Party order, which said talked about how the Nazi party wanted Germans to treat Jews. One action taken by request of the Nazi Party was the boycotting of Jews' goods. As a result of another Nazi decree, Jews were forbidden to run retail shops or mail order houses. They were also forbidden to practice any independant trade. A photograph was shown in Document 5 showing many stores and shops owned by Jews destroyed because of the Kristallnacht. Similarly, the German government planned an uprising against the Jews by ordering squads to terrorize the streets, and then ordered the secret police to allow the violence to go on. They then arrested the Jews in the streets being terrorized.

In both Japan and Germany sets of rules and laws were enforced to limit the power of a certain class. In Japan the rules limited the power of the working class by making them more subordinate to the Tokugawa Shogunate. And in Germany the Nazi Party limited the rights of Jews by various means of force including boycotting, destroying shops, and forcing Jews to lose property through an official policy.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Tokugawa laws*: daimyo or his family must always be available in shogun's town to serve his every whim; rules limited power of the working class by making them more subordinate to the Tokugawa shogunate; *Nazi orders and laws*: stores and shops owned by Jews destroyed because of Kristallnacht; squads ordered to terrorize and secret police ordered to allow violence to go on; Nazi Party forced Jews to lose property through an official policy)
- Incorporates limited relevant information from documents 1, 2, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Tokugawa laws*: laws governed military households; a castle could not be repaired without shogun's consent; *sankin kotai* or hostage system set forth new laws concerning warrior class; *Nazi orders and laws*: limited rights of Jews in Germany; Jewish goods boycotted; Jews forbidden to run retail shops or mail order houses; Jews forbidden to practice any independent trade)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that discuss governments in Japan and Germany developed laws and orders to limit the power of a certain class within their domain

Conclusion: Overall, the response fits the criteria for Level 2. Document information dominates the response and lacks explanation demonstrating a limited understanding of the task.

Throughout history, governments have developed laws and orders for a variety of reasons. These reasons were to keep peace and fix money and debt problems. For example the Nazi looting situation. Nazis would boycott Jewish stores, so they would run out of business. Nazis would also destroy and terrorize Jewish shops after looting them. After World War II the government funded \$71 million of the looted money back to Holocaust survivors. This law ended Jewish Crisis.

Law and order also brought an issue to South African natives. If a native was unemployed they would be arrested. A South African would stay in jail until one received good satisfactory account of himself. Another situation was if a 16 year old African failed to produce their reference book, they would have to pay a ten pound fine. If they could not pay a fine they would face imprisonment for a month.

As you can see the government set laws to stop trouble. They didn't proceed to keep rights of equality. The Jews and Africans suffered these problems.

Anchor Level 1-A

The response:

- Minimally addresses some aspects of the task
- Is descriptive (*Nazi orders and laws*: Nazis would boycott Jewish stores so they would be run out of business; *South Africa pass laws*: if a native was unemployed he would be arrested; failure to produce reference book would mean having to pay a 10 pound fine); lacks understanding and application (*Nazi orders and laws*: after World War II, \$71 million of the looted money funded back to Holocaust survivors; law ended Jewish crisis; *South Africa pass laws*: a South African would stay in jail until one received a good satisfactory account of himself; if the fine could not be paid they would face imprisonment for a month)
- Includes minimal information from documents 4, 5, 6, and 7
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Nazi orders and laws*: Nazis would destroy and terrorize Jewish shops)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. While an attempt is made to address all aspects of the task a minimal understanding is demonstrated. A listing of limited facts from the documents forms the basis of the discussion about Jews under Nazi rule. A misinterpretation of information from documents 6 and 7b detracts from the brief discussion of blacks in South Africa under apartheid.

Anchor Paper – Document-Based Essay—Level 1 – B

The governments of nazi germany, South Africa, and the tokugawa shogunate all had different ideas on controlling there people. The two governments that controlled there people the most and made there lives the worst were the South African and Nazi germany.

The South African people needed to always keep a pass on them and get special passes to find a job and if there pass expired they were arrested and imprisend for a period of time. (Doc 8). The nazi germany government took rights from jewish people.

Anchor Level 1-B**The response:**

- Minimally addresses some aspects of the task
- Is descriptive (*South Africa pass laws*: needed a special pass to find a job; *Nazi orders and laws*: Nazi government took rights from Jewish people); lacks understanding and application (*South Africa pass laws*: South African people instead of black or native South Africans)
- Includes minimal information from document 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*South Africa pass laws*: if your pass expired you could be arrested and imprisoned for a period of time)
- 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. The response demonstrates a minimal understanding of the task. A single statement is used to address the second aspect of the task for the South African pass system and the only information included about the Nazi government is a generalization. No explanation or development is provided.

Governments throughout the ages have used various tactics of oppression and rule to maintain power. During the 17th century the Japanese Shogunate and 20th century apartheid laws in South Africa, governments used various tactics to ensure their power. The Shogunate relied on a strict hostage system as the South Africans relied on segregation.

The Tokugawa Shogunate unified Japan after a troubled warring period in 1603 during which many different daimyo fought each other for power and position. Tokugawa Ieyasu's successor, Shogun Hidetada, made strict laws on the warrior class (Doc 1). Some of these harsh laws included the "Governing (of) Military Households." The warrior class who once had immense freedom were now being told by the shogun that they had restrictions on things such as castle building, walls, moats, and what vassals they could keep. (Doc 1). Further changes occurred as the "Sankin Kotai" system emerged. This hostage system required the Daimyo and his family to take alternating turns staying in the Tokugawa Castle in Edo. (Doc 2) The government hoped that this system would suppress the daimyo's power and crush any rebellions as they or loved ones were always in the government's possession. However this had a different effect. The daimyo and family needed goods, such as food, to survive. (Doc 3) The trade into Edo increased as did merchants' wealth. Cities around Japan began to grow and the Japanese slowly began to change even though Japan had an isolationist policy. This is especially true after 1720 when the government relaxed its ban on western books and trade began to strengthen. These changes led to social unrest. Peasants rebelled and merchants wanted power their wealth could not buy. The Tokugawa

government eventually failed.

Similar to Japan, black South African people faced oppression. However race played into restrictions far more. Europeans began moving into South Africa in the 1600s. The Dutch (who were known as Boers and later Afrikaners) and the British fought over the land. The black natives were treated badly by both groups. After the Boer war a long history of discrimination developed, and then in the mid-20th century apartheid laws were passed. These laws created townships that were strictly for blacks and gave blacks little freedom. The black South Africans were required to carry passbooks. If a black South African over the age of 16 didn't have a book, they would face up to a month in prison or a fine of 10 pounds, which is a lot for a person in poverty. (Doc 7b). It was illegal to not work, but a black individual was only permitted 6 days to find a job or else be arrested if he did not renew his pass. The jobs that were open to blacks were often poor paying, low skilled jobs so blacks were almost always very poor. (Doc 8) The conditions were harsh and protests usually ended in violence. For example South African blacks once planned a peaceful protest in the township of Sharpeville and the government police opened fire killing 69. (Doc 9) The white South Africans ran the government and wanted to keep segregation in place. Using apartheid gave them this power. The black South Africans didn't give up in the face of violence. They continued to protest until changes occurred.

The two governments of Tokugawa Shogunate Japan and Apartheid South Africa wanted to maintain power. They resorted to harsh laws and punishments to oppress their people which often resulted in rebellion.

In history governments have passed laws that either target or affect certain groups. These governments were trying to achieve control and power by targeting these groups. In Germany, under the Third Reich, the Nazis were under orders that persecuted the Jews. In South Africa, during apartheid, native South African blacks were persecuted by the government. These laws impacted the society and the people in the country where they were established.

During the fascist rule of Germany the Nazis, and German people, persecuted the Jews living in Germany and elsewhere. The Nazi government hoped to eliminate the Jewish people and their culture. They blamed them for Germany's troubles and used this to build their power. The beginnings of the Nazi persecution of Jews is shown in Document 4a. The document states how the Nazis called for a spread of propaganda condemning the Jews. The propaganda was to spread the law and idea that no true German can buy from a Jew. This isolation of Jewish business severely hurt the Jewish community's economy in Germany. The Nuremberg laws were passed which denied Jewish Germans citizenship. This step socially isolated the Jews and allowed for the segregating and dehumanizing of the Jewish people. These laws made Jews who may have lived in Germany for generations unwanted people. Another act of the Nazi rule was to assign a yellow patch to be worn on the clothes of the Jewish. This star of David alerted others to who was Jewish. The isolation of the Jewish people was part of the government's efforts to control them. By restricting their work they gained control over the Jews. Later, the Nazi party began a more openly violent approach against the Jews. This was seen in Kristallnacht, the night of broken glass. The Nazis destroyed Jewish

stores, homes, and synagogues in an effort to cripple their economy and their lives. As seen in Document 5b, the Nazis claimed that the stores were damaged by average Germans, when in fact it was the work of Nazi groups. The Gestapo, Nazi secret police, were ordered to allow the destruction of Jewish stores. While the stores were being destroyed, the Gestapo arrested the Jews. The government's plan also included the law that the Jewish people must pay for the damages. This was another blow to the Jewish economy. The Jews weren't able to sell to Germans so they were suffering financially, but now their stores were destroyed and they had to pay for the damages. The Nazis benefited from the abuse of the Jews. They benefited not only economically through the forced fees and stolen Jewish property as seen in Document 6, but also politically by treating Jews as public enemies which fed the extreme nationalism of the Nazis.

In the Republic of South Africa, the majority of the people were native, black South Africans. The white Afrikaner minority held the power in the racist government which came to power in 1948 promoting a policy called apartheid. They wanted to be distinguished politically and socially from black South Africans. Under apartheid the blacks were persecuted in an effort by the whites to maintain power and wealth. As stated in Document 7a, an unemployed black South African can immediately be arrested. This law allows the government to easily persecute the black South Africans based almost solely on racism. Black South Africans were forced to live separately in townships in the cities or homelands in the countryside. Men migrated to the cities and the mines to find jobs which supported white business owners and allowed these business owners to make a profit. Areas that

Document-Based Essay—Practice Paper – B

were not arable were set aside for blacks to live on so the good land could be given to the whites. Document 8 shows how the government forced blacks to pay fines for not holding identification cards when moving to other places or for not having a job. These identification cards or pass cards limited the blacks because they specified where they could be which means they couldn't move around freely. All of these laws made it harder for blacks. The blacks weren't able to easily achieve rights or move up in social status. The system of apartheid created a system where blacks couldn't escape and that became unbearable. Many rebelled to stop apartheid. Document 9 shows peaceful protests such as in Sharpeville were often met with violence, but the black South Africans fought for many years until they ended apartheid.

Both the Jews and the black South Africans were persecuted under Nazi Germany and apartheid government respectively. The Nazi government tried to eradicate the Jewish people and Jewish culture to build their power. In South Africa, the white South Africans tried to maintain control and power by racially persecuting the black South Africans.

Throughout history, governments have developed laws and orders for a variety of reasons. The laws of the third reich and the Nazi orders, and the pass laws of the republic of South Africa had many impacts on societies, regions, and groups of people.

The Nazi orders and the laws of the third reich were established by the government. The government and the nazi party wanted the total separation of class and wealth from the Jews they wanted and believed the Jews were inferior to them and that's what they wanted the annihilation of the Jews. As stated in document 4a paragraph 1 first 4 sentences it states "The action committees must at once popularize the boycott by means of propaganda, and enlightenment. The principle is: No German must any longer buy from a Jew or let him and his backers promote their goods. The boycott must be general. It must be supported by the whole German people and must hit Jewry in its most sensitive place. They were directing strict hits for the Jews. The pushing of those laws lead to the downfall of Jewish people. Their were orders given to secret police or Gestapo to not stop violence of brown shirts but to go arrest Jews through out town, as said in document 5b paragraph 1 first 3 lines. The Jews were also losing their property since Hitler became most powerful. Now, taking their land from them was an official policy. The government levied a fine of one billion reichmarks on the German Jewish Community. Punishment over one teenager. In addition to this Jewish victims of Kristallnacht had to pay for damage out their own pockets. They couldn't get insurance to cover losses as also stated in Document 5b last paragraph. As many impacts the Nazi orders and the laws of the third reich had on the Jewish is how many impacts the pass laws of the republic of South Africa affected South Africans.

Document-Based Essay—Practice Paper – C

The pass laws of the republic of south africa was passed through its current government at the time. The government was trying to keep control over the people and the systems they had, thats what they were trying to accomplish, white domination. The pass laws had many impacts on south africa. One impact the pass laws had on South africans was that they couldn't travel, live, or work without a passbook as said in document 9 paragraph 1 sentence 4. Another way the pass laws affected South africans was that when they tryed a peaceful demonstration in Sharpeville it was met with gun fire that left 69 blacks dead.

There was many established laws and/or oders by the government that hoped to achieve something. The Natzí orders and laws of the third reich, and the pass laws of the republic of South africa had big impacts on the people of the country that lead to the shaping of other outcomes.

Document-Based Essay—Practice Paper – D

Many different types of laws were made to control parts of the populace (i.e. the Sankin Kotai in feudal Japan & Neumenberg laws in Nazi Germany). These laws limited freedoms & rights of a given class in each case.

In Feudal Japan the Sankin Kotai involved subjugating the daimyos & their relatives to the shogun by forcing them to live within the Shogun's home at certain intervals to serve as hostages. This limited the daimyo class because their relatives (& at times even themselves) were within the shogun's easy reach for bargaining chips.

Also in Nazi Germany the Neumenberg laws restricted Jewish people from all but the most basic necessities (& later they lost those also). The laws put them at the mercy of an uncaring (& often times reactive) populace which events such as Kristallnacht show were very hateful towards the Jewish community.

In both cases a given class is limited (granted one worse than the other but still both have restrictions to deal with.)

Throughout history, governments have developed laws and orders for a variety of reasons. The Nazi orders and laws of the Third Reich, and the Pass Laws of the Republic of South Africa are two examples of laws created. These laws had many impacts on societies, regions and groups of people. The effects of these laws were viewed as a positive for some, but for others it was a negative effect.

Adolf Hitler was a fascist leader in Germany. During WWI, he fought in the German military, but after the war was over, he was enraged about the consequences Germany had to face. He slowly rose to power and eventually became a Dictator. Hitler established the Nazi party and the Laws (Doc #4) of the Third Reich. Hitler believed that the Aryan race (Doc #5) was superior to all others, he wanted to eliminate the weaker races. Hitler had a large effect on the Jews. He systematically took away the Jew's rights, including citizenship. He did not allow Jews to sell goods or own businesses (Doc #4). During Kristallnacht he authorized the destruction of Jewish property and the arrests of many Jews (Doc #5). Eventually Hitler started forcing Jews into concentration camps all over Germany and in other Nazi controlled areas. There, the Jews would do hard labor, get very little to eat, and many were killed in gas chambers. This was one of the worst examples of a genocide ever. Hitler's anti Jewish actions were only stopped by the Allies winning World War II. Much damage was done to the Jews and the Holocaust was horrifying. About 6 million Jews were killed, along with approximately 5 million others.

In South Africa, European nations started to imperialize mostly because of its location at the tip of Africa. In the country of South Africa, the Dutch and the British had imperialised. They considered

themselves superior to the native black South Africans. They established a policy of "White man's Burden." They considered the natives to be a burden. When South Africa became independent the whites who lived there ruled over the black majority. The whites established the pass laws. These laws made every black native have a passbook and they couldn't travel without it. If they were caught without it, the penalty could be a fine not exceeding 10 pounds or imprisonment not exceeding one month. (Doc 7b) These laws also stated that any black native who was unemployed could be arrested. (Doc 7a) The whites created these laws because they thought they had the right to, but it wasn't even their land. These laws affected the black natives. It wasn't fair to the natives that they had to follow all of these rules. So they had a peaceful protest in Sharpeville which resulted in sixty-nine natives killed. (Doc #9) Many other protests followed. Natives protested and didn't give up. In the end, the native South Africans got their rights and were able to become politically equal to the whites.

The Nazi party and the Third Reich and the Pass laws of South Africa are two negative examples of laws passed for a variety of reasons. These laws were unfair and had a great impact on groups of people. Eventually the laws were abolished, but they still had a large impact.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth for the laws for the warriors under the Tokugawa shogunate and the pass laws of the Republic of South Africa
- Is more descriptive than analytical (*Tokugawa laws*: warrior class who once had immense freedom told by shogun they had restrictions on castle building; government hoped hostage system would suppress daimyo's power and crush rebellions; daimyo and his family needed goods to survive so trade in Edo increased as did merchants' wealth; cities around Japan began to grow; *South Africa pass laws*: illegal to not work but a black individual was only permitted six days to find a job or be arrested if he did not renew his pass; conditions were harsh and protests usually ended in violence; white South Africans wanted to keep segregation in place and using apartheid gave them this power; black South Africans did not give up in the face of violence)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates limited relevant outside information (*Tokugawa laws*: Tokugawa unified Japan after a troubled warring period during which different daimyo fought for power; merchants wanted power their wealth could not buy; *South Africa pass laws*: Dutch Boers and later Afrikaners and British fought over the land; apartheid laws created townships strictly for blacks where they had little freedom)
- Includes some relevant facts, examples, and details (*Tokugawa laws*: Tokugawa Ieyasu's successor Shogun Hidetada made strict laws on warrior class; hostage system required daimyo and his family take turns staying in Tokugawa Castle in Edo; after 1720 government relaxed its ban on western books; *South Africa pass laws*: black South Africans required to carry passbooks; black South Africans over age of 16 without a passbook could face up to a month in prison or a fine of 10 pounds; South African blacks planned a peaceful protest in Sharpeville; government police opened fire killing 69)
- Demonstrates a satisfactory plan of organization; includes an introduction that mentions governments used various tactics to ensure their power and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Document information frames the discussion and the limited outside historical information enhances the effort. Additional factual support would have benefited the discussion.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task for the Nazi orders and laws of the Third Reich and the pass laws of the Republic of South Africa
- Is both descriptive and analytical (*Nazi orders and laws*: laws allowed the segregating and dehumanizing of Jewish people by socially isolating them; Jews who lived in Germany for generations became unwanted people; isolation of Jewish people part of the government's efforts to control them; Nazis benefited economically through forced fees and stolen Jewish property; *South Africa pass laws*: white minority Afrikaner government wanted to be distinguished politically and socially from black South Africans; identification cards or pass cards specified where blacks could be which meant they could not move around freely; blacks were not able to easily achieve rights or move up in social status; black South Africans fought until they ended apartheid)
- Incorporates relevant information from documents 4, 5, 7, 8, and 9
- Incorporates relevant outside information (*Nazi orders and laws*: Nuremberg laws denied Jewish Germans citizenship; Jews had to wear yellow patch on their clothes; Star of David alerted to others who was Jewish; Nazis destroyed Jewish homes and synagogues on Kristallnacht; *South Africa pass laws*: black South Africans forced to live separately in townships in cities, or homelands in the countryside; black men migrated to the cities and mines to find jobs which supported white business owners and allowed these business owners to make a profit; areas that were not arable were set aside for blacks to live on so good land could be given to whites; apartheid created a system blacks could not escape)
- Supports the theme with relevant facts, examples, and details (*Nazi orders and laws*: isolation of Jewish business severely hurt Jewish economy in Germany; Gestapo ordered to allow destruction of Jewish stores; Gestapo arrested Jews; Jewish people must pay for damages; *South Africa pass laws*: majority of people in Republic of South Africa were native black South Africans; white minority held the power in the racist government; unemployed black South Africans could immediately be arrested; government forced blacks to pay fines for not having a job or identification when moving to other places; peaceful protests such as Sharpeville met with violence)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state governments were trying to achieve control and power by targeting and persecuting certain groups, Jews, and Nazis

Conclusion: Overall, the response fits the criteria for Level 4. The integration of document information and historic details demonstrates a good working knowledge of the task. Some analytic statements about the intentions of both the government of Nazi Germany and the apartheid government of South Africa are included; however, further explanation and additional details would have benefited the discussion.

Practice Paper C—Score Level 2

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Nazi orders and laws*: government and Nazi Party wanted total separation of class and wealth from Jews; laws led to downfall of the Jewish people; secret police or Gestapo ordered not to stop the violence of the Brownshirts but to arrest Jews; *South Africa pass laws*: government trying to keep control over the people and systems they had; government trying to accomplish white domination); includes faulty and weak application (*South Africa pass laws*: reference to South Africans instead of black or native South Africans)
- Consists primarily of relevant information copied from the documents 4, 5, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Nazi orders and laws*: Germans could no longer buy from Jews; taking land from Jews was official policy; government levied a fine of one billion reichsmarks on German Jewish community; Jewish victims of Kristallnacht had to pay for damages out of their own pockets; *South Africa pass laws*: passbook needed to travel, live, or work; peaceful demonstration in Sharpeville met with gunfire that left 69 blacks dead)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Selected information copied from documents minimally addresses the impact of the laws and orders demonstrating a basic understanding of the task. The summary of what the Nazi and South African governments hoped to achieve with their laws and orders would have benefited from more supporting facts and details.

Practice Paper D—Score Level 1

The response:

- Minimally addresses all aspects of the task
- Is descriptive (*Tokugawa laws*: *sankin kotai* involved subjugating the daimyo and their relatives to the shogun; *Nazi orders and laws*: Jews restricted from all but the most basic necessities and later those also lost; put Jews at the mercy of an uncaring and often times reactive populace)
- Includes minimal information from documents 2 and 5
- Presents little relevant outside information (*Nazi orders and laws*: Nuremberg laws)
- Includes few relevant facts, examples, and details (*Tokugawa laws*: daimyos and their relatives forced to live within shogun's home at certain intervals to serve as hostages; *Nazi orders and laws*: Kristallnacht shows the populace was very hateful towards the Jewish community)
- Demonstrates a general plan of organization; includes an introduction that states different types of laws were made to control parts of the population by limiting freedoms and rights of a given class and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Although some outside information concerning the Nuremberg laws is mentioned, Tokugawa Japan and Nazi Germany are each addressed with limited information selected from single documents. The overall brevity, generalizations, and lack of development indicate a limited understanding of the task.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task with little depth for the Nazi orders and laws of the Third Reich and the pass laws of the Republic of South Africa
- Is more descriptive than analytical (*Nazi orders and laws*: systematically took away Jewish rights, including citizenship; *South Africa pass laws*: whites created these laws because they thought they had the right to but it was not their land; natives protested and did not give up)
- Incorporates some relevant information from documents 4, 5, 7, and 9
- Incorporates relevant outside information (*Nazi orders and laws*: Hitler was a fascist leader in Germany; Hitler believed Aryan race superior to all others; Hitler started forcing Jews into concentration camps; *South Africa pass laws*: Dutch and British considered themselves superior to native black South Africans; policy of “white man’s burden”; when South Africa became independent, whites who lived there ruled over black majority; in the end native South Africans got their rights and were able to become politically equal to whites)
- Includes some relevant facts, examples, and details (*Nazi orders and laws*: Jews not allowed to sell goods or own businesses; during Kristallnacht Jewish property destroyed and many Jews arrested; *South Africa pass laws*: penalty for not having a passbook could be a fine or imprisonment; any black native who was unemployed could be arrested; peaceful protest in Sharpeville resulted in 69 natives being killed)
- Demonstrates a satisfactory plan of organization; includes an introduction that states laws of the Third Reich and pass laws of South Africa are viewed as positive for some but negative for others and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Document information and outside information frame a general discussion demonstrating an understanding of the task. Lack of development and limited analysis weaken the overall response.

Global History and Geography Specifications

January 2016

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Imperialism	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Power; Human Rights; Justice; Citizenship; Environment and Society; Political Systems; Conflict; Diversity; Movement of People and Goods; Scarcity	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

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

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

The *Chart for Determining the Final Examination Score for the January 2016 Regents Examination in Global History and Geography* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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