

FOR TEACHERS ONLY

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

TRANSITION EXAM IN GLOBAL HISTORY AND GEOGRAPHY — GRADE 10

Thursday, January 24, 2019 — 9:15 a.m. to 12:15 p.m., only

VOLUME
1 OF **2**
MC & THEMATIC

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

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

Scoring the Part I Multiple-Choice Questions

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

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

Part I			
1 2	8 2	16 1	24 1
2 2	9 2	17 4	25 4
3 1	10 3	18 2	26 3
4 4	11 1	19 4	27 3
5 2	12 3	20 1	28 4
6 3	13 1	21 1	29 3
7 1	14 4	22 4	30 3
	15 3	23 2	

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 Transition Regents Examination in Global History and Geography—Grade 10*.

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

Transition Exam in Global History and Geography—Grade 10
Content-Specific Rubric
Thematic Essay
January 2019

Theme: Movement of People—Migration

Throughout history, different groups of people voluntarily migrated or were forced to migrate. Their migrations became permanent relocations. These migrations had various effects on societies and regions.

Task: Select *two* migrations and for *each*

- Describe the historical circumstances leading to the permanent relocation of a group
- Discuss the effects this group’s permanent relocation had on a society *and/or* region

You may use any migration from your study of global history and geography. Some suggestions you might wish to consider include rural-to-urban migration in Great Britain, Jews to Palestine or Israel, Hindus/Muslims to India/Pakistan, the city people of Cambodia to the countryside, and Africans to Europe in the 20th and 21st centuries.

You are *not* limited to these suggestions.

You may *not* use the migrations of Hindus and Muslims between India and Pakistan as two separate migrations.

Do *not* use a migration within the United States in your answer.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (discussing the historical circumstances leading to the migrations and permanent relocations of *two* groups **and** *at least two* effects *each* group’s permanent relocation had on a specific society and/or region).
2. Whether a migration was forced or was voluntary does not have to be stated as long as it is implied.
3. The historical circumstances may be the same for different migrations, but the facts and details will vary, e.g., economic reasons for rural-to-urban migrations in Great Britain and for the migration of Africans to Europe in the 20th and 21st centuries *or* political reasons for the migration of Jews to Palestine/Israel and for the migration of Hindus/Muslims to India/Pakistan.
4. The effects on a society or region may be similar; however, the facts and details will vary, e.g., the rise of a labor force as a consequence of migration in Great Britain and to the Americas.
5. The effects of the migration may be immediate or long term.
6. The effects of the migration may be discussed from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.
7. If more than two migrations are discussed, only the first two may be scored.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the historical circumstances leading to the migrations and permanent relocations of **two** groups **and** *at least two* effects **each** group's permanent relocation had on a specific society and/or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Hindus/Muslims to India/Pakistan*: connects the partition of India following independence from Britain and long-standing religious conflict to the creation of new nations with disputed borders and continued conflict between a number of ethnic and religious groups; *Jews to Palestine/Israel*: connects anti-Semitism in Europe, Zionism, and the Holocaust to the inability of the Palestinian region to accommodate the mass influx of Jews that led to the loss of property and power by Palestinians, their displacement, and decades of tension and violence in the region
- Richly supports the theme with relevant facts, examples, and details, e.g., *Hindus/Muslims to India/Pakistan*: Kashmir, Gandhi, Jinnah, Muslim League, Nehru, border tensions, Indian National Congress; *Jews to Palestine/Israel*: ghettos; pogroms; Theodor Herzl; Balfour Declaration; British mandate; United Nations partition plan; Israeli wars of independence; refugee camps; West Bank; two-state solution
- 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 migration more thoroughly than for the other *or* by discussing one aspect of the task less thoroughly than the others
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Hindus/Muslims to India/Pakistan*: discusses Indian independence which resulted in Hindu-Muslim conflict and the creation of the new states of India and Pakistan with conflict along the border; *Jews to Palestine/Israel*: discusses the Holocaust and the Final Solution and its relation to the creation of the State of Israel as a homeland for the Jews, the consequence of Palestinians becoming refugees, and generations of conflict between the Israelis and the Palestinians
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

- Minimally develops *all* aspects of the task *or* develops *at least three* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

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

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

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

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

Throughout history, humans have been migrating to different regions often in the hopes of seeking political or economical improvements. There are sometimes catalysts which can provoke such migrations including warfare, or a desire to achieve a nationalistic goal. During the 20th century, many regions experienced mass migrations. Several of these corresponded with the fall of the British Empire. Great Britain endured the end of their authority in India and Pakistan and also became entangled in the Jewish state of Israel. Both the Jewish migration to Palestine and the Hindu/Muslim migration to India/Pakistan were caused by a desire to achieve independent states, which resulted into violent conflicts and unstable governments.

For a number of centuries, the Jewish population had been without their own nation. This began with the Jewish diaspora, which was the spread of the Jewish people throughout Europe. Long-standing anti-Semitism continued for centuries, contributing to the discrimination and persecution of Jews at various times throughout Europe. In the 1800s, Theodor Herzl spread the idea of Zionism, or the belief that the Jews should once again have a homeland of their own. During World War I, the English offered the Jews a settlement in Palestine, in exchange for their support as allies. This was supported by the Balfour Declaration but it conflicted with England's other promises regarding the Middle East. Treaties such as the McMahon-Hussein Correspondence promised the Arabs some land while Sykes-Picot Treaty assured the French some land as well. These series of agreements led to the Mandate system. Jewish migration continued and increased following the Holocaust in World War II. Public opinion worldwide, following the atrocities committed under Nazi Germany, helped foster the creation

of the state of Israel. In 1948, the Jews received independence while the British government forces left Palestine.

As a result, Jewish and Palestinian rebel groups began to fight, raising tensions between the new state and its neighbors. In the decades to follow, the Arabs and the Israelis engaged in a bitter battle over land. For example, in the 1967 Six Day War, Israeli troops seized the West Bank, Gaza Strip, and parts of Jerusalem from Syria, Egypt, and Jordan. The increasing rate of illegal Jewish settlements also escalated the tension between Jews and Arabs in Palestine. In the early 2000's, Israeli forces built the West Bank Barrier as a method to protect their own Jewish population. However, this technique isolated the Palestinians, removing resources as well as limiting necessities from the people living in that area. Currently, there is still no lasting peace between the Jews and the Arabs. Animosity and weapons continued to fuel conflict in the region.

In the early 1900's, India was seeking independence from Great Britain. For centuries under England's imperial rule, the Indian population was subjected to exploitation often due to Britain's desire to obtain raw materials. During this time Mohandas Gandhi, a former lawyer, became a prominent leader of the Indian nationalistic movement. Gandhi applied the methods of nonviolence and civil disobedience, such as peacefully protesting and boycotts. One way in which the Indian people boycotted British goods was the Homespun Movement. Gandhi encouraged people to burn all their British made textiles and wear only Indian made clothing. Also, when the British prohibited the Indian population from producing their own salt, Gandhi lead the Salt March, which brought him and a mass of followers to the

Indian Ocean to harvest their own salt in an act of defiance. With concerns among the Muslim minority over their voice in Indian government, Muhammad Ali Jinnah pushed successfully for the partition of India and the creation of an independent Pakistan.

Eventually, the English left the subcontinent after officially creating the independent states of India and Pakistan. This resulted in massive migrations of both Hindus and Muslims seeking to settle in the nations that held their prevailing religious ideals. However, this transition proved at times deadly due to widespread violence during the mass migration, frequently due to conflicts between Hindus and Muslims along the migration routes. Shortly afterwards, Gandhi was assassinated by a Hindu extremist, who was angered by Gandhi's desire to achieve peace between religious groups. Although India and Pakistan became independent states, both suffered due to continued conflict. For one thing, both countries had to deal with millions of displaced refugees, which strained the resources of both countries. Bad feelings created by the violence of the partition contributed to unfriendly relations between India and Pakistan, which have experienced such tensions that several wars have broken out between them. The border state of Kashmir, which was claimed by both countries, has been at the center of a lot of the conflict. The legacy of the partition and migration of these groups is still an issue.

Jewish migration to Palestine/Israel and the Hindu/Muslim migration to India/Pakistan allowed them to form their own independent countries. However, due to ethnic tensions and territorial disputes, violent conflict erupted, with millions of casualties. Migrations can sometimes lead to unpredictable outcomes due to the

population's relationships in a new region. This is a trend that can continue if similar circumstances emerge in the future.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances surrounding the migration of Jews to Palestine/Israel and the migration of Hindus/Muslims to India/Pakistan and the effects of these permanent relocations on societies and regions
- Is more analytical than descriptive (*Jews to Palestine/Israel*: long standing anti-Semitism contributed to persecution of Jews in Europe; English offered settlement to Jews in exchange for their support as allies which conflicted with England's other promises regarding the Middle East; a series of agreements led to the mandate system; Jewish migration increased following World War II; public opinion worldwide helped foster the creation of Israel; increasing rate of illegal Jewish settlements escalated tensions; creation of the West Bank barrier protected the Palestinian population but also isolated them from resources; animosity and weapons continued to fuel conflict in the region; *Hindus/Muslims to India/Pakistan*: centuries of English imperialism exploited Indian population; English left the subcontinent creating the independent state of India and later Pakistan; partition of India and Pakistan resulted in massive migrations of Hindus and Muslims; widespread violence was part of migration due to religious differences and disputes; Gandhi assassinated by Hindu extremist upset with his call for peace between religious groups; millions of displaced refugees strained resources of both countries)
- Richly supports the theme with relevant facts, examples, and details (*Jews to Palestine/Israel*: diaspora; Theodor Herzl; Zionism; Balfour Declaration; McMahon-Hussein treaty; Sykes-Picot Treaty; 1967 Six Day War; West Bank; Gaza Strip; Syria; Egypt; Jordan; *Hindus/Muslims to India/Pakistan*: imperial rule; Gandhi; nationalist movement; civil disobedience; non-violence; peaceful protest; boycott; Salt March; Indian Ocean; Ali-Jinnah; Nehru; partition; Kashmir)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response is rich with details and examples that demonstrate historical knowledge and insight. The response integrates analytical statements related to both examples, especially in the introduction and conclusion which frame the historical circumstances and legacy of these migrations effectively.

The migration of people to a new location can have a positive or negative effect on that region or on the inhabitants living there. Voluntarily or by force, different groups of people have migrated throughout history. In their new homelands these people have sometimes lived in peace, or experienced hardships and challenges. Two examples that highlight this are the migration of Jews to Palestine and the rural-to-urban migration in Great Britain.

Some of the circumstances that led Jews to migrate to Palestine were related to the Holocaust. The rise of Adolf Hitler's Nazi Party in Germany during the World War II era was accompanied by a rise in extreme nationalism. Part of Hitler's agenda called for the extermination of anyone Hitler deemed inferior. Jews, especially, were targeted. Jewish survivors, who had been forced to undergo the horrors of death camps, wished to attain a homeland of their own, Israel. This strengthened the Zionist movement which called for creation of a Jewish homeland. The United States and Great Britain supported this cause, helping to bring about the creation of Israel. Palestinians who already occupied the land, disagreed with this decision.

Tensions quickly led to conflict over the establishment of a newly created state and the redrawing of borders. This quickly led to a series of wars known as the Arab-Israeli wars. Other countries such as Egypt, Saudi Arabia, and Jordan joined the attack on Israel the day following its creation. Time and time again Israel has been attacked by groups who wanted to destroy it. This has had lasting negative effects on not only Jews living in the region, but on neighboring groups as well. Still today, international border disputes, acts of terrorism, and failed attempts at establishing peace treaties have

plagued the region. As both sides feel they have rights to the land, the Middle East remains a region very much in conflict.

In the mid 18th century, the rural-to-urban migration in Great Britain occurred in the industrial era. A combination of factors led to this wide-scale movement of people. The Agricultural Revolution saw the innovation of new farming technologies such as the seed drill, that gave rise to an ever growing population. Coupled with the enclosure movements and the advent of water-powered machinery, large numbers of rural peasants flocked to urban centers. As a result of this industrialization, cities grew and factories began to form. Where cities and factories emerged, jobs were readily available. This caused people in the countryside in search of opportunity to migrate to these areas.

One effect of this migration was increasingly poor conditions for new city dwellers. These included overcrowded tenements, long hours, low wages, and unsafe working conditions. These conditions included the use of dangerous machinery, exposure to illness and disease, child labor, and other hazards of factory and mine work. Capitalist practices during the Industrial Revolution led to tensions between workers known as proletariats and owners known as bourgeoisie. After years of suffering, the proletariats eventually revolted protesting poor working conditions and low wages. These protests led to the formation of unions demanding reforms that changed the lives of workers and eventually created suitable living and working conditions.

The permanent relocation of these groups were similar in that they both sought to escape hardship though ultimately encountered new

struggles in their new homelands. This is evident in the Jews migration to Palestine resulting in ethnic conflict, and the rural-to-urban migration in Great Britain resulting in working class struggles.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances surrounding the migration of Jews to Palestine/Israel and rural to urban migration in Great Britain and the effects of these permanent relocations on societies and regions
- Is more analytical than descriptive (*Jews to Palestine/Israel*: rise of Adolf Hitler's Nazi Party during World War II was accompanied by a rise in extreme nationalism; survivors of Holocaust wished to obtain a homeland; growth of Zionist movement which called for the creation of a Jewish homeland; United States and Great Britain helped in creation of Israel; Israel has been attacked by groups who wanted to destroy it which had lasting negative effects on the region; Middle East remains a region in conflict; *rural to urban migration in Great Britain*: combination of factors led to migration; large numbers of peasants flocked to urban centers; cities grew as a result of industrialization and jobs were readily available where these cities emerged; migration resulted in increasingly poor conditions for city dwellers; capitalist practices during Industrial Revolution led to tensions between workers and owners; protests led to the formation of unions demanding reforms)
- Richly supports the theme with relevant facts, examples, and details (*Jews to Palestine/Israel*: Holocaust; fascism; death camps; Arab-Israeli Wars; Egypt; Saudi Arabia; Jordan; arbitrary borders; border disputes; terrorism; peace treaties; *rural to urban migration in Great Britain*: Industrial Era; factories; Agricultural Revolution; growing population; Enclosure movements; seed drill; water-powered machinery; dangerous machinery; child labor; overcrowded tenements; long hours and low wages; proletariat and bourgeoisie)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response is rich with well-placed historical details demonstrating a depth of knowledge. The analysis which exists throughout the response is highlighted in the conclusion with the identification of the common theme of unforeseen negative effects of both migrations.

Migrations have often been a key feature of world history. Migrations have caused reforms, demographic shifts, and even the dissolution of governments. Both the migration of Germanic peoples to the Roman Empire and the migration of Africans to the Americas have affected both the peoples that migrated and the people in the regions they relocated to.

The migration of Germanic peoples into the Roman Empire contributed to its collapse. The Roman Empire was already severely weakened due to its division by Diocletian, economic problems, and the rise of Christianity. Meanwhile, the Germanic tribes of the east were facing pressures from invading groups like the Xiongnu. This caused some Germanic tribes to migrate west clashing with the Roman Empire. The Vandals, and others plundered and sacked Roman cities. Rome itself was conquered in 476, dating the official fall of Rome.

This began a new period of the Middle Ages where manorial life replaced previous Roman culture, a time where local authority and imperial laws had once dominated. This collapse transformed western Europe from a powerful, centralized empire to a decentralized, feudal array of small states. Another effect of the Germanic migrations was a shift in institutions of power. Roman emperors at one time, including Augustus Caesar and Marcus Aurelius held ultimate authority. With the collapse of empire came the emergence of a power vacuum, filled in this medieval period by the Roman Catholic Church.

The migrations of African people to the Americas has also had a profound effect on societies there. Latin America was predominately controlled by European colonial powers in the period 1500 CE–1800s CE.

These European powers applied mercantilistic policies to their colonies. This led to colonies being exploited as sources of raw materials to support their industrialized mother countries. The desire for cash crops led to the formation of many plantations, which had a high demand for manual labor. The Europeans first forced the indigenous peoples to work on the plantations but they were too vulnerable to European diseases and died rapidly. This contributed to the formation of Triangle Trade, in which Europeans traded manufactured goods with African Kingdoms for slaves to be sent to the Americas.

These forced migrations were very oppressive as reflected in the Middle Passage in which African people were put in crowded, unsanitary ships. When they arrived, they were forced to perform hard manual labor under brutal conditions on plantations. They were punished cruelly by the Europeans for the slightest disobedience.

Aside from physical abuse, Africans also struggled to maintain their cultural identity. Europeans attempted to strip Africans of their native customs and traditions, though they could never fully eradicate them. Over time, as the blending of races led to the creation of new social classes in Spanish America, the diffusion of culture spread as well. Still today, Americans see the influence of African music, dress, faith, and food that arrived first in this period. The enormous forced migration of slaves and these extremely harsh conditions led to slave revolts. Most of these revolts were met with violence by peninsulare and creole run governments. One successful slave revolution occurred in Haiti. The slaves of Haiti led by Toussaint L'Ouverture, eventually defeated the white settlers and went on to liberate themselves from French rule. This was partly due to their

large army, Toussaint's superior military tactics, and French preoccupation with the Napoleonic wars. This forced African migration greatly altered the future of the Americas.

Both migrations had a profound effect on the regions to which these groups moved. The forced migrations of Africans led to horrible suffering under slavery and later reform and liberation. The Germanic migrations led to the dissolution of the Roman Empire and the start of a new, feudal period in Western Europe. Migrations are key events in World History that often have long-term unforeseen effects.

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing the historical circumstances surrounding the migration of Germanic peoples to the Roman Empire and Africans to the Americas
- Is both descriptive and analytical (*Germanic peoples to the Roman Empire*: migration of Germanic people into the Roman Empire contributed to its collapse; Germanic tribes were facing pressure from other invaders; collapse of Roman Empire transformed Western Europe; collapse of Roman Empire created a power vacuum; *Africans to the Americas*: European powers applied mercantilist policies on their colonies to support their industrialized mother countries; desire for cash crops led to the formation of many plantations and a high demand for manual labor; indigenous people were vulnerable to European diseases and died rapidly; Europeans attempted to strip native customs and traditions but could never fully eradicate them; blending of races led to social classes in Spanish America; harsh conditions led to slave revolts which were met by violence; part of the reason for Haitian slave revolt success was French preoccupation with the Napoleonic Wars)
- Supports the theme with relevant facts, examples, and details (*Germanic peoples to the Roman Empire*: Diocletian; rise of Christianity; Xiongnu; Vandals; Augustus Caesar; Marcus Aurelius; Roman Catholic Church; Middle Ages; manorial life; *Africans to the Americas*: raw materials; triangular trade; manufactured goods; Middle Passage; brutal conditions; cultural identity; influence of African music, faith, dress, and food; Toussaint L'Ouverture; Peninsulares and Creole-run governments)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The use of details and analysis demonstrates good knowledge of historical chronology, and highlights many cause and effect relationships that add to the response. Although the migration of Germanic peoples to the Roman Empire and Africans to the Americas is not within Units Five through Eight of the 10th grade curriculum, discussion of these 9th grade subjects, although uneven, meets the criteria required for the task.

A migration is when a group of people move from one region to another. Throughout history, different groups of people voluntarily migrated or were forced to migrate. Their migrations sometimes became permanent relocations, which had various effects on societies and regions. Africans were forced to migrate to the Americas following colonial expansion. Another migration was the rural to urban migration in Great Britain, partly caused by changing demographics and the growth of cities. This migration supported the shift towards industrialism as opposed to the old agricultural life.

Millions of Africans were forced to migrate to the Americas between the early 1500's and the mid 1800's. England and other European nations used imperialism to gain natural resources and sell finished products, a system known as mercantilism. Natives of the Americas were forced to mine and work agriculturally for the British. The natives were treated harshly under the encomienda system and many died doing this labor. Additionally, many died from diseases, like smallpox, brought to the Americas during the Columbian Exchange. The death of over 90% of the Native American population in some areas created a huge demand for labor. To fill that void, Europeans began transporting Africans across the Atlantic, a journey which became known as the Middle Passage.

There were many effects that the African migration had on Spanish-American society. Africans became the primary source of labor for the Americas for many years and were given little or no rights. Africans helped to produce cash crops such as corn, tobacco, sugar, and cotton. This system of mercantilism caused continued exploitation of African labor. Plantation life for Africans was noted

by long hours, dangerous work, regular abusive treatment, and the lack of freedom. The African migration also led to conflicts, as slaves and their supporters revolted and pressed for reform. Some slaves fled plantations and established “maroon communities” in the regions they settled. Sometimes they were successful in evading white overseers though at other times they were captured and severely punished. With the rise of the Age of Enlightenment, also came the growth of the abolition movement. This debate would be felt far and wide on whether the institution of slavery should exist. Many nations that were engaged saw a rise in debates and even war over this issue. For example, the Civil War in the United States eventually led to freedom for enslaved African Americans and allowed them to contribute to society in technology, government, business and every aspect of civil life.

Another important migration was the movement of rural peasants to urban areas in Great Britain. The Agricultural Revolution resulted in surplus crops which led to an increase in population. Advances in medicine also allowed people to live longer and more babies survived childhood. During this era, there was also a series of new inventions and discoveries. One such breakthrough was the development of coal as a source of energy to power factories and machines as opposed to water. Machines were built to produce more goods faster for the growing population, and were located in factories built in growing cities. People migrated to the cities from the countryside to get jobs and a better economic position.

There were several effects of this rural to urban migration. Most people soon lived in cities as opposed to rural areas. This concentration

of people meant pollution increased, sewage flooded the streets and rivers. There was no organized collection of garbage and people lived in crowded, filthy tenements. Factory conditions were dangerous and workers were paid low wages. Due to these conditions, health declined and many died leading to calls for reform. Over time, workers fought for and eventually gained rights. One such reform occurred in 1832 with the Great Reform Bill. Workers formed labor unions and held strikes. Slowly conditions started to improve and workers began to enjoy some of the positive results of industrialization such as a growing middle class.

The migrations of Africans to the Americas, and rural Britains to urban centers were both caused by economic factors and had lasting affects on societies. These migrations both became permanent relocations. Additionally, both groups of migrants, though their experiences were radically different, sought ways to bring change to the new undesirable circumstances in which they lived.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing the historical circumstances surrounding the migration of Africans to the Americas and the rural to urban migration in Great Britain
- Is both descriptive and analytical (*Africans to the Americas*: England and other European nations used imperialism to gain natural resources and sell finished products; natives were treated harshly under the encomienda system; death of Native American populations led to the development of the Middle Passage; mercantilism caused continued exploitation of African labor; some slave settlements were successful and others were not; Age of Enlightenment led to the growth of the abolition movement; *rural to urban migration in Great Britain*: Agricultural Revolution led to surplus crops and an increase in population; machines were built to produce more goods for growing population; people migrated to cities for jobs and better economic positions; due to poor working and living conditions many workers died and called for reform; workers formed unions and held strikes which slowly improved conditions)
- Supports the theme with relevant facts, examples, and details (*Africans to the Americas*: Spanish American society; cash crops; corn; tobacco; sugar; cotton; plantation; long hours; abusive treatment; lack of freedom; maroon communities; civil war; *rural to urban migration in Great Britain*: new inventions; coal as new source of energy; machines; factories; cities; pollution; sewage in streets and rivers; no organized garbage collection; crowded tenements; low wages; Great Reform Bill of 1832)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. A good understanding of both migrations is shown through the use of relevant details that support some well-placed analytical statements. Although the migration of Africans to the Americas is not within Units Five through Eight of the 10th grade curriculum, discussion of this 9th grade subject meets the criteria required for the task.

Throughout history, groups of people have migrated due to a desire for resources, fear, force and to seek a better quality of life. Some groups who were persecuted for religious or ethnic reasons were forced to move, while others chose to. Two historic migrations were when many Jews moved to Israel/Palestine, and the movement of Hindus and Muslims after the independence of India.

After World War II and the Holocaust, which killed millions of Jews, there was increasing pressure to create a new Jewish state. Due to growing Zionism, world powers looked to offer a solution for the many displaced Jews. Eventually, Jews revived their ancient homeland with the creation of Israel. However, Palestine, was already home to many Arab peoples. The UN helped divide the region with newly created borders. Once Israel was established, millions of Jews returned to their ancestors homeland, and their holy land. This migration in turn created tensions between groups that are still present today.

Palestinians were unhappy and unwilling to cede their lands and homes, and many sought to destroy the new state of Israel. Other Arab Middle Eastern countries resented the creation of Israel, and decided to attack the newly founded country. In the wars that followed, Israel repeatedly defended their borders and even took more territory from the Palestinians. Today, some Middle Eastern countries still refuse to recognize Israel as a country. Even after wars have ended, tensions and violence remains. Palestinians don't have a proper army, but have resorted to protest, rioting, and terrorism. This has caused the Israeli army to retaliate, sometimes killing innocent Palestinians. Both sides are constantly ready for war leading to continued international attention. The Jewish migration after WWII to Palestine caused huge

tensions between Israelis and Palestinians, and between the West and the Middle East.

Another migration with lasting effects is the Hindu and Muslim migration between India and Pakistan. After WWII, India finally won its independence from Britain. As the minority, Muslims worried they would be treated unfairly by the Hindu majority government of a newly independent India. They demanded their own nation, where a Muslim majority could live and govern. India ended up splitting into East Pakistan, West Pakistan, and India. Pakistan and later Bangladesh were both primarily Muslim countries, while India remained mostly Hindu. Muslims living in India and Hindus living in these new nations feared oppression, faced discrimination, and wanted to be in a country of their own religious majority. This was the start of a large-scale migration – Muslims to Pakistan and Hindus to India.

As the people began to flee, tensions grew and fighting broke out. Hindus and Muslims often clashed during these migrations along border regions, and revenge killings came in return. Even after their migrations Muslims and Hindus didn't always get along, and there remains tension between India and Pakistan. As a result of India becoming primarily Hindu and Pakistan primarily Muslim, differing political systems emerged. India evolved into a more parliamentary monarchy with some apparent influence from the West. On the other hand Pakistan was more susceptible to militaristic and authoritarian governments as well as religious extremism due to instability in the region. The migration of Muslims and Hindus resulted in mass murders of people of each religion, and created tensions that still

exist today.

The Jews migration to Israel and the Muslims and Hindus migrations within the subcontinent are still affecting the people and region today. Huge tensions exist, and some still commit murder towards opposing groups. Clearly, religious differences often contribute to the complexity of migrations and tensions between groups.

Anchor Level 4-C

The response:

- Develops all aspects of the task by discussing the historical circumstances surrounding the migration of Jews to Palestine/Israel and the migration of Hindus/Muslims to India/Pakistan
- Is both descriptive and analytical (*Jews to Palestine/Israel*: after World War II and the Holocaust there was increasing pressure to create a new Jewish state; Palestine was already home to many Arab peoples; the United Nations helped divide the region with newly created borders; Palestinians were unhappy, unwilling to cede their lands, and looked to destroy Israel; Israel defended their border and took more territory; both sides are constantly ready for war leading to continued international attention; *Hindus/Muslims to India/Pakistan*: after World War II India finally won its independence from Great Britain; Muslims worried they would be treated unfairly by a Hindu majority government; peoples of both India and Pakistan faced discrimination and wanted to be in a country of their own religious majority; India evolved into a more parliamentary monarchy while Pakistan was more susceptible to militaristic and authoritarian governments as well as religious extremism)
- Supports the theme with relevant facts, examples, and details (*Jews to Palestine/Israel*: World War II; Holocaust; ancient homeland; holy land; protest; rioting; terrorism; *Hindus/Muslims to India/Pakistan*: East Pakistan; West Pakistan; Bangladesh; revenge killings; mass murders)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Strengths of the response include the analysis of how religious differences contributed to both migrations, and the connection of these migrations to international politics. The response could have benefitted from additional facts and details.

In global history, the migration of different groups have contributed greatly to the status of present day society. When a large amount of people move from one place to another, there are enormous effects; both immediate and long lasting. Two significant migrations were Africans to the Americas, and the movement of rural peoples to urban areas in Great Britain. Both movements greatly impacted the world at the time of their occurrences and left their mark on the world today.

The migration of the African peoples to the Americas was a result of the slave trade following the discovery of the Americas. The slave trade was one leg of the Triangle Trade in which Africans were sent to the Americas, manufactured goods were to sent to Africa, and plantation products flowed to Europe. Once in the Americas, the Africans were sold to wealthy landowners as slaves. Treatment of Africans in the Americas was similar to the treatment of the natives in that both groups were subject to forced labor and brutal conditions.

As a result of the decline in the Native American population due to disease and horrible working conditions, Europeans sought Africans to fill the demand for labor. The Africans were seen as uncivilized, faithless people by European colonizers who took control over territory in the Americas. As time went on, a new social class system developed in Latin America as a result of the different groups of people living on the same land. The highest class of people were peninsulares; Spanish natives who had traveled to the New World. The next were creoles; people of Spanish decent but born in the new world. Following the creoles were the Mestizos and Mulattos. These were people either of mixed Spanish and Native American decent or Spanish and African decent. Finally the lowest classes were Natives and African slaves.

Because they were not “purely” Spanish, Mestizos and Mulattos were not treated well in Latin American society during this time. The dehumanization of Africans and the unfair treatment of their descendants in the New World can be linked to future racial issues surrounding people of color in the Americas today.

Another significant migration in history is that of rural people to urban areas in Great Britain during the 1800’s. This migration occurred at the time of the Industrial revolution. Factories were being developed in many cities in England during the 1800’s. New industrial jobs became available in the areas where these factories were located. Faced with decreasing opportunity in the countryside, many British people began to move from the farmlands to more urban areas in search of work.

This migration greatly impacted England’s society. As urban areas became increasingly populated, the make-up of the typical family in England changed. People began having less children because they did not need the extra hands for farm labor. Additionally, people typically lived in crowded tenements in urban areas, meaning there was less room for other family members. Due to the increase in number of people searching for work, factory owners were able to treat their workers poorly and pay them very little. Workers began to demand better working conditions. This eventually led to the establishment of workers unions in England. Additionally, factories caused England to have an industrial & economic boom which set the stage for the age of new British imperialism. Workers unions and labor laws are still in place today which began with the efforts of the mistreated factory workers of the 1800’s.

Throughout history, the movement of specific groups of people have caused countless shifts in the social, political, and economic order of societies. The migration of rural people to urban areas in England had a significant impact on global history. Equally significant, the forced migration of Africans to the Americas drastically shaped the culture in that region.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth for the migration of Africans to the Americas and the rural to urban migration in Great Britain
- Is more descriptive than analytical (*Africans to the Americas*: migration of African peoples to the Americas was a result of the slave trade following the discovery of the Americas; decline of native populations due to disease led to Europeans seeking Africans to fill the demand for labor; as time went on a new social class system developed; the dehumanization of Africans and the unfair treatment of their descendants can be linked to future racial issues; *rural to urban migration in Great Britain*: factories were being developed in many cities in England during the 1800s; many people began to move to urban areas in search of work; people began having fewer children because they did not need the extra hands for farm labor; due to the increased number of people searching for work, factory owners were able to treat their workers poorly; factories caused England to have an industrial boom which set the stage for the age of new imperialism)
- Includes some relevant facts, examples, and details (*Africans to the Americas*: triangular trade; manufactured goods; plantation products; forced labor; colonizers; Peninsulares; creoles; mestizos; mulattoes; *rural to urban migration in Great Britain*: Industrial Revolution; crowded tenements; paid them little; workers unions; labor laws)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates solid historical knowledge surrounding both migrations; however, the use of analysis is at times brief or underdeveloped. Although the migration of Africans to the Americas is not within Units Five through Eight of the 10th grade curriculum, discussion of this 9th grade subject meets the criteria required for the task.

Throughout history, different groups of people chose to or were forced to migrate. At times, their migrations became permanent relocations. Regardless, these migrations always had effects on societies and regions where they lived. One group of people who were forced to migrate were the Jews. They fled from Europe and settled in Palestine. Another migrating group were the British peasants. They often moved to cities to find work. Both of these migrations created new turmoil in the regions they settled.

The historical circumstances which led to this modern Jewish diaspora was the Holocaust. During the Holocaust in Europe, Jewish people had suffered unthinkable horrors. Jews were forced to live in ghettos, deprived of basic necessities, and many were deported to concentration camps where they were killed. Jews were forced to flee Europe but had no homeland of their own. The increasing popularity of Theodor Herzl's Zionism and the Balfour Declaration eventually led to Jews being granted permission to settle in Palestine and create the state of Israel.

Muslim Palestinians and others in the region did not agree with these settlements which caused immediate war to break out against the new nation of Israel. Many Palestinians were driven off their lands. However, the larger Arab-Israeli conflict is still an on-going fight. Many Arab nations have fought in unity against the Israelis but the Jews have occupied most of the land and are determined to protect their nation of Israel against both internal and external forces.

Prior to the Industrial Revolution, wealthy landowners displaced some peasants from their land. Many of these former peasants were forced to flee into growing cities to find jobs. New farming

technologies allowed farmers to plant and harvest on larger tracts of land. Additionally, the passage of the Enclosure Acts forced peasants off of lands they once planted. Unable to compete with large landowners, British peasants left the countryside. Migrants often had to work in dangerous factories which were crowded, filthy, and lacked safety precautions. The rise of machines & factories led to an increase in productivity and consumer goods. This industrialization led to new imperialism because raw materials were needed to fuel factories. The middle and upper classes benefitted from the profits and goods produced by factories while the lower classes suffered from poor working conditions and low wages.

Many groups of people have been forced to flee or migrate to another location. Each movement effected a region or society in a particular way. The Jewish migration to Palestine led to an ongoing Arab-Israeli conflict. The British peasants migrating to urban centers led to negative effects of the Industrial Revolution and rising imperialism.

Anchor Level 3-B

The response:

- Develops all aspects of the task in little depth by discussing the migration of Jews to Palestine/Israel and the rural to urban migration in Great Britain
- Is more descriptive than analytical (*Jews to Palestine/Israel*: during the Holocaust in Europe, Jewish people had suffered unthinkable horrors; increasing popularity of Zionism eventually led to Jews being granted permission to settle in Palestine and create the state of Israel; Palestinians and others in the region did not agree with these settlements which caused immediate war to break out against the new nation of Israel; Jews are determined to protect the nation of Israel against internal and external forces; *rural to urban migration in Great Britain*: prior to the Industrial Revolution wealthy landowners displaced some peasants from their land; passage of the Enclosure Act forced peasants off the lands; unable to compete with large land owners, British peasants left the countryside; migrants often had to work in dangerous factories; this industrialization led to new imperialism because raw materials were needed to fuel factories; middle and upper classes benefitted from the goods produced by factories while the lower classes suffered)
- Includes some relevant facts, examples, and details (*Jews to Palestine/Israel*: diaspora; ghettos; concentration camps; Theodor Herzl; Balfour Declaration; Arab-Israeli conflict; *rural to urban migration in Great Britain*: dangerous factories; crowded; filthy; lacked safety precautions; consumer goods; low wages)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response addresses all aspects of the task with relevant facts and details. However, lack of analysis and limited development weaken the response.

The partition of India resulted in mass migrations of the people of the Indian subcontinent between India and Pakistan. The Industrial Revolution of England also resulted in mass migrations of people from the countryside to growing cities. Both of these migrations resulted in the relocations of many families, but in many cases, did not improve their lives.

India was under British rule for nearly a century. With tremendous help from Gandhi's leadership, India eventually gained her independence. However, with new independence came tremendous hardship. This was due to the partition of India which would separate religious and ethnic groups from each other. India was home to both Hindus and Muslims. When the country was divided with the creation of Pakistan, this placed a great strain on the diverse people of the region.

One example of how this migration affected Indian society was that extended families were sometimes separated by the newly created borders. Another affect was that many people who lived in either region became refugees. One last reason is that Hindu and Muslim migrants had to pass each other as they migrated, which often resulted in conflict/confrontations. Conflicts and disagreements over religion continued and increased even after the partition and newly defined border.

The migrations of rural British to urban centers during the Industrial Revolution also posed great hardship for families. During this migration, families from all over the British countryside relocated to growing towns due to the many new job opportunities in factories.

However, with new jobs came new problems for individuals. One example was child labor, how young children even from the age of six who worked in factories would work long, tiring hours 6-7 days a week. In addition, these child laborers sometimes would be abused, injured by machines, and face exhaustion. Another hardship for laborers in coal mines was exposure to many toxins and harmful chemicals which sometimes led to early death. Workers in factories at times could get limbs chopped off in horrendous accidents with unsafe machines.

Some people may argue that these two migrations had some positive impacts on both of these societies. However, there were also negative consequences for both migrations. For example, in the Industrial Revolution, the new production of goods did not outweigh the lives lost and thousands of life-threatening injuries. Also, in India the conflict had a lasting impact on societies of that region.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for the migration of Hindus/Muslims to India/Pakistan and the rural to urban migration in Great Britain
- Is more descriptive than analytical (*Hindus/Muslims to India/Pakistan*: with help from Gandhi's leadership, India eventually gained her independence; with new independence came tremendous hardship; extended families were sometimes separated by newly created borders; Hindus and Muslims had to pass each other as they migrated which resulted in conflict; *rural to urban migration in Great Britain*: families from the British countryside relocated to growing towns due to the many new job opportunities; with new jobs came new problems such as child labor; workers in factories at times could get limbs chopped off in accidents)
- Includes some relevant facts, examples, and details (*Hindus/Muslims to India/Pakistan*: partition of India; refugees; *rural to urban migration in Great Britain*: Industrial Revolution; exhaustion; coal mines; exposure to toxins and chemicals; death; unsafe machines)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response addresses all aspects of the task with relevant facts and details. However, isolated analysis and limited development weaken the response, especially in the treatment of the Hindu/Muslim migration to India/Pakistan.

The term migration is defined as the movement of people from one place to another in order to escape some sort of hardship or persecution. These migrations forced people to make a permanent relocation and eventually caused various problems in their societies and regions. Two of these migrations in particular were the movement of British people from rural areas to urban and the Zionist movement of the Jews to Israel. Both of these movements represent the main idea of Migration because they show how a group of people moving from one area to another affected the region they settled in.

The first of the two migrations that support this main idea is the movement of the British people from rural areas to urban cities. In every migration there is a historical circumstance behind the reason for a permanent relocation and for the British during this time period it was the Industrial Revolution. When the necessity for consumer and agricultural goods began to grow people began to invent new ways to produce them. After the inventions of many of these machines, the only thing that became in high demand were the workers who ran them. So in order to obtain jobs many of the people in rural Britain began to migrate. After the migration of the British people many problems arose within the areas they migrated to. A good example of this is the living conditions of the people began to deteriorate. Besides this people began to get diseases because of the poor working conditions and pollution of the environment. Another effect of this migration was overcrowding in the cities which led to even worse living conditions. In summary the main cause for the migration in Great Britain was the onset of the industrial revolution and a large effect of this was the deterioration of living and working conditions in that area.

The second migration in history that supports our main idea is that of the Zionist movement of the Jews to Israel. Like in England the Jewish people had a reason for leaving their land in Europe, but theirs was much more devastating. During WWII the Jewish people faced many hardships under Nazi rule. They were placed in ghettos, concentration camps, and even murdered just for being Jewish. Even after World War II Europeans still did not appreciate the Jews so they decided to leave for the promised land in Israel. After seeing how much the Jews suffered during the war many nations decided to let them leave for Israel. This migration to Israel caused a very big problem in the region; which was the Palestinians' rejection of the Jews in that area. This was mostly caused by different religious beliefs and because they shared similar holy spots like Jerusalem. This migration caused turmoil in the area on whether or not the Jews should be allowed in Israel. After this Jerusalem was not allowed to be claimed by any country and remained unaligned. In summary, the cause for the Zionist movement was the persecution of the Jewish people and this eventually led to turmoil between the nations of Israel and Palestine.

In conclusion the migration of a group of people is usually caused by a historical circumstance and most of the time leads to some kind of effect on the region they relocated to. We can see both of these ideas in the migration of the Jews of Israel and the British from rural areas to urban cities because they both have a reason for leaving the area and an effect they created as a result of doing so.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task with little depth
- Is primarily descriptive (*rural to urban migration in Great Britain*: Industrial Revolution was the reason for the migration in Britain; necessity for consumer and agricultural goods led to new inventions to produce them; people migrated to obtain jobs; problems arose such as living conditions; another effect was overcrowding in cities; *Jews to Palestine/Israel*: like in England the Jewish people had a reason for leaving their land in Europe; during World War II the Jewish people faced many hardships under Nazi rule; even after World War II Europeans did not appreciate the Jews; many nations supported the Jewish migration to Israel; Palestinians rejected Jewish migration to the area due to religious differences)
- Includes few relevant facts, examples, and details (*rural to urban migration in Great Britain*: machines; workers; diseases; pollution; *Jews to Palestine/Israel*: Zionist movement; ghettos; concentration camps; murdered; Jerusalem)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Although the response accounts for all aspects of the task, it is at times repetitive and simplistic. Additional facts and details are needed to support the ideas introduced.

Throughout history, different groups of people migrated or were forced to migrate. These migrations became permanent. These migrations had various effects on societies and regions. For example, the Jews relocation to Palestine or rural-to-urban migration in Great Britain. These migrations had many effects on the society and region.

The Jews migration to Palestine had a big effect on the society and region. The Jews migrated to Palestine because after the Holocaust the allies wanted to make it up for the Jews by giving them a place to live. The Jews wanted their holy land Jerusalem. The Muslims who lived there for hundreds of years did not want to move. This created tensions. The allies helped Jews create their nation called Israel. The Palestinians and other Arab countries were angry. The relocation of the Jews caused a military retaliation. Israel with the support of the U.S. beat back invaders. Israel even took some land from their Arab neighbors. Other military actions were the six day war, a war when Israel defeated the Arabs in a week. To this day attacks are happening in Israel and peace is yet to be reached.

The British citizens relocated from rural to urban locations all throughout England. The citizens of England migrated because of better and higher paying jobs in the factories happening in the cities. These led to high population in urban places. The urban cities weren't ready to fit so many people which led to over population. Besides this the working conditions were terrible. People would work in dark places and terrible sanitation. The people would work long hours for low pay. There were no child labor laws. Many people lived in slums. Slums were overpopulated, unsanitary communities. These are some examples of the relocation of British citizens to urban areas and their effects.

In conclusion, if major relocations like Israel to Palestine or British citizens rural to urban, didn't happen there would be less cultural diffusion.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Jews to Palestine/Israel*: the Jews migrated to Palestine after the Holocaust; Jews wanted their holy land; Arabs who lived in Palestine did not want to move which created tensions; Allies helped Jews create their nation; relocation of the Jews caused a military retaliation; Israel with support of United States stopped invaders; to this day attacks continue in Israel; *rural to urban migration in Great Britain*: British citizens relocated to cities for better and higher pay; high population in urban areas led to overpopulation; working conditions were terrible; there were no child labor laws; many people lived in slums)
- Includes few relevant facts, examples, and details (*Jews to Palestine/Israel*: Jerusalem; tensions; Six Day War; *rural to urban migration in Great Britain*: factories; dark places; terrible sanitation; low pay; long hours; unsanitary communities)
- Demonstrates a general plan of organization; includes an introduction that is slightly beyond a restatement of the theme, and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Additional facts and details are needed to support the ideas introduced. In addition, the response has only isolated analysis in the treatment of both migrations.

There have been many causes throughout history that have led to the immigration of different groups of people. These immigrations were permanent relocations and had different effects on society. Two examples of these immigrations are the movement of Jews to Palestine and the movement of Eastern Europeans to Western Europe in the 19th Century. The Jews immigrated in search of a free homeland and Europeans immigrated to get out of collapsing communist nations. The immigrations of Jews and Europeans were caused by different reasons and effected society in different ways.

When the Jewish people immigrated to Palestine they were in search of a religious homeland. The holy City, Jerusalem was in this region and it seemed like the ideal place. Many people believed the Jews deserved this religious homeland after the mass genocide of Jewish people during the Holocaust. The Jews immigrated to this new homeland. Their movement to the new religious homeland is known as Zionism. With the Jews now in Palestine it was difficult to fairly divide up the land for them and the Palestinians. There is much unusable land in Palestine, so it was essential to divide the land in a manor that would provide both the Jews and the Palestinians with usable land and water. The immigration of Jews to Palestine was in search of a homeland and effected the Palestinians through the division of the land.

Another immigration was the movement of Eastern Europeans to Western Europe as a result of collapsing communist nations. During the 19th Century, Eastern Europe was prodominatly Communist while Western Europe was prodominatly democratic. Throughout European history there have been many corrupt communist leaders.

During the 1900s, Eastern Europeans migrated to western Europe to escape from these corrupt communist governments as they began to collapse. More and more people are beginning to become aware of their natural born human rights, and when these rights are being violated they want to escape from that situation. This is why Eastern Europeans wanted to immigrate to Western Europe. This affected the Western Europeans because of the population growth. The immigration of Eastern Europeans to western Europe was a result of communism and effected the western Europeans through the population growth.

In conclusion, there have been many immigrations throughout history. These immigrations were permanent relocations and were caused by different events. These immigrations are still effecting society today. For example, the Jews in Palestine are still working out land ownership issues between them and the Palestinians today. All in all, different immigrations have had different causes and effects.

Anchor Level 2-C

The response:

- Develops some aspects of the task in some depth
- Is primarily descriptive (*Jews to Palestine/Israel*: Jewish people were in search of a homeland; holy city of Jerusalem seemed like an ideal place; many people believed the Jews deserved this homeland after the Holocaust; it was essential to divide the land to provide both Jews and Palestinians with usable land and water; *Eastern Europeans to Western Europe*: as a result of collapsing communist nations, Eastern Europeans moved to Western Europe; throughout European history there have been many corrupt communist leaders; more and more people look to escape situations when human rights are violated; Western Europe experienced population growth); contains inaccuracies (*Jews to Palestine/Israel*: their movement to the new religious homeland is known as Zionism; *Eastern Europeans to Western Europe*: during the 19th century, Eastern Europe was predominantly communist)
- Includes few relevant facts, examples, and details (*Jews to Palestine/Israel*: holy city; genocide; *Eastern Europeans to Western Europe*: 19th century; democratic; natural born human rights)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response is comprised of generalizations woven into a narrative that outlines the topic but lacks details and development. The response demonstrates a limited understanding of the task especially in the treatment of the effects of both migrations.

The migration of people has always been a significant aspect of history. The migration patterns of people in the past show us how life was changing back then. There are many motives for the migration of peoples, including social, political and economic. Two periods in history that involved migration were when the Spanish colonized South America and in Europe after World War II.

Spanish colonization in the Americas encouraged many Spanish people to migrate there. These people were not forced to move; instead they were given benefits if they did. The Spanish set up of the Encomienda system influenced many peoples decisions to move to the Americas. The system allowed Spanish people who moved to get free land and free slaves (the indigenous people). The migration of the Spanish had a large impact on the indigenous people there. Firstly, the natives were treated as slaves. They had no rights. Secondly, they were forced to disregard their culture and switch religions. Catholics left a lasting impression in these areas.

Another example of migration is after World War II through the Cold War in Europe. Many people were leaving Eastern Europe to go to Western Europe. Living conditions were very poor. In addition many nations were being influenced by the Soviet Union Communism which suppressed many people.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task
- Is descriptive (*Spanish migration to South America*: Spanish colonization encouraged migration; free land and free slaves for Spanish; natives were treated as slaves and had no rights; forced to disregard their culture and religions; *migration of Eastern Europeans to Western Europe*: after World War II and the Cold War many people were leaving; living conditions were very poor; people suppressed)
- Includes few relevant facts, examples, or details (*Spanish migration to South America*: encomienda system; indigenous people; Catholics; *migration of Eastern Europeans to Western Europe*: communism; Soviet Union)
- Demonstrates a general plan of organization; includes an introduction that is slightly beyond a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response shows a limited understanding of the task; however, it lacks details and clear connections. Although the migration of the Spanish to South America is not within Units Five through Eight of the 10th grade curriculum, discussion of this 9th grade subject meets the minimum requirements of the task.

Human migration is the movement by people from one place to another, with the intention of settling in a new location. Many people migrate temporarily, or permanently. There are different reasons for migration such as; better jobs, starting a family in another country, better economy, or just to start a new life. Some groups voluntarily migrated, but some were forced.

Throughout history, Africans have migrated to America. African Americans were both either volunteered or forced. Some were forced because of the transatlantic slave trade. This group had an effect on society because many African Americans were treated as items and it affected their lives dramatically, constantly moving from place to place without having a say in it.

The Hindus/Muslims have also migrated throughout history to India/Pakistan. About 3-5 million have migrated. The Hindus wanted to promote culture and those countries were the best locations where they would practice it.

Migration has occurred all over the world throughout history, and still occurs till this day. Many groups were forced to migrate; and it affected society and their own lives. Migration was used for self-benefit, which helped people to start a new life when they had the opportunity to as well. The permanent locations that they have settled in had changed their lives.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task
- Is descriptive (*Africans to the Americas*: some migration forced; Africans treated as items; lives affected dramatically; *Hindus/Muslims to India/Pakistan*: Hindus and Muslims migrated throughout history)
- Includes few relevant facts, examples, or details (*Africans to the Americas*: trans-Atlantic slave trade; *Hindus/Muslims to India/Pakistan*: culture); includes an inaccuracy (*Hindus/Muslims to India/Pakistan*: about 3-5 million have migrated)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response is minimally developed and makes little attempt to discuss the migration of Hindus/Muslims to India/Pakistan. Although the migration of Africans to the Americas is not within Units Five through Eight of the 10th grade curriculum, discussion of this 9th grade subject meets the minimum requirements of the task.

In history, many groups of people were either forced to migrate or voluntarily migrated. Throughout history these migrations sometimes became permanent relocations. Two examples of the movement of people are rural to urban migration in Britain and the forced movement of Africans to the Americas. Long lasting impacts of these migrations included both a growth of economy in Britain and a fight for racial equality in the Americas.

The rural to urban migration in Britain was caused by the Industrial Revolution. The Industrial Revolution was possible in part because Britain had the means of production which included land, labor, and capital. People in Britain developed inventions to make everyday jobs faster and efficient. For example, the spinning jenny weaved multiple threads per minute. These machines required large buildings, hence the development of factories. The machines worked faster than home workshop workers could, so many people were forced out of their traditional jobs. As a result, many people moved from rural to urban areas to seek new work.

This migration had many impacts. In the short term, small towns turned into large cities. Due to increased production, Britain's economy began to skyrocket. Also, many people were overworked so labor unions were formed to fight for workers rights. As a middle class grew, leisure time activities became popular. Britain was the first to industrialize which caused a chain reaction which was repeated in many other nations promoting migration from rural to urban areas. In the long term the migration made Britain an economic leader with a higher standard of living than many other nations. Even today, Britain remains a world leader.

The migration of Africans to the Americas was a forced migration unlike the voluntary migration in Britain. As different nations such as Spain, France, and Britain were colonizing the Americas, they developed plantations to grow cash crops such as sugar, cotton, and coffee. As a result, slaves were needed to work on their farms and to be used as servants. Colonial farmers in the Americas looked toward Africa to supply their demand. European traders went to Africa and forced millions of Africans onto boats to travel to America via the Middle Passage to become slaves. The people in the Americas believed they were superior to the Africans. The African slaves once in the New World couldn't fight back effectively because the people in the Americas had far more superior weapons.

One short term effect of this migration was an increase in the use of the system known as triangular trade. This trade brought about many riches to the Europeans involved. In the long term, this Atlantic slave trade had a long lasting impact in the Americas. The plantation economy in colonial America was brutal. Many Africans died within a few years of arrival in the New World. Hard manual labor, frequent beatings, and disease contributed to high death rates among slaves. Despite these conditions many Africans held on to traditional beliefs and practices, many of which blended with American and European cultures. The long term legacy of slavery helped cause the civil war in the United States. Today there still remains racism toward African-Americans in the United States rooted in the belief by some that whites were superior to blacks.

In conclusion, there were countless migrations throughout history. Two examples of these movements of people were the rural to urban

Thematic Essay—Practice Paper – A

migration in Britain and the migration of Africans to Americas. These migrations led to permanent relocations that had short and long term consequences some which still effect the world today. In Britain, the offer of jobs and money encouraged people to migrate. While in the Americas, Africans were forced to come for the betterment of Europeans and at the expense of Africans.

Humans over the course of history have migrated to different locations, either forced or voluntarily. Sometimes these migrations led to permanent relocations. The migrations of these people have had various effects on their societies and the regions they inhabited. Two groups of people who have migrated were European Jews and working class citizens of Great Britain. Both groups faced hardships in the regions they migrated to.

Historically, the Jewish people have migrated to many different locations. However, one of the most extensive migrations was that of European Jews to Palestine. During World War II many Jews were persecuted in Europe which was in a state of constant warfare and in the midst of the Holocaust. As Jews were the main targets of Nazi aggression during World War II, they were sent to concentration camps to serve as a source of labor or to be killed. In this same period, the Zionist movement spread throughout Europe. Jews sought a homeland and safety after many were displaced during the Holocaust. As a result, Jews sought refuge in Palestine, a land they believed was theirs.

Palestine was a region whose majority population was Muslim. After World War II the Jews were formally given a homeland, which included the former Palestine. The U.N. supported the creation of Israel, an official state for the Jewish people. This immediately led to increasing tensions and frequent wars between Arabs and Jews over the control of this territory. Conflict between these groups escalated. Neighboring states attacked Israel causing the nation to deploy its armies multiple times to defend its borders. Ultimately, the larger international world called for efforts to be made to achieve peace in the

region. Despite efforts from several groups and organizations, tension and conflict remain ever present. The migration of the Jews has had a major impact on the region and societies of Palestine and other surrounding Middle Eastern countries.

Another group of people who migrated, were the working class citizens of Great Britain. These rural-to-urban migrations occurred in Great Britain during the Industrial era and would have a major impact on British society. These people often left the rural countryside in order to find work in growing cities which offered many jobs that these people so desperately needed. The Agricultural Revolution and Enclosure Movement also contributed to farmers leaving their land and increasingly transitioned them into factory jobs.

Most factories jobs required long hours with low wages. In addition the conditions in these factories were terrible. Workers had little protection against dangerous machines, were exposed to poor air quality, and had no insurance to cover accidents. The mechanization of labor and large work forces helped increase British production rates and allowed the industrial revolution to grow. The demand for more resources also grew as factories expanded which contributed to the rise of new imperialism. The migration of these people had a major impact on British society.

Many different groups of people have voluntarily or have been forced to migrate. As these migrations became permanent relocations, they had a major impact on the societies around them. The migration of the Jews to Palestine has had a major impact on the Middle East, including lasting tensions between Jews and Muslims. The migration of rural citizens in Great Britain to urban areas has also played an

Thematic Essay—Practice Paper – B

important role in shaping the British economy and society. Both faced new types of challenges in the areas they migrated to.

Migration is the permanent relocation of a large group of people or religion. This migration can be forced or voluntary due to circumstance. When a large group of people migrate to one area this can have a ripple effect that can affect the region/society, along with the people living there.

During the time of the slave trade there was a huge migration of Africans to Europe. These slaves were being forced to migrate to these European nations because of a spike of demands for African slaves. This caused an almost permanent image of hatred toward African and dark skinned people. For generations Africans have been discriminated for their skin color and racial background leaving an almost permanent scar on the African people. We were also able to learn a lot about the African culture and their beliefs through this migration. New ideas were spread, along with new art styles and cooking recipes. Through migrations both cultures of people are equally affected by these permanent relocations but it might not always be for the better.

In the mid to late 1900's many Asian and Middle Eastern nations were becoming independent. During this time many countries with a large mix of Hindus and Muslims also gained independence and this caused a lot of tension. Some wanted an all Hindu country, some wanted an all Muslim country, while others wanted to mix. Eventually the two religions separated to two countries, the majority of Hindus went to India while most Muslims migrated to Pakistan. This caused a major effect on the society and lives of many people in these neighboring countries because of the deep tensions between the religions. Hatred and acts of violence were later the result of this migration. Even today there is still tension between these religions.

and their countries.

When a large group of people migrate to one area this can have a ripple effect that can cause change in the region/society, along with the people living there. Normally when a group of people are forced to migrate there is not always a positive effect but sometimes this can allow us to learn a little more about the culture of people all over the world and their style of living. Migration allows us to grow as a world and become more aware of the people around us in a positive way.

Throughout history, people were forced to migrate or they just wanted to migrate. These migrations had effects on the regions, and its societies. One immigration is Jews to Palestine or Israel. The second form of Immigration is the Africans to the Americas. The reasons for why these people had to move and what were the effects of it. Immigration is a good thing, but it has a negative sign as well.

The historical reasons leading for the permanent location. The Jews to Palestine or Israel, because of the Nazi party during WWII 1942, the Nazi party set up camps, that killed the Jews, most of them were killed, but for the ones that escaped no country in Europe wanted them around, so they sent them to the middle east, and sent them to Jerusalem and Israel. This caused many wars in the future and problems we face today. Another is Africans to America. The people of Africa were poor, famine, diseases going around. So they wanted to come over to America for the basic necessities they need to survive. Those are the historical reasons why, but the results is where it gets bad.

The effects of the Immigration of these groups on the region and society. The Jews to Palestine or Israel had a terrible result in the Middle East. There's already tons of different religious beliefs there and they added another one. The problems resulted into war and these wars continue even to today. The Africans to America resulted in Discrimination of Blacks and Whites. Blacks weren't allowed to do many things as the whites could, there weren't allowed to attend some events, all because of the skin color. People fought for freedom of the races. There free today but there are some cases of discrimination today.

Immigration can result into bad results, but can be avoided. The

Thematic Essay—Practice Paper – D

Jews moving to Palestine and Israel. Also the Africans moving to America. The reasons why and the effects it had on the region and society. In the long run immigration can be a negative thing, more than a positive.

Migration is the mass relocation of a group of people to new areas. Two examples of migrations that occurred throughout world history are the migrations of the Germanic tribes into Western Europe, and the migration of Africans to the Americas. These migrations had an impact on the new places they settled and were all caused by different factors.

During the fall of the Roman Empire in the 5th century, numerous Germanic tribes, such as the Vandals, Visigoths, and Huns, settled in Western Europe. During this time period, the Western Roman Empire was growing weaker, due to factors such as famine, disease, and overexpansion. Although crumbling, the Roman Empire still possessed a lot of wealth and valuables, which was attractive to the Germanic tribes. Also, new groups put pressure on Germanic groups which further caused them to push south and invade the Roman Empire.

After the tribes had settled into parts of the former Roman Empire, the land was divided into numerous Germanic kingdoms. This led to the development of decentralized government known as feudalism. Feudalism was a political system in which land was exchanged for loyalty, and was the main political system during the Middle Ages, after the fall of Rome. This lack of a centralized power gave rise to a new source of power, the Roman Catholic Church. The Church was involved in the everyday lives of the people on manors. The relocation of the Germanic tribes also had an effect on language throughout Europe. The languages of the new tribes would mix with Latin, the main language of the Roman Empire. This helped form new languages which had roots in Latin. These included now common

vernaculars, including French, Spanish, English, and Italian.

Another important migration that occurred was the relocation of Africans to the Americas during the Trans-Atlantic Slave trade. In South America, after the encomienda system, the spread of disease led to the death of natives. As a result the Spanish began to use African slaves as a work force. The Africans were either bought or taken by European slave traders, and then were forced to the Americas over the Middle-Passage.

In the Americas, the Africans were considered the lowest class in society, and were typically used as plantation laborers. This labor particularly on sugar plantations led to tremendous profits for European nations. Most African slaves were brought to the Caribbean though Brazil which had the largest population of Africans. African culture often blended with Spanish culture especially in the areas of music and art. However, in North America, African slaves were usually forced to change their customs, as seen in their forced conversion to Christianity and mandated ways of dress. In addition to their loss of cultural identity, Africans also faced horrible living conditions, harsh and repressive labor, and were ultimately dehumanized. Even after slavery ended, there was segregation between the blacks and whites in parts of North America until the 1960s, during the Civil Rights movement.

Migrations have occurred throughout world history and have impacted many of the areas of relocation. Germanic Tribes settled in Western Europe and split Rome up into Kingdoms, creating a decentralized government known as feudalism. In the 1400s until the mid 1800s, Africans were bought and taken to be used as slaves in

Thematic Essay—Practice Paper – E

the Americas. This led to a blend of cultures, especially in South America, between African and Spanish ways of life, but also the lasting scars of racism and discrimination.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the migration of Africans to the Americas more thoroughly than the rural to urban migration in Great Britain
- Is more descriptive than analytical (*rural to urban migration in Great Britain*: the Industrial Revolution was possible because Britain had the means of production; inventions made jobs faster and efficient; machines worked faster than workers; as a result of increased production Britain's economy began to skyrocket; Britain was the first to industrialize which caused a chain reaction which was repeated in many other nations; *Africans to the Americas*: as nations colonized the Americas they developed plantations to develop cash crops; slaves were used to work farms and used as servants; people in the Americas had far superior weapons; increase in the lucrative system known as triangular trade; plantation economy in colonial America was brutal; Africans held onto traditional beliefs and practices many of which blended with American or European culture)
- Includes some relevant facts, examples, and details (*rural to urban migration in Great Britain*: land, labor, and capital; spinning jenny; leisure time; middle class; *Africans to the Americas*: forced migration; Spain, France, and Britain; sugar, cotton, and coffee; Middle Passage; New World; hard manual labor; frequent beatings; disease; civil war)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates good organization by discussing the short and long-term impacts of both migrations separately. Although the migration of Africans to the Americas is not within Units Five through Eight of the 10th grade curriculum, discussion of this 9th grade subject meets the criteria required for the task.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the migration of Jews to Palestine/Israel more thoroughly than the rural to urban migration in Great Britain
- Is both descriptive and analytical (*Jews to Palestine/Israel*: during World War II many Jews were persecuted in Europe; Zionist movement spread throughout Europe; Jews sought a homeland and safety after many were displaced; Jews sought refuge in Palestine; Jews were formally given a homeland which included the former Palestine; the United Nations supported the creation of Israel, an official state for the Jewish people which led to increasing tensions and frequent wars over control of these territories; the larger international world called for efforts to be made to achieve peace in the region; *rural to urban migration in Great Britain*: people left the countryside to find work in growing cities; the Agricultural Revolution and Enclosure Movement also contributed to farmers leaving their land and transitioned to factory jobs; mechanization of labor and large work force helped increase British production rates; demand for more resources grew which contributed to the rise of new imperialism)
- Supports the theme with relevant facts, examples, and details (*Jews to Palestine/Israel*: World War II; Holocaust; concentration camps; Nazi aggression; United Nations; Middle Eastern countries; *rural to urban migration in Great Britain*: working class; long hours; low wages; dangerous machines; poor air quality; no insurance)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response includes appropriate use of relevant details and some analysis in the treatment of historical circumstances of both migrations. Increased use of analysis and further details regarding the effects of the rural to urban migration in Great Britain would have strengthened the response.

Practice Paper C—Score Level 2

The response:

- Develops some aspects of the task in some depth
- Is primarily descriptive (*Africans to Europe*: there was a spike in the demand for slaves; for generations Africans have been discriminated against; *Hindus/Muslims to India/Pakistan*: many Asian and Middle Eastern nations were becoming independent; mix of Muslims and Hindus caused a lot of tension; majority of Hindus went to India while most Muslims went to Pakistan); contains a minor inaccuracy (*Hindus/Muslims to India/Pakistan*: many countries with a large mix of Hindus and Muslims gained independence)
- Includes few relevant facts, examples, and details (*Africans to Europe*: cooking recipes; *Hindus/Muslims to India/Pakistan*: late 1900s; hatred; acts of violence)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response is unevenly developed, contains few relevant details, and indicates a limited knowledge of the task. Although the migration of Africans to Europe is not within Units Five through Eight of the 10th grade curriculum, discussion of this 9th grade subject meets the minimum requirements of the task.

Practice Paper D—Score Level 1

The response:

- Minimally develops some aspects of the task
- Is descriptive (*Jews to Palestine/Israel*: Nazi party set up camps that killed Jews; migration caused many wars which continue today; different religious beliefs in region; *Africans to the Americas*: blacks not allowed to do things because of skin color; people fought for freedom)
- Includes few relevant facts, examples, or details (*Jews to Palestine/Israel*: World War II; 1942; Israel; Jerusalem; Middle East; *Africans to the Americas*: famine; disease); includes inaccuracies (*Jews to Palestine/Israel*: after the Holocaust countries in Europe sent Jews to the Middle East; *Africans to the Americas*: wanted to come to America for necessities)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Generalizations, inaccuracies, lack of details, and a lack of clear connections weaken the response. Although the migration of Africans to the Americas is not within Units Five through Eight of the 10th grade curriculum, discussion of this 9th grade subject meets the minimum requirements of the task.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task in little depth by discussing the migration of Germanic tribes to Western Europe and the African migration to the Americas
- Is more descriptive than analytical (*Germanic tribes to Western Europe*: during the fall of the Roman Empire numerous tribes settled in Western Europe: land divided into numerous Germanic kingdoms which led to a decentralized government; lack of a centralized power gave rise to power of the Roman Catholic Church; language of the new tribes would mix with Latin and helped form new languages; *Africans to the Americas*: as a result of the deaths of natives, Spanish began to use African slaves as a work force; Africans considered the lowest class in society and typically used as plantation laborers; African culture often blended with Spanish culture; in North America, African slaves forced to change their customs as seen in their forced conversion to Christianity; even after slavery ended, segregation between blacks and whites in parts of North America)
- Includes some relevant facts, examples, and details (*Germanic tribes to Western Europe*: 5th century; Vandals, Visigoths, and Huns; famine, disease, and overexpansion; feudalism; vernacular; French, Spanish, English, and Italian; manors; *Africans to the Americas*: trans-Atlantic slave trade; encomienda system; Middle Passage; sugar plantations; Brazil; music and art; mandated ways of dress; horrible living conditions; 1960s civil rights movement)
- Demonstrates a satisfactory plan of organization; includes an introduction which is slightly beyond a restatement of the theme and a conclusion that is beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Despite limited analysis, the response highlights some long-term impacts of both migrations and incorporates numerous details. Although the migration of Germanic peoples to the Roman Empire and Africans to the Americas are not within Units Five through Eight of the 10th grade curriculum, discussion of these 9th grade subjects meets the criteria required for the task.

**Transition Exam in Global History and Geography—Grade 10
Specifications
January 2019**

**Part I
Multiple-Choice Questions by Standard**

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Movement of People and Goods	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Change; Conflict; Economic Systems; Political Systems; Power; Human Rights	Standards 2, 4, and 5: World History; 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 2019 Transition Exam in Global History and Geography—Grade 10* will be posted on the Department’s web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Transition Exam in Global History and Geography must NOT be used to determine students’ final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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