

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

TRANSITION EXAM in GLOBAL HISTORY AND GEOGRAPHY — GRADE 10

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

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

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

Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

Mechanics of Rating

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

Copyright 2019

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

Rating the Scaffold (open-ended) Questions

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

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

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

Transition Exam in Global History and Geography
Part A Specific Rubric
Document-Based Question
January 2019

Document 1



Source: Greg Hetherton, *Revolutionary France: Liberty, tyranny, and terror*, Cambridge University Press

1 Based on this document, what were *two* problems faced by the people of France on the eve of the French Revolution?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* problem faced by the people of France on the eve of the French Revolution based on this document

Examples: unfair taxation/huge taxes/taxes paid to priests/church/priests *and/or* the rich do not pay taxes; high prices for food/expensive bread; food shortages; dreadful harvests of 1787/1788; poor harvests/crop failures; Louis was not a strong leader/Louis was a weak king; the King is not spending enough time leading the country; all power is in the hands of the King and nobles; ordinary people have no power/no say in how the government is run; the King's advisers have run France badly/advisers ruined France; excessive spending by the Queen; money is being wasted; tyranny

Note: To receive maximum credit, two *different* problems faced by the people of France on the eve of the French Revolution must be stated. For example, *unfair taxation* and *the rich do not pay taxes* is the same problem expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: a foreign woman; a democracy; the Americans/British are better off; the King spends too much time leading the country; the Church pays all the taxes
- Vague response
Examples: he is weak; it is a problem; bread; advisers; hopeless; disgraceful; not fair
- No response

Document 2

	Ruling Body	Chief Characteristics of the Period
1789 ↓ 1791	National Assembly	Abolition of the abuses of the Old Régime
1791 ↓ 1792	Legislative Assembly	Drift toward greater radicalism—beginning of foreign wars
1792 ↓ 1795	Convention	Success in foreign wars—Radicalism Reign of terror
1795 ↓ 1799	Directory	Period of reaction Rise of Napoleon

Source: Philip Dorf, *Visualized Modern History*,
Oxford Book Company (adapted)

2 Based on this chart, what was *one* change made to the government of France during the French Revolution between 1789 and 1799?

Score of 1:

- States a change made to the government of France during the French Revolution between 1789 and 1799 based on this chart

Examples: National Assembly replaced the Old Regime; the Legislative Assembly replaced the National Assembly; the Legislative Assembly was replaced by the Convention; the Directory replaced the Convention; Napoleon rose in power; the practices/abuses of the Old Regime were abolished; the Legislative Assembly started to become radical; the Legislative Assembly was replaced by a Reign of Terror; it drifted toward greater radicalism; four different governments ruled France in a ten-year period/the ruling body changed several times

Score of 0:

- Incorrect response
Examples: beginning of foreign wars; success in foreign wars; Old Regime ended radicalism; the Convention replaced the Directory; Reign of Terror replaced Napoleon
- Vague response
Examples: reaction; Reign of Terror; National Assembly; Legislative Assembly; Directory; it changed between 1789 and 1799; radical; abolition; ruling body
- No response

Document 3

Consulate Reforms (1799–1804) under Napoleon

. . . Another deep demand of the French people, deeper than the demand for the vote, was for more reason, order, and economy in public finance and taxation. The Consulate gave these also. There were no tax exemptions because of birth, status, or special arrangement. Everyone was supposed to pay, so that no disgrace attached to payment, and there was less evasion. In principle these changes had been introduced in 1789; after 1799 they began to work. For the first time in 10 years the government really collected the taxes that it levied and so could rationally plan its financial affairs. Order was introduced also into expenditure, and accounting methods were improved. There was no longer a haphazard assortment of different “funds” on which various officials drew independently and confidentially as they needed money, but a concentration of financial management in the treasury and even in a kind of budget. The revolutionary uncertainties over the value of money were also ended. Because the Directory had shouldered the odium [shame] of repudiating [abandoning] the paper money and government debt, the Consulate was able to establish a sound currency and public credit. To assist in government financing, one of the banks of the Old Regime was revived and established as the Bank of France. . . .

Source: R. R. Palmer et al., *A History of the Modern World*, McGraw Hill, 2002 (adapted)

3 According to R. R. Palmer et al., what was *one* change made under Napoleon in order to fix the economy of France?

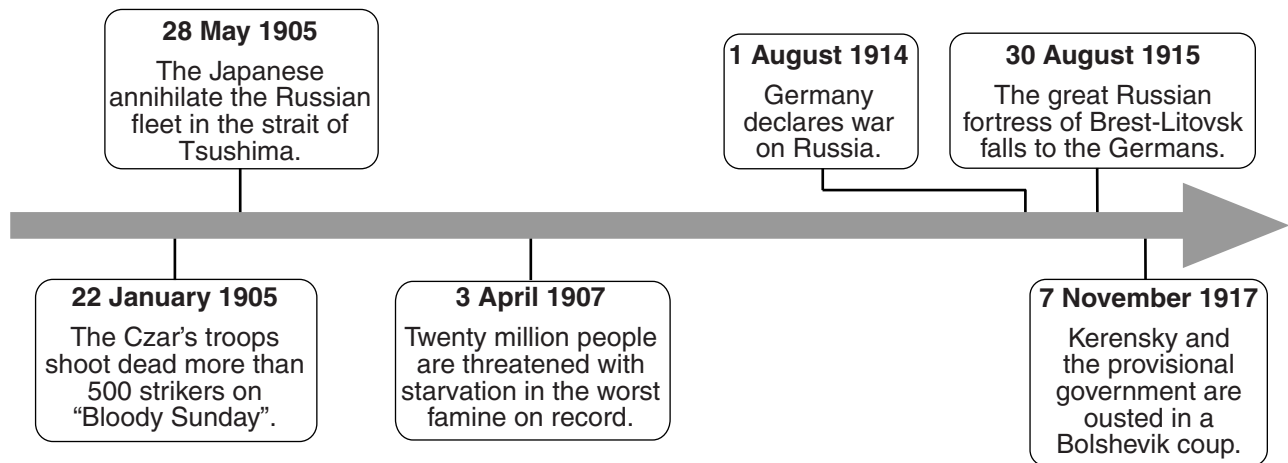
Score of 1:

- States a change made under Napoleon to fix the economy of France according to this document
Examples: tax exemptions were ended; everyone was required to pay taxes; the government collected taxes levied; a financial plan/budget was established; a shift to financial management concentrated in the treasury; improved accounting methods; order introduced into expenditure; no longer a haphazard assortment of different funds officials could draw on; a sound currency established; establishment of public credit; uncertainties over the value of money ended; establishment of the Bank of France; finances were actually being managed; government could plan financial affairs based on taxes collected

Score of 0:

- Incorrect response
Examples: tax exemptions because of birth, status, or special arrangement; the Directory shouldered the odium of repudiating paper money; Old Regime was revived; treasury abandoned; paper money was abandoned; demand for the vote
- Vague response
Examples: special arrangements; government collected; haphazard assortments; revolutionary uncertainties; order; improvements; elimination
- No response

Document 4



Source: Konecky & Konecky, trans., *Chronicle of World History*, Grange Books (adapted)

4 Based on the information on this time line, what were *two* complaints the people of Russia had with the Russian government?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* complaint the people of Russia had with the Russian government based on the information on this time line
Examples: more than 500 strikers shot by the Czar's troops/Bloody Sunday; there was a famine/severe food shortage/twenty million people threatened with starvation; annihilation of the Russian fleet by the Japanese/defeat of the Russian navy by the Japanese; involvement in foreign wars; defeat at Brest-Litovsk/loss of Russian fortress at Brest-Litovsk; war with Germany; unstable government

Note: To receive maximum credit, two *different* complaints the people of Russia had with the Russian government must be stated. For example, *there was a famine and twenty million people were threatened with starvation* are the same complaint expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: the Japanese were annihilated; Brest-Litovsk came under Russian control; Kerensky led the Bolsheviks; the Czar declared war on Russia; Russia annihilated Japan; 500 went on strike; coup
- Vague response
Examples: shot dead; Brest-Litovsk; the Russian fleet was in the strait; there were twenty million people; it was severe; provisional government
- No response

Document 5a

Russian Production Statistics 1913 and 1921

	1913 Czarist Russia Pre–World War I	1921 Communist Russia at the end of the Civil War
Grain	85 million metric tons	23.7 million metric tons
Coal	29 million metric tons	9.5 million metric tons
Pig Iron	4.2 million metric tons	1.2 million metric tons
Oil	9.2 million metric tons	3.8 million metric tons

Source: B. R. Mitchell, *European Historical Statistics 1750–1975*,
Second Revised Edition, Facts on File (adapted)

Document 5b

War Communism was an emergency programme established by Lenin during the civil war [1918–1921]. War Communism included forced seizure of grain, nationalization of all trade and industry and strict control of labour. As a result of this program and of the ravages of the war, industrial and agricultural production declined sharply, and the population suffered severe hardship. It caused a famine that led to the death of an estimated 5 million people. . . .

Source: Stephen Tonge, “Russia 1917–1924,” *A Web of English History* online

5 Based on this statistical information and this excerpt by Stephen Tonge, what was *one* way that Lenin’s policy of War Communism and the civil war affected Russia?

Score of 1:

- States a way Lenin’s policy of War Communism and the civil war affected Russia based on these documents
Examples: industrial/agricultural production declined sharply; the population suffered severe hardships/its people suffered; a famine led to the death of an estimated 5 million people/people died; food shortages; grain was seized due to shortages/the government seized the grain produced; trade *and/or* industry nationalized; its economy declined; grain production dropped from 85 million metric tons to 23.7 million metric tons; grain production decreased/declined; coal *and/or* oil production dropped/declined sharply; there were shortages; pig iron production decreased; strict control of labor

Score of 0:

- Incorrect response
Examples: it was an emergency program; 23.7 million metric tons were produced; there were ravages of war; labor increased; production increased sharply; they traded
- Vague response
Examples: a forced seizure; pre–World War I Russia had grain/coal/pig iron/oil; 5 million people; trade and industry; collapsing; control; shortages
- No response

Document 6

. . .Drought had drastically reduced crop output. Under communism, all land was owned by the state. The crops belonged to the state, which seized them. The peasants could not sell them. As a result, they had no incentive to grow more food than they could eat. A famine developed in the land. People starved to death.

In 1921, Lenin had instituted the New Economic Policy (NEP) to deal with this situation. When Stalin took over in 1924, the NEP was firmly in place. It was a retreat from communism, “a partial return to private enterprise.” The peasants no longer had to turn over their crops to the government. Instead, they paid a tax on what they produced, and were allowed to sell it at a profit. Although private property had technically been abolished, they could now own and run small farms. They could hire labor. Citizens could start new businesses. Badly managed industrial plants were returned to their former owners. The entire Communist financial system was reorganized along semicapitalist lines. Foreign capitalists were invited to invest in state-owned businesses. The response was limited. . . .

Source: Ted Gottfried, *The Stalinist Empire: The Rise and Fall of the Soviet Union*, Twenty-First Century Books, 2002 (adapted)

6 According to Ted Gottfried, what was *one* effect of Lenin’s New Economic Policy on Russian society?

Score of 1:

- States an effect of Lenin’s New Economic Policy on Russian society according to Ted Gottfried
Examples: peasants no longer had to turn over their crops to the government; peasants paid a tax on what they produced; peasants could sell crops for a profit; people could now own land and run small farms; labor could be hired; citizens could start new businesses; foreign capitalists were invited to invest in state-owned businesses; allowed the people a partial return to private enterprise; the communist financial system was reorganized along semi-capitalist lines; the economy became semi-capitalist; badly managed industrial plants were returned to former owners; it was a retreat from communism

Score of 0:

- Incorrect response
Examples: peasants had no incentive to grow more food; people starved to death; peasants did not have to pay taxes on what they produced; peasants could not sell their crops; farmers could not hire laborers; there was a drought
- Vague response
Examples: state-owned businesses; buying and selling; limited; foreign capitalists; the communist financial system; a retreat; the situation changed
- No response

Document 7

. . . The peasant was China's "forgotten man." Probably the most serious problem that faced the Kuomintang [Nationalists] was the extreme poverty that China's people had suffered for centuries. In the 1900's they continued to be desperately poor. In a year the average Chinese peasant perhaps earned as much as an American worker made in a week. If drought or floods destroyed his crops, the Chinese peasant went hungry or even starved. The payment of even the smallest taxes was a heavy burden for millions of Chinese farmers. Yet most of the government's income came from taxes on the land. Thus, painful sacrifices were demanded from people who already had suffered too much. From the record of Chinese history, it could have been predicted that the Nanking government was headed for trouble unless it could provide relief for the peasants. . . .

The Nationalists' failure to solve the farm problem had unfortunate results. China urgently needed foodstuffs to feed its growing population. The inability of the peasants to increase crop production meant hunger throughout the land. Lack of farm surpluses to use in trade limited China's ability to purchase machinery abroad. Furthermore, the suffering of the peasants furnished the Communists with a powerful weapon to use against the Nanking government [under Chiang Kai-shek]. The Kuomintang was blamed for all of China's troubles. . . .

Source: Hyman Kublin, *China*, Houghton Mifflin Company, 1968

7 According to Hyman Kublin, what were *two* problems facing China under the Nationalists?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* problem facing China under the Nationalists according to Hyman Kublin

Examples: peasants suffered extreme poverty/peasants were desperately poor/people had little money; paying even the smallest taxes was a heavy burden on farmers; government income came from taxes on the land; China urgently needed foodstuffs to feed its growing population; the inability of peasants to increase crop production meant hunger throughout the land; lack of farm surpluses; limited ability to purchase machinery abroad; starvation/if crops were destroyed due to drought or floods, there was starvation; peasants needed relief/government headed for trouble if they did not give peasants relief; peasants' suffering/issues were ignored/problems were not being solved

Note: To receive maximum credit, two *different* problems facing China under the Nationalists must be stated. For example, *peasants suffered extreme poverty* and *people were desperately poor* is the same problem expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: peasants had farmed for centuries; American workers made as much as Chinese workers; relief was provided for peasants; there were crop surpluses
- Vague response
Examples: sacrifices; headed for trouble; they were blamed; weapons were powerful; forgotten; urgent needs; heavy demands; unfortunate results
- No response

Document 8

. . . The first years of the Communist regime [under Mao Zedong] were devoted to emergency work and drastic social change. In the countryside land previously owned by wealthy landlords was claimed by the government and divided among the peasants. Dams were reconstructed and canals dredged. Railroads were repaired and new ones built.

There was a nation-wide drive to wipe out all the opposition to the new regime. Counter-revolutionaries (people who were opposed to the regime) were rounded up, tried at mass public trials, and executed. These trials were public spectacles where thousands of people confessed their “political sins,” and hysterical mobs decided their death. . . .

Source: Earl Swisher, *China*, Ginn and Company, 1964

8 According to Earl Swisher, what was *one* way the Chinese Communist regime attempted to bring about change?

Score of 1:

- States a way the Chinese Communist regime attempted to bring about change according to Earl Swisher

Examples: land previously owned by wealthy landlords was claimed by the government and divided among the peasants/redistribution of land/land reform; improvements were made to the infrastructure/dams were reconstructed/canals were dredged/railroads were repaired *and/or* new ones built; a nationwide drive to wipe out all the opposition to the new regime was launched/counter-revolutionaries were rounded up; counter-revolutionaries were tried at mass public trials; counter-revolutionaries were executed; executions/trials of counter-revolutionaries were public spectacles used to induce fear/get rid of those who opposed the government; mobs decided punishment at trials; executions; forced thousands of people to confess their political sins

Score of 0:

- Incorrect response
Examples: peasants were divided; it opposed the new regime; counter-revolutionaries increased; building of railroads ended; wealthy landlords ran the government; Mao Zedong
- Vague response
Examples: it was drastic; it was during the first years; land was in the countryside; there were mobs; spectacles; new regime; done in public
- No response

Document 9

...But the Chinese Communists also placed stress on persuasion—through thought control, propaganda, and group pressures—to force individuals to conform. The object was to develop a new sort of person in China, obedient to the state and dedicated to serving the new Chinese society. . . .

Drastic measures were ordered. Factories and mines were given high production schedules. This meant that workers had to work harder and put in longer hours. Farming communes were formed in the countryside. Families were often broken up (husbands and wives living in separate dormitories and children living in nurseries). Farmers ate in commune dining halls and marched to work in military formations. Their work day was from dawn to dusk, with breaks only for military drills and propaganda lectures. . . .

Source: Daniel Chu, *Scholastic World Cultures: China*, Scholastic Book Services, 1980 (adapted)

9 According to Daniel Chu, what was *one* method used by the Chinese government to force the Chinese people to conform?

Score of 1:

- States a method used by the Chinese government to force the Chinese people to conform according to Daniel Chu

Examples: thought control; propaganda; propaganda lectures; lectures; group pressure; establishing high production schedules/establishing schedules that resulted in harder work/longer hours; working people from dawn to dusk; only allowing breaks for workers for military drills and propaganda lectures; establishing farming communes; breaking up families/establishing separate dormitories for husbands and wives/nurseries for children; establishing communal dining halls; forcing people to march to work in military formation; persuasion

Score of 0:

- Incorrect response
Examples: developing new people; it was a new society; factories/mines closed; husbands and wives lived together; farming communes broken up; dedicated to serving
- Vague response
Examples: things were broken up; there were breaks; there was high production; dining halls; obedience; measures
- No response

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

Historical Context:

Throughout history, people have revolted in response to a number of problems in their countries. Political revolutions such as the *French Revolution*, the *Bolshevik Revolution*, and the *Chinese Communist Revolution* addressed these problems with varying degrees of success.

Task: Select *two* revolutions mentioned in the historical context and for *each*

- Discuss problems that led the people to revolt
- Discuss how the revolutionary and/or post-revolutionary government attempted to address the problems

Scoring Notes:

1. This document-based question has a minimum of *six* components (for *each* of *two* revolutions, discussing *at least two* problems that led people to revolt **and** how each revolutionary and/or post-revolutionary government attempted to address the problems).
2. The problems that led people to revolt may be immediate or long term.
3. The response may discuss attempts to address the problems from different perspectives as long as the positions taken are supported by accurate historical facts and examples.
4. Only two revolutions may be chosen from the historical context. If three revolutions are discussed, only the first two may be rated.
5. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 5a and 5b may be considered as separate documents *if* the response uses specific information from *each* document.

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

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

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing *at least two* problems that led people to revolt for **each** of **two** revolutions and how a revolutionary and/or post-revolutionary government attempted to address the problems
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *French Revolution*: connects abuses of power under the Old Regime and economic disparities within the society to efforts by succeeding governments to expand political equality and develop a national financial plan to reform the political and economic systems of France; *Bolshevik Revolution*: connects the unwillingness of czars to address the concerns of the peasant and working classes and Russian defeats in international conflicts to Lenin's coup and his efforts to reform and improve the economy through War Communism and the introduction of the New Economic Policy (NEP)
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to political revolutions (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *French Revolution*: National Assembly; Louis XVI; Marie Antoinette; the Estate System; *Declaration of the Rights of Man and of the Citizen*; government bankruptcy; Reign of Terror; Maximilian Robespierre; Consulate; Napoleon Bonaparte; Napoleonic Code; *Bolshevik Revolution*: Bloody Sunday; Nicholas II; Duma; Russo-Japanese War; World War I; Bolshevik coup; Peace, Land, Bread; nationalization of trade and industry; partial return to private enterprise
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one revolution more thoroughly than the other *or* by developing one aspect of the task less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *French Revolution*: discusses King Louis XVI's inequitable policies, the privileges of the upper classes, and government bankruptcy as causes of the revolution and the efforts of Napoleon to reorganize the government and establish fairer economic policies; *Bolshevik Revolution*: discusses Russian defeats and famine under the czarist government as the basis for Lenin's rise to power and his attempted economic reforms and his retreat from some communist policies
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

French Revolution

Key Ideas from Documents 1–3

Problems That Led to Revolt	How Government Addressed Problems
<p>Doc 1—High taxes for many people No taxes paid by rich and priests Food shortages Bread expensive due to poor harvests Weak King (Louis XVI) High taxes paid to the Church Foreign Queen who spent a lot of money Poor advisers for the King King and nobles with all the power Ordinary people having no power in government</p> <p>Doc 3—Demands for vote Demands for more reason, order, and economy in public finance and taxation</p>	<p>Doc 2—Abolition of abuses of the Old Regime by National Assembly (1789–91) Greater radicalism by Legislative Assembly (1791–92) Reign of Terror, radicalism by Convention (1792–95) Period of reaction and rise of Napoleon under Directory (1795–99)</p> <p>Doc 3—Consulate reforms under Napoleon (1799–1804) End of tax exemptions due to birth, status, or special arrangement Improvement of accounting methods Development of a rational financial plan based on taxes levied Creation of a national treasury and national budget Establishment of a sound currency and public credit Establishment of the Bank of France</p>

Relevant Outside Information

(This list is not all-inclusive.)

Problems That Led to Revolt	How Government Addressed Problems
<p>More awareness of ideas of Enlightenment philosophers: Locke—consent of the governed Voltaire—freedom of speech and religion Montesquieu—separation of powers Rousseau—social contract</p> <p>Economic debt (expenditures on Versailles; legacy of wars under Louis XIV and Louis XV; Seven Years' War; maintenance of Empire) Financial aid given for American Revolution Estate System Bankruptcy of government Recall of Estates General after 175 years Lack of reform by Louis XVI</p>	<p>Taking of Tennis Court Oath by Third Estate Creation of National Assembly (<i>Declaration of the Rights of Man and of the Citizen</i>; civil constitution of the clergy) Writing of first French constitution by Legislative Assembly Execution of Louis XVI and Marie Antoinette by Convention Details about rule of Robespierre (Reign of Terror; Law of Suspects) Details about Napoleon's coup in 1799 over the Directory (careers open to talent; development of Code Napoleon) Establishment of democratic government (1848 Revolutions)</p>

Bolshevik Revolution

Key Ideas from Documents 4–6

Problems That Led to Revolt	How Government Addressed Problems
<p>Doc 4—Death of 500 strikers by Czar’s troops on Bloody Sunday (1905) Defeat of Russian fleet by Japan in strait of Tsushima (1905) Starvation of twenty million in record famine (1907) German declaration of war on Russia (1914) Unstable government Brest-Litovsk falls to Germany (1915) Coup d’état of Kerensky’s government (1917)</p>	<p>Doc 5—Establishment of Lenin’s War Communism during civil war (1918–1921) (forced seizure of grain; nationalization of trade and industry; strict control of labor) Doc 6—Seizure of crops by state All land owned by state Creation of New Economic Policy (NEP) by Lenin Retreat from communism and partial return to private ownership Taxing of crops sold by peasants for profit Ownership of small farms by peasants allowed Hiring of farm laborers permitted Start of new businesses by citizens allowed Badly managed industrial plants returned to former owners Reorganization of communist financial system along semi-capitalist lines Invitation to foreign capitalists to invest in state-owned businesses</p>

Relevant Outside Information

(This list is not all-inclusive.)

Problems That Led to Revolt	How Government Addressed Problems
<p>Loss of Russo-Japanese War (loss of lives; Russia’s status weakened) October Manifesto (1905) by Nicholas II (Duma created but given little power) Inability of Nicholas II to follow through with 1905 reforms (Duma) Low factory wages World War I (lack of training and equipment; death or wounding of two million Russian troops) Influence of Czarina Alexandra and Rasputin on Czar’s policies Return of Lenin to Russia from exile with assistance from Germans Refusal of provisional government under Kerensky to end participation in the war</p>	<p>Formation of Soviet of Workers’ and Soldiers’ Deputies in Petrograd after food riots in 1917 Forced abdication of Czar with support of troops from the front Promise of Peace, Land, Bread; overthrow of provisional government Treaty of Brest-Litovsk signed (withdrawing troops from World War I) Murder of Czar and royal family Fighting of Red Army, led by Trotsky, against anticommunists (White movement) Increased food production under New Economic Policy Formation and implementation of Stalin’s five-year plans (collectivization; building of heavy industry)</p>

Chinese Communist Revolution

Key Ideas from Documents 7–9

Problems That Led to Revolt	How Government Addressed Problems
<p>Doc 7—Peasant issues ignored Poverty Low annual peasant earnings Destruction of crops (flood, drought) Hunger and starvation Most government income from land taxes Taxes a heavy burden for farmers Urgent need for foodstuffs for growing population Nationalists’ failure to solve farm problem Peasant inability to increase crop production Lack of surplus food for trade Inability to purchase machinery from abroad Communists’ use of peasant suffering as a weapon against Chiang Kai-shek’s Nanking government Kuomintang blamed for all of China’s troubles</p>	<p>Doc 8—Emergency work and social change during first years of communism under Mao Zedong Redistribution of land previously owned by wealthy landlords to peasants Reconstruction of dams and dredging of canals Repair and building of railroads Nationwide drive to wipe out opposition Trial and execution of counter-revolutionaries Use of public trials and mobs to determine death of those considered opponents</p> <p>Doc 9—High production schedules set (factories, mines, communes) Forcing individual conformity through thought control, propaganda, and group pressure More work and longer hours required by state Farming communes formed in the countryside Breakup of families to increase production (husbands and wives in separate dorms, children in nurseries) Use of communal dining hall and use of military-style marching to work to increase production Long work days ordered; breaks only for military drills and propaganda lectures</p>

Relevant Outside Information

(This list is not all-inclusive.)

Problems That Led to Revolt	How Government Addressed Problems
<p>Qing dynasty weakened (Opium Wars; spheres of influence; Taiping Rebellion; Sino-Japanese War; Boxer Rebellion) Active targeting of Communists by Nationalists (Shanghai Massacre) Nationalists’ repression of opposition including non-Communists Corruption within Nationalist government Desire to reduce influence of Western imperialists Failure by Nationalists and Communists to endorse a coalition government Hardships faced by people during World War II (invasion and inhumane treatment by Japan, famine)</p>	<p>Red Army’s use of captured Japanese weapons and Soviet aid to rout Nationalists in 1945 Economic development to transform China from agricultural to industrial power Use of Mao Zedong’s <i>Little Red Book</i> Great Leap Forward (1958) Keeping most of population rural and working the land Making public health and public sanitation national priorities Making efforts to overcome illiteracy Promoting equality for women Allowing peasants to sell or barter surpluses as incentives to production (Deng Xiaoping; Four Modernizations) Rehabilitation of some political opponents</p>

Throughout history, many governments have been overthrown by the common people in need of change. The French Revolution and the Bolshevik Revolution were two revolutions that changed the face of European governmental policies. These revolutions called for the betterment of peasant's livelihoods. Both revolutions were caused by the people's unhappiness in the society they were living in, one in the old Regime of France, and the other in war-time Russia.

Mid 18th century France, if looked upon by a foreign diplomacy would be described as a place of great wealth, and beauty. Paris was the fashion capitol of the world, it provided the rich and noble with illustrious clothes that were meant to dazzle and impress. But, of course, the most enthralling part of the country was the Palace of Versailles. Built by Louis XIV (for an estimated \$2 billion), Versailles epitomized upper-class French Society. The government, looking to continue the beauty of the noble lifestyle, increased spending to an almost insurmountable amount. By the time Louis XVI rose to the throne, the French government was almost bankrupt. Adding war spending (from the Seven Years War and from the American Revolution) to the spending on extremely expensive parties and balls thrown by the monarchy caused debts that crippled the government. Hoping to avoid this horrible situation of bankruptcy, Louis XVI called the Estates General for the first time in 150 years in order to seek approval for a new tax that would bring the government out of economic turmoil. At the thought of another new tax being added on to the already expansive tax base of the peasantry (Doc 1), the Third Estate (Peasantry and other Representatives) wanted reforms such as a "one man one vote" system which would change the

power structure of the Estates General so that the Third Estate would no longer be outvoted by the First Estate (the clergy) and the Second Estate (the nobility). The King heard about these demands and tried to stop the Third Estate from meeting which caused them to break away from the government and form the National Assembly, a body of (Doc 2) government that attempted to reform the ways of old French Rule. On August 27, 1789, the French people wrote the Declaration of The Rights of Man and Citizen, that was meant to destroy the feudal system in France. (This was relatively ineffective, however). The French people then began to rise up. They were fighting to not only get rid of the feudal system and being overtaxed but they were fighting for equality, freedom, and a new way of life. There were bread riots and the Women's March which brought more women and men into the revolution. Eventually when the moderate Legislative Assembly did not succeed in answering many of the problems the people had they were replaced by the Convention in 1792. As the French Revolution continued, radical leaders, like Robespierre and Parties such as the Jacobins, came to power. In order to preserve the revolution, Robespierre committee of public safety declared war on people they believed supported the Old Regime and wanted to restore the Bourbon dynasty to power. Radicalism and fear emerged as the face of France. Maximillian Robespierre instituted a reign of terror, where thousands were guillotined if they were even considered to be against the revolution. After suffering through this horrible time period, the French people ended the reign of terror by executing Robespierre and other Jacobin leaders. Now, without any strong leadership, a power vacuum was left in France. Taking advantage of this situation,

Napoleon Bonaparte executed a coup d'état and came to power without bloodshed. One may think that with more dictatorial rule in France that all elements of the French Revolution would end. However, Bonaparte continued reforms and improved the lives of many French people. In his Napoleonic Code of 1804, Napoleon ensured the basic rights for the French and more equality. He also set policies that would help the French economic crisis through a standard tax code that was followed and was not corrupt. He also (Doc 2) established the Bank of France to create a stable currency and allowed for economic growth by supporting the growth of businesses. Even though he was considered a dictator, Napoleon was able to address the problems of the revolution by balancing the French budget, ending social class privilege, enforcing tax law, and allowing economic growth.

Another revolution which shaped the face of Europe was the Bolshevik Revolution of 1917. The Bolsheviks (Russian word for majority but who were actually a minority) looked to improve upon the horrendous conditions of the Russian peasants by implementing a communist system. For years the peasants had few rights. They wanted and had won a step toward democracy through reforms such as the establishment of a Duma after the 1905 Revolution. However these reforms were largely ignored by Nicholas II. By World War I the people had had enough of the corruption, the poverty, and the lack of caring that the czar was showing. In March 1917 a provisional government was formed under the Duma. They ended the absolute power of the Czar but didn't pull Russia out of World War I. The conditions for peasants remained difficult and people felt that there needed to be even more change. The Bolsheviks held ideas similar to the

ideals held by Karl Marx, when he wrote the *Communist Manifesto* in 1848. The Bolsheviks called for a seizure of private land. Seizured of land was to be redistributed to the peasants in an attempt to eliminate the starvation that had occurred under the reign of Nicholas II (Doc 4). The Bolsheviks saw their opportunity to seize power because of the lack of real change under the provisional government. After some losses, the Bolsheviks were able to overthrow the provisional government (Duma) and immediately withdrew from WWI with the treaty of Brest-Litovsk. Lenin ceded a section of Eastern Europe to Germany so that he could energy to fulfill his promise of "Peace, Land, and Bread" Unfortunately, the Bolsheviks still had to deal with a civil war against those who opposed Bolsheviks rule. Lenin adopted a policy called War Communism. Under War Communism, the Bolsheviks seized grain and nationalized industries (Doc 5), however, this only led to famine and other hardships Once the civil war ended, Lenin introduced a new policy called the New Economic Policy (NEP) of 1921. According to this new plan peasants no longer had to turn over all of their crops to the government and there was some return to private enterprise. Under the NEP Russian society improved (Doc 6). Farmers were able to farm for profits and this drastically improved production and livelihood. This reform by Lenin really helped to improve peasant life in Russia. After Lenin died, Stalin took over and quickly ended the NEP. Stalin started his own plan of collectivization of farmland and his Five Year Plans for industrialization. These plans organized labor and led to advances in heavy industry, but resulted in forced famines, genocide, and abuse. Although many peasants were killed, he was able to make the USSR

a more modern country which could compete against countries like the United States.

The French and Bolshevik Revolutions were an attempt to raise living standards of the people. Both used economic reform as a means to usher in governments that forever changed the face of Europe. These revolutions brought about a change that was both good and bad. In both cases dictators took over and while they were able to accomplish some benefits, these positives cost the people who lived in both France and the U.S.S.R a lot.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the French Revolution and the Bolshevik Revolution
- Is more analytical than descriptive (*French Revolution*: government looking to continue noble lifestyle increased spending to almost insurmountable amount; Napoleon continued some of the Revolution's reforms and improved lives of many French people; Napoleon set policies to help establish standard tax code; Napoleon created stable currency and allowed for economic growth by supporting growth of business; *Bolshevik Revolution*: Bolsheviks called for seizure of private land to redistribute to peasants in an attempt to eliminate starvation; Lenin tried to redistribute land and increase production of grain; under War Communism, Bolshevik collection of grain production led to famine; some return to private enterprise under NEP)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*French Revolution*: by time Louis XVI took throne French government was almost bankrupt; Louis XVI called Estates General to seek approval for a new tax; peasants wanted reforms such as "one man one vote" system which would change power structure of Estates General; bread riots and Women's March brought more women and men into revolution; Napoleonic Code ensured basic rights for French and more equality; *Bolshevik Revolution*: peasants wanted and won increased democracy through reforms such as establishment of Duma after 1905 Revolution; Bolsheviks able to overthrow provisional government and immediately withdraw from World War I with treaty of Brest-Litovsk; Stalin started own plan of collectivization of farmland and his five-year plans for industrialization; Stalin's plans organized labor but resulted in famines, genocide, and abuse)
- Richly supports the theme with many relevant facts, examples, and details (*French Revolution*: Napoleon established Bank of France; *Declaration of the Rights of Man and of the Citizen*; under Napoleon budget was balanced, social class privilege ended, and tax laws enforced; *Bolshevik Revolution*: War Communism led to famine; Lenin introduced NEP; under NEP peasants no longer had to turn over crops to government; Stalin took over after Lenin died)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that compares the similar outcomes of the French Revolution and the Bolshevik Revolution

Conclusion: Overall, the response fits the criteria for Level 5. Document interpretation is employed as a stepping-stone to a thorough discussion of relevant outside historical information effectively addressing the task. Thoughtful conclusions reflect good critical appraisals and applicable comparisons of both revolutions.

Throughout history, revolts and revolutions have attempted to address societies' problems. The French Revolution occurred due to the unfair amount of power the monarchy and nobles had over the struggling lower classes. Attempts to fix the issues were made by people like the radicals and Napoleon. The Chinese Communist Revolution was due to the starvation and poverty of the peasants and an unstable ineffective government, which Communists such as Mao Zedong attempted to address.

There were several problems that led the people to revolt in France. (Doc 1) One reason was the unfair amount of power the King had, and how he didn't give the country a strong leader. He lived a lavish lifestyle in Versailles with his wife Marie Antoinette. He was out of touch and unaware of how the majority of the French population was suffering from poverty. This foreshadows Louis' and his wife's, execution. One way the French population was abused was while the clergy and the aristocracy hardly had to pay any taxes, the 3rd estate which included the bourgeoisie, working class, and the peasants had to pay almost all the taxes. The Estates System itself was also flawed. The 3 Estates included the 1st Estate the clergy, the 2nd Estate the nobles, and the 3rd Estate everyone else. The 1st and 2nd Estate outvoted the 3rd Estate even though the 3rd Estate was much bigger in population. In other words the majority of people had no voice and less than 5% of the people decided everything. Another problem leading to the revolt was the food shortages. The food shortage level was so disastrous that Charles Dickens in the Tale of Two Cities mentions how people would have licked the wine off the ground. There were also bread riots and protests because people were starving in the streets.

These problems were addressed in different ways in the next several decades. Some of the attempts made to address the problems in France were more successful than others. In Doc 2, we see how the National Assembly who mostly came from the Third Estate, abolished some of the abuses of the Old Regime. For example they wrote the Declaration of the Rights of Man and of the Citizen to write down and guarantee the rights of French citizens. Throughout the 1790s, the gov't became more radical and was forced to deal in foreign wars. Radicalism reached its height w/The Reign of Terror. This is when radicals, such as the Jacobins imposed violent/strict restrictions and killed many who broke the law or who they suspected had ties to the Old Regime. A famous Jacobin, named Robespierre became the leader of the Committee of Public Safety which ruled during the Reign of Terror. He was known to kill many people on the guillotine, reaching numbers over 10 thousand. Ironically this behavior also led to his death. People accused him of corruption which was an accusation commonly used against other guillotine victims. Things did change under the Directory, and eventually Napoleon Bonaparte rose to power in the late 1790s. Bonaparte, even though he was a dictator, addressed many of the problems that led to the French Revolution. The reforms made under Napoleon included no more tax exemptions b/c of birth, status, or special arrangement; everyone was supposed to pay taxes. He also established a sound currency, a National Bank, and public credit. He limited the privileges of the 1st and 2nd Estate and gave more power to the 3rd Estate in terms of rights and economic privileges. He wrote a law code that included some of the ideas that were fought for by the early revolutionaries. While the goal to establish a democracy was not

achieved, many of the economic problems and abuses of the Old Regime were abolished and France no longer had a King.

In China extreme poverty and hunger helped lead to the Chinese Communist Revolution. The peasants who made up the vast majority of the population were especially poor; if natural disasters destroyed their crops peasants went hungry or starved to death. Even worse was the fact that they had to pay almost all the taxes too. An ineffective and corrupt Nationalist government took money from the peasants, while doing very little to help the people. The lack of surpluses for trade limited China's ability to buy machinery abroad that would have helped food production. Whatever attempts by the Nationalists to solve these problems failed and the situation for the peasants became even more grim. This gave an advantage to the Communists, who promised the peasants desperately needed reforms. Because of this, peasants overwhelmingly favored the communists over the Nationalists when civil war erupted between the two groups. With the support of the peasants, the communists won the war and established the People's Republic of China.

Attempts by the Communist government in China were made to address the problems as seen in Doc 8 and 9. The Communist party leader, Mao Zedong, made drastic changes aimed at improving life for peasants. The land previously owned by the landlords was claimed by the gov't and divided among the peasants. Dams and railroads were repaired and built. These changes quickly improved some parts of life for the peasant class. Suspected counter-revolutionaries and sympathizers of the Nationalists were executed. An education system was introduced as well as some health care and equal rights for men

and women. These reforms helped the majority of the population who had been suffering for decades under the Nationalists and even before. The Communists failed to answer all the problems that led to the Chinese Communist Revolution and unfortunately used tactics of thought control, propaganda and pressure on the people of China who were forced to be obedient to the State at all costs. Drastic measures were ordered, such as harder work and longer hours for factory and mine workers. These drastic measures helped address some problems, such as low production but did so by limiting rights on collective farms. Families were sometimes broken up and had to live in separate barracks. Censorship and human rights violations were commonplace.

In conclusion, we can see from these two revolutions that often in history, when there were problems in their country, people have sometimes revolted. The gov't then has attempted to address the problem w/varying degrees of success. The French Rev. led to the Reign of Terror and rise of Napoleon whose government, although not a democracy, granted some rights and privileges that the King had not given. The Chinese Com. Rev. caused by the poverty and over taxation of peasants led to drastic changes made by the Communists; however it also led to propaganda, human rights violations and censorship. The changes brought by these revolutions answered some problems but also brought their share of new issues.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the French Revolution and the Chinese Communist Revolution
- Is more analytical than descriptive (*French Revolution*: King and nobles had unfair amount of power; vast majority of population had no effective voice; radicalism reached height with Reign of Terror; things did change under Directory; Napoleon limited privileges of First and Second Estates and gave more power to Third Estate; *Chinese Communist Revolution*: caused by extreme poverty and hunger; Nationalists attempted to solve problems but failed; land previously owned by landlords claimed by government and divided among peasants; Communists used tactics of thought control, propaganda, and pressure)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*French Revolution*: King's lifestyle in Versailles with wife Marie Antoinette foreshadowed execution; First and Second Estates outvoted Third Estate; bread riots and protests because people were starving; National Assembly wrote *Declaration of the Rights of Man and of the Citizen* to guarantee rights of French citizens; during Reign of Terror radicals such as Jacobins imposed strict restrictions and killed many who broke laws or who they suspected had ties to Old Regime; Napoleon's law code included some of ideas fought for by early revolutionaries; *Chinese Communist Revolution*: ineffective and corrupt Nationalist government took money from peasants while doing very little to help people; under Mao, education system introduced as well as some health care and equal rights for men and women)
- Richly supports the theme with many relevant facts, examples, and details (*French Revolution*: clergy and aristocracy paid very little if any taxes; food shortages; Napoleon established sound currency, a National Bank, and public credit; *Chinese Communist Revolution*: peasants made up vast majority of population; Mao Zedong as Communist Party leader imposed hard labor; suspected counter-revolutionaries and sympathizers of Nationalists executed)
- Demonstrates a logical and clear plan of organization; includes an introduction that briefly summarizes the aspects of the task for both revolutions and a conclusion that summarizes the degree to which both revolutions were successful

Conclusion: Overall, the response fits the criteria for Level 5. Extensive analysis and numerous relevant outside historical details are provided for the discussion of both revolutions. The treatment of the extent to which attempts to address problems of both revolutions were successful demonstrates a good depth of knowledge.

Throughout history, people have revolted because of a number of problems in their countries. Problems vary by country such as economic trouble or political dictatorship, but these problems widely impact those of the nation, especially the poor. Revolt occurred in France during the French Revolution of the 1700's and the Soviet Union during the Bolshevik Revolution of the 1900's.

The French Revolution began in 1789 due to a number of factors and actions taken by the government which angered its people. Factors include absolute rule, inequality, and overspending as well as Enlightenment thinking. The people of France were divided into three groups: the 1st estate (clergy; about 1% of the population), the 2nd estate (nobles, upper-class people, landowners; about 2% of the population), and the 3rd estate (the working class and everyone else; about 97% of the population.) This system was unfair for many reasons. First, when the estates met each estate voted as a group and each estate was given one vote. Because the 1st and 2nd estates had similar interests, they typically voted together thus outvoting almost 97% of the population. This created a situation in which the 3rd estate people were required to pay massive taxes to the government, while the nobles and clergy did not. Some of the 3rd estate lived in poverty, barely able to feed or clothe themselves, while most of the 1st and 2nd estates lived in luxury. Peasants wore tattered, self made clothing, ate bread (but in some cases as found in Document 1, even bread was scarce, causing the people to settle on eating grass or trash), and living in small homes often infested by rats and waste (often leading to disease). The nobles had elegant clothing, ate various foods such as meats and fruits (food such as strawberries was even wasted and

“bathed” in), and lived in fine palaces or estates. This inequality angered the peasants. Other members of the 3rd estate like the bourgeoisie were angry with the situation as well. They were newly wealthy, were forced to pay massive taxes, and were treated like peasants. They also felt abused because many of them were educated about Enlightenment ideas. They understood and agreed with people such as John Locke, Montesquieu, and Voltaire who argued for democracy, limited government, and freedom of speech. These bourgeoisie had the time, money, and anger that would help bring about the revolution.

Inequality was also caused by the absolute rule of the government. Louis XIV had ruled France in the 1600s and early 1700s and had claimed divine right. He called himself the “Sun King” as he ruled over all like the Sun. He wasted the peasant’s tax dollars by waging (and losing) wars on other nations. He also spent France’s money on the building of the palace of Versailles, a grand estate of expensive furnishing, art, food and goods of the like that would probably cost billions of dollars today. Nobles were to live at Versailles, emphasizing its largeness, as Louis wanted his nobles under close watch for fear of attack or revolt. This would help insure that the nobles would always act in the interest of the king. When Louis XVI took rule, more money was wasted on his wife’s, Marie Antoinette’s, desires. She used tax money on fine gowns, wigs, and luxuries such as jewelry. She liked to dress as a peasant in one of Versailles’ buildings and invited peasants to the palace where she had her peasant home built to act as though she was one of them. This also outraged the people and made them think that she was out of touch with the peasants’ hardships.

Louis XVI also believed in absolute monarchy and did not allow others into the decision making process so when he had to call for the Estates General to meet in order to get more tax money he expected the 3rd estate to just accept the new taxes that he wanted them to pay.

Due to the failing economic conditions and denial of basic rights, people had begun to think about what they deserved and revolted against the government. This was because John Locke had advocated for this in his Two Treatises of Government with natural rights, rights given at birth such as liberty and fraternity.

The revolution at different times tried to address some of the problems the people had before. Everyone became equal citizens during the radical state of the revolution. Peasants were given land that was taken from the former 1st and 2nd estates. Then nearing the end of the revolution, Napoleon Bonaparte took command of France. He had desired to fix the government and impact the revolution. He set a policy of imperialism, and put his family in charge of nations he conquered. This allowed France more resources to aid its people.

Napoleon had also began to set equal taxes on all the French people no matter their birth status or class (as shown in Document 3.) A national bank was formed and funds were managed properly by the government. Official currency was created. With Napoleon many of the original problems were solved. Government and the economy was stabilized and people were given more land and money.

The Bolshevik Revolution had occurred in 1917 when the Bolshevik's, or communists, under Lenin took power. Russia had a great empire but to many it was a great failure. His people lacked food, and famine often occurred including one in 1907. Many wars

were easily lost such as the Russo-Japanese war and people were kept in poverty due to the structure of the economy. The people of Russia desired land, peace, and bread. (Document 4) Often there were shortages of food at markets, and lack of it made it quite expensive if it was ever able to be found. Russia had been very scarce in resources and weak from its start. It could not possibly be modernized easily (as tried by Peter and Catherine the Great through westernization). Its geography made it difficult to win wars due to the steppes and large tundra areas. Russia had a completely different religion (orthodox Christianity as brought by the Byzantine) and a completely different language/alphabet than western European nations making it even more difficult to communicate and modernize. Russia was left poor, weak, and unable to modernize and people were accepting of the bringing about of communism under Lenin as they were promised to get their desires such as peace, land and bread.

One of the first things Lenin did was to pull Russia out of World War I, thus giving the people some peace. Then he tried to give the people land and bread (food). According to Document 6, Lenin had brought about a New Economic Policy in 1921 in order to fix the lack of food and stop the seizing of the people's food by the government. Grain had been seized from the farmers, during Lenin's original policy war Communism, and it killed millions of people, and work had become difficult. The people made only what they needed to survive (self-sufficiency), however this was not enough. Lenin then developed a policy so the peasants could have small private farms so long as they paid a tax to the government. They could hire labor and start new businesses. The Communist financial system was

Anchor Paper – Document-Based Essay—Level 4 – A

reorganized and helped to aid the people of the Soviet Union. Industrial development increased, people were given jobs, and the economy stabilized.

As clearly demonstrated by the French and Bolshevik Revolutions, people have revolted due to a number of problems in the nation. Problems by the government led to the revolt and basic success of the people. Government is changed greatly by revolution, aiding its people properly. Under France's new government, it was better able to care for its people, and under the USSR's new government, it was able to modernize. The people have impacted their governments greatly.

Anchor Level 4-A

The response:

- Develops all aspects of the task for the French Revolution and the Bolshevik Revolution
- Is both descriptive and analytical (*French Revolution*: contributing factors included absolute rule, inequality, and overspending; some of the Third Estate lived in poverty while most of First and Second Estates lived in luxury; Napoleon set equal taxes for all no matter birth status or class; *Bolshevik Revolution*: Russia left poor, weak, and unable to modernize; grain seized from farmers during Lenin's original policy of War Communism and millions of people killed; under Lenin's NEP peasants could have small private farms as long as they paid a tax to government)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*French Revolution*: First and Second Estates with similar interests typically voted together outvoting almost 97 percent of population; many bourgeoisie educated about Enlightenment ideas; bourgeoisie understood and agreed with people such as Locke, Montesquieu, and Voltaire who argued for democracy, limited government, and freedom of speech; Louis XIV wasted peasant tax dollars by waging and losing war with other nations, spending money on building Versailles; *Bolshevik Revolution*: occurred in 1917 when Bolsheviks under Lenin took power; Russia scarce in resources and weak from start; modernization difficult though Peter the Great and Catherine the Great tried through westernization; geography of steppes and large tundra areas made it difficult to win wars; Russia had a completely different religion, language, and alphabet than Western European nations making it even more difficult to communicate and modernize)
- Supports the theme with relevant facts, examples, and details (*French Revolution*: began in 1789; bread scarce; near the end Napoleon took command of France; National Bank formed; official currency created; *Bolshevik Revolution*: famine in 1907; many wars lost such as Russo-Japanese War; people of Russia desired Peace, Land, Bread)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states the French Revolution helped the government to better care for its people and the Bolshevik Revolution helped Russia modernize

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the French Revolution is characterized by well-placed analytic statements which are supported by relevant outside historical details and examples. The discussion of the Bolshevik Revolution would have been strengthened by additional explanations, especially in the treatment of Lenin's attempts to address the problems.

Throughout history, people have been controlled by various groups or leaders. Political revolutions like the French and Russian Revolutions occurred because people wanted change. During the time of these two separate revolutions, both respective countries underwent dramatic changes.

There are many causes of the French Revolution. Prior to the revolution, one of the biggest problems was that the majority of the population (who were poor) were forced to pay the most taxes while the rich and the clergy paid almost nothing. Another big problem was food shortages. Droughts and poor harvests led to a shortage of food, which in turn caused food prices to skyrocket. The people were starving while the rich and powerful lived lives of excess and luxury. All of these problems and the lack of political influence of the lower class led to even more problems. Although they had the most members, the third Estate had the least political power. After demanding reform and being denied, the Third Estate entered an indoor tennis court and began to write their own constitution in an event now known as the "Tennis Court Oath." This event was soon followed by the storming of the Bastille which marked the beginning of the French Revolution.

Document 4 shows a timeline of events leading up to the Bolshevik Revolution. The Czar had lost even more supporters when his troops attacked a crowd of unarmed protesters in an event now infamously known as "Bloody Sunday". After this event, the czar made promises to reform the government to allow for some democracy. However these promises were not followed by the czar, making the people even more angry. This was all happening around the time of another event, the Russo-Japanese War when the people began resenting their

government after losing to the Japanese. The people saw the czar as cruel, incompetent, and unprepared for war. Further Russian defeats during WWI discredited the czar's government. The people had enough and started the Russian Revolution which put the provisional government and Kerensky in power. However, this government did little to change Russia's situation and even kept Russia in WWI. Lenin and the Bolsheviks staged another revolution which put the Communists in power.

At the start of the French Revolution, which lasted a decade, France changed governments many times as seen in Document 2. There were many governments that came to power but the most frightening period was the time when the French leaders were radicals. During the time of the "Reign of Terror," the Jacobins took control of the government. The leader Maximillian Robespierre ordered many people who he suspected to be enemies of the state killed by using the guillotine. This led to more problems and more mass executions. He eventually became so paranoid that everyone was plotting against him that he executed his allies in the convention. After the end of the "Reign of Terror", and a short period of the Directory Napoleon Bonaparte, a skilled general, came into power (Doc 3). Although Napoleon was a dictator, he ruled under a popular dictatorship, as he helped stabilize the economy, and established a sound currency and public credit allowing for economic growth and promoting new businesses. He also collected taxes from all, regardless of social status. However, after a few years, Napoleon was defeated in battle and exiled, but attempted to come back, until he was finally defeated for good at Waterloo.

Document 5 describes the changes that were implemented following the Bolshevik Revolution. Lenin established the NEP to replace the emergency policy of War Communism he had implemented during the war. Under War Communism private property had technically been abolished and peasants were forced to hand over crops to the government. The nationalization of trade and industry led to decreased grain and industrial production that eventually led to a famine that killed an estimated 5 million people. After these failures to address the people's problems Lenin switched policies and started the NEP which gave the people a partial return to private enterprise, stimulated the economy, and allowed for economic growth which helped the people. However, Lenin soon died and when Stalin took over, he implemented the first of a series of Five Year Plans. With the rest of Europe already industrialized and Russia behind, Stalin's first Five Year Plan involved rapid industrialization. In a sense, Russia was preparing for war without actually going to war. Stalin helped develop the USSR industrially and economically though at great cost of human life.

History is a compilation of a series of ups-and-downs for regions/countries. When resentment grows among the people, they rise up and revolt and someone else takes over and institutes changes to better society. The French and Bolshevik Revolutions were important events in each respective country that led to a series of social reforms made by post-revolutionary governments.

Anchor Level 4-B

The response:

- Develops all aspects of the task for the French Revolution and the Bolshevik Revolution
- Is both descriptive and analytical (*French Revolution*: majority of population were poor and forced to pay most of the taxes; droughts and poor harvests led to shortage of food causing food prices to skyrocket; Napoleon helped stabilize economy allowing for economic growth; Napoleon collected taxes from all regardless of social status; *Bolshevik Revolution*: Czar lost supporters with Bloody Sunday; Russian defeats during World War I further discredited the Czar's government; nationalization of trade and industry led to decreased grain and industrial production; NEP gave people partial return to private enterprise, stimulated economy, and allowed for economic growth; with Stalin's five-year plans Russia was preparing for war without going to war)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*French Revolution*: people starving while rich and powerful lived lives of excess and luxury; although they had the most members, Third Estate had the least political power; storming of Bastille marked beginning of French Revolution; during Reign of Terror Jacobins took control of government under Robespierre; many people suspected of being enemies of state killed by guillotine; Robespierre executed his allies in the Convention; *Bolshevik Revolution*: protesters in Bloody Sunday unarmed; Kerensky's government kept Russia in World War I; Lenin and Bolsheviks staged another revolution which put communists in power; Stalin's first five-year plan involved rapid industrialization; Stalin helped develop USSR industrially and economically though at great cost to human life)
- Supports the theme with relevant facts, examples, and details (*French Revolution*: Reign of Terror ended; Napoleon came into power after short period of Directory; Napoleon established a sound currency and public credit; *Bolshevik Revolution*: private property technically abolished and peasants forced to hand crops over to government under War Communism)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion stating that history is a compilation of ups and downs that sometimes results in revolution

Conclusion: Overall, the response fits the criteria for Level 4. Relevant outside historical information is employed to support document interpretation, especially in the treatment of the French Revolution. Good historical insights are included in the discussion of both revolutions but would have benefited from additional supporting facts and details.

In Crane Brinton's theory of revolution, all uprisings are separated into specific stages. Crane Brinton claims that it begins with economic and political breakdown. This causes unrest in the people and uprisings. According to his theory this leads to a moderate stage of the revolution where government changes but typically not enough so that the people are unhappy leading to a radical stage of the revolution which is violent and extreme. Finally at the end there is a more moderate recovery period often ruled by a dictator. Both the French and Bolshevik Revolutions followed this theory and at the end both were ruled by dictators.

Unhappiness in France in the late 1700s was caused partly by unfair taxes on the third estate. The third estate was the majority of the people including the working class. The lack of taxation on the 1st and 2nd (Doc 1) was brought to the attention of the majority because of the unfairness that caused them hardships. Another problem was that there were more political problems. The 3rd estate did not have adequate representation and say in the government. Also King Louis the sixteenth overspent France's money on luxuries and his good life. His lavish life in the palace of Versailles angered the 3rd estate. The people became fed up and revolted against King Louis the sixteenth. In events such as being locked out (Doc 1) of the Estate's General, (had no say in govt) the third estate took the Tennis Court Oath that created an obligation to fix their issues as well as an increase in the amount of say they had in govt. The storming of the Bastille marked a huge revolutionary moment because the Bastille represented the King's power. A constitution was also written during this stage and King Louis the sixteenth was made a constitutional monarch. This

eventually changed to the Radical Stage because few day-to-day conditions changed and the people weren't happy. The government's reaction caused the convention to initiate the Reign of Terror (Doc. 2). During this time the committee of Public safety regulated the daily lives of the people. Suspicion of disloyalty led to a public example of the punishment that was given; death. During this stage tens of thousands of people died and the people were scared. Eventually came Napoleon's rise to power which began a period of recovery. Under Napoleons power taxes were not based on birth or status, and they were taken from every class. Napoleon (Doc 3) created a sound currency, a bank, schools, and a common law code. The Napoleonic code created stability and order in France and progress was made. While the people were still ruled under a dictator their lives were more stable and many of the economic problems they were facing under King Louis the sixteenth were helped by Napoleon.

The Bolshevik Revolution was the result of economic and political problems in Russia. In a defeat by Japan in 1905, the supposedly "powerful" Russia was humiliated due to lack of modern supply and fighting tactics. The Czar was highly accountable for this loss and this created uprisings in the people. Along with famine that threatened the lives of 20 million, (Doc 4) the people suffered. When Germany declared war, Russia was incapable of competing with the new modern, strong superpowers. All of these events caused the people to start a revolution in 1917 in Russia. Lenin comes to power in desperation for stability. He first signed a treaty with Germany to get Russia out of WWI. Then he started his policy of War Communism which included (Doc 5a) forced seizure of grain, nationalization of

trade and industry, and strict control of labor. This attempt was a failure and resulted in famine, and decreased agricultural and industrial production due to drought. In an effort to save his regime, Lenin initiates the N.E.P. in 1921. (Doc 6) This New Economic Policy was a step back from communism to a partial private ownership for workers/business (capitalism). The NEP created an improved economy in Russia. The NEP is the more moderate recovery stage of Brinton's theory but unfortunately because Lenin died Stalin became the leader and brought another radical phase to the Russian government.

Throughout history, people have revolted in response to their countries issues. Policies and reforms by leaders have worked and failed. Revolutions by the French and Russian people show that unrest leads to change. The success or failure of change is unpredictable, as shown by Napoleon and Lenin. Government and society and ultimately countries evolve due to the voice of the people and the power of revolutions.

Anchor Level 4-C

The response:

- Develops all aspects of the task but discusses the French Revolution more thoroughly than the Bolshevik Revolution
- Is both descriptive and analytical (*French Revolution*: unfair taxation caused peasants hardships; King Louis XVI overspent France's money on luxuries; taxation issue brought to attention of majority because of unfairness; Napoleon's rise to power began period of recovery; *Bolshevik Revolution*: War Communism failure resulted in famine and decreased agricultural and industrial production; NEP was a step back from communism to partial private ownership for workers and businesses; NEP improved economy in Russia)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (according to Crane Brinton, revolution begins with economic and political breakdowns which cause unrest and uprisings, moves into a moderate stage, then to a radical stage, then to a recovery period often ruled over by a dictator; *French Revolution*: Third Estate did not have adequate representation and say in government; lavish lifestyle of King Louis XVI in palace of Versailles angered Third Estate; storming of Bastille marked a huge revolutionary movement because the Bastille represented the King's power; King Louis XVI was made constitutional monarch but few conditions changed and people not happy; during Reign of Terror, Committee of Public Safety regulated daily lives; Napoleonic Code created stability and order in France; *Bolshevik Revolution*: supposedly powerful Russia was humiliated in Russo-Japanese War due to lack of modern supplies and fighting tactics; Lenin came to power in the desperation for stability and first signed a treaty with Germany to get Russia out of war)
- Supports the theme with relevant facts, examples, and details (*French Revolution*: Convention initiated Reign of Terror; Napoleon created a sound currency and a bank; *Bolshevik Revolution*: twenty million people's lives threatened by famine; policy of War Communism included forced seizure of grain, nationalization of trade and industry, and strict control of labor; Lenin initiated NEP in 1921)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses Crane Brinton's theory of revolution as it applies to the French and Bolshevik Revolutions and a conclusion that discusses unrest leads to change which can be unpredictable

Conclusion: Overall, the response fits the criteria for Level 4. Crane Brinton's theory of revolutions is effectively employed to compare the stages of the French Revolution and the Bolshevik Revolutions. The inclusion of additional historical details in the discussion of attempts to address problems leading people to revolt in the Bolshevik Revolution would have strengthened the response.

Throughout the world and history, revolutions happen in countries because of the desire for a better change due to problems that may cause people to suffer. Revolutions like The French Revolution and The Bolshevik Revolution were two of the many Revolutions that attempted to solve issues in their country.

The French revolution happened in the late 1700's. Before this happened, France's economy was a disaster. There were 3 social classes called estates, 97% included Peasants many of whom were close to starvation, 2% Nobles, and 1% Clergy. (The 1st and 2nd estates were the richest classes.) The King and Queen who ruled during this time were King Louis 16th and Marie Antoinette. They were the wrong people at the wrong place at the wrong time. According to Document 1, there were food shortages between 1787-1788 which made bread very expensive. Only the lower class had to pay taxes while the rich and clergy paid nothing. Marie Antoinette also spent too much money. The King and the Queen and the 3% lived well while the majority starved. The King and the Queen did little to help the country and Marie supposedly responded when people complained that they didn't have enough food with "Let them eat cake!" which didn't help. Marie and the King also spent the tax money on Versailles (A huge palace). Eventually the peasants got so sick of the problems including the fear of not having enough food that they attacked some nobles and broke into their houses because they weren't happy and things needed to change. Louis and Marie did little and a Revolution began. Most of the people were unhappy with the King and Queen and wanted a change in government. During the radical period of the Revolution the King and Queen were eventually put under house arrest, tried, and

later executed by the Guillotine. According to Document 2, there were many changes to the Ruling Body between 1789-1799. All of these governments attempted to address the problems that the pre-revolution people had. They got rid of the monarchy and the estates system and many of the abuses of the old Regime. They also set prices for some foods and tried to help answer the peoples wants. But after the Reign of Terror that government fell and the Directory, the reaction period, came to power. This led to the rise of Napoleon. Most of these governments didn't work out except when Napoleon came to power and changed many things in France. According to Document 3, he changed taxes, everyone paid. The consulate under Napoleon established a sound currency and public credit. Napoleon also had one of the banks of the old Regime revived and established as the Bank of France. Napoleon also recreated France's laws and named them the "Napoleonic Code", he then made public schooling more affordable. Napoleon still allowed nobles and clergy but they were now equal to everyone else, had no special treatments, and had to swear their allegiance to France.

In Russia the czar was treating the people badly. The peasants had little land and were given no power or voice. According to Document 4 the Bolshevik Revolution was from a series of problems with starvation and the czar. January 22, 1905 the Czar's troops had shot dead more than 500 strikers and peaceful protesters on Bloody Sunday. In 1907, 20 million starved with the worst Famine on Record. He then brought the country into war War I, a war that the country was not prepared for. This caused many casualties and led the people to rebel again in 1917. Lenin promised "Land, Peace, Bread". Eventually

Lenin was able to gain power and pulled Russia out of World War I. He also attempted to make economic changes. Lenin established an emergency program called War Communism.

According to Document 5A, from 1913–1921 this program resulted in grain, coal, Pig Iron, and oil decreasing in production. According to Document 6, under war Communism, all land was owned by the state and the state seized the crops to distribute to the people. This policy caused people to not work as hard and food production dropped resulting in the deaths of an estimated 5 million people. Because of these failures in 1921, Lenin started the New Economic Policy which was a retreat from Communism, “and a partial return to Private Enterprise.” The Peasants no longer had to turn over their crops to the government but paid a tax on what they produced and were allowed to sell it at a profit. They could now own and run small farms and could hire labor and start businesses. Lenin tried to address many of the problems that people had with varying degrees of success. He stopped the absolute rule of the czar by having him killed but he and even more so, Stalin, became dictators.

In conclusion, the wrong People in power can cause a lot of problems for the majority of people living in that society. The problems can be too great to bear so that a Revolution must happen to change living conditions for the better for everyone living under the society. Hopefully the problems are helped but sometimes more problems are created.

Anchor Level 3-A

The response:

- Develops some aspects of the task with some depth for the French Revolution and the Bolshevik Revolution
- Is more descriptive than analytical (*French Revolution*: many peasants were close to starvation as French economy a disaster; King and Queen and three percent of population lived well while majority starved; most people unhappy with King and Queen and wanted change in government; *Bolshevik Revolution*: peasants little land and given no power or voice; Lenin's War Communism policies helped cause famine that resulted in deaths of estimated five million people; Lenin's NEP a retreat from War Communism; under NEP peasants paid tax on what was produced, allowed to sell at profit, and could now own and run small farms)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*French Revolution*: three social classes made up estates in which 97 percent were peasants, 2 percent nobles, and 1 percent clergy; Queen supposedly responded when people complained about not having enough food with "Let them eat cake"; during radical period King and Queen put under house arrest, tried, and executed by guillotine; Napoleonic Code recreated some of France's laws; *Bolshevik Revolution*: Czar brought country into World War I which they were not prepared for causing many casualties and leading people to rebel again in 1917; Lenin promised Peace, Land, Bread; Lenin had Czar killed)
- Includes some relevant facts, examples, and details (*French Revolution*: food shortages between 1787 and 1788; lower class paid most of the taxes; after Reign of Terror, Directory came to power leading to rise of Napoleon; Old Regime; *Bolshevik Revolution*: more than 500 strikers and peaceful protesters killed on Bloody Sunday; in 1907 twenty million starved in worst famine on record; Lenin's War Communism resulted in grain, coal, pig iron, and oil decreasing in production)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that mentions how the wrong people in power can cause many problems for people in the society

Conclusion: Overall, the response fits the criteria for Level 3. Document interpretation is supported by explanations and relevant outside information, especially in the discussion of the French Revolution. Some good analytic statements are integrated throughout the response but it would have benefited from additional facts and details.

Multiple times in history, revolts have occurred due to problems in their country. Two political revolutions which attempted to fix these problems were the French Revolution and the Chinese Communist Revolution. While both were as a result of poverty and starvation and other reasons, they differed in the way the government during and post-revolution addressed these problems.

Both revolutions were as a result of the dissatisfaction of the people, this includes food shortages and starvation. According to Greg Hetherton's illustration, some problems that the French people faced were that they paid high taxes, the government was corrupt and that there were food shortages (Doc 1). The French people were motivated and had confidence to revolt after the Americans recently gained independence. In addition, the poorer and lower class people had enough of the special treatment and advantages of the noble class. They had to stop the inequality in the social class and political system and the corruption of the government which have led to the suffering of the people. The estates system gave almost all the power to the clergy and nobility which resulted in the unfair overtaxation of the 3rd Estate which included the poorest people in France. Similarly, some of the main reasons for the Chinese Communist revolution were overtaxing and poverty. According to Hyman Kublin's "China", drought and floods had resulted in hunger and famines. However, the government still insisted in taxing land which resulted in the suffering, poverty and even more hunger for the Chinese people (Doc 7). Like France, the government was corrupt. In both places the rich were getting richer and richer while the poor were starving to death. Therefore led by Mao Zedong, the Communist party gained much

support from the peasants who suffered due to government corruption and class inequality. This revolution, they believed, would allow them to reach an ideal equal society, according to Maoist and Marxist beliefs. Mao promised the peasants land reform, education, health care, and freedom from the rich landowners. Therefore, both revolutions were as a result of dissatisfaction with class inequality and government corruption which have led to poverty and starvation.

While the two revolutions were similar in their causes and the mixed result of the effects, they differed in the actions their governments took to fix these problems. According to Earl Swisher's "China", under the Communist regime led by Mao Zedong, drastic changes occurred. This includes land redistribution to peasants (Doc 8). In addition, according to Daniel Chu's "Scholastic World Cultures: China", the state played a huge role in pressuring high production to increase its production of crops as well as in factories and mines (Doc 9). The people were given an education and some health care which made the lives of many peasants significantly better than before. Propaganda and force was used to put workers in harsh conditions and long hours in plans such as the Great Leap Forward and Five Year Plans which caused many problems. On the other hand, to address their problems, the French government, according to Philip Dorf's "Visualized Modern History", abolished the abuses of the old regime (Doc 2). In addition, according to Palmer et. al.'s "Consulate Reforms under Napoleon", the government finally collected taxes equally, even from the nobles (Doc 3). No special treatment was given to the higher class. However, Napoleon took over meaning that democracy was not achieved because he was a dictator who limited the

political power of the French people. Therefore, both revolutions had mixed results on how the government addressed their country's problems.

Both the Communist Revolution in China and the French Revolution were caused by the unsatisfied people due to government corruption and class inequality which have led to poverty and starvation. However, both revolutions differed in the way the government went about to address these problems. While China went the communist route and had agricultural collections, France simply tried to fix the specific problems directly which includes collecting taxes equally for all social classes.

Anchor Level 3-B

The response:

- Develops all aspects of the task with some depth
- Is more descriptive than analytical (rich getting richer while poor starving; *French Revolution*: French government corrupt; French people motivated and had confidence to revolt after Americans gained independence; poor and lower class people had enough of special treatment and advantages of noble class; under Napoleon, government finally collected taxes equally and no special treatment given to higher classes; democracy not achieved because Napoleon became dictator limiting the power of French people; *Chinese Communist Revolution*: government insisted on taxing land resulting in suffering, poverty, and more hunger for people; led by Mao, Communist Party gained much support from peasants; peasants suffered due to government corruption and class inequality; people given education and some health care which made lives of many peasants significantly better; propaganda and force put workers in harsh conditions and long hours)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates limited relevant outside information (*French Revolution*: Estates System gave almost all power to clergy and nobility which resulted in unfair over-taxation of Third Estate; *Chinese Communist Revolution*: according to Maoist and Marxist beliefs, revolution would allow them to reach ideal equal society; Great Leap Forward and five-year plans caused many problems)
- Includes some relevant facts, examples, and details (food shortages and starvation a cause; *French Revolution*: Old Regime; poorest people in France paid taxes; *Chinese Communist Revolution*: China's drought and floods resulted in hunger and famine; under Mao land redistributed to peasants)
- 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 inclusion of thoughtful statements and document interpretation demonstrate an understanding of the task. While good comparisons frame the response, additional supporting facts and details would have benefited the discussion.

Throughout the years, people have revolted in response to the problems they faced in their countries. Two examples of these revolutions are the French Revolution and the Bolshevik Revolution. Many problems led to the revolt of people; some of which include unfair treatment of lower classes, and hatred of and corruption by a leader. The governments have attempted to address these crisis by trying to make the economy better.

The French Revolution began because the peasant part of the lowest class of people felt they were being mistreated. During the Old Regime, the upper classes didn't have to pay taxes while the peasants and other lower class people had to pay almost all the taxes. (Doc 1) Also, other factors that led to the revolution were shortages of food and the fact that the people of France hated their king and his wife, who gambled often and spent on luxuries. A very famous story about this was when the peasants protested in front of Versailles and Marie Antoinette because they didn't have enough food and bread. It was said that Marie Antoinette said "let them eat cake" showing how little she cared about the suffering of the French people.

During the French Revolution, France's economy was unstable because of the different governments and leaders in power. Some leaders attempted to address these situations by abolishing the abuses of the Old Regime, (Doc 2) and making the French people fear them like during Robespierre's Reign of Terror. Eventually one leader actually created stability and promoted equality in France, Napoleon. While in power, he created a fairer taxation system in which everyone had to pay their fair share (Doc 3) and also created government-run schools called Lycees (D.1.) He also made the Napoleonic Code which

gave men equal rights under the law but limited women's rights and restored slavery. However, he then crowned himself emperor and became an absolute dictator just like Louis XVI had been. The people got more food and equality as a result but they wanted democracy and the end of absolute leadership which they didn't achieve.

The Bolshevik Revolution also began because of food shortages and harsh treatment. (Doc 4) Under the czar the people had no democracy and an uncaring leader. Nicholas and Alexandra cared more for their son and people like Rasputin than ruling. They also joined World War I which led to even more problems like death and suffering. The Bolshevik Revolution tried to solve these problems by turning towards communism. Lenin established the War Communism program which include the seizure of grain, and nationalization of all industry which meant no private ownership. (Doc 5b) However, this did not solve the crisis of food shortages, but added to it. As a result of this program, the production of agriculture and industry declined tremendously (Doc 5a) leading to a famine killing an estimated 5 million people.

After his failure, Lenin then tried to move towards some capitalism. He established the New Economic Policy in which the government no longer owned all the land; there was some private ownership, and the landowners could hire their own labor. This program helped the economy to increase and solved some of the problems experienced by the peasants like no more food shortages. (O.I.) However its success was short-lived because Lenin soon died which led to Stalin taking over.

These two revolutions were caused because of famines and unfair

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

treatment. However, some leaders that came to power during these revolutions helped the situations, and not worsen them. If their first ideas didn't work, then they moved on to better ones, like Lenin moving from communism to capitalism.

Anchor Level 3-C**The response:**

- Develops all aspects of the task with some depth for the French Revolution and the Bolshevik Revolution
- Is more descriptive than analytical (*French Revolution*: peasants felt mistreated; peasants and other lower class people paid almost all the taxes; people hated King and his wife who gambled often and spent on luxuries; economy of France unstable because of different governments and leaders in power; Robespierre made French people fear him during Reign of Terror; Napoleon created fairer taxation system where everyone paid their fair share; *Bolshevik Revolution*: under the Czar, people had no democracy; tried to solve problems by turning to communism; as result of War Communism, production of agriculture and industry declined tremendously; Lenin tried to move toward some capitalism; under NEP some private ownership)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*French Revolution*: Napoleon created government-run schools called lycées; Napoleonic Code gave men equal rights under law but limited women's rights and restored slavery; Napoleon crowned himself emperor and became an absolute dictator like Louis XVI; *Bolshevik Revolution*: Nicholas and Alexandra cared more for their son and people such as Rasputin than ruling; Russia joined World War I which led to death and suffering; success of NEP short-lived because Lenin soon died leading to Stalin taking over)
- Includes some relevant facts, examples, and details (*French Revolution*: peasants part of lowest class of people; during Old Regime upper classes did not have to pay taxes; shortages of food in France; *Bolshevik Revolution*: began because of food shortages and harsh treatment; Lenin established War Communism which included seizure of grain and nationalization of industry; War Communism led to a famine that killed an estimated five million people)
- 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. A logical factual narrative of both revolutions includes some historical outside information and demonstrates an understanding of the task. Further development of relevant facts, examples, and details would have strengthened the response.

There were many problems people faced in history, and many things people did to try and fix these problems. In the French Revolution and the Bolshevik Revolution they tried fixing these problems.

During the period of the French Revolution people faced many problems. One of the main problems they faced was they had a shortage of food due to the bad harvest. (Doc 1) At this time they didn't have any advanced technology they could use to help with the harvest. This means the farmers had to try their best with the crops. If they had a bad harvest many families could starve and eventually this could lead to a famine. Another problem they faced was they relied on the third estate to pay all the taxes. (Doc 1) The third estate did not think it was fair that they had to go work long and hard days and pay taxes for not only them but two other estates. This caused a big problem throughout these estates. Napoleon as the leader did not think it was fair that only the 3rd estate had to pay so he changed it. Napoleon made it so everybody had to pay taxes, and that they were finally going to be paid to the government. (Doc 3) After this happened they established the Bank of France. This was a big problem during the French Revolution, but Napoleon helped change that.

During the Bolshevik Revolution they faced many problems also. One of the main problems was the shooting that killed 500 strikers on "Bloody Sunday." (Doc 4) This caused a huge problem throughout the world. Another problem people faced was the famine. (Doc 4) A famine is a shortage in a supply of food that causes people to starve and eventually die. During one famine products started to decline greatly, and this killed 5 million people. (Doc 5a & b) Finally people had

enough of this and needed to find a way out. So in 1921 Lenin instituted the New Economic Policy (NEP). In 1924 when Stalin took over this was finally placed. The New Economic Policy meant that the crops that people grew did not have to be turned over to the state since this was the main reason the famine kept occurring, they didn't have enough food for themselves. So instead of turning it over to the government they just paid taxes on it and were able to sell it for profit. (Doc 6) This helped many families because they were finally able to have enough food for themselves and their families. Though during this time many people died, a lot of lives were saved by the N.E.P.

These two Revolutions caused a lot of problems. Many people died and starved but eventually the government helped them. These are events in history we will never forget.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*French Revolution*: did not have advanced technology so farmers had to try their best with the crops; with a bad harvest, families could starve and this could lead to famine; Napoleon changed it so everyone would have to pay taxes to the government; *Bolshevik Revolution*: when Stalin took over, NEP was firmly in place; NEP meant crops people grew did not have to be turned over to state but instead paid taxes on it and able to sell for profit)
- Incorporates limited relevant information from documents 1, 3, 4, 5, and 6
- Presents little relevant outside information (*French Revolution*: Third Estate did not think it was fair they had to work long, hard days and pay taxes for not only them but for two other estates)
- Includes few relevant facts, examples, and details (*French Revolution*: shortage of food due to the bad harvest; Bank of France established; *Bolshevik Revolution*: 500 strikers killed on Bloody Sunday; Lenin instituted NEP)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Document information frames the response and demonstrates a basic understanding of the task. Additional supporting facts and details would have strengthened occasional attempts at analysis.

In the past, people have not liked different problems that took place in their country. During different revolutions, people have revolted against the government with different results all around.

In Document 1, it explains some of the problems people faced during the French revolution. The people were starving because harvests had not been going well. The nobles and the King are the only people who had a say in rules and the government, and the peasants were stuck at the bottom. Heavy taxes were put on the already poor peasants, but none were given to the nobles, creating a terrible financial standing in the French government. Document 2 shows how France changed over time as it brought Napoleon into power. France fought in many wars, and was successful in winning them. Not long after that, the Document shows in 1795-1799 Napoleon eventually took over. New rules were given in 1789, and they really started working in 1799. Instead of just the peasants paying taxes, everyone did. Now the government was getting more money, so they were sitting better money-wise.

The Chinese Communist Revolution began many centuries ago. They had been extremely poor for centuries, continuing through the 1900's. Document 7 explains how Chinese farmers were starved and very poor. They were made to pay taxes, even though their pay in a whole year didn't even match that of an Americans in a week. The population was growing and they could not get enough for its people. The anger of the peasants was used to help the communists take over. Document 8 introduces Mao Zedong, who was the leader of the new communist China. People who were against the new regime tried at trials, then were mass executed. Mao also worked to rebuild canals and

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

railroad tracks. He passionately changed the whole social and political structure of China. The new Communists would do anything to force people to make them conform. They used propaganda to drive it into the peoples heads. This turned out bad. People worked extremely long hours and worked harder. Families were broken, with children living in nurseries and husbands and wives living separately.

People, throughout all of history, have revolted against their government because of beliefs or new ideas forced on them. Attempts to fix these problems have sometimes worked, and other times has not.

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

- Minimally develops all aspects of the task
- Is primarily descriptive (*French Revolution*: people starving because harvests not going well; nobles and King only people who had a say in the rules and government; heavy taxes put on already poor peasants creating a terrible financial standing in French government; instead of peasants paying most of the taxes eventually everyone did; *Chinese Communist Revolution*: Chinese farmers made to pay taxes even though pay in a whole year did not match that of an American in a week; anger of peasants used to help Communists take over; people against new regime were tried and then mass executed; Mao worked to rebuild canals and railroad tracks; propaganda used to drive communism into people's heads)
- Incorporates limited relevant information from documents 1, 2, 3, 7, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*French Revolution*: no taxes given to nobles; France fought in many wars and successful in winning them; *Chinese Communist Revolution*: Chinese farmers starved and very poor; Mao Zedong leader of new Communist China; people worked extremely long hours)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Methodical treatment of document information with minimal explanation addresses all aspects of the task. Lack of supporting facts and details results in a weak conclusion, especially in the attempts to address the problems leading to both revolutions.

Throughout history, people have revolted in response to a number of problems in their countries. The want for change is what causes people to revolt against government. Political revolutions such as the French Revolution, the Bolshevik Revolution and the Chinese Communist Revolution attempted to address these problems with varying degrees of success.

First, there were many political, economic and social reasons as to what led the people to revolt. Relating to the French revolution, document 1 shows that one reason the French people revolted was due to food shortages and starvation. According to document 1, the French people also revolted because of having to pay huge taxes, money issues including the issue of the King's wife spending "money like water" and disagreeing with who runs France in general. Relating to the Chinese Communist Revolution, Chinese had similar reasons for revolting. According to document 7, even though the majority of Chinese were peasants they were "forgotten man". Chinese peasants faced poverty and starvation yet still were obligated to pay taxes. China had a large and growing population and not enough food to feed all of them.

Second, the government of the nations and people that revolted addressed the problems in varying ways. According to document 9, in the Chinese Communist Revolution, the government used thought control, propaganda and group pressures to get the people to conform. The goal was to get the people to be obedient to the state. According to document 2, in the French Revolution, there were different ruling bodies that attempted to address France's issues. Methods used by the government were the reign of terror, drifting toward radicalism and

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

participating in foreign wars. The ruling body was shifted multiple times, most likely due to continuous failure of each party.

Hence revolutions throughout history each contain varying causes as well as varying methods as to how its controlled. People revolt due to having a disagreement with the way society is running and want a change. It is up to a government whether or not they want to solve the issues and how every action comes with a consequence. So the hesitance is slightly understandable, yet a government has to do what's best for its people.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*French Revolution*: French people had issues with King's wife spending "money like water" and with who runs France in general; ruling bodies used Reign of Terror, drifted towards radicalism, and participated in foreign wars; *Chinese Communist Revolution*: even though majority of Chinese were peasants they were "the forgotten man"; government used thought control, propaganda, and group pressure to get people to conform)
- Incorporates limited relevant information from documents 1, 2, 7, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*French Revolution*: French people revolted due to food shortages and starvation; French people had to pay huge taxes; *Chinese Communist Revolution*: Chinese peasants faced poverty and starvation yet still obligated to pay taxes)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Document information and general statements demonstrate a basic understanding of the task. Although all aspects of the task are addressed, government attempts to address problems that led to both revolutions lack explanation and development.

Throughout history Revolutions had always made a difference in society and also the way society in its country incorporate's with other country.

Many people had die by been affect to this revolutions. Like the French Revolution and Bolshevik Revolution this where very important turning point in Global History.

The French Revolution led people to thought that France was a bad country but many people also think that because of this Revolution France became more powerful (than what before). One of the causes in the French Revolution was that at this time period France had a weak leader, Louis XVI who was kill by his own people (country). According to document #1. This document says that another problem faced by the people of France on the eve of the French Revolution was a food shortages. This means that at this point their was problems in France that was affecting the people in France. Good change in this time period was Napoleon who made the country powerful, according to Document #3 Napoleon fix the economy of France the relationship between the government and it's people. Today in the entire world Napoleon is known by been one the greatest military leaders of times.

The Bolshevik Revolution made alot of problems between the government of Russia and it's people. According to Document #4, one complaint the people of Russia with their government was that alot of people were starving in the worst famine record. Another complaint that the people of Russia had with the Russian government was that the government was having too many war. This mean because of this problems the relationship between the government and it's people was bad. This affect many things like Lenin's New Economic Policy on

Anchor Paper – Document-Based 1 – A

Russian society for example according to document #6. One effect of Lenin's New Economic Policy on Russian society was that all land was owned by the states. The crops belonged to the states. Which seized them. The peasant couldn't sell them. As a result, they had no incentive to grow more food than they could eat. A famine developed in the land. People starved to death.

This Revolutions have one thing in common it's that it's stopping people to achieve their goals. This is why we want to change things if its not good for you why it couldn't be good for me.

Anchor Level 1-A

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*French Revolution*: led people to think France was a bad country but many think France became more powerful because of Revolution; Napoleon made country powerful by fixing economy; *Bolshevik Revolution*: people complained government in too many wars; under Lenin, crops belonged to state which seized them; peasants had no incentive to grow more food than they could eat)
- Includes minimal information from documents 1, 3, 4, and 6
- Presents little relevant outside information (*French Revolution*: King Louis XVI killed by own people; today Napoleon is known as one of the greatest military leaders)
- Includes few relevant facts, examples, and details (*French Revolution*: France had weak leader, Louis XVI; food shortages in France; *Bolshevik Revolution*: people starving in worst famine on record; Lenin's NEP)
- Demonstrates a general plan of organization; includes an introduction that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. While a few analytic statements are included in the treatment of the French Revolution, they lack connection and supporting facts and details. Use of some relevant document information suggests a basic understanding of revolutions.

Throughout history, people have revolted in response to a number of problems in their countries. Political revolutions such as the French Revolution, the Bolshevik Revolution, and the Chinese Communist Revolution attempted to address these problems with varying degrees of success. The French and Chinese Communist Revolution were most attempted.

According to Document 1, one problem faced by the people of France was they felt the King was using the money they put up for unreasonable things. Another issue stated in Document 1 was food shortages. Stated in Document 2, one change made to the government of France during the French Revolution between 1789 and 1799 was the success in foreign wars—Radicalism Reign of Terror.

Stated in Document 7, according to Hyman Kublin, one problem facing China under the Nationalists was the inability of the peasants to increase crop production meant hunger throughout the land. Hyman Kublin also stated in Document 1 another problem that faced China under the Nationalists was the lack of farm surpluses to use in trade limited China's ability to purchase machinery abroad. In Document 8, according to Earl Swisher, one way the Chinese Communist regime attempted to bring about change was in the countryside land previously owned by wealthy landlords was claimed by the government and divided among the peasants.

Anchor Level 1-B

The response:

- Minimally addresses all aspects of the task
- Is descriptive (*French Revolution*: people felt King using money they put up for unreasonable things; government changed by having success in foreign wars; *Chinese Communist Revolution*: under Nationalists, inability of peasants to increase crop production meant hunger throughout land; land previously owned by wealthy landlords claimed by government and divided among peasants)
- Includes minimal information from documents 1, 2, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*French Revolution*: food shortages in France; *Chinese Communist Revolution*: lack of farm surpluses)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Brief statements suggest a minimal understanding of the task. The treatment of both revolutions is limited in scope and lacks details and development.

Revolts are common throughout history. They occur because a group of people realize there are problems with their nation. After a revolution there is usually a leader who steps up to attempt to fix the problems the nation previously had. The French Revolution as well as the Bolshevik Revolution demonstrate these characteristics of a revolution.

The French Revolution, of 1789, was a political revolution that was caused by the many problems the nation was having. One cause was crop failure in 1787 and 1788. This, in return, caused food shortages and food prices to increase. People, especially women, were angry that they couldn't feed their families especially when the King and Queen spent money like water. (Doc 1) Another reason is that French society was split up into three estates. The first estate was the clergy, the second the nobility and the third estate was the everyday people. Heavy taxes were given to the third estate only. These taxes angered the third estate. The unfair taxes were caused by the estates system in which the first and second estates always outvoted the third estate which consisted of over 95% of the population. The taxes on the third estate and the estate system are seen as a cause for the Revolution. The nation was also in debt due to wars it was involved in. The French had been in the French and Indian War and also the American Revolution. These examples stated were not the only causes to the Revolution. To show defiance against the King the people stormed the Bastille in July of 1789. According to Crane Britain's theory of Revolution, there are different steps to a Revolution. A moderate stage, a radical state, another moderate stage and then an all powerful ruler will emerge. These stages caused many changes in the government.

The reign of terror started the Radical Stage of Revolution. It was led by Robespierre. He wanted a Republic that would give more power to the people than the Estates System had given and would do anything he could to get it. He created the law of suspects that would eliminate people against the nation of a Republic. After this time period the next moderate stage began with the Directory and Napoleon eventually rose to power (Doc 2). Napoleon did many things to help France. He declared all men equal, and made more public schools. To fix and stabilize the economy he did things like establishing the Bank of France and improving accounting methods plus much more (Doc 3). Napoleon also created the feeling of Nationalism. This feeling spread throughout Europe and is now seen as one of the main causes of World War I. The French Revolution happened because of the numerous problems in France, but in the end Napoleon rose to power and helped fix the problems in France that led to the Revolution.

The Bolshevik Revolution is a very well known Revolution. Russia was once ruled by a czar, but two revolutions were made to change that. During the Revolution, people on strike went to the czar's palace to protest, but more than 500 protesters were shot by the czar's troops. This is known as "Bloody Sunday" (Doc 4). A famine struck in the spring of 1907. 20 million were in danger of starving to death (Doc 4). The czar was cruel and seemed not to care about the people. He got Russia involved in many wars such as the Russo-Japanese War and World War I. Having enough, the people revolted and the czar was forced to abdicate in 1917. Later that same year the Bolsheviks led by VI Lenin revolted again and overthrew the temporary provisional government. He had once been exiled but returned to Russia with the

Document-Based Essay—Practice Paper – A

help of Germany. Lenin pushed for communism, but when the people became angry due to a decline in productions, he retreated from war communism (Doc 5). Lenin then issued the NEP in 1921. This stands for "New Economic Policy (Doc 6). The NEP allowed for people to pay a tax and then sell their crops, instead of turning the entire crop over to the government. Lenin hindered the growth of Russia at first but then helped the people with the NEP. Because of the NEP the people got money and were able to feed their families. Lenin solved two of the problems that caused the Revolution. He gave the people food and he stopped Russian involvement in World War I.

Revolutions have happened all throughout history. After the French Revolution Napoleon helped France with his many reforms. Lenin helped Russia after the Bolshevik Revolution with his NEP.

Revolutions are caused by many things, but after a new ruler usually helps restore order and address the problems that caused the revolutions to start.

Throughout history, people have revolted in response to a number of problems in their countries. Political revolutions such as the French Revolution, the Bolshevik Revolution and the Chinese Communist Revolution attempted to address these problems with varying degrees of success.

An example of people that revolted in response to a number of problems in their country would be in France. The French Revolution started when the people were treated unfairly by King Louis XIV (outside info). One problem the French had to deal with was food shortages (Doc 1). Since people had no food they were starting to get angry. When Napoleon got into power people felt a little better because in the economy there was no longer tax exemptions, because of birth, status, or special arrangement (Doc. 3). This shows that the people had problems, but with some varying degrees was able to change that.

Another great example of people that revolted in response to a number of problems in their country would be the Russians. The Bolshevik Revolution started when people began to feel they had some problems to clear up with the Russian Government. Russians had a complaint about the Czar having troops shot 500 or more strikers on Bloody Sunday (Doc. 4a). This shows that the Russians were already starting to rage against the Russian government. Then Vladimir Lenin came into power promising peace, land, and bread (outside info). Lenin also created a New Economic Policy (NEP) to deal with the situation (Doc 6). This meant peasants no longer had to turn over their crops to the government.

The French Revolution and the Bolshevik Revolution are two types of revolutions that showed how the people responded/revolted to the problems in their countries.

Throughout history, there have been problems in countries that people have had to deal with. These problems sometimes were easily solved by governments and other times required more drastic measures by the people. These drastic measures included political revolutions. During these revolutions, the new government attempts to fix the problems faced by the country that made the people revolt. Sometimes these problems are fixed and other times they are not. Two countries where this is seen is in France and Russia.

In the late 1700s, France was faced with many problems. There were poor harvests, resulting in food shortages and high food prices. There was also unfair taxes. The 1st Estate, the clergy, and 2nd Estate, the nobles, were the ones who held most of the wealth but paid very few if any taxes. The 3rd Estate, which consisted of the bourgeoisie—peasants, lawyers, doctors, and merchants were required to pay almost all the taxes. This wasn't fair especially because the richest estates were able to keep their wealth and the 3rd Estate which included the lower classes had to give most of their money to the government. This problem was even more angering because the 3rd Estate had almost no say in the government. They made up almost 98% of the population and only had 1/3 of the vote. The 1st and 2nd Estates would always outvote the 3rd Estate so they effectively had no power in the government. However, for years the King did not allow the Estates General to meet. As a result when they were finally called to meet, the 3rd Estate wanted change. They called for reforms including a new voting system which would give more power to the 3rd Estate. Since this would undermine the governmental power structure of Louis XVI, the 1st and 2nd Estates wouldn't agree to these

changes which led to even more unrest in the people. There was also a large war debt the country had from their involvement in several wars. The debt was even greater because of Louis XVI's spending projects and the building/spending by previous Kings such as Louis XIV. These conditions also led the people to revolt. They were inspired to do this from the American Revolution and the method of British rule. They saw how Great Britain was doing well when their king, a constitutional monarch, didn't have as much power as King Louis XVI of France did. (Doc 1). Louis XVI had given money and military aid to the American colonies who were revolting against the British while his own people were suffering. Louis XVI was aiding a war being fought for democracy, liberty, and citizen rights in a foreign place while denying these things to his own people. The people were angry and they wanted change. They wanted to reform government and tried to do so by forming the National Assembly, but were locked out and had to meet on a nearby tennis court where they agreed to the Tennis Court Oath. Not long after, the Storming of the Bastille happened. During this stage of the revolution, Louis was made constitutional monarch similar to the British King. However, Louis XVI was eventually taken out of power completely. The revolutionary government got rid of many of the abuses of the King's regime. Eventually Robespierre came into power during the radical stage of the revolution. His rule was known as the Reign of Terror because he killed anyone who opposed the republic formed in France (Doc 2). He did this through the Law of Suspects which targeted former nobles, officials, and supporters of the old government. When Robespierre was eventually killed a more moderate government, the Directory, took its

place. The Directory, however, was taken over by Napoleon in 1799. Napoleon attempted to address some of the problems of the country when he created the Napoleonic Code. This code made taxes more fair for all the estates with no exemptions and made legal systems more fair for the 3rd Estate. Napoleon also opened up schools and established the Bank of France to control government finances (Doc 3) in order to stabilize the economy. These steps helped address the people's problems and successfully fixed some of them after years of struggling. Some of the reasons for the 3rd Estate rebelling such as gaining more rights under the law, gaining access to schools, paying fairer taxes, and abolishing the privileges of the 1st and 2nd Estates and making them pay taxes were addressed, but full democracy was not achieved. The people wanted more democracy but they ended up with another dictator — Napoleon. They wanted more rights and freedoms but Napoleon denied freedom of the press and equal rights for men and women and slavery was re-established. The revolution benefited the people economically even though many of their problems were not addressed.

The same can be said about what took place in Russia. Russia was facing similar problems as France. Czar Nicholas II was not an effective ruler. He ignored the people's problems and when they revolted, like on January 22, 1905, also known as Bloody Sunday, when his troops killed unarmed protesters. This led to the 1905 Revolution that ended with Nicholas II agreeing to reforms and the establishment of the Duma. These promised reforms were then ignored, leading to great anger towards the czar. Not only was there a lack of political reforms but there were also economic problems. People were

incredibly poor and were being abused by the landowners and the rich. Many were unemployed and couldn't even afford food. There was also a massive famine which threatened the lives of twenty million people. One of the biggest problems for Russia; however, was the lack of industrialization. Because Russia was separated from Western Europe, it did not effectively join in the industrial revolution that took place meaning Russia was somewhat technologically backwards. This meant it had more primitive agricultural methods, not many factories, and poor weapons. The fact that they had poor weapons was seen in the Russo-Japanese War, which they lost, and even more so in World War I (Doc 4). During World War I, Russia was a mess. Their lack of preparedness led to great losses. The people of Russia wanted to exit the war, but Nicholas II kept them in it to support his Slavic allies, the Serbs. The soldiers had poor weapons, advisors and communication systems. Eventually there was a coup and Nicholas II was taken out of power. A provisional government under the Duma was formed in 1917. It kept Russia in the war and was ineffective in addressing the needs of the Russian people. Later that year there was another revolution led by the Bolsheviks and Lenin. Lenin promised the people, "peace, land and bread," gaining him support from the masses. He also promised to get Russia out of the war. However, he did not find success early on. Civil war broke out in Russia, forcing Lenin to adopt a policy called War Communism. Under War Communism, production of grain, coal, pig iron, and oil decreased significantly. This led to even more famine and distress for the people. (Doc 5) Once the civil war ended, Lenin issued the New Economic Policy (NEP). The policy was a step back from

communism. Instead of the government collecting food produced by the people, they simply paid a tax and were able to sell the food as profit. Limited private ownership of businesses was also allowed to begin again. People were able to open small shops and some factories were returned to their original owners. Foreign investment in state-owned businesses was also allowed (Doc 6). The step back from communism with the NEP helped address the problems of the people because people could now work their own land, make money, and promote economic growth. Business development and industrialization was promoted by the state which helped to modernize Russia more than ever before which was something the people wanted. People were able to work, afford food, and take care of their families. However, one thing that Lenin did not give them was democracy. The Bolshevik party controlled society and while people had some economic freedom they had very little political say.

When revolutions take place, there are always reasons for it. The people in France and Russia were unhappy. The French Revolution and Bolshevik Revolution helped address those problems. Although some new problems were created during these times during the radical stages of the revolutions, many of the main issues were eventually fixed.

Throughout history, people have revolted against many issues in their governments and countries. Political Revolutions like the French Revolution and the Bolshevik Revolution have tried to resolve or at least change these issues. These Revolutions were aimed at their governments and were successful in the end.

The French Revolution was a political Revolution led by the peasants to revolt against the government so, they could get more rights/participation in society. Document 1 clearly shows many of the problems the people of France had to face and many of these problems led the people to revolt. Some of the problems faced by the people on the eve of the French Revolution was the peasants had to pay huge taxes on everything while the rich and the priests had to pay nothing. The harvests of 1787 and 1788 were awful and it resulted in major food shortages which then caused bread/food to be very expensive, or that the King and the Nobles were the only ones who had power in France the peasants had no say in the way the country in run. The peasants also used America as a basis for The Revolution because if America was able to make their country a more fairer and equal place then the French people could do it too. The post-government of France after the Revolution tried to fix some of these problems which is stated in Documents 2 and 3. In Document 3 it shows how Napoleon tried to fix the economy of France by creating consulate reforms from 1799-1804. These reforms helped in the French economy. The people of France wanted more reasons, order, and economy in public finance and taxation. The reforms allowed there to be no tax exemptions because of birth, status, or special arrangement. The reforms also improved accounting methods and established a sound currency and

public credit. They also revived one of the banks of the old regime and established it as the bank of France to assist in government financing. In document 2 the National assembly decided on the abolition of the abuses of the old regime. The governments also allowed peasants to have more rights/say in society and the government (outside info).

The Bolshevik revolution was also a political revolution in Russia, led by the peasants so they could get more rights in the government. Lenin's ideas turned out bad for the economy of Russia. In Document 5a and 5b it clearly shows the affects of Lenin's ideas on Russia. Lenin caused the industrial and agricultural production to decline sharply, the population suffered severe hardship, and it caused a famine that resulted in about 5 million deaths. These issues were some of the reasons for people to revolt. Other reasons why people revolted is stated in Document 4. In Document 4 on January 22, 1905, the Czar's troops shot dead more than 500 strikers on "Bloody Sunday" and on April 3, 1907 about twenty million people starved in the worst famine record. These events angered people greatly. The government tried to resolve these problems through the use of communism and creating everyone equal to one another (outside info). This is stated in Document 6 where Lenin created a new economic policy to try to improve Russia's economy and society. The policy did have a big effect on Russian society. It allowed for citizens to start a new business, peasants no longer had to turn over their crops to the government, and they could own and run small farms. The policy improved Russian society and economy in many positive ways.

These revolutions both show how when problems aren't solved by the

Document-Based Essay—Practice Paper – D

government people will revolt against to get the rights they want. It also shows how government will try to improve the country after the revolutions occur so, as not to cause another revolution.

Over the course of history there have been many types of revolutions that brought a great deal of change. The Neolithic Revolution changed the earliest people's lives from nomadic to domesticated settlements. The Industrial Revolution brought new technology, urbanization, and economic thought. The Green Revolution helped countries like India to be able to grow food on their own with the help of technology. There have also been many political revolutions. Political Revolutions occur because there was a flawed system and the people rose up to change it. The French Revolution and the Bolshevik Revolution both occurred because of a flawed system and the governments that developed had to address the problems.

There were many problems in France before the French Revolution under King Louis XVI. The two years prior, 1787 and 1788, there were horrible harvests, so there was a lack of food which led to massive famines and greater economic insecurity. Also, the First Estate (clergy) and Second Estate (Nobility) didn't have to pay any taxes while everyone else, the Third Estate, had to pay all of the taxes (document 1). This meant that the people who were suffering the most economically had to pay the most taxes. Politically the estates system was also a problem. Each estate was given one vote which meant that the Third Estate would always have to pay for France's spending. When King Louis XVI finally needed even more money to pay for his spending, his wars, and his accumulated debt he called the Estates General, a meeting of representatives of the three estates, to discuss new taxes. The Third Estate didn't like that they didn't have as much say, so they proposed to get more say in the matters. They wanted to form a new legislature called the National Assembly which would

increase the power of the Third Estate by having voting based on population. When they wanted to meet they were kicked out. These representatives then took the Tennis Court Oath in which they vowed to continue meeting until there was a new constitution. The common people stormed the Bastille on July 14th. Soon reforms had to be made and France became a limited monarchy in which King Louis XVI still had most of the power. The French people still did not like that. Eventually the Convention formed and Robespierre rose to power. He then started the Reign of Terror - 1793-1794 (Document 2). Robespierre issued the Law of Suspects and Committee of Public Safety in which anyone suspected to be against the revolution was killed by the guillotine. The French people didn't like this either because the radicalism caused fear and worry that they might be the next to be accused, so they executed Robespierre. The Directory then took over which then led to the rise of Napoleon Bonaparte. People liked Napoleon because he was enlightened and created things like the Bank of France. He also collected taxes in a fair manner and created the Napoleonic Code which gave the people some of the benefits that they had fought for (Document 3). There were problems before the revolution in France, but after a few types of trial and error forms of government, the problems were finally addressed.

Russia had many problems that needed addressing that caused the Bolshevik Revolution. People went on a peaceful strike and the czar's troops killed more than 500 people on "Bloody Sunday" on January 22nd, 1905 (Document 4). The czar had promised to make reforms but failed to deliver on these promises. Russia suffered military defeats and then a major famine. The people were angry and wanted change.

But it was World War I that made the people revolt in Russia. In the war, Russia was getting creamed by Germany on the Eastern Front. Russia didn't have enough food on the homeland or for its military. Many soldiers didn't even have guns. But even with major losses Czar Nicholas II did not want to pull out of the war. The Russian people kept expressing their desire to pull out of the war and their distaste for the czar. Finally, the czar knew he could do no good, and he was forced to step down from being the czar, allowing the Duma and the provisional government to rule. A new man, a leader of the Bolsheviks, started to rise up. He, Lenin, promised people "peace, land, and bread." This appealed to people because the provisional government didn't pull out of the war and the people wanted to get out of the war, get farmland, and get food. Lenin became the leader of Russia. His ideas went along with Karl Marx's; his (Lenin's) interpretation of communism was called Leninism. Although he instilled fear in many, people still weren't loving his ideas of war communism. Because Lenin recognized this, he scaled back from his forceful tactics and issued the New Economic Plan (NEP). The NEP allowed some private ownership. Farmers no longer had to turn over all their crops to government; they just had to pay a tax on what they produced. Citizens could even start new businesses (Document 6). Lenin's recognition of people's needs helped him to address their economic problems.

Both France and Russia experienced revolutions. They both had many problems before the revolutions. They even both had a radical stage in which people accused of being against the revolution were killed. Luckily, both countries eventually got a system of government in which some of their problems were addressed.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with some depth
- Is more descriptive than analytical (*French Revolution*: people were angry they could not feed families especially when King and Queen spent money like water; nation in debt due to French and Indian Wars and American Revolution; Napoleon established Bank of France to fix and stabilize economy; *Bolshevik Revolution*: Bolsheviks led by Lenin revolted and overthrew temporary provisional government; when people became angry due to decline in production Lenin retreated from War Communism; NEP allowed people to pay a tax and sell their crops instead of turning entire crop over to government)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*French Revolution*: clergy First Estate, nobility Second Estate, and everyday people Third Estate; heavy taxes given to Third Estate only; unfair taxes caused by Estates System in which First and Second Estates outvoted Third Estate which consisted of over 95 percent of population; people stormed Bastille in July 1789; Crane Brinton’s theory of revolution had different steps—a moderate stage, a radical stage, another moderate stage, and then an all-powerful ruler emerges; Reign of Terror led by Robespierre started radical stage of revolution; Robespierre wanted a republic that would give more power to people than Estates System; *Bolshevik Revolution*: Russia involved in Russo-Japanese War and World War I; Czar forced to abdicate in 1917; Lenin once exiled but returned to Russia with help of Germany)
- Includes some relevant facts, examples, and details (*French Revolution*: crop failure in 1787 and 1788; food shortages and food prices increased; Directory; Law of Suspects; *Bolshevik Revolution*: Bloody Sunday; Lenin issued NEP)
- 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. Document information and relevant historical outside information are integrated to address both revolutions, especially in the treatment of the French Revolution, demonstrating an understanding of the task.

Practice Paper B—Score Level 1

The response:

- Minimally addresses all aspects of the task
- Is descriptive (*French Revolution*: when Napoleon got into power people felt better because there were no longer exemptions due to birth, status, or special arrangement; with varying degrees people were able to address problems; *Bolshevik Revolution*: began when Russians had problems with government; peasants no longer had to turn crops over to government); lacks understanding and application (*French Revolution*: since people had no food they were starting to get angry)
- Includes minimal information from documents 1, 3, 4, and 6
- Presents little relevant outside information (*Bolshevik Revolution*: Lenin came into power and promised Peace, Land, Bread)
- Includes few relevant facts, examples, and details (*French Revolution*: food shortages; *Bolshevik Revolution*: Czar had troops shoot 500 or more strikers on Bloody Sunday; Lenin created NEP); includes an inaccuracy (*French Revolution*: started when people treated unfairly by King Louis IV)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a one-sentence conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Brief statements from appropriate documents touch on all aspects of the task demonstrating a limited understanding of the French and Bolshevik Revolutions.

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the French Revolution and the Bolshevik Revolution
- Is more analytical than descriptive (*French Revolution*: unfair that Third Estate had to pay most of the taxes while richest estates able to keep their wealth; First and Second Estates outvoted Third Estate; King Louis XVI aiding a war for democracy, liberty, and citizen rights in a foreign place while denying same things to his own people; Napoleon made taxes more fair for all estates; people wanted more democracy but ended up with dictator in Napoleon; revolution benefited people economically even though many problems not addressed; *Bolshevik Revolution*: Nicholas II ignored people's problems and in revolt on Bloody Sunday his troops killed unarmed protesters; NEP a step back from War Communism; under NEP instead of government collecting food people could pay a tax and sell food for profit)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*French Revolution*: when Estates General finally called, Third Estate wanted change including a new voting system to give them more power; large war debt as a result of several wars; Third Estate locked out of National Assembly and had to meet on nearby tennis court where they agreed to Tennis Court Oath; Robespierre's Reign of Terror killed anyone who opposed republic; Law of Suspects targeted former nobles, officials, and supporters of old government; *Bolshevik Revolution*: Nicholas II agreed to reforms and establishment of Duma but ignored them; Russian soldiers had poor weapons, advisors, and communication systems; Lenin promised people Peace, Land, Bread and to get Russia out of war; NEP allowed people to work, afford food, and take care of families)
- Richly supports the theme with many relevant facts, examples, and details (*French Revolution*: Napoleonic Code; food shortages; high food prices; Napoleon established Bank of France to control government finances; *Bolshevik Revolution*: Russia lost Russo-Japanese War; coup took Nicholas II out of power; Lenin and Bolsheviks led revolution; production of grain, coal, pig iron decreased under War Communism)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses while some problems are easily solved others require drastic measures and a conclusion that states revolutions took place in France and Russia because people were unhappy

Conclusion: Overall, the response fits the criteria for Level 5. Document interpretation is employed to present ideas that are logically connected and integrated with abundant applicable outside information in a thorough treatment of the task. Knowledge of history and well-placed analysis support the appraisal that while some problems can be solved by revolutions others cannot.

Practice Paper D—Score Level 2

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*French Revolution*: poor harvests of 1787 and 1788 resulted in major food shortages causing bread and food to be expensive; peasants used America as a basis because if America was able to make their country fairer and more equal they could too; Napoleon’s reforms allowed no tax exemptions because of birth, status, or special arrangement; reforms improved accounting methods and established sound currency on public credit; *Bolshevik Revolution*: Lenin’s ideas caused industrial and agricultural production to decline sharply; Lenin created NEP to try to improve Russia’s economy and society); includes weak application (*French Revolution*: governments allowed peasants to have more rights in society and government; *Bolshevik Revolution*: government tried to resolve problems through communism)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents little relevant outside information (*French Revolution*: political revolution led by peasants to revolt against government to get more rights)
- Includes few relevant facts, examples, and details (*French Revolution*: peasants paid huge taxes while rich and priests paid nothing; King and nobles only ones with power; Old Regime; National Assembly; *Bolshevik Revolution*: Czar’s troops shot dead more than 500 strikers on Bloody Sunday)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response is framed by document information demonstrating a basic understanding of the task. However, chronological confusion and the use of Lenin’s policies as both the reason for the problems and the attempt to address the problems weaken the effort.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task for the French Revolution and the Bolshevik Revolution
- Is both descriptive and analytical (*French Revolution*: as a result of horrible harvests, there was a lack of food; people suffering the most economically had to pay the most taxes; Directory led to rise of Napoleon; *Bolshevik Revolution*: World War I led people in Russia to revolt; even with major losses Czar Nicholas did not want to pull out of World War I; NEP allowed some private ownership)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*French Revolution*: each estate given one vote which meant Third Estate would always have to pay for France's spending; Third Estate wanted to form new legislature, National Assembly, which would increase their power by having voting based on population; representatives of Third Estate took Tennis Court Oath; reforms made and France became limited monarchy; Convention formed and Robespierre rose to power and started Reign of Terror; Robespierre issued Law of Suspects and anyone suspected of being against Revolution killed by guillotine; *Bolshevik Revolution*: Czar promised to make reforms after Bloody Sunday but failed to deliver on promises; Russia did not have enough food for homeland or its military; Czar forced to step down allowing Duma and provisional government to rule; new Bolshevik leader, Lenin, promised people Peace, Land, Bread)
- Supports the theme with relevant facts, examples, and details (*French Revolution*: Napoleon set up Bank of France; Napoleon collected taxes in a fair manner; *Bolshevik Revolution*: Czar's troops killed more than 500 people on Bloody Sunday; Russia suffered military defeats; Lenin issued NEP)
- Demonstrates a logical and clear plan of organization; includes an introduction that states political revolutions occur because of a flawed system and a conclusion that states both the French and Russian Revolutions had a radical stage

Conclusion: Overall, the response fits the criteria for Level 4. The strength of the response is in the integration of analytic statements and the extensive use of facts, examples, and details, especially in the discussion of the problems that led French people to revolt. Stronger development and additional explanation would have strengthened the treatment of Lenin's ideas.

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.