

# 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

Friday, January 27, 2012 — 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/apda/> 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.

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

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

## 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.**

**Global History and Geography**  
**Content-Specific Rubric**  
**Thematic Essay**  
**January 2012**

**Theme: Change — Individuals**

Throughout history, various circumstances have led individuals to develop or modify ideas. These ideas have often affected societies.

**Task:** Select *two* individuals from your study of global history and for *each*

- Describe the historical circumstances that led this individual to develop or modify an idea
- Explain an action taken by this individual as a result of this idea
- Discuss how this individual's idea affected a society

You may use any individual from your study of global history and geography. Some suggestions you might wish to consider include Pericles, Martin Luther, Queen Elizabeth I, Toussaint L'Ouverture, Karl Marx, Mohandas Gandhi, Jomo Kenyatta, Mao Zedong, Mikhail Gorbachev, and Mother Theresa.

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

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

***Scoring Notes:***

1. This thematic essay has a minimum of *six* components (for *two* individuals, describing the circumstances that led *each* individual to develop or modify an idea, explaining an action taken by *each* individual as a result of this idea, and discussing how *each* individual's idea affected a society).
2. The same society may be used in the discussion of two individuals, e.g., Stalin and Gorbachev both had ideas that influenced the Soviet Union.
3. The same idea may be discussed for both individuals, e.g., communism was an idea modified by Stalin and by Mao Zedong. However, the discussion for each individual should differ in facts, examples, and details.
4. The idea developed or modified by an individual does not need to be specifically identified as long as it is implied in the discussion.
5. The affected society need not be specifically named as long as it is implied in the discussion.
6. If more than two individuals are discussed, only the first two individuals discussed can be scored.
7. The way the individual's idea affected society may be immediate or long term.
8. The way in which an individual's idea affected a society may be discussed from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.

### Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **each** of **two** individuals by describing the circumstances that led **each** individual to develop or modify an idea, explaining an action taken by **each** individual as a result of this idea, and discussing how **each** individual's idea affected a society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *Pericles*: links democratic ideals to the expansion of the influence of the elected assembly while lessening dictatorial practices, contrasts various reforms that expanded democratic practices under Pericles' leadership with the restricted, elite nature of the Athenian citizenry, and discusses the power of Athenian democratic ideals as articulated by Pericles in shaping later civilizations; *Toussaint L'Ouverture*: connects the formation of revolutionary aspirations in Haiti to the ideals of the Enlightenment, the American Revolution, the French Revolution, and to L'Ouverture's efforts to overthrow colonialism, abolish slavery, and establish self-government, linking the success of Haiti's people of color in overthrowing colonialism to the political difficulties faced by subsequent Haitian governments
- Richly supports the theme with relevant facts, examples, and details, e.g., *Pericles*: Solon; Sparta; Golden Age; Acropolis; Parthenon; Funeral Oration; Athens as a model for others; direct democracy; *Toussaint L'Ouverture*: Haitian Revolution, Saint-Domingue; Declaration of the Rights of Man; guerrilla warfare; Jean-Jacques Dessalines; Napoleon; Haitian dictatorships
- 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 all aspects of the task for one individual more thoroughly than for the second individual *or* by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *Pericles*: discusses how Pericles was part of an era of political transition in Athens, explaining how Pericles became a champion of the expansion of citizen participation in government, and discussing how Pericles is important in the development of the idea of democracy; *Toussaint L'Ouverture*: connects Enlightenment ideas to the Haitian Revolution, L'Ouverture's success as a strategist and spokesperson for revolution, and how the Haitian Revolution turned the ideas of the French Revolution against Napoleon
- 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 are 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.

The individual has had an enormous effect on the course of history. Even in a time such as the mid-sixteenth century, when individualism was merely a concept of the elitist Renaissance, individuals like Martin Luther changed the face of history. Both Martin Luther and Joseph Stalin used technological advancement to achieve their goals and spread their ideas while taking advantage of the circumstances around them to do so.

Martin Luther was a German monk of the Augustinian order, who used the printing press and the German nobility, to reform Christianity. The Catholic Church had become corrupt, as simony and nepotism and other forms of abuse had become rampant. Yet it was the sale of indulgences that was most offensive to Luther. The implications of being able to buy forgiveness were enormous, for it made it seem as though the rich were favored more heavily by God. Frustrated with the church, Luther began to ~~speak~~ speak out against it. At first the conflict was written off <sup>as</sup> merely a squabble amongst monks, and unworthy of the Pope's attention. After Luther posted his 95-Theses upon the door of a church, he became an enemy of the church. Luther's idea that faith alone was the only way to find salvation was considered heretical to the church, as it would surely reduce the income of the Papacy.

Yet what allowed Luther's ideas to spread were the advent

of the printing press, and the political situation in Germany. The printing press allowed Luther to quickly disseminate his ideas throughout Northern Europe. Luther's religiously themed pamphlets, as well as his vernacular translation of the Bible, appealed to a peasantry who were frustrated with Feudal order. Thus, the poverty and frustration of the peasants caused Luther's ideas to spread like wildfire, though Luther was not out to change the social order. However, it was the German nobility that allowed Luther to continue spreading his ideas. Hunted by the Church, the German Princes hid Luther in an attempt to reduce Church influence. The princes distained paying tribute to the Papacy, and yearned for more political and financial freedom. They saw the rise of Lutheranism as a way to escape the church, and thus they protected him.

The historical impact of the Reformation was enormous, and the world as we know it has been shaped by it. The Reformation gave rise to Protestantism, and as a result the Protestant work ethic which many believe to be one of the contributing factors to the rise of Capitalism.

Protestantism severely reduced the influence of the Church in many countries, giving rise to national sovereignty, and secular government. The Thirty Years' War, instead of reestablishing Catholic control over the Holy Roman Empire, made legal both Lutheranism and Calvinism. Protestant princes maintained

their local power and religious divisions and this helped delay German Unification until the late 1800s. Nations like the Netherlands gained their independence through religious conflict with Spain over Protestantism, which gave rise to new economic powers. The impact of the Reformation on world history is enormous, and it was all caused by a man with an idea. Luther believed the Church had lost sight of the true meaning of faith.

Joseph Stalin was yet another man who utilized ideas and historical context to achieve his goals. In the wake of the pre-mature death of Lenin, there was an intense power struggle within Bolshevik Russia. The NEP that Lenin had introduced had been extremely unpopular with hardline communists, and many expected Trotsky to take over in Lenin's wake. Yet it was Joseph Stalin who took ~~over~~ the reins of power. Stalin believed that communism could be an effective form of government in one country, rather than needing to spread it all over Europe. Many communists disagreed with that idea, and he came down on them with an iron fist. He consolidated power through land collectivization, instituted five-year plans, and exterminated old Bolsheviks and ~~Mullahs~~. At the same time he built a power base among the Civil War Veterans and Factory workers. He began to turn Russia into a

nation of heavy industry, and thus Stalin's idea of one party and one country was very significant. The one party system, and elimination of opposition allowed Stalin to be a dictator. Radio allowed him to spread propaganda and helped develop his 'cult of personality'. Stalin's Russo-centric views allowed the Soviet Union to develop more effectively, thus allowing it to be a world power by the time World War 2 occurred. In fact, Soviet heavy industry capabilities were <sup>key</sup> elements in defeating <sup>the</sup> Germans.

After the war, industries and resources of the Soviet Union were devoted to military strength and not goods to make life easier for the people. During the Cold War, nuclear weapons maintained the threat of mutual destruction toward the West. The Soviet space program, beginning with Sputnik, played a major part in the propaganda war between super powers. Stalin's idea of communism in one country had powerful effects beyond his reign.

Both of these individuals utilized ideas in the achievement of their goals. Through their efforts, Joseph Stalin and Martin Luther managed to change the face of history, and prove that the individual can have an enormous impact on the world around them.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the development of the idea of salvation by faith by Martin Luther and the development of the idea of communism by Joseph Stalin
- Is more analytical than descriptive (*Martin Luther*: used the printing press and the German nobility to reform Christianity; the implications of being able to buy forgiveness was enormous; made it seem as though the rich were favored more heavily by God; at first the conflict was written off as merely a squabble among monks; the idea that faith alone was the way to find salvation was considered heretical; the advent of the printing press and the political situation in Germany allowed ideas to spread; German princes hid Luther in an attempt to reduce the Church's influence; princes disdained paying tribute to the Papacy and yearned for more political and financial freedom; many believed the Protestant work ethic to be one of the contributing factors to the rise of capitalism; Protestant princes maintained local power; religious divisions helped delay German unification until the late 1800s; the Church had lost sight of the true meaning of faith; *Joseph Stalin*: NEP that Lenin introduced had been extremely unpopular with hard-line Communists and many expected Trotsky to take over in Lenin's wake; Stalin believed that communism could be an effective form of government in one country; he built a power base among Civil War veterans and factory workers; the radio allowed him to spread propaganda and helped develop his cult of personality; Soviet heavy industry capabilities were key elements in defeating the Germans; after the war, industries and resources were devoted to military strength and not goods to make life easier for the people; during the Cold War, nuclear weapons maintained the threat of mutual destruction toward the West; the Soviet space program played a major part in the propaganda war; Stalin's idea of communism in one country had powerful effects beyond his reign)
- Richly supports the theme with relevant facts, examples, and details (*Martin Luther*: Augustinian Order; Catholic Church; simony; nepotism; sale of indulgences; Ninety-five Theses; northern Europe; pamphlets and translation of the Bible; feudal order; poverty and frustration of the peasants; Puritans; national sovereignty; secular government; Thirty Years' War; *Joseph Stalin*: iron fist; consolidated power; collectivization; five-year plans; exterminated Old Bolsheviks and Kulaks; Russo-centric views; Sputnik; superpowers)
- Demonstrates a logical and clear plan of organization; includes an introduction that goes beyond a restatement of the theme and a conclusion that is a restatement of the theme

**Conclusion:** The response fits the criteria for Level 5. The response is well crafted. It is conceptual, analytical, and detailed. Numerous facts and examples are well placed and emphasize the depth and breadth of understanding.

Ideas are a powerful source of change in societies, or even history itself. Great minds have presented to the world a dizzying array of thoughts which have shaped the world to what we know it as today.

Karl Marx was one of these men. He lived during the Industrial Revolution in Europe and was personally appalled at how the working class was treated for all it did. This working class, the proletariat, was the backbone and muscle of the factory systems, but they worked long hours for meager pay. He set out to describe a utopia for the proletariat, where they would get the respect and power they deserved. Marx believed the cause of this situation was the ownership and control of property. He thought a revolution by the proletariat was necessary to change this. Together with Fredrick Engles, he wrote the controversial Communist Manifesto, and a theory that would shake the world for years to come was born.

Marx went full force promoting a revolutionary ideology against the bourgeoisie (middle class, semi-rich factory owners). His communist revolution promised to bring an end to the historical cycle of class struggle. The result would be a classless society where the means of production are owned by the workers. His ideals found support amongst the disgruntled proletariat. In his lifetime, Marx wouldn't get to see his communist government put into action. His ideas would be tried in Russia. Lenin's and Stalin's versions of Marxism involved strong party leadership and government control of the economy beyond the original theory.

Communism in Russia helped spark a few others to turn communist also, (China, Korea, Vietnam, ect.) but as a government, it failed horribly.

The Free World saw this and shunned communism, making democracy and Communism bitter rivals. This started the Cold War between the U.S. and the USSR, and as the U.S. tried to protect other countries from communist influence, touched off the Korean and Vietnam wars.

Critics argue that Russia/USSR didn't ~~produce~~<sup>practice</sup> "true" communism, but neither has any other country that has adopted it. Workers had lifetime job security, so there was no motivation to do a better job. Soviet factories produced cheap, unwanted product, limiting their economic growth. Bureaucracy hindered government processes and made daily life a rigamarol of government control. As a result, the Soviet economy declined. Marx's idea is still a source of debate and international tension, though most now view it as a failed theory. (ie: China switching to Capitalism)

Another great mind that changed the world was that of Mohandas Gandhi, leader of the independence movement of India. His setting was that of the British-controlled subcontinent of India, where the Sepoy Rebellion led to removal of the British East India Company's control and the British crown taking control. The crown controlled the Indian government and established a money economy. Gandhi was sick of having to pay for British government when India could better govern itself. He resented the flood of cheap British textiles that flooded the Indian Market and replaced traditionally hand-woven fabrics. Beyond that, he resented that the British saw themselves as elite, more civilized, and the only ones fit to rule. Gandhi was a practicing Hindu, and a believer in ahimsa, or the practice of considering all life sacred. These

personal beliefs were the basis for all his actions as a revolutionary leader.

Gandhi advocated the use of civil disobedience and nonviolent protest as a means to attract attention to Britain's treatment of the Indian people. He started by boycotting British textiles, urging people to weave their own cloth and to (peacefully) disobey the unjust British laws, one of which was Indians paying tax to the British for salt from their own mines. In 1930 Gandhi started his March to the Sea with a few followers, but over time the crowd grew as the support for his cause spread. Once at the sea, Gandhi proceeded to pick up a lump of salt and was arrested immediately. His followers were arrested for producing and selling salt. Some were assaulted for doing so, but they did not fight back. This march garnered national attention on Britain's policies on India. Images of British brutality showed the differences between Gandhi's civil disobedience and British repression. Under international fire for their treatment of the Indians and drained by WWII, Britain relinquished control of India.

Gandhi became an international symbol for peace and nonviolence, and inspired other leaders and oppressed peoples to follow in his footsteps. He is still revered today as one of the greatest men in history, with countries like South Africa and even America adopting his ideas. Martin Luther King, Jr. used civil disobedience to gain support for the civil rights movement. Desmond Tutu did the same to protest apartheid. In all, Gandhi gave the world a newer, more peaceful way to speak out against something or someone.

Marx gave the world Communism, the Cold War and an ideal to debate on,

Gandhi gave us nonviolence, peace, and an amazing role model. Both shook the world, for better or worse, and made it into what it is today.

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**Anchor Level 5-B**

**The response:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing the development of the idea of communism by Karl Marx and the development of the idea of civil disobedience by Mohandas Gandhi
- Is more analytical than descriptive (*Karl Marx*: he set out to describe utopia for the proletariat where they would get the respect, power, and property they deserved; the communist revolution would bring an end to the historical cycle of class struggle; classless society where the means of production were owned by workers; communism in Russia helped spark a few others to turn communist but failed horribly as a government; bureaucracy hindered government processes and made daily life a rigmarole of government control; Marx's idea was still a source of debate and international tension, though most now view it as a failed theory; *Mohandas Gandhi*: his setting was that of the British-controlled subcontinent of India where the Sepoy Rebellion led to the removal of the British East India Company's control and the British crown taking control; was sick of having to pay for British government when India could better govern itself; practicing Hindu and a believer in ahimsa, the practice of considering all life sacred; had to pay the British for getting salt from their own mines; images of British brutality showed the differences between Gandhi's civil disobedience and British repression)
- Richly supports the theme with relevant facts, examples, and details (*Karl Marx*: appalled at how the working class was treated; long hours; meager pay; Friedrich Engels; *Communist Manifesto*; theory would shake the world for years to come; revolutionary ideology; bourgeoisie; rich factory owners; Marx would not get to see his communist government put into action; Russia; China; Korea; Vietnam; Soviet factories produced cheap, unwanted products; Free World; democracy and communism bitter rivals; Korean and Vietnam wars; *Mohandas Gandhi*: cheap British textiles flooded the Indian market and replaced traditional hand-woven fabrics; nonviolent protest; boycotting; peacefully disobey unjust British laws; March to the Sea; Martin Luther King Jr.; civil rights movement; Desmond Tutu; apartheid)
- Demonstrates a logical and clear 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:** The response fits the criteria for Level 5. The response is analytical and does a good job of demonstrating how Marx and Gandhi both develop ideologies that mobilized millions of people to take action while differentiating between how and when their ideas were acted on. Facts, examples, and details display a good command of the subject matter.

Throughout history, many individuals have had a major impact on a certain nation due to that nation's situation. The situation might be good or bad, but that individual still brings together massive amounts of people under one cause, and more times than not, they achieve their goal.

One well known person in history who is credited for most of the advancements in Japan in the 19th century is emperor Meiji of the Meiji Restoration. He came to power as emperor of Japan during a dark time in that nation. Unhappiness following the visits of Commodore Perry and the signing of unfair treaties by the Tokugawa Shogunate led to the ousting of the shogun. The shogun was replaced by 15-year-old Mutsuhito who later took the name Meiji. Under the new emperor, Japan's goals were to modernize and industrialize so that they could match the European powers of that time. Japan's weakness in the face of western military strength led Meiji to embrace "opening" Japan rather than fight back. His reasons were that the nation would be crushed if they fought back, and all of the new trade could be a good opportunity for Japan. So for the next two decades or so, Japan fervently adopted western styles in education, politics and government, naval engineering, industrial organizations, military training, and clothing. Emperor Meiji's practice of dressing in western clothes symbolized these changes. Success in industrialization required expansion for natural resources. They fought in northern China and won, showing the world they had power. They proved themselves in the Russo-Japanese war. After that the world considered them a threat because they took on an established power in a war and won. They also developed a strong economy.

Wealthy families (called zai batsu) created strong industries that cooperated with the government. Without Emperor Meiji's rule, fewer of Japan's advancements would have taken place. He is an individual who reigned during a period of tremendous change.

Another individual in history who brought about tremendous change for a country was Mohandas Gandhi in India. India had been a victim of the imperialist country Great Britain, and was being treated very unfairly. In some places, Indians were segregated, the English language became the language of government, and Indian participation in government was limited. The worst thing was destruction of native craft industries as Indian resources went to Britain. Then Gandhi came along and started to bring India closer to independence. He studied law in England and experienced what became apartheid in South Africa. He encouraged the Indian people to practice civil disobedience. This was where the Indians would break unjust laws but in a non-violent way. This might take the form of work stoppages, or sit-down strikes. Perhaps the best example of Gandhi's idea in action is the well known Salt March. In this march he and many followers walked close to 240 miles until they reached the ocean. Here Gandhi picked up a lump of salt as a sign of rebellion towards the British. Gandhi's idea was tied to a mass movement that included all Indians. Their repeated acts of protest forced the British to face the impossibility of locking up everyone in India. It showed the British there was strength in numbers. Eventually, India was granted independence. All of this was due to the teachings and acts of Mohandas Gandhi.

Many individuals throughout history have modified their societies greatly. Two good

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**Anchor Paper – Thematic Essay—Level 4 – A**

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examples of individuals who did that are Mohandas Gandhi and Emperor Meiji of Japan. Both individuals did great things for their nations that would change that nation's course in history forever.

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**Anchor Level 4-A****The response:**

- Develops all aspects of the task evenly by discussing the idea of modernization of Japan under Emperor Meiji and the idea of civil disobedience as developed by Gandhi
- Is both descriptive and analytical (*Emperor Meiji*: reaction following visits of Commodore Perry and the signing of unfair treaties by the Tokugawa shogunate led to the ousting of the shogun; Japan's weakness in the face of western military strength led Meiji to embrace Japan's opening rather than fight back; Meiji's practice of dressing in western clothes symbolized changes; developed a strong economy with wealthy families who created strong industries that cooperated with the government; *Mohandas Gandhi*: experienced what became apartheid in South Africa; encouraged Indians to break unjust laws but in a nonviolent way; idea tied to a mass movement that included all Indians; forced the British to face the impossibility of locking up everyone in India)
- Supports the theme with relevant facts, examples, and details (*Emperor Meiji*: Meiji Restoration; 15-year-old Mutsuhito; goals were to modernize and industrialize to match the European powers; adopted western styles in education, politics and government, naval engineering, industrial organization, military training, and clothing; expansion for natural resources; Russo-Japanese War; world considered them a power; zaibatsu; *Mohandas Gandhi*: India had been victim of imperialist Great Britain; some Indians segregated; English language became the language of the government; destruction of native craft industries; work stoppages; sit-down strikes; Salt March)
- Demonstrates a logical and clear plan of organization; includes an introduction that goes beyond a restatement of the theme and a conclusion that is a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. While thorough, the response is as much descriptive as it is analytical. The use of relevant facts, examples, and details demonstrates a good understanding of the task.

In world history individuals have developed ideas in response to circumstances of that period. Mohandas Gandhi grew to be an opponent of the British Raj in India + implemented his ideas of nonviolence through peaceful protest. Martin Luther in Germany grew as an adversary to the traditional Catholic Church which was being unjust + a new religion soon spread as a result of his ideas.

After the British colonized India for imperialistic gains, the British began to take over most aspects of Indian politics and their economy. Gandhi sparked a new movement of nonviolence in order to gain independence. He bridged the gap between the well educated upperclass + elite + the lower classes. He mobilized this mass of people to believe they could regain their country by exposing themselves to danger. An example of this willingness to risk harm is represented by the Great Salt March in which Gandhi led Indians to the sea to collect their salt which the British were taxing. Gandhi became a role model to many. His ideas led to freeing India from the British in 1947. He brought Indians together under a common nationalistic cause and he had a global impact as well. An example of the methods used by Martin Luther King Jr. in the United States. Gandhi was able to learn from history that violence doesn't guarantee freedom as illustrated by "an eye for an eye makes the whole

world go blind."

In Europe the Church's power was increased during the period known as the Middle Ages + as its power rose, so did greed + corruption. For many, the Church drifted from its purpose when it initiated the selling of "pardons," which meant that if a person wanted to be forgiven by God for a certain deed, they would have to pay the Church. Monks like Tetzel sold the "pardons" to raise money to pay for a new church in Rome. Luther saw the Church's greed + corruption as injustice + he declared the Church's wrongdoings. As a result, a new religion was created, Lutheranism. Luther believed truth was found in the Bible + that the Bible should be written in a language individuals understood. He believed salvation could be achieved through faith alone. He insisted that people could reach God themselves. The Lutheran Church that developed was simpler than the Church with fewer sacraments + denied the authority of the pope. Although this sparked a backlash from the Church with the Counter reformation. Lutheranism helped pave the way for Calvinism and the Protestant faith. Luther's actions changed Europe.

History provides guidelines for actions and Gandhi looked to history for answers to British rule + Luther's strong opinions led him to take action.

## Anchor Level 4-B

### **The response:**

- Develops all aspects of the task but does so somewhat unevenly by discussing the historical circumstances and effects for Martin Luther's idea of reforming Christianity more thoroughly than his actions and discussing actions and effects of Mohandas Gandhi's idea of nonviolence more thoroughly than the historical circumstances
- Is both descriptive and analytical (*Mohandas Gandhi*: bridged the gap between the well-educated upper class and elite, and the lower classes; mobilized this mass of people to believe they could regain their country by exposing themselves to danger; brought Indians together under a common nationalistic cause and had a global impact as well; *Martin Luther*: as power rose so did greed and corruption; Luther saw the Church's greed and corruption as injustice and declared the Church's wrongdoings; insisted people could reach God themselves; Lutheran Church was simpler with fewer sacraments and denied the power of the pope)
- Supports the theme with relevant facts, examples, and details (*Mohandas Gandhi*: British Raj; British colonized India for imperialistic gains; sparked a new movement of nonviolence; Salt March; "An eye for an eye makes the whole world go blind"; *Martin Luther*: church power increased during the period known as the Middle Ages; selling of pardons; monks like Tetzl; money to pay for new church in Rome; Lutheranism; Bible written in languages people understood; salvation through faith)
- Demonstrates a logical and clear plan of organization; includes an introduction that goes beyond a restatement of the theme and an abbreviated conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. While the treatment of Gandhi is more insightful and the treatment of Luther more descriptive, the ideas and efforts of both individuals are effectively developed.

During the history of mankind, changes in ideologies, including political, social, & economic ideas, have been defined by slow, constant change with several "explosions" of new or altered ideas suddenly being created. These sudden changes are, at times, the result of a single man or woman. Two examples of such people are Karl Marx and Adolf Hitler. Both men, whether good or bad, brought about sudden lasting change that left a huge impact on their societies.

My first example is Karl Marx. When Marx was alive, the world was an everchanging, often cruel place. The effects of the Industrial Revolution were becoming obvious, and factories were springing up all over Europe. The men, women, and children who labored in these places were overworked, underpaid, and, if injured, often neglected by factory owners. This harsh way of life was where Karl Marx got his inspiration for his new political ideology, called communism. Karl Marx and Friedrich Engels used this setting for their text, the Communist Manifesto. According to them, the working, lower class or proletariat, the ones doing all of the work, were being taken advantage of by the rich factory owners, the bourgeoisie. He believed a violent revolution not only should take place, but was inevitable. Marx believed that history, in its entirety, was merely a record of class struggles, and ~~the~~ he thought that around the world, working class men and women of different religions, ethnicities and cultures would band together and create a world where everyone is equal & they all work and receive the same benefits.

He wrote about these ideas in Das Capital. While this uprising never truly happened, and a communist society wasn't created in Marx's lifetime, his ideas still had a huge impact. For many years later, it would be used by Russian revolutionaries to create a nation that was able to modernize quicker than any previous country and become a world superpower. Later on in China, a similar attempt to employ this model of communism to develop the economy took place, while this may not have been the change Marx was looking for, it was his biggest & most lasting impact on the world.

My second example is Adolf Hitler a charismatic leader and heartless tyrant. Hitler was able to take a weak, economically ~~at~~ vulnerable Germany & once again make it a strong unified nation. After WWI, Germany was faced with fierce reparations for its involvement in the war, and later an economic depression that was effecting nations worldwide. Through promises of national unification, military rearmament, and strict anti-semitic policies, Hitler brought the Nazis to power. Hitler's idea consisted of super nationalism that would bring German glory. However, his ambition & hatred of the Jewish people led to two of the biggest disasters humans have ever seen, WWII & the Holocaust. These both led to the loss of millions of lives, both civilian and military personnel, and forced people to rethink how we wage war & to eventually set up the UN to stop similar events from happening again. Hitler showed the world how unrestrained power &

persecution can effect the world, and hopefully his actions will be used as a warning to others, so that another Hitler will never rise to power again.

It can easily be seen that the actions of one person can impact the lives of many people around the world. Either by a motivated philosopher or a power hungry dictator, change, both good and bad, can leave a huge mark on society.

Anchor Level 4-C

**The response:**

- Develops all aspects of the task but does so somewhat unevenly by discussing the historical circumstances and effects for Karl Marx's idea of communism and Hitler's idea of super nationalism in more depth than the actions taken by Marx or Hitler
- Is both descriptive and analytical (*Karl Marx*: the effects of the Industrial Revolution were becoming obvious; men, women, and children who labored in factories were overworked, underpaid, and often neglected when injured; violent revolution not only should take place but was inevitable; history was merely a record of class struggles; men and women would band together and create a world where everyone is equal and all work for the same benefits; many years later the idea would be used by Russian revolutionaries to create a nation able to modernize quicker than any previous country and become a world superpower; *Adolf Hitler*: able to take a weak, economically vulnerable Germany and once again make it a strong unified country; ambition and hatred of the Jewish people led to two of the biggest disasters humans have ever seen, World War II and the Holocaust; showed the world how unrestrained power and persecution can affect the world; hopefully his actions will be used as a warning to others)
- Supports the theme with relevant facts, examples, and details (*Karl Marx*: new political ideology called communism; Friedrich Engels; *Communist Manifesto*; proletariat; working class; rich factory owners; bourgeoisie; communist society not created in Marx's lifetime; China employed model to develop economy; *Adolf Hitler*: charismatic leader and heartless tyrant; World War I, reparations; economic depression; led to loss of millions of lives; forced people to rethink war and to set up the United Nations)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The response employs sound generalizations and demonstrates good understanding of historical circumstances. The response would have been strengthened by additional details related to actions taken by Marx and Hitler.

Martin Luther and Adolf Hitler were both leaders in society whose ideas have greatly effected not just their homeland of Germany but also Europe and the world. The domination and control of Germany in the hands of others was a factor for both leaders. Hitler and Luther were Not the same person at all however they both had ideas that have effected the world to this day.

Martin Luther had the idea of reforming the Catholic church. In the early 16<sup>th</sup> century (1500s) the German States were being influenced by the Catholic Church. At the time Germany (and most of Europe) were mostly Catholic. Some German states used Luther's ideas of church reform to oppose the Holy Roman Emperor's power over them. Luther protested the rule that only clergymen could read/interpret the bible. He believed people should be able to interpret the bible themselves. Luther also published the bible in German to further more let common folk interpret religion for themselves. The breaking point for Luther was the sale of indulgences. At this time in history people paid the church to forgive their sins and go to heaven. The sale of indulgences made Luther furious.

He believed the gates of heaven should be opened based on faith and good deeds not riches. Luther

printed his 95 Thesis to notify the church of its flaws. Eventually Lutherism was established as well as many other different christian religions thanks to what Luther started. His ideas even sparked religious wars. His ideas caused some parts of Germany to rebel against the rule of the Holy Roman Emperor.

Hitler's ideas also changed society. With the fall of Germany after World War One Germany was established as the weak Weimar Republic. The newly established republic was weak. It was in great financial debt from WWI. Also, the leadership was weak and a new leader was needed. In the treaty after WWI Germany was humiliated, not only were they the prominent nation blamed for the war, thousands of Germans died, and they were forced to help pay reparations. Hitler was a member of the fascist Nazi party. His idea was to make Germany successful again. He would do this by falsely blaming the Jewish population for all of Germany's problems. Hitler's idea was to make Germany the dominating power of Europe and to unite all Germans who were "superior" to other ethnicities. After he came to power he continued to blame Jews for Germany's misfortunes.

Hitler first attempted to dominate Europe by taking

former German land. Through advanced war tactics like blitzkrieg Hitler eventually conquered nearly all of continental Europe. In each land he conquered the German Nazis were in control and Jews were exported to concentration camps to be killed. Hitler effected society by starting World War II, the world's most deadly war. Due to his ideas and aggressions thousands of people died. His Nazi forces killed 6 million innocent Jews. Hitler's ideas of Germany becoming the biggest power in Europe put the world in fear and war.

Both Luther and Hitler have greatly effected Germany, Europe, and the world. Luther went against the most powerful institution of his time, the Catholic Church, to create a reformed version with less corruption. Hitler dominated all of Europe, severely damaged the populations of soldiers and Jews, and put the world in total war. Although both men can't be regarded as heroes they both forever had an idea that changed society.

### Anchor Level 3-A

#### **The response:**

- Develops all aspects of the task in some depth by discussing Luther's idea of reforming the Church and Hitler's idea of making Germany successful and dominant
- Is more descriptive than analytical (*Martin Luther*: German states used Luther's ideas of Church reform to oppose the Holy Roman Emperor's power over them; protested the rule that only clergymen could read and interpret the Bible; he believed people should be able to interpret the Bible themselves; gates of heaven should be opened based on faith; Lutheranism established as well as many other Christian religions thanks to what Luther started; *Adolf Hitler*: Germany was in great financial debt from World War I; leadership was weak; falsely blamed the Jewish population for all of Germany's problems; first attempted to dominate Europe by taking former German lands; Nazi forces killed 6 million innocent Jews; the idea of Germany becoming the biggest power in Europe put the world in fear and war); includes weak application (*Adolf Hitler*: thousands of Germans died in World War I)
- Includes some relevant facts, examples, and details (*Martin Luther*: early 16th century; German states influenced by the Catholic Church; Holy Roman Emperor; sale of indulgences made Luther furious; Ninety-five Theses; *Adolf Hitler*: weak Weimar Republic; reparations; blitzkrieg; concentration camps)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme

**Conclusion:** The response fits the criteria for Level 3. The response is primarily descriptive with a few examples of analysis. Overall, the response shows an understanding of the two individuals, their ideas, and their times. Overgeneralizations weaken the response.

Throughout history, many individuals affected society by developing an idea. These individuals had a reason for doing so, this reason was a problem in the society in which they lived. Confucius and Siddhartha Guatama are just two of these people.

In China, the Era of Warring States created chaotic society. The authority of government had been lost along with traditional respect for authority. As a way to regain order, stability, and peace Confucius came up with certain relations within society. The ruler must be kind and just to his people; meanwhile the people had to be respectful to the leader. Confucius hoped that his theory would help end the chaos that he lived in. The relationship between ruler and subject is just one of the five relationships that Confucius made to govern society. He thought that without a structured system, the chaos would resume. As a result, some groups were put above others. For instance the oldest male of the family was the family leader, the youngest daughter was at the bottom. These Confucian values affected Chinese families and government for a long time. Filial piety and education were stressed. Many Chinese dynasties used civil service exams to select the best government officials. In the 20<sup>th</sup> century they were still so strong that the communists tried to get rid of them. These values stayed with the Chinese through immigration to the United States.

In India, a man named Siddhartha Guatama saw masses of people suffering and decided to change the rules of society. He came up with Buddhism which means "Enlightenment". At this time, the main religion in India was Hinduism, which supported the caste

system. The caste system is a pyramid that ranks groups in society and decides their jobs; Brahmins are at the top with untouchables on the bottom. Buddha wanted to end the suffering that he saw and came up with the Four Noble Truths: 4 statements that basically say life is suffering, this suffering is caused by desire. He also rejected the caste system. He said that happiness could be achieved by following the Eight fold Path and achieve nirvana. Buddha's ideas were spread by missionaries to other parts of Asia and today are influential in Southeast Asia. Monasteries and temples are the centers of Southeast Asian village life and education. China and Japan also have Buddhist traditions.

These two men, Confucius and Siddhartha Guatama, reacted to the flaws in society - chaos and suffering - and changed the rules. Both men impacted society in huge amounts.

### Anchor Level 3-B

**The response:**

- Develops some aspects of the task in some depth for Confucius and Siddhartha Gautama
- Is more descriptive than analytical (*Confucius*: hoped that his theory would help end the chaos that he lived in; these Confucian values affected Chinese education and government for a long time; ideals so strong that communists tried to get rid of them; values stayed with the Chinese through immigration to the United States; *Siddhartha Gautama*: wanted to end the suffering that he saw; Hinduism, main religion in India; supported the caste system; caste system pyramid that ranks groups in society and decides their jobs; four statements that basically say life is suffering caused by desire; rejected the caste system; ideas spread by missionaries to other parts of Asia, today influential in Southeast Asia)
- Includes some relevant facts, examples, and details (*Confucius*: Era of Warring States; ruler must be kind and just; people had to be respectful to the leader; five relationships; some groups put above others; oldest male of family was the family leader, youngest daughter was at the bottom; *Siddhartha Gautama*: came up with Buddhism which means Enlightenment; Brahmins; untouchables; Four Noble Truths; Eightfold Path; nirvana; temples; center of Southeast Asian village life and education)
- 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. It demonstrates an understanding of the historical circumstances that led Confucius and Buddha to develop their ideas and the effects of those ideas. The response lacks information about the actions taken by these individuals.

In both Europe and Asia, institutions seen as unjust were revolted against. Martin Luther, a German monk, saw the church as unjust as it profited from so called "indulgences". In China, the Guomintang regime was seen as cruel and corrupt from a man of humble background, Mao Zedong. These two men ~~both~~ both took action for what they believed was right and changed the course of history.

Mao Zedong, a man from a peasant family had long seen the Guomintang as unjust and wished to rebel. After ~~attending university in~~ studying in Russia, Mao believed that a communist rule would be the solution. Mao's rule solidified under The Great March. The Guomintang were warred against and eventually retreated to the island Taiwan. ~~He~~ Mao started a wave of land reforms, killing the elite and distributing the land. ~~He~~ However, Mao's Great Leap Forward and Cultural Revolution

entire disaster ~~in~~ with much of China unschooled and ~~and~~ unindustrialized. Poverty spread to unprecedented levels marked this period of China's history.

Martin Luther, a monk from Germany, observed the church and deemed it unfair and unjust. During this time, the Bible was only to be read in Latin, as any other language was deemed unfit for the Bible. As a result, many Christians in Europe worshipped a religion they did not fully understand. Additionally, to raise money for church building and profit, the church sold indulgences, slips of paper that would allow less time in the limbo ~~the~~ souls are sent to before being admitted to heaven. Writing a thesis and posting it on a church door, Luther believed that the Bible should be translated to enlighten its adherents. He also believed that a real Christian church would not dare profit off of those who worship Christ. His followers, named Lutherans spread his beliefs throughout

Europe. He had, along with a scholar who started Calvinism, established a different branch of Christianity collectively known as ~~Protestantism~~ the Protestants.

Whether their actions were beneficial

or not, these two men changed the course of history by rebelling against massive, corrupt, and unjust institutions such as the Chinese government itself and the church in Europe which held much governmental influence. Their choices started very important periods in the course of history with Mao's Communist regime becoming a failure, and Lutherism spreading throughout Europe.

### Anchor Level 3-C

**The response:**

- Develops all aspects of the task with little depth for Mao and Luther
- Is more descriptive than analytical (*Mao Zedong*: started a wave of land reforms, killing the elite and distributing the land; Mao's Great Leap Forward and Cultural Revolution ended in disaster with much of China unschooled and unindustrialized; poverty at unprecedented levels marked this period of China's history; *Martin Luther*: Bible was only read in Latin, as a result many Christians in Europe worshipped a religion they did not fully understand; believed a real Christian church would not dare profit off of those who worship Christ; along with a scholar who started Calvinism, they established a different branch of Christianity called Protestants)
- Includes some relevant facts, examples, and details (*Mao Zedong*: Guomindang; Taiwan; *Martin Luther*: monk from Germany; Church sold indulgences; theses posted on church door; Lutherans); includes a minor inaccuracy (*Mao Zedong*: Great March)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. Although the response relies on overgeneralizations, its strength lies in the facts, examples, and details employed in the discussion of Luther. Lack of analysis and development in the discussion of Mao limit the response.

Through the history of man many people have had new ideas of how they would run gov't or make money two of these individuals are Napoleon Bonaparte and Joseph Stalin. These two individuals had ideas on how to produce money and gain support.

Napoleon Bonaparte was a military leader during the French Revolution he had many ideas about gov't and the way things are done and when the king fell he became leader. He had ideas to restore France to what it was. The first thing Napoleon did was build banks and schools for the people this idea made the French more intelligent and gained his support.

Napoleon also wanted expansion and this is where he went wrong he tried to expand all the way to Russia. He reached Russia and all of his soldiers couldn't stand the harsh winter so most died on the trip home because of the Geography. After this Napoleon was killed he was too greedy and he paid the price he came back for 100 days then died on St Helena.

Another individual who had ideas was Joseph Stalin. Joseph Stalin was an Communist leader he had an idea known as collective farming this was supposed to make more money that was for more crops. This idea was a major failure this idea caused an event known as the Holodomor also known as the forced famine of the Ukraine Stalin forced Ukraine to do collective farming ~~to~~

Stalin took too much food and the Ukrainians were resorting to cannibalism this was all because of collective farming. Another idea he made was his 5 year plan this was a plan to get Russia back on their feet this didn't work either in 5 years they were worse than before.

So you see there were many people with many ideas and some made it some don't but ideas fuel life and that's what these individuals helped make their place a better place

## Anchor Level 2-A

### **The response:**

- Develops some aspects of the task with little depth for Napoleon and Stalin
- Is primarily descriptive (*Napoleon Bonaparte*: wanted expansion and this is where he went wrong; reached Russia and his soldiers could not stand the harsh winter; most soldiers died on the trip home; too greedy and paid the price; *Joseph Stalin*: idea known as collective farming; caused an event known as Holodomore, also known as forced famine of Ukraine); includes weak analysis (*Joseph Stalin*: five-year plan did not work in five years; they were worse than before)
- Includes few relevant facts, examples, and details (*Napoleon Bonaparte*: build banks and schools for the people; Russia; exiled; came back for 100 days; St. Helena; *Joseph Stalin*: cannibalism)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. Relevant statements and details are included in discussing how Napoleon's actions and idea affected France and the effects of Stalin's idea of collective farming on Ukraine. The development of the remaining aspects of the task are omitted or overgeneralized.

Throughout history, there have been several instances where individuals have modified ideas because of the circumstances of society or government. Often these modifications had a significant impact on that particular society in some way. ~~Mohandas~~

Mohandas Gandhi, for example, was opposed to how the British government was holding India ~~as a~~ a colony in mercantilism and was using them for their cotton and salt. He wanted independence for India and used peaceful protests to do so. By using his ideas of civil disobedience and non violence rather than a militarial approach he got the attention of the British government and eventually gained India's independence. This led to the rise of democracy ~~in India~~ and success in India.

Also, Martin Luther's ideas and modifications to the catholic Church sparked a huge change in society. His ideas were that the only person who could forgive your sins was god himself, and that the best way to learn practice Christianity was with a bible

rather than a priest. Luther wrote down his protests and complaints about the Catholic church and nailed them to the church door as the "95 theses". In a short time Luther had many followers who also challenged the Catholic church. The influence of Catholicism over the people decreased with the separation of the church into the Lutheran church. When individuals modify ideas they often affect society. This has happened in the past and will continue in the future.

Anchor Level 2-B

**The response:**

- Develops some aspects of the task with little depth for Gandhi and Luther
- Is primarily descriptive (*Mohandas Gandhi*: wanted independence for India from Britain; used ideas of civil disobedience and nonviolence rather than a militarized approach; eventually gained India's independence; *Martin Luther*: the only person who could forgive sins was God himself; the best way to practice Christianity was with a Bible rather than a priest; wrote down protests and complaints and nailed them to the church door)
- Includes few relevant facts, examples, and details (*Mohandas Gandhi*: colony; cotton; peaceful protests; *Martin Luther*: Catholic Church; Ninety-five Theses); includes a minor inaccuracy (*Mohandas Gandhi*: Britain used India for salt)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The treatment of Gandhi and Luther demonstrates a limited understanding of how their ideas relate to some aspects of the task. A lack of details and development weaken the response.

Ideas have often affected societies by changing them. Throughout history, various circumstances have led individuals to develop or modify ideas. ~~These individuals~~ Some of these individuals were in lower classes in society.

~~One individual~~ ~~that~~ ~~affected~~  
Lech Walesa was one individual whose ideas changed ~~potant~~ society. ~~He~~ Lech Walesa was just a ship worker in Gdansk when he made the first union for workers. ~~He~~ <sup>Even</sup> through the Russians communist government told the police polish ~~comm~~ ~~gdt~~ government which was also communist to disband this union. He still kept this union ~~usually~~ ~~in~~ ~~secret~~ ~~so~~ which was called ~~stli~~ Solidarity in secret, but pressure from the Russians the polish ~~gdt~~ government arrested Lech Walesa. His idea of a free Communistic Poland was the start of protests, strikes, and formation of unions.

Many people thank Lech Walesa for making Poland a free democratic independent nation.

He became the first President ~~in 1990~~  
of Poland in 1990.

Another individual that has changed  
society is ~~Simon Bolivar~~ ~~the~~ Bolivar  
Simon Bolivar who was a <sup>a</sup>revolutionary leader  
that changed South America.

His idea was that he wanted  
to make South America free and  
independent from the Spaniards and Europeans.  
He accomplished this but sadly there  
were too many problems to unite  
South America as one.

These individuals throughout history  
changed minds of people and also  
changed society.

## Anchor Level 2-C

### **The response:**

- Develops all aspects of the task with little depth by discussing Lech Walesa and attempts to address the task for Simón Bolívar
- Is primarily descriptive (*Lech Walesa*: was a ship worker when he made the first union for workers; Russia's communist government told the Polish government, which was also communist, to disband this union; his idea of a free communistic Poland was the start of protests, strikes, and the formation of unions; many people thank Lech Walesa for making Poland a free, democratic, independent nation; *Simón Bolívar*: wanted to make South America free from the Spaniards); contains weak application (*Lech Walesa*: elected first president of Poland)
- Includes few relevant facts, examples, and details (*Lech Walesa*: Gdansk; Solidarity)
- Demonstrates a plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The response demonstrates an understanding of the task by including limited accurate information for Walesa even though the historical circumstances and actions are addressed simultaneously. The attempt to discuss Simón Bolívar lacks details and development, weakening the response.

Under specific circumstances, individuals develop and modify certain ideas that have a tremendous impact on the society on a short term and regional scale to a long term and worldwide perspective. One of these individuals was Pericles, known as the "father of democracy," who introduced one of the most important fundamental political philosophies known today during Greece's prehistoric eras. One other significant figure to promote a very important idea was Mohandas Gandhi during 20<sup>th</sup> century India. Both men had profound impacts on their previous societies and ours today.

Pericles ruled over the Golden Age of Athens during 4<sup>th</sup> century B.C.E. and implemented one of the greatest political systems ever known; democracy. Because of the scholarly art and peace that existed in Athens, Pericles was able to develop this system that effectively ruled over a vast population. Today, we still use his philosophy of democracy to rule over our nations.

Mohandas Gandhi's peaceful protest movements was also a product of the setting he was stuck in. Because of the oppressive imperialistic rule of the

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Anchor Paper – Thematic Essay—Level 1 – A

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British, Gandhi used peaceful protest techniques such as boycotts ~~and other~~ and running back. His profound impact on society led to Indian independence and his techniques served as great examples to other protesters such as Martin Luther King Jr.

Both Mahatmas Gandhi and Pericles developed ideas that had profound effects on society, short term and long term. Pericles' idea of democracy and Gandhi's peaceful protest methods served as examples for later societies, and were used in many instances.

Anchor Level 1-A

**The response:**

- Minimally develops the task
- Is descriptive (*Pericles*: implemented one of the greatest political systems ever known; today we still use his philosophy of democracy; *Mohandas Gandhi*: peaceful protest movement was a product of the setting he was stuck in; techniques served as great examples to other protestors such as Martin Luther King Jr.)
- Includes few relevant facts, examples, or details (*Pericles*: father of democracy; Golden Age of Athens; 4th century B.C.; Athens; *Mohandas Gandhi*: oppressive imperialistic rule of the British; peaceful protest techniques; boycotts); contains an inaccuracy (*Pericles*: prehistoric)
- Demonstrates a plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. While the response touches upon most aspects of the task, the development is no more than minimal.

Through out history, many individuals have developed and modified ideas. This usually affects societies. Sometimes, these modifications can be good, but other times, they're not. Two people that have modified ideas in the past are ~~Hitler~~ <sup>Karl Marx</sup> and Hitler.

Hitler somehow developed the idea that Jews were bad people and should die. ~~He also~~ He also believed that ~~only~~ only people with blonde hair and blue eyes (the Arian race) should live. As a result of these ideas, Hitler set up work and ~~death~~ death camps for non-arians to go to. In those camps, people were beaten, starved, mistreated, worked to death, ~~and~~ and killed. ~~Hitler's goal of labor camps~~  
This was the Holocaust. ~~Hitler~~

Hitler's idea affected everyone around the world. Millions of innocent people were killed because of ~~him~~ <sup>him.</sup> ~~him~~. There are still some Holocaust survivors alive today, and they will never forget Hitler's ideas.

Karl Marx developed the idea of communism. This is when everyone gets equal amounts of what they need given to them by the government. This idea is flawed because not everyone works equally and actually earns what they're getting. He developed this idea because he thought it would be better for everyone. As a result of this idea, Marx created a government system that is used today. His ideas affected the areas of the world that have used and still use communism.

Both Hitler and Karl Marx have ~~been~~ had ideas that greatly affected ~~some~~ parts of the world. Hitler believed that only Arians should live, and Marx believed that everyone should work and earn equally. Both ideas brought great change.

## Anchor Level 1-B

### **The response:**

- Minimally develops few aspects of the task
- Is descriptive (*Adolf Hitler*: developed the idea that Jews were bad people and should die; set up work and death camps for non-Aryans; millions of innocent people were killed)
- Includes few relevant facts, examples, or details (*Adolf Hitler*: Aryan race; people were beaten, starved, mistreated, worked to death; Holocaust; *Karl Marx*: communism)
- Demonstrates a plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. While the response for Hitler is repetitive and minimal, it demonstrates a limited understanding of the task. The section on Marx is a mix of inaccurate and accurate information and weakens the response.

Societal circumstances determine the ideas of a certain time period. Many brilliant people have certain ideas because of the events taking place during their lifetime. Two such people are Queen Elizabeth I and Theodore Herzl. Although Queen Elizabeth I and Herzl lived in very different time periods with different circumstances both of them achieved prominence in times of confusion and had great impact on the societies in which their ideas spread.

Queen Elizabeth took over in an unhappy time for England. As a Protestant queen, she had to take over a nation in which her sister Mary persecuted all people except Catholics. The reign of "Bloody Mary" caused great fear and reluctant conversion by many people. In addition to the religious turmoil, Elizabeth saw the effect that other nations could have on England. Her sister Mary's marriage to the Spanish Philip II encouraged Mary's pro-Catholic reign and solidified the influence of Spanish interests in the court. Elizabeth came to believe that a marriage to a foreigner would endanger England and leave it controlled by someone who did not have England's best interests in mind. This tied into her stress on the support of the people which she knew was key to successful rule.

These events characterized the pre-Elizabethan era and when Elizabeth came to power, she knew things had to change to create a unified England. To start off, she employed a policy of religious

freedom of conscience and allowed people to practice whichever religion they wanted to as long as they kept it quiet. This was not true religious freedom because the queen was still Protestant and leader of the Anglican church but it was a welcome change for the English. Elizabeth also remained single; dubbed the "Virgin Queen", she never married and instead manipulated competing male rulers so that their nations would cooperate with England. To keep the support of the people (and of Parliament), Elizabeth made frequent public appearances, promoting herself as a symbol of ~~national~~ <sup>national</sup> unity. First with the Sea Dogs and then finally with the defeat of the armada, she confronted and overcame the threat from Spain. Elizabeth should be credited with laying the basis for England as a great colonial and naval power. Most important, Elizabeth ~~delight~~ strengthened the economy as ~~navy~~ <sup>naval</sup> power helped promote commercial interests. Her actions sent England into a golden age which would later be known as the Elizabethan age. Elizabeth's policies allowed English society to flourish and develop politically, economically, and artistically.

Theodore Herzl's ideas also arose in a time of great confusion, which is similar to the time before Elizabeth's rule. There was much anti-Semitism throughout Europe in the late 1800s. Jews were not given equal opportunities and were restricted from holding government office. The Dreyfus Affair, where a Jewish military officer was framed and wrongly sentenced as a traitor, demonstrated how widespread and

deep-seated anti-Semitism was in France and Europe. Herzl lost faith in the idea of mutual tolerance and came to believe in the need for a separate Jewish state. Therefore, it became Herzl's mission to provide for Jews to travel back to what they saw as the "Promised Land," an area where Jews could live peacefully and be free from discrimination. Herzl provided leadership on this issue. A Zionist Congress was formed in the late 1800s and established the goal of a home for Jews in Palestine (later Israel).

Herzl's idea of a homeland was popular in eastern Europe where government supported pogroms in Russia were increasing. Herzl worked tirelessly for the movement called Zionism, which encouraged Jews to move back to Israel and form a Jewish state. His actions increased the emigration rate of many Jews. The formation of Israel after the Holocaust made Herzl's dream of a Jewish state a reality.

The circumstances of their times influenced both Queen Elizabeth and Theodore Herzl. Their ideas and actions had immediate, as well as long term effects on society.

~~As~~ AS we take a look back throughout history, we can see that actions that leaders have took has had an effect on their society. This may be negative or Positive. Negative being that it caused war, while Positive being that they gained their Independence. The two leaders that will be discussed are Kwame Nkrumah and Mohandas ~~Gandhi~~ Gandhi.

The Gold Coast was being colonized by the Europeans. Kwame Nkrumah emerged as a leader. Before he emerged Africans were mistreated. They were poor <sup>and</sup> had the worst level. As he emerged he used non-violent strikes and boycotts (inspired by the writings of Mohandas Gandhi and Pan-Africanism) to fight them. As a result he won the Gold Coast ~~Independence~~ Independence. He then renamed the Country Ghana. He then became the first Prime Minister.

India was colonized by the British. Indians were told to walk around with an ID that identified them as Indians. If a

Police officer asked them for it, and they could not show it, they would be arrested. Mahatmas Gandhi did not like this so he emerged as a leader. He also used non-violent strikes and boycotts to fight the British. He also used the Salt March. As a result he won India's Independence. But because of religious reasons the country was split into Pakistan and India.

In conclusion we see that the ideas of both Kwame Nkrumah and Mahatmas Gandhi made a positive effect on their nation. Kwame Nkrumah's and Mahatmas Gandhi's non-violent strikes and boycotts both caused their nation to gain their Independence.

Throughout history, various circumstances have led individuals to develop or modify ideas. These ideas have often affected societies. Two individuals that developed and modified ideas were Mohandas Gandhi and Mikhail Gorbachev.

Britain had strong control over India. The Indians wanted to be independent and not controlled by the British, so they turned to Mohandas Gandhi. Gandhi promised to bring independence to India. Gandhi held non-violent protests to try to gain independence. Gandhi and his followers participated in the Salt March. Gandhi's nonviolent acts led to India's independence.

The Soviet Union owned most of Eastern Europe during the end of the twentieth century. The Soviet Union's last leader/communist leader was Mikhail Gorbachev. Gorbachev wanted to westernize in a way <sup>because most other countries were</sup> He gave independence to a few countries that were a part of the Soviet Union. He developed the policy of glasnost and perestroika. Glasnost was the flow of ideas and information; perestroika was a policy that gave some control to the owners of farms factories etc.

Gorbachev also allowed free market.

All of Gorbachev's ideas led to the collapse of communism and the Soviet Union.

Both Gorbachev and Gandhi's ideas led to the independence of many countries.

Throughout history, various circumstances have led individuals to develop or modify ideas. These ideas have often affected societies.

Joseph Stalin and Mikhail Gorbachev were leaders of the USSR (Soviet Union). They both brought reforms to the people. Stalin was a totalitarian dictator where he could make decisions in all aspects of people's life. Mikhail Gorbachev wanted ~~to~~ to restructure the economic and political conditions in USSR.

Joseph Stalin was a totalitarian dictator and he controlled the people through: indoctrination ~~where~~ where he taught only one idea (ex. communism is good), censorship, where he controlled all sources (ex. TV, Newspaper etc) and through propaganda, which was the promotion of one particular idea (ex. Communism is good and capitalism is bad). ~~What~~ ~~this~~ ~~was~~ ~~happening~~ it had. He controlled all things that people did and he used to kill a lot of people who were against him, and this was called the Great Purge. He also used show trials to put.

the people is the jail and a lot of people used escape. Stalin used collectivization which was the combining of large farms into small farms called collectives, and he also use the five year plan. They were more focus on heavy industry than in the light industry and that's why there had shortage of food, but that were able to defend themselves in the WWII.

Mikhail Gorbachev found the Soviet Union destroyed. There was low standard of living and shortage of food. He wanted to restructure ~~the~~ it politically and economically. He was letting people run their own businesses but not to own them. Gorbachev spread the rights to have ~~be~~ freedom and also ~~the~~ to have free elections. He controlled people by censorship, indoctrination, propaganda and terror.

Thematic Essay—Practice Paper – D

Both Stalin and Gorbachev  
they were dictators of the  
Soviet Union. Both of them  
brought changes to the USSR.

Stalin was communist and  
he controlled all peoples' life but  
Gorbachev let some freedom ~~to~~ to  
them. Gorbachev brought free elections  
to the people where people  
get to choose their own leader.

Throughout history, various circumstances have led individuals to develop or modify ideas. Two such individuals who have made great changes to the thought process and ideas of society throughout history are Karl Marx and Mikhail Gorbachev. Both were responsible for the development or rapid change of an economic policy which would have great social and political implications for the world.

Coming from a period of Capitalism in its extreme, the process of industrialization in England would make a great impact on the ideas of Karl Marx. He saw Capitalism as a great threat to society. Workers toiled in atrocious conditions earning meager pay. The corruption of industry and the great social divisions between upper and lower classes led Marx to reinvent the ideas of Commerce in *Das Capital*. Marx developed the Communist Manifesto, which would eventually revolutionize the ideas of economists, politicians, and Philosophers alike; His ideas would ~~to~~ lead to revolution, especially in Russia, and drastic changes to the workings of society. The ideas of Karl Marx, which stemmed from the conditions of work he saw in his time, would lead to Communist revolution in Russia and the

establishment of a totalitarian system which would last until the ~~fall~~<sup>rule</sup> of Mikhail Gorbachev.

In the 1980's and 90's the Communist Soviet Union, which Marx's ideas helped to create, would collapse due to intense poverty and the simple failure of the state. Mikhail Gorbachev was the last leader of the failed state, whose new ideas pertaining to the workings of Communism would lead to its disestablishment. Gorbachev, ~~though~~<sup>though</sup> a proud Communist, lived in a time and a place where totalitarian rule and economic failure led to the decline of his nation. He saw the failings of the Communist system and sought to reinvent it. Gradually he introduced more Capitalist and western policies until his union dissolved. While he believed in ~~Communism~~ he saw its failings. His ~~new~~<sup>new</sup> ideas led to the fall of those Marx's had long ago theorized. His new policies eventually led to the collapse of the Soviet Union.

Both the ideas of Marx's and Gorbachev would have profound influence <sup>on</sup> the workings of society. Both came from conditions which shaped their ideas and both of their ideas would change the economic, political, and social structure of the world forever.

## Practice Paper A—Score Level 5

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing Elizabeth I's idea of a unified, independent England and Theodore Herzl's idea of Zionism
- Is more analytical than descriptive (*Elizabeth I*: had to take over a nation in which her sister Mary persecuted all people except Catholics; came to believe marriage to a foreigner would endanger England; employed a policy of religious freedom of conscience which was not religious freedom but was a welcome change; never married and instead manipulated competing male rulers so that their nations would cooperate with England; made frequent public appearances promoting herself as symbol of national unity; should be credited with laying the basis for England as a great colonial and naval power; naval power promoted commercial interests; *Theodore Herzl*: after the Dreyfus Affair where a Jewish officer was framed and wrongly sentenced as a traitor, Herzl came to believe in the need for a separate Jewish state; Dreyfus Affair demonstrated how widespread and deep-seated anti-Semitism was in France and Europe; lost faith in the idea of mutual tolerance; Herzl's idea was popular in eastern Europe where government-supported pogroms in Russia were increasing)
- Richly supports the theme with relevant facts, examples, and details (*Elizabeth I*: Protestant queen; Bloody Mary; great fear; reluctant conversions; religious turmoil; Spanish Philip II; Spanish interests in the courts; Virgin Queen; Sea Dogs; defeat of the Armada; golden age known as Elizabethan Age; *Theodore Herzl*: Zionist Congress; home for Jews in Palestine; increased the emigration rate; Holocaust; formation of Israel)
- Demonstrates a logical and clear plan of organization; includes an introduction that goes beyond a restatement of the theme and a conclusion that is a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. The response demonstrates a good understanding of the task and depth of knowledge of the subject matter. The theme of nationalism is well-developed for both Elizabeth I and Theodore Herzl.

## Practice Paper B—Score Level 2

### **The response:**

- Develops all aspects of the task with little depth
- Is primarily descriptive (*Kwame Nkrumah*: Africans were mistreated, were poor, had the worst land; used nonviolent strikes and boycotts; inspired by the writings of Mohandas Gandhi and Pan-Africanism; *Mohandas Gandhi*: used nonviolent strikes and boycotts to fight the British); includes faulty application (*Mohandas Gandhi*: Indians were told to walk around with ID that identified them as Indians)
- Includes few relevant facts, examples, and details (*Kwame Nkrumah*: Gold Coast; European colonization; Gold Coast renamed Ghana; *Mohandas Gandhi*: India was colonized by the British; Salt March)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The response accurately characterizes circumstances and actions of Kwame Nkrumah and actions of Mohandas Gandhi. The discussion of circumstances for Gandhi suggests confusion of events in India with those in South Africa.

## Practice Paper C—Score Level 1

### **The response:**

- Minimally develops few aspects of the task
- Is descriptive (*Mohandas Gandhi*: Britain had strong control over India; Gandhi's nonviolent acts led to India's independence; *Mikhail Gorbachev*: ideas led to the collapse of communism and the Soviet Union); lacks understanding (*Mikhail Gorbachev*: Soviet Union owned most of eastern Europe; wanted to westernize in a way because most other countries were; gave independence to a few countries)
- Includes few relevant facts, examples, or details (*Mohandas Gandhi*: nonviolent protests; Salt March; *Mikhail Gorbachev*: Soviet Union's last communist leader; glasnost; perestroika)
- Demonstrates a plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The response minimally develops actions of Gandhi and Gorbachev and mentions items meant to apply to other aspects of the task. Details in the discussion of Gorbachev are not properly applied.

## Practice Paper D—Score Level 2

### The response:

- Develops some aspects of the task in some depth by discussing actions and the effects of Stalin's idea of making decisions in all aspects of people's lives and the action for Gorbachev's idea of restructuring the Soviet Union
- Is primarily descriptive (*Joseph Stalin*: killed a lot of people who were against him; used show trials to put people in jail; five-year plans were more focused on heavy industry than light industry; able to defend themselves in World War II; *Mikhail Gorbachev*: wanted to restructure the Soviet Union politically and economically); includes faulty application (*Mikhail Gorbachev*: spread the rights to have freedom and free elections)
- Includes few relevant facts, examples, and details (*Joseph Stalin*: totalitarian dictator; indoctrination; censorship; propaganda; Great Purge; collectivization; shortage of food; *Mikhail Gorbachev*: low standard of living; shortage of food); includes inaccuracies (*Joseph Stalin*: a lot of people used to escape; combining of large farms into small farms; *Mikhail Gorbachev*: controlled people by censorship, indoctrination, propaganda, and terror)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The response demonstrates some understanding in the discussion of Joseph Stalin although much of the treatment consists of elaboration on characteristics of a totalitarian ruler. The response is weakened by overgeneralizing about freedom and free elections and wrongly attributing totalitarian methods to Gorbachev.

## Practice Paper E—Score Level 3

### The response:

- Develops some aspects of the task in some depth and other aspects with little depth
- Is more descriptive than analytical (*Karl Marx*: would eventually revolutionize the ideas of economists, politicians, and philosophers alike; ideas would lead to revolution, especially in Russia; stemmed from the conditions of work he saw in his own time; *Mikhail Gorbachev*: in the 1980s and '90s, the Soviet Union would collapse; new ideas pertaining to the workings of communism would lead to its disestablishment; saw the failings of the communist system and sought to reinvent it)
- Includes some relevant facts, examples, and details (*Karl Marx*: social divisions between upper and lower classes; *Communist Manifesto*; totalitarian system; *Mikhail Gorbachev*: last leader of the failed state; capitalist and western policies)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. Although the response relies on sweeping generalizations, a general understanding of the task is demonstrated. It would have been strengthened by more facts, examples, and details.

# Global History and Geography Specifications January 2012

## Part I Multiple Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Change: Individuals	Standards 2, 4, and 5: World History; Economics; Civics, Citizenship, and Government
Document-based Essay	Science and Technology; Change; Power; Movement of People and Goods; Human and Physical Geography; Imperialism; Environment and Society; Nationalism	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 2012 Regents Examination in Global History and Geography* will be posted on the Department's web site at: <http://www.p12.nysed.gov/apda/> 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.