

# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME  
**1** OF **2**  
MC & THEMATIC

## GLOBAL HISTORY AND GEOGRAPHY

Wednesday, January 24, 2018 — 9:15 a.m. to 12:15 p.m., only

### SCORING KEY FOR PART I AND RATING GUIDE FOR PART II (THEMATIC ESSAY)

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.

#### Scoring the Part I Multiple-Choice Questions

Follow the procedures set up by the Regional Information Center, the Large City Scanning Center, and/or the school district for scoring the multiple-choice questions. **If the student's responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Any other marks on the answer sheet will interfere with the accuracy of scanning.**

#### Multiple Choice for Part I Allow 1 credit for each correct response.

Part I			
1 ..... 1 .....	13 ..... 3 .....	26 ..... 4 .....	39 ..... 2 .....
2 ..... 2 .....	14 ..... 4 .....	27 ..... 2 .....	40 ..... 2 .....
3 ..... 3 .....	15 ..... 3 .....	28 ..... 1 .....	41 ..... 1 .....
4 ..... 2 .....	16 ..... 1 .....	29 ..... 3 .....	42 ..... 4 .....
5 ..... 2 .....	17 ..... 2 .....	30 ..... 2 .....	43 ..... 3 .....
6 ..... 1 .....	18 ..... 4 .....	31 ..... 1 .....	44 ..... 1 .....
7 ..... 1 .....	19 ..... 4 .....	32 ..... 1 .....	45 ..... 3 .....
8 ..... 4 .....	20 ..... 3 .....	33 ..... 4 .....	46 ..... 2 .....
9 ..... 1 .....	21 ..... 2 .....	34 ..... 1 .....	47 ..... 4 .....
10 ..... 1 .....	22 ..... 1 .....	35 ..... 3 .....	48 ..... 1 .....
11 ..... 3 .....	23 ..... 4 .....	36 ..... 2 .....	49 ..... 2 .....
12 ..... 4 .....	24 ..... 3 .....	37 ..... 4 .....	50 ..... 3 .....
	25 ..... 1 .....	38 ..... 4 .....	

## Contents of the Rating Guide

For **Part I** (Multiple-Choice Questions):

- Scoring Key

For **Part II** (thematic) 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 following procedures are to be used in rating essay papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in Global History and Geography and United States History and Government*.

### Rating the Essay Question

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

(2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.

(3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

**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.**

**Global History and Geography**  
**Content-Specific Rubric**  
**January 2018**

**Theme: Change—Individuals**

Throughout history, individuals have attempted to bring about political, social, economic, and intellectual change through their actions. Their actions have met with varying degrees of success.

**Task:** Select *two* individuals who have attempted to bring about change and for *each*

- Describe the historical circumstances that led this individual to seek change
- Describe an action taken by this individual to bring about change
- Discuss the extent to which this individual’s action was successful in bringing about change

You may use any individual from your study of global history and geography who has attempted to bring about change. Some suggestions you might wish to consider include Confucius, Martin Luther, Galileo Galilei, Simón Bolívar, Karl Marx, Kemal Atatürk, Deng Xiaoping, Mohandas Gandhi, Nelson Mandela, Aung San Suu Kyi, and Malala Yousafzai.

**You are *not* limited to these suggestions.**

**Do *not* use an individual from United States history in your answer.**

**Scoring Notes:**

1. This thematic essay has a minimum of *six* components (discussing the historical circumstances that led *each* of *two* individuals to seek change, *at least one* action taken by *each* individual to bring about change, **and** the extent to which *each* individual’s action was successful in bringing about change).
2. The action taken by an individual to bring about change may be a political change, a social change, an economic change, or an intellectual change.
3. The extent to which the individual’s action brought about change may discuss immediate change or long-term change.
4. The same or similar information may be used for both individuals as long as the details are specific to each individual, e.g., discussing the Protestant Reformation as a historical circumstance for both Martin Luther and John Calvin.
5. The response may discuss the extent to which an individual’s action was successful in bringing about change from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.
6. If more than two individuals are selected, only the first two individuals discussed may be scored.

### Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the historical circumstances that led **each** of **two** individuals to seek change, an action taken by each individual to bring about change, and the extent to which each individual's action was successful in bringing about change
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *Martin Luther*: connects the power, practices, and teachings of the Roman Catholic Church to Luther's posting and distribution of the Ninety-five Theses that influenced the development of Protestant faiths, ended religious unity in Europe, and led to reform efforts by the Catholic Church; *Karl Marx*: connects the exploitation and inequalities caused by the Industrial Revolution in Europe to the publication of the *Communist Manifesto* that encouraged the growth of socialism as a political movement and influenced Lenin and the Bolshevik revolutionaries in Russia
- Richly supports the theme with relevant facts, examples, and details, e.g., *Martin Luther*: sale of indulgences; salvation by faith alone; Protestant Reformation; Gutenberg's Bible; Thirty Years' War; Counter Reformation; Council of Trent; *Karl Marx*: utopian and scientific socialism; Engels; capitalism; class struggle; proletariat; bourgeoisie; Robert Owens; *Das Kapital*
- 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 individual more thoroughly than the other individual *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., *Martin Luther*: discusses how the sale of indulgences led to dissatisfaction with practices of the Roman Catholic Church, how Martin Luther's publication of the Ninety-five Theses contributed to the Protestant Reformation, and how Luther's actions helped lead to the end of religious unity in Europe; *Karl Marx*: discusses how abuse of workers during the Industrial Revolution contributed to the development of Marxism, how Marxism's goal of redistributing property and power appealed to industrial workers, and how this united workers supporting socialist movements happening throughout Europe
- 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)
- 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** individual 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
- 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
- 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 theme, task, or suggestions as 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.

**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.**

Throughout the history of mankind, many changes have been made in society. Some of these changes were made by groups of people starting a revolution, others were made by individuals. It is hard for one individual to bring change to society, but there are people, who strived to achieve this very goal. Such people include Mohandas Gandhi and Nelson Mandela, who fought to change unfair circumstances in India and South Africa respectively.

During the first half of the 20th century, India was ruled by the British Empire. The British gave India the nickname "The Jewel in the Crown" partly because of India's valuable raw materials. They used India as a place to sell their products and exploited India's raw materials, such as cotton. Cotton was in high demand during the Age of Industrialization, a necessary resource for the textile factories in Britain. However, few rights were given to Indians and the British often abused their power. Under British imperialism, India's economy suffered. Additionally, Indians often faced harsh working conditions doing work that solely benefited the British economy. In response to these situations, Indians created the India National Congress in an attempt to gain a voice in government. Indian Muslims created the Muslim League to seek power under the British government and to protect India's minority Muslim population. Mohandas Gandhi was a lawyer who had worked to protect Indian rights in South Africa. When Mohandas Gandhi returned to India, people welcomed him because they heard about his work. Gandhi's movement toward full Indian independence began after the Amritsar Massacre, where thousands of Indians were killed purposely by the British military. Gandhi soon became the nationalist movement's leader tirelessly working to reverse

Britain's policies and to gain independence for India.

Gandhi used nonviolent tactics such as boycotts, marches, protests, and hunger strikes. Many Indians became fully devoted to Gandhi's cause. Gandhi also pushed for the reform of India's unfair laws that the British enforced in India. Gandhi organized the salt march in response to the British monopoly on salt. He led thousands of his followers to the Arabian Sea to make their own salt, as a way to challenge the British and undermine British authority. The salt march was successful because it drew media attention to India's struggles and forced the British to acknowledge Gandhi and his movement. Gandhi also organized the homespun movement in an attempt to combat Britain's economic control of the textile industry. He organized people to weave their own cloth instead of buying British clothes. Collectively, the actions of Gandhi and other nationalists led to the weakening of the British Empire.

Mohandas Gandhi's actions were successful in bringing about changes; eventually leading to Indian independence from Britain after World War II. He did this primarily through civil disobedience rather than violent opposition, which would have shed more blood. Despite Gandhi helping India gain independence, India was split into two countries, India and Pakistan. Tragically, Gandhi was assassinated by a Hindu extremist, further highlighting religious tensions within India. Overall, Gandhi's efforts forced the "Crown" to release its "Jewel". Though the people of South Asia and Gandhi faced hardships along the way, the movement for independence was successful.

Another person that brought change was Nelson Mandela in South Africa. Mandela sought to uplift the oppressed population being

controlled by a white minority. Like Gandhi, he also studied law, and he wanted to bring racial equality to South Africa. Under the system of apartheid, the South African government legalized segregation. Apartheid laws assured that the minority white population would stay superior to the black South African majority politically, economically, and socially. Travel by Black South Africans, was restricted. Many were forced to live in small, impoverished homelands. They had to carry pass books identifying themselves and their homeland. Mandela was inspired to eliminate apartheid in South Africa and to end these conditions.

Mandela joined the African Nation Congress or ANC and devoted himself to challenging apartheid. At first, he used peaceful protest and organized rallies. Mandela witnessed countless examples of abuse and inequity by whites. As the government cracked down on protests, Mandela began to participate in the planning and committing of violent acts against government property. As a result, he was arrested and imprisoned for 27 years. He was finally released from prison because of international pressure on the government and because the government feared a full-blown civil war.

Shortly after Mandela's release, apartheid ended. More rights were given to blacks, including the right to vote. In the first free South African elections, Mandela was elected President of South Africa. Nelson Mandela's success continued even after the end of apartheid. He sought ways to reconcile differences between the races. Despite continuing tensions, Mandela was able to create unity in South Africa.

Both Nelson Mandela and Mohandas Gandhi were all great leaders of historical change. They brought significant change to South Africa



and India. Both of them used non-violent opposition to achieve their goal, though Mandela as well as Indian extremists at times resorted to violence. Gandhi's actions brought independence but not the desired unity, while Mandela's efforts brought an end to apartheid and effectively prevented civil war.

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#### Anchor Level 5-A

##### **The response:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances that led Mohandas Gandhi and Nelson Mandela to seek change, the actions taken by them to bring about change, and the extent to which they were successful in bringing about change
- Is more analytical than descriptive (*Mohandas Gandhi*: the British gave India the nickname “the Jewel in the Crown” partly because of India’s valuable raw materials; cotton was in high demand during the Age of Industrialization; Indians created the Indian National Congress in an attempt to gain a voice in government; Gandhi’s movement toward independence began after the Amritsar Massacre; Gandhi pushed for reform of unfair laws that the British enforced in India; Gandhi organized the Salt March in response to the British monopoly; media attention forced the British to acknowledge Gandhi and his movement; homespun movement was organized to combat Britain’s economic control of the textile industry; despite Gandhi helping India gain independence, India was split into two countries; Gandhi was assassinated by a Hindu extremist, further highlighting religious tensions within India; *Nelson Mandela*: sought uplift for an oppressed population being controlled by a minority; under apartheid, the government legalized segregation; apartheid laws assured that the minority white population would stay superior to the black South African majority; Mandela was inspired to eliminate apartheid in South Africa and end these conditions; as the government cracked down on protests, Mandela participated in the planning and committing of violent acts; released from prison due to international pressure on the government; Mandela’s success continued even after the end of apartheid)
- Richly supports the theme with relevant facts, examples, and details (*Mohandas Gandhi*: British imperialism; harsh working conditions; Muslim League; lawyer; South Africa; boycotts, marches, protests, and hunger strikes; World War II; Pakistan; *Nelson Mandela*: studied law; racial equality; homelands; pass books; African National Congress; peaceful protests; rallies; imprisoned; right to vote; free elections; President of South Africa)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. The response integrates numerous details and provides rich analysis in the discussion for both Gandhi and Mandela. The response includes good comparative statements and also establishes causation and chronology, which further enhances the discussion.

Throughout history, many individuals sought to change problems they encountered in society. Both Martin Luther and Karl Marx acted on their concerns by trying to make changes. Their methods of addressing these problems varied, and resulted in both successes and failures. Luther and Marx responded to the issues they encountered by spreading their ideas, with the goal of achieving reforms. Through the use of the written word, Luther and Marx conveyed their beliefs. While Luther's efforts resulted in the creation of new Christian churches, Marx's views became the basis for new economic and political systems.

Martin Luther's reforms centered on religion but drew support from some with political motives. Since Germany had yet to unify, much of the power rested with local princes. Luther's movement offered an opportunity to challenge religious authority but also to affirm more political power for some princes. The powerful church was at times abusing its power through such things as selling church offices and violating oaths of the clergy. In addition the Catholic Church was selling indulgences which they claimed exempted someone from sin and lessened their time in purgatory. Luther found it to be dishonest to say that one could buy their way into heaven.

One of Luther's first major actions came when he nailed his 95 Theses to the door of the Wittenburg castle church. Luther's arguments rejected the selling of indulgences and claimed the pope didn't have a right to say who will achieve salvation. Luther argued the only way to achieve salvation was through faith which became one of his principles. He also spread the idea of the "priesthood of all believers," meaning everyone could read the bible on their own, not having to rely on the interpretation given by the church.

Aided by the new invention of the printing press, Luther's ideas spread rapidly through the Holy Roman Empire. After his ideas first arose, people began distributing copies of his pamphlets and 95 theses to many readers. Luther soon realized that the Catholic Church was not going to accept his ideas. As a result, with the support of his followers, the Lutheran church was born. Some of the German princes wanted to convert to Lutheranism, feeling Luther's ideas made more sense, but the Holy Roman Empire was strictly Catholic. A series of religious wars were fought between Catholics and Lutherans resulting in the Peace of Augsburg which allowed the prince from each German state to pick Lutheranism or Catholicism and the rest of the population had to follow. Luther was successful in making others aware of the corruption of the Catholic Church and created a new Christian religion in the process. He gained many followers and his ideas spread throughout Europe.

Karl Marx, another reformer, believed that history was a constant cycle of the haves exploiting the have nots. From the time of feudalism when lords exploited the serfs to the early 1800s when factory owners were exploiting the workers, Marx saw the same pattern. With industrialization, much of Europe saw the growth of a capitalist economy. Because the upper and lower classes lived in close proximity to one another, the gap between the rich and the poor was evident.

Marx wanted to end this ever present class struggle. Marx along with Engels wrote the Communist Manifesto which discussed the exploitation of the proletariat, the workers, and outlined a path to end class distinctions. Marx believed the proletariat needed to overthrow the Bourgeoisie, the factory owners, creating a classless society. He believed

it was necessary to have a violent revolution and eliminate ownership of private property.

Marx's ideas were read and adapted by many leaders. Communism was not implemented as Marx predicted because the countries that put into effect communist ideas often lacked a large proletariat. They were primarily agrarian societies instead of industrialized societies. Marx's ideas spread all over Europe, leading to the development of communist political parties all over the world. Lenin and Stalin established communism in Russia, modifying communist ideology to fit Russia's circumstances. The Soviet Union became the world's first communist country. Aside from the Soviet Union, nations like China, Cuba, Cambodia, and North Korea all adopted communist practices that had their origin in the ideas of Marx. Communist societies competed with capitalist societies for power and influence, especially during the Cold War.

When faced with problems many people try to make changes. Both Marx and Luther identified problems in their society and worked to bring change by introducing new ideas and spreading them through their written works, resulting in both conflict and reform. Historical circumstances influenced the success or failure of Luther's and Marx's ideas, depending on the society that accepted them and often these ideas led to unintended consequences.

## Anchor Level 5-B

### **The response:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances that led Martin Luther and Karl Marx to seek change, the actions taken by them to bring about change, and the extent to which they were successful in bringing about change
- Is more analytical than descriptive (*Martin Luther*: since Germany had yet to unify, much of the power rested with local princes; Luther's movement offered an opportunity to challenge religious authority but also affirm more political power for some princes; Luther found it dishonest to say that one could buy their way into heaven; Luther argued the only way to achieve salvation was through faith; aided by the new invention of the printing press, Luther's ideas spread rapidly; Luther realized the Catholic Church was not going to accept his ideas; as a result, with the support of his followers, the Lutheran Church was born; *Karl Marx*: believed that history was a constant cycle of the haves exploiting the have-nots; with industrialization, much of Europe saw the growth of a capitalist economy; Marx and Engels wrote the *Communist Manifesto* that discussed the exploitation of the proletariat and outlined a path to end class distinctions; Marx believed it was necessary to have a violent revolution and eliminate ownership of private property; Marx's ideas were read and adapted by many leaders; communism was not implemented as Marx predicted because the countries that put into effect communist ideas often lacked a large proletariat; communist societies competed with capitalist societies for power and influence)
- Richly supports the theme with relevant facts, examples, and details (*Martin Luther*: selling church offices; indulgences; Ninety-five Theses; Wittenberg castle church; priesthood of all believers; Holy Roman Empire; religious wars; Peace of Augsburg; *Karl Marx*: feudalism; lords exploited serfs; factory owners exploited workers; class struggle; bourgeoisie; Soviet Union; China, Cuba, Cambodia, and North Korea; Cold War)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. The response uses analysis to identify ways both individuals used written works to challenge power structures in their time. The discussion explores both positive and negative effects linked to these individual's actions. Extensive details demonstrate a depth of knowledge.

Individuals have at times sought ways to make change. Two examples of historical figures who worked to achieve a goal of reform were Martin Luther and Karl Marx. Luther sought religious change, Marx wanted political reform. Both men's actions had effects that led to change beyond their original goals.

Luther was compelled to action by papal corruption and other problems he saw with the Catholic Church. Following the Renaissance, new ideas were spreading quickly, partly due to the printing press. Luther, a monk, who was once in law school, fought against injustices he saw occurring in the Catholic Church. During this period of the Middle Ages, the Church had risen to become a very powerful organization. In fact, it held more power than many secular leaders of the time. Luther wrote a list of church problems calling for reform known as the 95 theses. He posted it to the door of the Wittenberg Church for all to see. Many now see this as the beginning of the Protestant Reformation. Luther's grievances began by demanding the end of the sale of indulgences. He instead stressed the idea of salvation being achieved by faith alone. Also, Luther encouraged members of the Church to read and interpret the Bible for themselves rather than relying on interpretations of the Catholic clergy.

Luther can be considered successful at pursuing his endeavors due to the longevity of Lutheranism, a sect of protestantism. It spread to other countries and sparked ideological change. For example, John Calvin came up with his own version of protestantism, which was known as Calvinism. Calvinism grew from some of Luther's ideas. Protestantism would continue to challenge many Catholic customs, such as the number of recognized sacraments. Luther's actions influenced the

division of Europe which was no longer unified by religious beliefs. Many Germanic princes supported Luther, while other states remained loyal to the Catholic Church. The Peasants Revolt in the German States caused much division as well. Fed up with their treatment, rebels claimed affiliation to Luther, and requested his support. Luther, in attempts not to upset his alliance with Germanic Princes, publicly condemned the peasant revolt, explaining that this was not what he intended when challenging Church authority. Economically, it led to costly religious wars, most notably the 30 years war beginning in 1618 and ending in 1648 with the Peace of Westphalia. Overall, Protestantism became a successful branch of Christianity that still exists with a wide following today.

During the Industrial Revolution and the growth of capitalist economies, the gap between the rich and the poor widened. While the rich profited from the toils of the working class, a new economic theorist emerged. Marx was looking for the development of a classless society to address this disparity. During a time when many new ideas regarding structure of the government and the flourishing of new economic thought were emerging, Marx worked with his colleague, Fredrick Engels, to develop a new philosophy. Marx formalized his thoughts in the Communist Manifesto. This work essentially described his ideas for the liberation of the proletariat. Marx explains that history is a series of cycles by which the powerful are toppled and power is redistributed. This provided a foundation for communism.

Communist thought centered on egalitarianism and a communal philosophy. Yet in practice, communist regimes emerged with strong dictatorships that diverged from Marx's goal. Many would view Marx's

influence and Communism in particular to be a negative result. If not for Marx, many detrimental events of the 20th century may have never occurred. Many communists of the 20th century, such as Lenin and Stalin, merely used his basic ideas as a stepping stone to establishing communist dictatorships. Not always interested in actually creating a better society, these leaders became dictators, dominating the communist party, which became a tool for oppression. Marx had intended for his practices to be applied to more developed societies, not countries that were hardly industrialized, like Russia. Marx's ideas relied on several crucial steps that needed to be followed to achieve a classless society. These steps were never fully followed.

Both Luther and Marx sparked change, though very differently. Luther was successful at spreading Protestantism and Marx was less successful at creating a classless society. Luther created an ideology that challenged a traditional power. Marx's ideas, on the other hand sparked the development of dictatorships, that would remain powerful for years. The extent of their success may vary, however each of these figures changed history with their actions.

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## Anchor Level 4-A

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Martin Luther more thoroughly than Karl Marx
- Is both descriptive and analytical (*Martin Luther*: was compelled to action due to papal corruption and other problems he saw with the Catholic Church; following the Renaissance, new ideas were spreading quickly; the Church had become a very powerful organization; Luther wrote a list of Church problems calling for reform; Luther encouraged members of the Church to read and interpret the Bible for themselves rather than rely on interpretations of the Catholic clergy; Lutheranism spread to other countries and sparked ideological change; Luther's actions influenced the division of Europe which was no longer unified by religious beliefs; Luther condemned the peasant revolts, explaining that this was not what he intended when challenging Church authority; led to costly religious wars; Protestantism still has a wide following today; *Karl Marx*: during the Industrial Revolution and the growth of capitalist economies, the gap between the rich and the poor widened; Marx was looking for the development of a classless society to address this disparity; Marx formalized his thoughts in the *Communist Manifesto*; provided a foundation for communism; in practice, communist regimes emerged with strong dictatorships that diverged from Marx's goals; intended for his practices to be applied to more developed societies, not countries that were hardly industrialized like Russia)
- Supports the theme with relevant facts, examples, and details (*Martin Luther*: printing press; monk; Middle Ages; Ninety-five Theses; Wittenberg Church; Protestant Reformation; sale of indulgences; salvation by faith alone; John Calvin; sacraments; Thirty Years' War; Peace of Westphalia; *Karl Marx*: working class; Friedrich Engels; proletariat; egalitarianism; communal philosophy; Lenin; Stalin; oppression)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that compares the success of both individuals

**Conclusion:** Overall, the response fits the criteria for Level 4. The strength of the response is in the use of analytic statements and the extensive use of facts, details, and examples, especially in the treatment of Martin Luther. More details about the influence of Marx's ideas under Lenin or Stalin would have enhanced the response.

Throughout history, individuals have attempted to bring about political, social, economic, and intellectual change through their actions. Two such reformers were Martin Luther and Mohandas Gandhi. Their actions have led to both positive and negative effects on their nations and the world as a whole.

Martin Luther was a man who brought political and religious change with his actions in central Europe. Luther realized how corrupt the Catholic Church was and disagreed with many of its practices. The Catholic Church was corrupt in many ways. For example, they sold people indulgences, so they could gain forgiveness for sins and less time in purgatory, which Luther thought was morally wrong. Luther found the practice of simony, or selling of church offices, to be an abuse of church power. Luther believed the Church should not hold more power than political leaders nor should it allow the clergy to ignore their oaths and live lives of luxury.

Martin Luther wished to bring change to these practices. Luther wrote the 95 theses which highlighted the corruption that was happening as well as his disagreements with the church. He nailed them to the church doors in Wittenburg, Germany. Luther included his own ideas including how people could achieve salvation by faith alone and he supported only some of the Catholic sacraments. This brought the people's attention to what was really going on and later would be seen as the starting point of the Protestant Reformation. People joined Luther's protest against the church and started questioning its beliefs and practices. However, Martin Luther didn't stop there. He translated the Bible into German and supported its translation into other vernacular languages. With the use of the printing press, Bibles became widely

available to the people and this meant those who could read could interpret it for themselves.

All these events eventually led to a new branch of Christianity called Lutheranism. In addition, the church slowly began to adjust some practices at the Council of Trent. Although Catholic beliefs were unchanged, some practices like selling indulgences were curbed. The Jesuits, a strong Catholic missionary group, sought to convert people and reaffirm the teachings of the Church. Ultimately, Luther's actions inspired others like John Calvin and Henry VIII. He could not have foreseen that his actions would set off religious conflicts and wars that would reshape societies across Europe.

Mohandas Gandhi was a man who brought political justice to India. The Indian people were under harsh rule by the British and they wanted change as well as their independence. The British colonization of India allowed the Empire to exploit Indian natural resources, its people, and its land. While Britain profited from its "crown jewel," the people of India suffered. During a peaceful protest at Amritsar, British soldiers had shot at the protestors for violating the law, killing many.

Gandhi emerged as a key nationalist leader and wanted to show Britain they didn't need or want their rule. He began with the homespun movement, which was a peaceful protest boycotting British clothing. He encouraged Indians to make their own clothes, so that they can produce what would be otherwise purchased from the British. The salt march was another very important event that Gandhi led. Gandhi and some of his followers walked hundreds of miles to the sea to collect their own salt to challenge the British monopoly. Despite Gandhi's peaceful tactics, innocent lives continued to be lost because of the British.

Eventually Britain granted India their independence. Britain realized there would be no end to Indian revolts, protests and acts of civil disobedience and soon saw that India needed to be set free. Though India was no longer under the control of the British Empire, it did not remain unified. British India was split into Hindu-majority India and Muslim Pakistan, setting off mass migrations. Many migrants died on their way and tensions along the borders led to several conflicts.

Both Mohandas Gandhi and Martin Luther brought change to their nations. Simple actions like posting the 95 theses or walking to the sea for salt eventually led to dramatic changes in Europe and India.

## Anchor Level 4-B

### **The response:**

- Develops all aspects of the task but does so somewhat unevenly by discussing Martin Luther more thoroughly than Mohandas Gandhi
- Is both descriptive and analytical (*Martin Luther*: Luther realized how corrupt the Catholic Church was and disagreed with many of its practices; Luther believed that the Church should not hold more power than political leaders nor should it allow the clergy to ignore their oaths and live lives of luxury; Luther wrote the Ninety-five Theses, which highlighted the corruption, and nailed it to the church doors; people joined Luther's protest against the Church and started questioning its beliefs and practices; he supported the translation of the Bible into vernacular languages; the Church slowly began to adjust some practices at the Council of Trent; although Catholic beliefs were unchanged, some practices like selling indulgences were curbed; he could not have foreseen his actions would set off religious conflicts that would reshape societies across Europe; *Mohandas Gandhi*: the Indian people were under harsh rule by the British and they wanted change as well as independence; British colonization of India allowed the Empire to exploit Indian natural resources, its people, and its land; while Britain profited from its "crown jewel," the people of India suffered; Gandhi began with the homespun movement, which was a peaceful protest boycotting British clothing; despite Gandhi's peaceful tactics, innocent lives continued to be lost because of the British; British India was split into Hindu-majority India and Muslim Pakistan)
- Supports the theme with relevant facts, examples, and details (*Martin Luther*: central Europe; indulgences; simony; Wittenberg, Germany; salvation by faith alone; Protestant Reformation; printing press; Lutheranism; Jesuits; John Calvin; Henry VIII; *Mohandas Gandhi*: Amritsar; nationalist; Salt March; monopoly; civil disobedience; mass migrations; border tensions)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that summarizes points made in the essay

**Conclusion:** Overall, the response fits the criteria for Level 4. The use of facts, details, and some analysis in the discussion of both Martin Luther and Mohandas Gandhi demonstrates a good understanding of the task. Stronger development in the discussion of Gandhi would have strengthened the response.

Throughout history, many individuals have strived to bring about political, economic, and intellectual change in their respective countries, whether it be for better or worse in the end. Two examples of individuals who tried to initiate reform are Mohandas Gandhi and Maximilien Robespierre.

Prior to direct colonization, Indians served in the army for the British in India. A rumor spread that the British were forcing Indian soldiers, known as sepoys, to use gun cartridges that the sepoys believed were greased with cow or pig fat. The soldier had to bite off the end of the cartridge, which would cause the Hindu or Muslim soldier to be contaminated with the fat. This caused these soldiers to rise up in the rebellion. This led to a legacy of bitter distrust by many Indians toward the British. Insensitive actions by the British led Mohandas Gandhi and other nationalists to seek Indian independence. The British also oppressed the Indian peoples economically through tactics like a monopoly on salt, a necessity for life. The British exploited the resources of India, sometimes causing hardship and famine. The British used their power to maintain control.

Mohandas Gandhi attempted to achieve independence from British rule through nonviolent protests. He encouraged Indians to boycott British goods and led them on the Great Salt March. During the Great Salt March, Gandhi protested the British monopoly on salt by leading Indians to the sea to make salt. Gandhi's methods were all part of his nonviolence campaign. He led rallies, published articles in Indian newspapers, fasted, and was even imprisoned.

Gandhi's movement was not completely successful. The British responded harshly to the protest at the Dharasana Salt Works and

news of British violence spread throughout the world. The media caused a backlash towards the British, pressuring them to give India its independence. However, an independent India came with a high cost because it was divided into two countries, a Hindu-majority India and a Muslim-majority Pakistan. This ended Gandhi's dream of a united, independent India, making his efforts and actions only partially fulfilled.

In France during the late 1700s, Maximilien Robespierre attempted to bring order to his nation. The French had overthrown and executed their monarch, King Louis XVI & his wife Marie Antoinette. The French were seeking to create a more democratic government and they needed to prevent the new republic from collapsing during this period of turmoil. France faced pressure from the remaining royalists, or supporters of the monarchy, as well as from international powers that feared the spread of revolution and the threat of war. Robespierre and his Committee of Public Safety took control.

Maximilien Robespierre began what would be known as the Reign of Terror. During this period, he oversaw the execution of many suspected enemies of the state, even if there was no proof of wrong doing. The chief means of execution was the guillotine, and it became symbol of the death and horror. Robespierre became more and more powerful as well as extreme. He oversaw the execution of thousands, even those who used to be considered his allies. The chaotic state of France continued, despite some order being established.

Like Gandhi, Robespierre was not completely successful in reaching his goals. Even though many suspects were killed and all the supposed allies of the state remained, the gore of the period led to the

Thermidorian Reaction. Robespierre himself was executed by members of the French government who feared for their own lives. They sought to kill Robespierre before he could kill them. Later, Napoleon Bonaparte seized power in France and restored the order that Robespierre could not. However Napoleon soon made himself emperor, effectively ending the republic and setting up an empire, ending what Robespierre tried to achieve. This adds to the unsuccessfulness of Robespierre's endeavors.

Both Gandhi and Robespierre tried to do what they thought would be best for their countries. While Gandhi was moderately successful and Robespierre was not, they both tried to make changes they thought were for the better.

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## Anchor Level 4-C

### The response:

- Develops all aspects of the task by discussing Mohandas Gandhi and Maximilien Robespierre
- Is both descriptive and analytical (*Mohandas Gandhi*: prior to direct colonization, Indians served in the army for the British; insensitive actions by the British led Gandhi and other nationalists to seek Indian independence; the British oppressed the Indian peoples economically through tactics like a monopoly on salt, a necessity for life; the British exploited the resources of India sometimes causing hardship and famine; Gandhi encouraged Indians to boycott British goods and led them on the Great Salt March; Gandhi's methods were all part of his nonviolent campaign; the media caused a backlash toward the British, pressuring them to give India its independence; an independent India came with a high cost because it was divided; Gandhi's actions and efforts were only partially fulfilled; *Maximilien Robespierre*: attempted to bring order to his nation; France faced pressure from the remaining royalists as well as from international powers that feared the spread of revolution and the threat of war; Robespierre began the Reign of Terror; like Gandhi, Robespierre was not completely successful in reaching his goals; Robespierre was executed by members of the French government who feared for their own lives; Napoleon Bonaparte seized power, ending the republic and setting up an empire)
- Supports the theme with relevant facts, examples, and details (*Mohandas Gandhi*: sepoys; Hindu and Muslim soldiers; rallies; published articles; fasted; imprisoned; Pakistan; *Maximilien Robespierre*: Louis XVI; Marie Antoinette; seeking democratic government; suspected enemies of the state; guillotine; Thermidorian Reaction)
- Demonstrates a logical and clear 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 4. The response uses some good details and facts to support the discussion of the historical circumstances that led these individuals to take action. Further analysis would have strengthened the response.

Throughout history the stronger or higher powers have persecuted and abused the rights of the lower classes, whether it's political, religious or basic human rights. Despite the oppressors power, when the general population or even a specific persecuted group have bonded together to revolt, even the most powerful can fall. These revolutions in history, sometimes bring about immense changes in society that still affect the world today. Karl Marx and Mahatma Gandhi are two revolutionaries from different places and time periods, and they had different ideologies that have changed the course of global history.

Karl Marx was a German economist who is famous for his theories on socialism. Marx promoted an economic system where the workers control the resources which eventually leads to the formation of a classless society. His ideology of Marxism developed partly from his concern for the state of workers in factories. These workers had very limited rights and low wages. Marx believed they weren't given their fair share of profit the industry was making. During this time of industrialization, factory owners were concerned with profits and not the poor working conditions and misery the workers experienced. According to Marx, under this form of capitalism the rich get richer and the poor stay poorer. In writing the Communist Manifesto, Marx stressed that eventually the working class would rise up against the factory owners and revolt for their rights. In his work, Marx stressed that the new classless society should own all means of production. Marx's work became the foundation for socialism and was adapted and implemented in various nations around the world. One group of leaders that modified Marxist views and applied them in their own nations was the Bolsheviks. One such leader, Vladimir Lenin led the

Russian Revolution. Although later his success in establishing communism led to Stalin, another leader, abusing the power and forming a fascist government that was ruled by brutality. Communism brought about changes that have affected different parts of the world, like Russia, and it has both unified the people and also created injustices which were contrary to its Marxist origins.

Mahatma Gandhi was born in India when the territory was under British rule. All his life, he had witnessed the persecution of his people by the foreign power. Despite this, Gandhi's heart was not filled with hatred but rather a passion for nationalism. When Gandhi became a lawyer, he went to South Africa to practice. There, he witnessed great discrimination against Indians, which he fought against for many years. In India, the Sepoy Rebellion and Amritsar massacre had left many Indians distrusting the British, a feeling that might never fade away. Gandhi used his faith and desire for truth as a basis for his method of resistance. Nonviolence was not only a practice of his faith but also a strategy of civil disobedience to resist British imperialism. Upon his return to India, Gandhi led protests such as the Salt March. This event was a way to end British salt monopoly in India. He walked to the shores of the sea with his followers to collect salt and sell it. He eventually was jailed for this defiance. In the end, Gandhi was able to accomplish his goal of obtaining more rights for the people in India and eventually independence. Later, Nelson Mandela in South Africa adopted some of Gandhi's methods of nonviolent protest, and was eventually able to end apartheid.

Gandhi and Marx had very different ideas of revolution; Marx's ideas were based around the rights of the working class while Gandhi's

were focused on ending foreign rule. Their ideas did not just affect the immediate situation, but also events that came later in history.

### Anchor Level 3-A

#### The response:

- Develops all aspects of the task with little depth by discussing Karl Marx and Mohandas Gandhi
- Is more descriptive than analytical (*Karl Marx*: was a German economist who was famous for his theories on socialism; promoted an economic system where the workers control the resources, which eventually leads to the formation of a classless society; workers had limited rights and low wages; factory owners were concerned with profits and not the poor working conditions workers experienced; according to Marx, under capitalism the rich get richer and the poor get poorer; stressed that eventually the working class would rise up against the factory owners and revolt for their rights; Marx's work became the foundation for socialism and was adapted and implemented in various nations; one group of leaders who modified Marx's views were the Bolsheviks; communism has both unified people and created injustices that were contrary to Marxist origins; *Mohandas Gandhi*: born in India when the territory was under British rule; Gandhi's heart was filled not with hatred but with a passion for nationalism; used his faith and desire for truth as a basis for his methods of resistance; walked to the shores of the sea with his followers to collect and sell salt; Nelson Mandela in South Africa adopted some of his methods of nonviolent protest)
- Includes some relevant facts, examples, and details (*Karl Marx*: factories; industrialization; *Communist Manifesto*; means of production; Lenin; Russian Revolution; Stalin; *Mohandas Gandhi*: lawyer; Sepoy Rebellion; Amritsar Massacre; civil disobedience; Salt March; jailed); includes a minor inaccuracy (*Karl Marx*: Stalin forming a fascist government)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response demonstrates a good understanding of the task. Although analysis is isolated, the response's strength is in the discussion of Karl Marx, which connects his writing to industrialization and his influence on the rise of communism.

Throughout history, many different individuals have attempted to change political, social, economic, and intellectual beliefs. Two individuals, Martin Luther and Galileo Galilei, took action in order to bring about changes to intellectual, social, and religious policies. Luther and Galileo were extremely successful in bringing about change in their own unique ways.

The Middle Ages was a time when the Roman Catholic Church held a lot of power. Sometimes, the church did things that others viewed as wrong. Martin Luther became upset when the Catholic Church began to sell indulgences to the public. The Church claimed that those who purchased indulgences could reduce time in purgatory. Luther felt that this practice of the Church was unjust and decided that he would point out the flaws of the Church. Luther nailed his complaints, the 95 Theses, against the door of the Wittenberg Church. Luther did not plan on forming a new sect of Christianity, but rather reforming the Church. Like Martin Luther, Galileo was also inspired to challenge the Catholic Church. In Galileo's time, the revival of classical works and a new interest in science led to an increase in new discoveries. Galileo accepted this approach and believed that in order to prove a scientific theory, one must actively observe the universe, specifically celestial bodies. Both Luther and Galileo were inspired to think independently of the powerful church.

These individuals also took action to support their beliefs. Martin Luther openly criticized the Church by publishing his 95 Theses. This document criticized not only the Church's selling of indulgences and other corrupt practices of the Catholic Church but also questioned the authority of the pope. This included the practice of simony or the

selling of clerical positions. Once Galileo improved the invention of the telescope, he examined space carefully and made important discoveries. He discovered that the moon's surface was not smooth and that Jupiter had many moons. These observations challenged the teachings of the Catholic Church. While the Church taught the universe was geocentric, Galileo began to believe that it was heliocentric or Sun-centered. Using his strong ideal of observation, Galileo changed the way people approached scientific discovery. Both Luther and Galileo would be asked to recant their views by the Church. Galileo agreed but Luther refused.

Both Martin Luther and Galileo were very successful in their efforts to change society both socially and intellectually. Martin Luther's teachings became very popular eventually creating an entire new sect of Christianity. Lutheranism is still one of the largest sects of Protestant Christianity today. However, the rise of Protestantism led to conflict with Catholics and religious wars throughout Europe. Galileo's discoveries and use of observation as opposed to blindly accepting scientific theories by faith alone, helped revolutionize the sciences. Inspired by Galileo, many more European scientists like Kepler that followed began to explore the sciences using Galileo's method of observational study.

Martin Luther and Galileo Galilei were revolutionary thinkers and people who stood up for what they believed was right. Luther did so religiously, while Galileo mainly did so intellectually and scientifically. Although they were inspired by completely different events in history, Martin Luther and Galileo Galilei both successfully took action and successfully challenged the Church and the status quo.

### Anchor Level 3-B

#### **The response:**

- Develops all aspects of the task with little depth by discussing Martin Luther and Galileo Galilei
- Is more descriptive than analytical (*Martin Luther*: the Middle Ages was a time when the Roman Catholic Church held a lot of power; Luther decided he would point out the flaws of the Church; nailed his complaints against the door of the Wittenberg Church; did not plan on forming a new sect of Christianity but rather reforming the Church; Ninety-five Theses criticized not only the Church's selling of indulgences but also the authority of the pope and other corrupt practices of the Church; teachings became popular and led to a new sect of Christianity; the rise of Protestantism led to conflicts with Catholics throughout Europe; Lutheranism is one of the largest sects of Protestant Christianity today; *Galileo Galilei*: inspired to challenge the Catholic Church; the revival of classical works and a new interest in science led to an increase in new discoveries; Galileo believed one must actively observe the universe; both Luther and Galileo were inspired to think independent of the powerful Church; once Galileo improved the invention of the telescope, he examined space carefully and made many important discoveries; began to believe the universe was heliocentric or Sun-centered; both Luther and Galileo would be asked to recant their views by the Church; Galileo's discovery and use of observations revolutionized the sciences)
- Includes some relevant facts, examples, and details (*Martin Luther*: selling indulgences; purgatory; simony; religious wars; *Galileo Galilei*: scientific theory; celestial bodies; Moon's surface; Jupiter's moons; geocentric; Kepler)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that is beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response compares the actions and legacy of Martin Luther and Galileo Galilei, demonstrating an understanding of both individuals. However, further development would have strengthened the effort.

Throughout history, individuals have attempted to bring about political, social, economic, and intellectual change through their actions. Their actions have met with varying degrees of success. Two individuals, Galileo Galilei, and Martin Luther both made significant impact to society.

During the Middle Ages, the Roman Catholic Church had a lot of power. After the Renaissance, when humanism developed, individuals started to develop scientific ideas and questioned some of the teachings of the Church. The Scientific Revolution was a time of advances in astronomy. Many scientists proposed new astronomical theories. Up until the scientific revolution, many people believed the Earth was stationary, and it did not move, or rotate around the Sun. Galileo Galilei proved the statement that the Earth orbits around the Sun. Galileo supported this idea even though it went against the teachings of the Church. Galileo improved a lens and then developed it into a telescope. With this technology, Galileo supported the idea of Copernicus, heliocentrism. The Church put Galileo on trial, and they forced him to take back his comments that the Earth moved. The Church taught that the earth did not rotate around the Sun, and that the earth is the center of the solar system. At his Inquisition trial, Galileo retracted his comments, but legends believed that he uttered under his breath, "it does move". At the time, Galileo's ideas were not completely accepted. Eventually, his statements led to other scientists working to prove his ideas. This eventually changed the world view to support the Earth moving around the Sun. Galileo's work led to many others continuing to question that Church. It led to further conflict between church and scientific ideas. In the end, Galileo was successful in bringing change to our world.



Martin Luther was a man who changed some peoples views of the Catholic Church. During the Protestant Reformation, the Catholic Church was pardoning peoples sins for a fee. It was called the sale of indulgences. Luther believed this was a very corrupt system because it allowed people to be forgiven by the Church if they paid. The Church was also corrupt because it sold offices for positions in the Church. The Church had more power than many governments during Luther's time. Martin Luther believed that these practices were not right. To protest, he drafted the "95 theses" and nailed it to the door of the Catholic Church. The "95 theses" listed the flaws of the Catholic Church according to Luther. Luther encouraged many people to interpret the Bible for themselves. Due to Johannes Guttenberg inventing the printing press, many people were also able to get copies of the Bible. Martin Luther's actions were successful. The Catholic Church suffered a loss of power because some people questioned their teachings. Another success was the decision by the Catholic Church to stop the sale of indulgences.

Galileo Galilei, and Martin Luther are two individuals who realized flaws about societies. They both spoke up, and made significant changes. Galileo Galilei changed the theory that the earth is the center of the solar system. Martin Luther changed peoples belief in the Catholic Church. Both individuals were successful in bring change, and they are noted as two of the most important figures in history.

### Anchor Level 3-C

#### **The response:**

- Develops all aspects of the task with little depth by discussing Galileo Galilei and Martin Luther
- Is more descriptive than analytical (*Galileo Galilei*: during the Middle Ages, the Roman Catholic Church had a lot of power; after the Renaissance, individuals started to develop scientific ideas and questioned all the teachings of the Church; up until the Scientific Revolution, many people believed Earth was stationary and did not move or rotate around the Sun; Galileo supported the idea of Earth orbiting around the Sun even though it went against the teachings of the Church; the Church put Galileo on trial and forced him to take back his comments; Galileo's ideas were not completely accepted; his statements led to other scientists working to prove his ideas; *Martin Luther*: during the Protestant Reformation, the Catholic Church was pardoning people's sins for a fee; the Church had more power than the governments during Luther's time; to protest, Martin Luther drafted the Ninety-five Theses; due to the invention of the printing press, many people were able to get copies of the Bible; the Catholic Church suffered a loss of power because some people questioned their teachings)
- Includes some relevant facts, examples, and details (*Galileo Galilei*: humanism; astronomy; lens; telescope; Copernicus; heliocentrism; solar system; *Martin Luther*: sold offices; Johannes Gutenberg)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is slightly beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response demonstrates knowledge of the ideas of Galileo and Luther and how these ideas influenced change. Analysis is isolated and the treatment of Luther's legacy is limited.

Throughout history, individuals have attempted to bring about political, social, economic, and intellectual change through their actions. Their actions have met with varying degrees of success. Two individuals that have brought change through their actions is Martin Luther and Mohandas Gandhi. Martin Luther brought change when he posted the 95 theses on a church door in 1517. Martin Luther was protesting against the church. Mohandas Gandhi brought change because he used civil disobedience and passive resistance to protest the rule of Great Britain in India. Martin Luther and Mohandas Gandhi both brought change through their actions.

Martin Luther brought change through his actions by posting the Ninety-Five theses on a church door in 1517. Martin Luther believed that the church was corrupt, and he was opposed to the selling of indulgences. Indulgences would free people from their sins when they bought them. Martin Luther believed people should be forgiven of their sins based on how they lived their life. Luther was excommunicated from the Catholic Church. His ideas about the church spread quickly because of Johann Gutenberg's invention of the printing press. More people began to side with Martin Luther, and the church lost power. Martin Luther formed his own religion of Lutheran, which is based off of his ideas in the Ninety-Five Theses. Martin Luther brought change by causing the Catholic Church to lose power and forming the Lutheran religion.

Mohandas Gandhi brought change through his actions by using passive resistance and civil disobedience to protest the control of Great Britain in India. He used civil disobedience and passive resistance by the Homespun movement and the Salt March. During the Homespun

movement, he made his own clothes so he wouldn't buy from the British. If the British had no money, they could not stay in India. During the Salt March, he and a crowd of people walked 240 miles to protest the taxation of salt. The British eventually had to leave India, and India gained its independence. Mohandas Gandhi brought changes from his actions by causing India to gain its independence from Great Britain.

Throughout history, individuals have attempted to bring about political, economic, social, and intellectual change through their actions. Their actions have met with a varying degree of success. Martin Luther cause change through his actions by posting the Ninety-Five theses and taking power away from the church and founding the Lutheran religion. Mohandas Gandhi caused change by using civil disobedience and passive resistance to gain India's independence from Great Britain. Martin Luther and Mohandas Gandhi both caused change through their actions.

## Anchor Level 2-A

### The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Martin Luther*: brought change when he posted his Ninety-five Theses on a church door in 1517; was protesting against the Church; believed the Church was corrupt; his ideas about the Church spread quickly because of the printing press; more people began to side with Luther and the Church lost power; formed the Lutheran religion; *Mohandas Gandhi*: brought change because he used civil disobedience and passive resistance to protest the rule of Great Britain in India; made his own clothes so he would not buy from the British; British left India and India gained its independence); contains weak analysis (if the British had no money, they could not stay in India)
- Includes few relevant facts, examples, and details (*Martin Luther*: sale of indulgences; excommunicated; Johannes Gutenberg; *Mohandas Gandhi*: homespun movement; Salt March; protest the taxation of salt); includes an inaccuracy (*Martin Luther*: people should be forgiven their sins based on how they live their lives)
- Demonstrates a general plan of organization; includes an introduction and conclusion that are repetitive

**Conclusion:** Overall, the response fits the criteria for Level 2. Although the response accounts for all aspects of the task, it repeats this information several times. Additional facts and details are needed to support ideas introduced. The historical circumstances for Gandhi are mentioned, but are not developed.

Throughout history, many individuals questioned the world around them and were brave enough to go against a higher government officials. These historical figures gained success through their actions and gained a following of people who would help them bring about that change. Two individuals who had huge impacts on a corrupted system were Martin Luther and Mohandas Gandhi.

Martin Luther was a man who fought against the corruption of the Roman Catholic church and did everything he could to get people to stray away from the church. The catholic church was selling indulgences to anyone and everyone. These indulgences gave a pardon to ones sins. Therefore these indulgences “granted” Catholics a pass to heaven. Martin Luther did not agree with this selling of indulgences. Martin Luther went against the church by telling everyone that if they want a pardon from their sins, they just have to read and believe what is in the bible. Luther tried to spread the news about the corruption of the church officials to the people.

Martin Luther also created a document called the “95 thesis”. This was a document that listed 95 reasons why people should not follow the church. Luther hung this document on the church’s door which resulted in the church banning him for his “abandonment” of religion. Martin was successful in getting people to listen and abandon the corrupted policies of the church.

Mohandas Gandhi was a man who studied law in England. Gandhi went on a trip to India and witnessed discrimination and horrible poverty all throughout the land. Gandhi was appalled by this and decided to leave his career of a lawyer and try to fight for the rights of all citizens living in India. Gandhi was a big advocater of

peace and non-violence which lead him to fight against the British, not by violence, but with peaceful protests.

One method that Gandhi used was one day in India, Gandhi and a group of his followers tried to burn their government books. This resulted in the British officials beating some of the men and arresting Gandhi. Gandhi also tried to get his followers and himself to stand together and face the British army with no violence or weapons. This sadly resulted in a massacre of his people. Although Gandhi did fail in some of his attempts at rights, he was successful in getting Indian people together and start fighting for their rights.

Many individuals fought for respectable causes in the past Martin Luther and Gandhi are excellent representations of men who successfully created a powerful movement

### Anchor Level 2-B

#### The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Martin Luther*: fought against the corruption of the Roman Catholic Church; the Catholic Church was selling indulgences; Luther went against the Church telling everyone that they just have to read and believe what is in the Bible; successful in getting people to listen and abandon the corrupted policies of the Church; *Mohandas Gandhi*: studied law in England; witnessed discrimination and poverty in India; tried to fight for all citizens; advocate of peace and nonviolence; fought against the British with peaceful protest; got Indian people together to fight for rights); includes weak application (*Martin Luther*: did everything he could to get people to stray away from the Church; document listed 95 reasons why people should not follow the Church)
- Includes few relevant facts, examples, and details (*Martin Luther*: Ninety-five Theses; banned by church; *Mohandas Gandhi*: British army; massacre); includes an inaccuracy (*Mohandas Gandhi*: tried to burn government books)
- Demonstrates a general plan of organization; includes an introduction that is slightly beyond a restatement of the theme and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. This response shows a basic knowledge of Luther and Gandhi; however, it contains overgeneralizations. In the discussion of Gandhi, information about his time and work in South Africa is intermixed with his time and work in India. The response would have been strengthened with more facts and further development.

Throughout history, individuals have attempted to bring political, social, economic, and intellectual change through their actions. Nelson Mandela and Mohandas Gandhi are prime examples about bringing social and political change in their own countries. They have been successful through their protest.

Nelson Mandela who lived in South Africa really wanted a change to its government. He was against the apartheid laws which segregated the whites and Black in South Africa. He was a peaceful protester as many people say. He was later arrested and sent to jail. He later became South Africa's first Prime Minister. He taught the people to protest peacefully and that they do have a voice and we can make South Africa an independent nation.

Mahandas Gandhi is another example of someone who brought political and social change he's had several protest like the salt march and textile protest. He wears clothes made by the locals in India to serve as a protest to gain independence from British rule. British power was slowly drifting away and gave that to India so, India slowly regained power.

Mohandas Gandhi and Nelson Mandela have really made a positive impact in their own countries and they've changed on how people should protest. We've learned so much of civil rights and many leaders quote Gandhi and Nelson Mandela to this day. They have brought success and political, social, economic change, and intellectual change through their actions.



## Anchor Level 2-C

### **The response:**

- Develops some aspects of the task in some depth
- Is primarily descriptive (*Nelson Mandela*: wanted a change to South Africa's government; was against apartheid laws which segregated whites and blacks; taught people to protest peacefully; *Mohandas Gandhi*: wears clothes made by locals to serve as a protest to gain independence from British rule; India slowly regained power; many leaders quote Gandhi and Mandela to this day); lacks analysis and understanding
- Includes few relevant facts, examples, and details (*Nelson Mandela*: arrested and sent to jail; *Mohandas Gandhi*: Salt March; textile protest); includes inaccuracies (*Nelson Mandela*: became South Africa's first Prime Minister; can make South Africa an independent nation)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that is slightly beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The response provides some facts and details for the historical circumstances of Nelson Mandela and the actions of both individuals, demonstrating a basic understanding of the task. However, the response lacks the historical circumstances for Gandhi's actions and the extent of success for both individuals is simplistic.

Throughout history, individuals have attempted to bring about political, social, economic, and intellectual change through their actions. Their actions have met with vary degrees of success. The two individuals I selected are Martin Luther and Mohandas Ghandhi. They both had different circumstances that led them to seek for change. Martin Luther had written the 95 thesis about the church selling indulgences. Gandhi revolted against the British for forcing India to buy there products.

Martin Luther led the protestant reformation against the Church during the 16th century. He also wrote the 95 thesis which was basically a list of complaints to the church on what they were doing wrong. The main problem was the Church was selling indulgences which was a piece of paper that guaranteed the people to get into heaven. The church reconsidered his ideas and stopped selling them. Martin then created his own group of followers called Lutherans.

Another individual that attempted to bring change through their actions was Mohandas Gandhi. Gandhi fought against British influence. During the early 1900's Britian would force India to buy all their imports from them. Because of this Gandhi led the Boycott against Britian and refused to buy any products from the British. He also led the Homespun movement which was when India started to make their own clothing.

## Anchor Level 1-A

### **The response:**

- Minimally develops some aspects of the task
- Is descriptive (*Martin Luther*: led the Protestant Reformation against the Church in the 16th century; wrote the Ninety-five Theses; the Church reconsidered his ideas and stopped selling them; Luther created his own group of followers; *Mohandas Gandhi*: fought against British influence; Gandhi led the boycott against Britain); lacks analysis and application
- Includes few relevant facts, examples, or details (*Martin Luther*: indulgences; Lutherans; *Mohandas Gandhi*: homespun movement; started to make their own clothing)
- Demonstrates a general plan of organization; includes an introduction that is slightly beyond a restatement of the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The details provided for Martin Luther suggest an understanding of the task, but they are not sufficiently developed. A few details frame the discussion of Gandhi, but the extent of the success of Gandhi's actions is unaddressed.

Throughout history, individuals have attempted to bring about political, social, economic, and intellectual change through their actions. Their actions have met with varying degree of success.

Mohandas Gandhi is one of those individuals. Gandhi fought for what he believed in without violence. Gandhi and his people were being controlled by another Country that made rules and laws Gandhi didn't think was fair. The only items that him and his people could buy were British goods. Gandhi led some of his people to fend for themselves like make their own clothes, get their own water supplies, grow their own food and without violence. Gandhi would stop eating for days until he got his people to listen to what he had to say and did what he believed would be better for his country and the people. Gandhi was successful in getting rid of the British and bringing all his people together as one.

Another one of the individuals was Martin Luther. Martin Luther didn't like how the Church was treating the people. Luther found a way to print out the bible in the language of the people and show them that what the Church was doing to them was wrong. Luther was one of the first people to use the printing press. After he printed out the bible for everyone can read it he posted it on the wall for all. The people outraged but Luther was still successful because he got rid of the Church's power over the people.

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## Anchor Level 1-B

### **The response:**

- Minimally develops some aspects of the task
- Is descriptive (*Mohandas Gandhi*: fought for what he believed in without violence; Gandhi and his people were being controlled by another country; Gandhi was successful in getting rid of the British; *Martin Luther*: did not like how the Church was treating the people; found a way to print out the Bible in the language of the people); lacks understanding, application, and analysis
- Includes few relevant facts, examples, or details (*Mohandas Gandhi*: make their own clothes; *Martin Luther*: printing press); includes inaccuracies (*Mohandas Gandhi*: the only items Gandhi and his people could buy were British goods; get their own water supplies; grow their own food; successful at bringing all of his people together as one; *Martin Luther*: after he printed out the Bible for everyone, he posted it on the wall for all; he got rid of the Church's power over the people)
- Demonstrates a weakness in organization; lacks focus; includes an introduction that restates the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The response shows a limited understanding of the task. Lack of accurate, relevant, and clear connections weakens the response.

Throughout history, individuals have attempted to bring about political, social, economic, and intellectual change through their own actions. Their actions have brought tremendous success to their country or even our world. These people or individuals include Martin Luther and Galileo Galilei. Luther and Galilei both brought significant changes to their surroundings and the people around them. Martin Luther brought about changes to the church in one of the worst times you could do so.

Martin Luther was big into his church. He was an extremely religious man who believed in the church since the beginning. But Luther still didn't agree with what was transforming or coming of the church. The church system was becoming corrupt and the priests and cardinals were not following the rules or guidelines of the church. Luther didn't like this because he believed that the church should be pure and free of sin, yet the priests and cardinals were the ones committing them. Also Luther realized that the church only cared about money. At one point in the church system, people could buy themselves spots in the church of power. Some popes actually bought their position. Luther didn't agree with the church's corrupt ways so he wrote the 95 theses and nailed it on the church's door. The church was in a dark time, most people if they did this they might've been killed or burned alive because they were claimed to be heretics. Martin Luther actually lived and brought his ideas to multiple people. He eventually created a religion, Lutheranism, but many different branches of different religions broke off following similar rules. These are referred to as Protestants. If Luther never did create his 95 theses the church might've never changed its ways and these religions would've never been created.

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**Thematic Essay—Practice Paper – A**

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Galileo Galilei was a philosopher and scientist. He too had to go against the church because of his thoughts and ideas that actually turned out to be right. Galileo knew that the church's theories and ideas were wrong but during the time he couldn't say anything. The church had to be right or they would be charged with being a heretic and maybe executed. But Galileo had to change people's ways. He wrote many books to provide people with his theory of Heliocentricity. Heliocentricity is the idea that the Sun is the center of the universe. The church did not think this and thought that the Earth was the center of everything. He proved this to be wrong and also got many educated followers to follow him in proving his theory right. The church when its reformation came about had to realize that the scientific theories brought up by many scientists have been proven to be true. Now the heliocentric theory is used by everyone.

As you can see one individual can change a government or in this hands, the church's whole perspective. Sometimes people and things have to change to make themselves and the world better.

Reform occurs in a country or state when one or more individuals see that there is a need for change, and take action. There are many examples of reformers in history. Two such individuals are Mohammed, a 7th century Middle Eastern religious reformer, and Peter the Great, a 17th and 18th century Russian reformer. Although the intentions of these men were very different, both were great successes, highlighting the impact one individual can have on people and societies.

The Middle East before the 7th century, was a polytheistic region and many people there worshipped multiple gods. Around the year 570 a man named Mohammed was born – who would challenge the idea of polytheism. Muhammad is said to have been visited by the Angel Gabriel and to have received divine messages from god, proclaiming beliefs of monotheism. Mohammed's followers believed that he was a prophet who was divinely inspired by god, an idea rejected by many of the people of Mecca at that time.

In the year 622 Mohammed led what is known as the Hejira migration from Mecca to Medina. This migration by Muhammad and many of his followers offered Muslims a period of time to spread their ideas. At times, these Muslims fought against non-believers. Upon returning and retaking Mecca, they destroyed the polytheistic idols on the Kaaba and then spread the new religion instituted by Muhammad which was called Islam. Muhammad spread his teachings, which were collected and put in a holy book, called the Koran. These teachings included the Five Pillars, which were guidelines for followers of Islam. The death of Muhammad in 632 brought the challenge of selecting a new caliph. Disagreement over the new caliph caused Islam to split into two separate factions, Sunni and Shi'ite. Islam spread to much of the



Middle East. Over the next 100 years it continued to expand to parts of Africa and Asia. Today Islam is practiced in many diverse locations and it is the fastest growing religion in the world.

The actions of Peter the Great of Russia continue to show their effects today. Prior to modern communication, transportation and technology, Russia was very isolated from other countries. Economic and social change was very slow due to long-established Russian traditions. Peter the Great, a Russia czar, or king, detested how behind his country was compared to Europe. In the late 1600s, he set out to modernize his nation using western Europe as a model.

While Russia appeared somewhat stagnant, western Europe benefitted from the creation of new innovations, technologies, military tactics, and methods of governance. Peter decided to learn about western ways in hopes of bringing Russia out of its backward state. Peter disguised himself as a European and lived in Europe in order to personally learn the west's technologies, way of dress, lifestyle, and scientific advances. Peter was particularly interested in ships, navigation, and trade. He believed he could build Russian trade by obtaining warm water ports and creating a navy to use sea routes to Europe and beyond. Upon returning to Russia, Peter also worked to create a new modern Russian capital of St. Petersburg. The building of St. Petersburg involved many sacrifices. The land on which the city was built was a marsh; before it could be built on, it had to be drained. Many serfs lost their lives draining the swamp. St. Petersburg became known as the "window to the west." Though today St. Petersburg is not the Russian capital, it serves as a critical trade city for the nation. Peter succeeded at imposing his will on the nation and bringing

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**Thematic Essay—Practice Paper – B**

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many western ideas. He demanded aristocrats cut their beards and wear western clothing. Peter redesigned the military and introduced many European technologies. However, many Russians struggled to maintain their identity in the face of all these changes and important social reforms such as the emancipation of the serfs did not happen.

Both Muhammad and Peter the Great introduced new ideas into their societies. Muhammad founded a new faith while Peter integrated western culture. The legacies of both men are still felt today.

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Thematic Essay—Practice Paper – C

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The individual in history have been change social and economic. The two individual have attempted to bring about change is Deng Xiaoping and Mohandas Gandhi. The individual to bring the country's dark to light. They just like revolution to change something. Their actions have success at the end of them finish their job.

Deng Xiaoping is the history of person to change economic. At the old 20 century, their don't have economic at the country. He use few years to make economic. After success did it.

Mohandas Gandhi is a person of history change social. He get the social to change safe and hopeful. He see all people in the social is poor and no food to eat. He want to safe the them.

They both are change the bad things to good things.

Throughout history, various individuals have attempted to bring about some form of change, whether that be political, economical, social, or intellectual. For the best interest of their own nations or even the world, these people would have a positive impact on their world. Two prominent historical figures that made significant alterations to the way people lived were Adolf Hitler and Galileo Galilei. While Hitler and Galileo both contributed in very different ways, both left a lasting legacy.

During the Middle Ages, western Europe saw a rise in power of the Roman Catholic Church. The Church determined what ideas, practices, and thoughts individuals had. If people said or did something against the Church, they could be charged with heresy. One way this power was challenged was with the rise of the Renaissance. This was a time of a very secular exploration of life, much of it dealing with the arts and sciences. Individuals began to create non-religious images in artwork and conduct scientific research that challenged Church beliefs. Innovation and discovery fueled the typical Renaissance-man. In a later period known as the Scientific Revolution, Galileo Galilei would come to fame. Galileo made many contributions to scientific and mathematical knowledge. He was widely known for his astronomical discoveries. Galileo improved the telescope allowing for the discovery of many astronomical bodies, including Jupiter's moons. From his observations, Galileo determined the universe was heliocentric. However, the Church continued to teach the idea of an earth-centered universe. These controversial ideas sparked conflict in both the secular world and in the Church in Europe. Ultimately, Galileo faced execution for challenging Church beliefs and was placed under house arrest for

the rest of his life. Still, Galileo succeeded in confirming the ideas of Copernicus. Galileo's achievement can be seen as the basis for modern space exploration. Thanks to his profound discoveries, Galileo Galilei had a massive effect on the knowledge of the modern world.

Hundreds of years later, Europe stood in a very different position, desperate for change but for different reasons. After World War I, Germany faced extreme hardships politically, economically, and socially. Not only was the country torn up by war and political chaos, but it was also under pressure from massive amounts of war debt. In addition, the people were beyond angry about bearing blame for World War I. Drastic change was needed to get Germany back to a position of power and glory. One man capable of such reforms came to power in Germany. Adolf Hitler's actions were not supported by all Germans. Adolf Hitler rapidly transformed post-war Germany into a totalitarian, fascist state (or Third Reich). Introducing strict laws and censorship policies, all aspects of German life soon became regulated by Hitler and his Nazi Party. The promises of re-establishing a successful Germany made many Germans support Hitler, aiding him in his nationalistic reign. Hitler's implementation of the Nuremberg Laws restricted Jewish people from operating businesses, being educated, and participating as citizens. Hitler would eventually commit genocide against the Jewish population. Additionally, Hitler led Germany to take over many neighboring lands and territories as part of his dream of an empire. As a result of Hitler's reign, Germany went from a war-stricken country to a dominant European nation. This transformation however involved some of history's most unthinkable actions by Hitler. The Holocaust led to the death of over 6 million Jewish people and

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**Thematic Essay—Practice Paper – D**

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would make Hitler's name known as a ruthless dictator. Germany was a major power during World War II. Still, by the end of the war, Germany was defeated by Allied powers and in poor shape similar to its position after World War I.

Both Galileo and Hitler each truly affected the societies in which they lived. Galileo Galilei made remarkable discoveries in the scientific & intellectual world, giving way for the further exploration of frontiers in our modern world. Adolf Hitler transformed a virtually hopeless nation into a dominant power through a brutal campaign of violence.

During history there have been many individuals that have attempted to change a country through their actions. Be it through social change, economic change or intellectual change, their actions have played a big part in today's societies around the world. Through both success and failure, individuals from the past brought change to the future.

One person who brought a lot of change was Mohandas Gandhi, from India. For years India had been colonized by Britain, a dominating power India could not remove. However the Indian people, including Gandhi, saw how awful they were being treated. The British had discriminatory laws, India's resources were exploited, and Indians had little power. At times, the people of India felt forced to buy British goods because they were cheaper than Indian goods.

Gandhi soon decided it was time to fight for independence, but a war was not his objective. Instead he decided to use civil disobedience and peaceful protests to support his cause. He vowed to fight for independence using non-violence. First he protested against buying British clothing by calling on the people of India to make their own textiles. He encouraged boycotts and on one occasion, he and his followers threw their British clothing into a fire. The British also outlawed the manufacturing of salt by the Indian people and mandated they could only buy British salt. However the Indian diet relied on it and this salt did not come at a low price, so the British profited greatly from their monopoly. Gandhi organized a protest. He gathered up his followers and started out on a 600 mile journey to the coast of India. He and his followers made their own salt from the sea, an event known as the Salt March. Many including Gandhi were arrested.

He gave in without a fight, never giving up on civil disobedience. While in jail Gandhi's followers did not give up either, they even marched to the Dharasana Salt Works to continue his work.

After a long struggle by Gandhi and his followers, Britain grew weary and India finally gained independence. Gandhi had brought change, both politically and socially, but with the new nation came new challenges. The British were known for pitting groups within their colonies against one another. In the case of India, the British fueled already existing tensions between Hindus and Muslims. They did this for years as a way to maintain power over the Indian territory. Despite independence, this legacy of tensions continued to plague the subcontinent resulting in conflict between the recently partitioned Hindu India and Muslim Pakistan. So in some ways Gandhi had accomplished change, but his goal of unity did not come about.

Another individual that brought change was Kemal Atatürk, the first leader of modern Turkey. When Turkey rose out of the fall of the Ottoman Empire, its leader Kemal Atatürk faced new issues. The new country had little power, a weak economy, and competing social values. His goal was to change the new nation of Turkey into a modern state.

Atatürk decided that instead of an Islamic based society, he would lead his nation like those of Western Europe. He promoted Western clothing, technological developments, literacy and more. Turkey began a shift from an Islamic society to a modern secular nation. Through these changes Turkey became a stronger nation. The calendar, writing style and political ideology changed in Turkey. They gained support from other nations that followed these same ideas as Turkey had a strategic location.



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**Thematic Essay—Practice Paper – E**

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Kemal Atatürk achieved his goal of making Turkey stronger through modernizing reforms. However, a number of traditional supporters of Islam challenged Atatürk's changes. The movement away from an Islamic-based society caused tensions in the nation. Atatürk used his sense of nationalism and military might to unite the Turks though his policies were somewhat divisive.

Change in a country can be very difficult. Many individuals throughout history have achieved change through their actions. These actions made their nations stronger and more successful despite the challenges they faced.

**Practice Paper A—Score Level 2****The response:**

- Minimally develops all aspects of the task
- Is primarily descriptive (*Martin Luther*: an extremely religious man; the Church system was becoming corrupt and the priests were not following the rules of the Church; people could buy spots of power in the Church; Luther did not agree with the Church; brought his ideas to multiple people and eventually created a religion; *Galileo Galilei*: knew that the Church's ideas and theories were wrong; wrote many books to provide people with his theory; heliocentricity is the idea that the Sun is the center of the universe; the Church had to realize that the scientific theories have been proven to be true); includes weak analysis (*Martin Luther*: if Luther never did create the Ninety-five Theses the Church might not have changed)
- Includes few relevant facts, examples, and details (*Martin Luther*: Lutheranism; Protestants; *Galileo Galilei*: heretics may be executed)
- Demonstrates a general plan of organization; includes an introduction that is slightly beyond a restatement of the theme and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The response demonstrates a basic understanding of how both individuals challenged the Church. Although the response contains details about the extent of success of the actions taken by Luther and Galileo, they are not well developed. Repetition, particularly in the discussion of Galileo, weakens the response.

## Practice Paper B—Score Level 5

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances that led Muhammad and Peter the Great to seek change, the actions taken by them to bring about change, and the extent to which they were successful in bringing about change
- Is more analytical than descriptive (*Muhammad*: Muhammad’s followers believed that he was a prophet who was divinely inspired by God, an idea rejected by many of the people of Mecca at the time; migration by Muhammad and his followers offered Muslims a period of time to spread their ideas; they destroyed the polytheistic idols on the Kaaba and then spread the new religion instituted by Muhammad which was called Islam; the death of Muhammad in 632 brought the challenge of selecting a new caliph; disagreement over the new caliph caused Islam to split; Islam spread to much of the Middle East; over the next 100 years, it continued to expand to parts of Africa and Asia; *Peter the Great*: prior to modern communication, transportation, and technology, Russia was isolated from other countries; economic and social change was slow due to long-established Russian traditions; while Russia appeared somewhat stagnant, western Europe benefited from the creation of new innovations, technologies, military tactics, and methods of governance; Peter believed he could build Russian trade by obtaining warm-water ports and creating a navy to use sea routes to Europe and beyond; many Russians struggled to maintain their identity in the face of all these changes; reforms such as emancipation of the serfs did not happen)
- Richly supports the theme with relevant facts, examples, and details (*Muhammad*: 7th century; Angel Gabriel; monotheism; hejira; Medina; Koran; Five Pillars; Sunni; Shiite; fastest growing religion; *Peter the Great*: czar; ships, navigation, and trade; St. Petersburg; serfs; Window to the West; aristocrats cut beards and wore Western clothing; redesigned military; introduced European technologies)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. The response uses analytical statements to discuss the impacts Muhammad and Peter the Great had on their respective regions as well as their legacies. A good use of details and facts demonstrates a strong working knowledge of these individuals.

## Practice Paper C—Score Level 0

### The response:

Includes no relevant facts, examples, or details

**Conclusion:** The response fits the criteria for Level 0 because it offers no specific details or examples to address the task.

### Practice Paper D—Score Level 3

#### **The response:**

- Develops all aspects of the task with little depth by discussing Galileo Galilei and Adolf Hitler
- Is more descriptive than analytical (*Galileo Galilei*: during the Middle Ages, western Europe saw a rise in power of the Roman Catholic Church; the Church was challenged with the rise of the Renaissance; individuals began to create nonreligious images and art work and conduct scientific research that challenged Church beliefs; Galileo made many contributions to scientific and mathematical knowledge; Galileo determined the universe was heliocentric; the Church continued to teach the idea of an Earth-centered universe; Galileo faced execution for challenging Church beliefs; Galileo succeeded in confirming the ideas of Copernicus; *Adolf Hitler*: after World War I, Germany faced extreme hardships politically, economically, and socially; people were angry for bearing the blame for World War I; Adolf Hitler's actions were not supported by all Germans; Germany transformed into a totalitarian fascist state; all aspects of life became regulated by Hitler and his Nazi Party; the promise of reestablishing a successful Germany made many Germans support Hitler; Hitler committed genocide against the Jewish population; Hitler led Germany to take over many neighboring lands and territories; Germany became a dominant European nation; Holocaust led to the death of over six million Jewish people; Germany was defeated by Allied powers and in poor shape similar to their position after World War I)
- Includes some relevant facts, examples, and details (*Galileo Galilei*: heresy; secular exploration; innovation and discovery; Scientific Revolution; astronomical discovery; telescope; Jupiter's moons; house arrest; space exploration; *Adolf Hitler*: war debt; Third Reich; censorship; Nuremberg Laws; ruthless dictator)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response includes good use of facts and examples in discussing Galileo and Hitler. However, analysis is limited especially in the treatment of Adolf Hitler.

### Practice Paper E—Score Level 3

#### The response:

- Develops all aspects of the task in some depth for Mohandas Gandhi and in little depth for Kemal Atatürk
- Is more descriptive than analytical (*Mohandas Gandhi*: for years, India had been colonized by Britain; the British had discriminatory laws, India's resources were exploited, and Indians had little power; Gandhi decided to use civil disobedience and peaceful protest to support his cause; the Indian diet relied on salt so the British profited greatly from their monopoly; Gandhi and his followers gathered their own salt from the sea; many including Gandhi were arrested; after a long struggle, Britain grew weary and India finally gained independence; the British fueled existing tensions between Hindus and Muslims as a way to maintain power; *Kemal Atatürk*: was the first leader of modern Turkey after the fall of the Ottoman Empire; new country had little power, a weak economy, and competing social values; Atatürk's goal was to change the new nation of Turkey into a modern state; promoted western clothing, technological developments, and literacy; Atatürk achieved his goal of making Turkey stronger through modernizing reforms; traditional supporters of Islam challenged Atatürk's changes)
- Includes some relevant facts, examples, and details (*Mohandas Gandhi*: nonviolence; boycotts; Salt March; Pakistan; *Kemal Atatürk*: changed calendar, writing style, political ideology; nationalism; divisive policies); includes a minor inaccuracy (*Mohandas Gandhi*: 600-mile journey)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response includes good use of facts and examples and some well-placed analytic statements in discussing Gandhi. The discussion of Atatürk touches on all aspects of the task but would have benefited from further development.

# Global History and Geography Specifications January 2018

## Part I Multiple-Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Change—Individuals	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Scarcity; Needs and Wants; Science and Technology; Power; Conflict; Movement of People and Goods; Imperialism; Interdependence; Environment and Society	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 2018 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.