

FOR TEACHERS ONLY

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

VOLUME
1 OF **2**
THEMATIC ESSAY

TRANSITION EXAM IN GLOBAL HISTORY AND GEOGRAPHY—GRADE 10

Thursday, June 20, 2019 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE FOR PART II (THEMATIC ESSAY)

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

Contents of the Rating Guide

For **Part II** (thematic) essay:

- A content-specific rubric
- Five prescored anchor papers ordered from score levels 5 to 1
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

Transition Exam in Global History and Geography (Grade 10)
Content-Specific Rubric
Thematic Essay
June 2019

Theme: Human Rights

At various times in history, the human rights of certain groups have been denied. Individuals and groups have made attempts to resist and oppose these human rights violations.

Task: Select *two* groups whose human rights have been denied and for *each*

- Describe how the human rights of this group were denied
- Discuss an attempt made by an individual or a group to resist or oppose this violation of human rights

You may use any group whose human rights have been denied from your study of global history and geography. Some suggestions you might wish to consider include untouchables in India, indigenous people in Latin America, Armenians, Ukrainians, Jews, Black South Africans, Cambodians, Chinese students, Rwandans, and Afghani women.

You are *not* limited to these suggestions.

Do *not* write about a group from the United States in your response.

Scoring Notes:

1. This thematic essay has a minimum of *four* components (for *each* of *two* groups, discussing how their human rights were denied **and** an attempt made by an individual or a group to resist or oppose the violation of those human rights).
2. The same group of people may be discussed in two different settings, e.g., Jews in the pogroms in the late 19th century and in the Holocaust in the mid–20th century.
3. The response may discuss attempts made by an individual or a group to resist or oppose violations of human rights from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.
4. If more than two groups whose human rights have been denied are discussed, only the first two groups may be scored.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **each** of **two** groups by discussing how their human rights were denied **and** an attempt made by an individual or a group to resist or oppose the violation of those human rights
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *Ukrainians*: connects the implementation of the policy of forced collectivization to Stalin's desire to extend totalitarian rule into Ukraine and to the resistance offered by Ukrainians in refusing to meet grain quotas and to give up their traditional lifestyle; *Rwandans*: connects the tension between Hutus and Tutsis to the ethnic cleansing of the Tutsi population and the invasion of Rwanda by the Tutsi-led Rwandan Patriotic Front from neighboring Uganda and to the eventual establishment of a multifaction government with a promise of safe return for all refugees
- Richly supports the theme with relevant facts, examples, and details, e.g., *Ukrainians*: forced famine; Holodomor; selling grain for industrial technology; industrialization; five-year plans; kulaks; isolated villages; secret police; slaughter of livestock; burning of crops; *Rwandans*: Belgian colonial rule; Tutsi minority; Hutu majority; assassination of President Habyarimana; genocide; United Nations peacekeepers
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing **all** aspects of the task for one group more thoroughly than for the other group
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *Ukrainians*: discusses Stalin's efforts to force collectivization on Ukrainians, the kulaks refusal to surrender their farms and livestock, sealing of borders, and starvation of millions; *Rwandans*: discusses the competition between Hutus and Tutsis for power in Rwanda and the mass murder of Tutsis by the Hutu-controlled government, the invasion of Rwanda by the Tutsi-led Rwandan Patriotic Front, and the formation of a new government
- 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 three** aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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.

The 20th century witnessed great technological advancements and achievements. Unfortunately, it was also a century that featured persecution and genocide. During the 1930's and 1940's the actions of Adolph Hitler in Germany and Joseph Stalin in the Ukraine led to great suffering and ultimately death for millions of people.

Adolph Hitler came to power in Germany in the 1930's as a result of widespread dissatisfaction following defeat in World War I. Using propaganda, he directed people's anger toward Jews, making them a scapegoat. Under Hitler's leadership, the Reichstag passed the Nuremberg Laws restricting Jews' rights as citizens. To the Nazi party, Jews were among the many considered less than human beings, not belonging to the Aryan race. The first widespread attack was known as Kristallnacht "the Night of Broken Glass" in 1938. Jewish businesses were attacked by supporters of the Nazi party. Over 1,000 synagogues were burned down. People were also forced to change their middle names as a way of being labeled. Men changed to "Israel" and women changed to "Sarah." Jews were forced out of their homes into ghettos. These actions marked the beginning of Hitler's ultimate plan to exterminate Jews. Eventually Jews would be transported to concentration camps. Conditions in the concentration camps, where the Holocaust was carried out, were terrible. Families were separated. Without food or water, many died of malnutrition. Concentration camps became death camps as part of Hitler's "Final Solution." The human costs of the Holocaust are the lives of six million Jews.

Throughout this tragedy, there were attempts to resist. Despite threats of deportation and deaths many Jewish people hung on to their cultural tradition as a way of defying Hitler. They maintained

Jewish schools, places of worship, and other aspects of Jewish culture. An example of a more aggressive resistance occurred in Warsaw, Poland in what is known as the Warsaw Ghetto uprising. A group known as the ZOB formed as an armed unit. In 1943 they attempted an armed uprising against German soldiers. Warsaw ghetto residents fought and held off the soldiers for approximately four weeks. Although it ended in defeat, it remained a symbol of defiance against Hitler's atrocities. Similar Jewish resistance groups formed in many of the countries under German occupation.

Prior to the Holocaust, off in Eastern Europe, Joseph Stalin was in control of the USSR. When he gained power in the late 1920's, his goal was to quickly industrialize the Soviet Union. This became known as his "5 Year Plan." In order to accomplish this goal, Stalin looked to the Ukraine, known as the "bread basket." He believed that the abundance of grain from this region could be exported to finance the industrial growth under the 5 Year Plan. To maximize grain production, Stalin took away private farmland and forced peasants onto collective farms. Any peasants who resisted could be murdered or sent away to Siberia. In an attempt to resist the Soviets and to survive many chose to flee the Ukraine. These attempts were held off by the Soviets passing a law that forbid the peasants from leaving. The grain harvested in this region was taken from the people and used for export. As a result of this policy, millions starved to death in what was ultimately a "man-made" famine. Many believe that the famine was intentional and meant to smash Ukrainian nationalism. Because of Stalin's propaganda, much of the world remained unaware of this tragedy. At the time, Stalin banned any mention of the word

“famine.” Even today, historians are not sure how many people died. Some estimates are as high as 7 million people. Like the Jews in Warsaw, peasants often resisted. They burned their own homes rather than surrender them and tried to take back property from the collectives. Rather than allow the grain to be taken by the government, peasants hid or burned their grain. Occasionally, Ukrainians launched armed resistance. Stalin sent Soviet troops to put down these acts of resistance.

Unfortunately, it took many years for the world to understand the horrors of the Holocaust and the Ukrainian Famine. Organizations have been formed to raise awareness and bring the world’s attention to these genocides. The United Nations also created a Declaration of Human Rights after World War II. Although the goal was to eliminate human rights violations, these types of tragedies still exist into the 21st century.

Anchor Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing human rights violations and efforts to resist or oppose for both Jews and Ukrainians
- Is more analytical than descriptive (*Jews*: Adolph Hitler came to power in Germany in the 1930s as a result of widespread dissatisfaction following World War I; using propaganda he directed people's anger toward Jews, making them scapegoats; Hitler's ultimate plan to exterminate Jews; concentration camps became death camps as part of Hitler's Final Solution; despite threats of deportation and death, many Jewish people hung onto cultural traditions as a way of defying Hitler; armed uprisings ended in defeat but remained symbol of defiance against Hitler's atrocities; *Ukrainians*: Stalin believed the abundances of grain could be exported to finance industrial growth under five-year plan; many Ukrainians chose to flee Ukraine; "man-made" famine; because of propaganda, much of world remained unaware of tragedy; Stalin banned mention of word famine; even today historians are not sure how many people died)
- Richly supports the theme with relevant facts, examples, and details (*Jews*: Aryan race; Night of Broken Glass; name changes; forced out of homes into ghettos; Warsaw Ghetto uprising; ZOB; armed uprising against Jewish soldiers; *Ukrainians*: Ukraine known as "bread basket"; collectivization; peasants who resisted could be murdered or sent to Siberia; 7 million people died; peasants burned their homes and their grain; Ukrainian armed resistance; Soviet troops sent to put down resistance)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: The response fits the criteria for Level 5. The response analyzes and provides insight as to how the human rights of Jews and Ukrainians were violated as well as efforts to resist those violations. Framing the response in the context of historical circumstances demonstrates strong analysis.

Throughout global history many groups of people have been denied basic human rights. These individuals were often looked down upon by the majority, simply because of their race/nationality their religion or their looks. Attempts to receive human rights were made by these outcasts.

India is a south Asian subcontinent known as the birthplace of Hinduism. Hinduism is a polytheistic religion dominant in south Asia specifically India. Hindus believed in karma and reincarnation, as a result of these beliefs India created a social structure based on the caste system. Hindus believed your actions in your past life determined your social rank in the next life. At the bottom of the caste system were the untouchables. They were the outcasts in society, people of higher ranks refused to socialize or touch them, hence the title “untouchable”. They were given the dirtiest occupations, denied education and had no social mobility. It was commonly believed untouchables deserved what they got, because they had bad karma in their past life. Gandhi, was a very powerful political figure in India who not only fought for Indian independence but also the rights of untouchables. He tried to use his wise words and nonviolence to help the outcasts in Hindu society with peaceful protests, hunger strikes and unwavering determination. Gandhi helped others to realize the untouchables are people too, and they shouldn't be frowned upon throughout society. When India gained independence, its new constitution made the caste system illegal. Although this was a great step there are still places in India where discrimination still exists.

Jews also faced problems with human rights in the 1940s. The 1940s was the period of time that included World War II, the peak of

Fascism, the Holocaust and bitter rivalries between European nations. When Adolf Hitler rose to power in Germany he targeted the Jewish population. Jews were scapegoated and blamed for Germany's loss in World War I. A turning point was Kristallnacht or "The Night of Broken Glass". Hitler ordered Nazis to destroy Jewish shops, and bash all the windows, leaving only vandalized property and broken glass behind. The plan was to punish and direct people's anger toward Jews. Hitler eventually took extreme measures. He launched a plan to eliminate the Jews. Nazis came into the homes of Jewish families and rounded them up. Millions of Jews were captured and sent to concentration camps. The Nazis worked the Jews hard, fed them very little and tortured them because they were Jewish. Many times families were separated from one another and never saw each other again. The Nazis would send the Jews into gas chambers, burning their bodies afterward. If you weren't captured or killed, you were in complete shock and fear.

Many Jewish families hid in the houses of their friends. They lived in constant fear and were shut out from the outside world. People who sheltered Jews risked their own lives. Other brave people like the people of Denmark did so as well. They provided hiding places, escape routes and false papers. Fishermen used their boats to bring people to safety. Despite these heroic efforts millions of Jews were killed. Facing harsh and extreme discrimination many Jews tried to escape Germany as refugees and hoped to find comfort in some other land. Due to millions being killed and becoming refugees no human rights were granted right away. Over time however following the death of Hitler, the fall of Fascism and the end of the Holocaust, many countries in

Europe soon began to become more tolerant of Jews.

Overall many groups of people have faced several problems and human rights violations. They faced discrimination and persecution. Eventually, the actions of some brave individuals raised awareness of these human rights violations.

Anchor Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Jews more fully than untouchables
- Is both descriptive and analytical (*untouchables*: India created a social structure based on the caste system; Hindus believed actions in past life determined your social rank in the next life; outcasts in society; people of higher rank refused to socialize or touch them; when India gained independence, new constitution made caste system illegal; *Jews*: Kristallnacht or “Night of Broken Glass” was turning point; plan was to punish and direct people’s anger toward Jews; many Jewish families hid in houses of friends, lived in constant fear, and were shut out from the outside world; people who sheltered Jews risked their own lives; they provided hiding places and false papers; despite heroic efforts millions of Jews were killed)
- Supports the theme with relevant facts, examples, and details (*untouchables*: South Asia birthplace of Hinduism; Hinduism is a polytheistic religion dominant in India; reincarnation; given dirtiest occupations, denied education, and had no social mobility; *Jews*: fascism; Hitler rose to power and targeted the Jewish population; Jews were scapegoated and blamed for Germany’s loss in World War I; launched plan to eliminate Jews; Jewish families sent to concentration camps; families separated and sent to gas chambers)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Treatment of both topics is detailed, though the discussion of Jews is more analytical. The discussion unevenly addresses the importance of individuals in resisting and opposing human rights violations.

Throughout history many different groups have had their human rights denied. These groups were persecuted and denied basic rights. While being persecuted, individuals or smaller groups attempted to oppose the violations of their basic rights. Two groups that had their human rights violated and had an individual or smaller group resist were the Jewish during the Holocaust and the Rwandans.

The Rwandan Genocide started because of the ethnic tension between two tribal groups, the Hutus and the Tutsi. The Tutsi were the minority group of Rwanda but they were socially higher than the Hutus. This made a tension between the two groups because of the higher class of the Tutsi. The Rwandan Genocide started on April 6th, 1994 when the president Habyarimana, a Hutu, was on a plane and it got shot down. The Hutu people blamed the Tutsi for the assassination and began slaughtering the Tutsi. The genocide lasted 100 days. It was 100 days of slaughtering and killing your neighbors. The Tutsi's human right to live was being violated. Hutus would walk around neighborhoods with all kinds of weapons and kill any Tutsi they saw. They also killed any Hutu that helped Tutsis or opposed the killings. After some of the Tutsi realized that they were being killed in their own home, they fled to neighboring countries as refugees. A specific group of Tutsi fled to Uganda and made a rebel group. They named themselves the Rwandan Patriotic Front, or the RPF. This group of Tutsis rebelled against the Rwandan Genocide and the killings of the Tutsi. They got together to fight what was happening to their people. They fought the Hutus and in the process many people died. The Rwandan Genocide is an example of a groups' human rights being violated and the RPF is an example of a group opposing the

violation.

Another group that had their basic human rights violated were the Jewish people during the Holocaust. Anti-semitism had always been around Europe for a long period of time. Hitler didn't just randomly bring up a hatred of Jewish people. He strategically planned the Holocaust for a while. He started by creating the Nuremberg Laws. These laws took away basic rights of the Jews. An example of one was that any non-Jewish person could not marry a Jewish person. Another way he took away the Jewish people's human rights was when he put them into ghettos. He had his Nazi Party round up the Jewish people and put them into one spot so that they were easier to control. After the Jewish people were in the ghettos he put them into concentration camps. This violates every human right there is. He would have them killed for no reason and beat them for no reason. At the camps the Jews were only given small amounts of food, they were extremely malnourished. The Jewish people were prosecuted in the Holocaust and their human rights were violated. The Jewish people tried to fight back but there was only so much they could do when their whole country hated them. The Jewish persecution in the Holocaust is an example of violation of human rights and the many people who tried to oppose it.

The Rwandan Genocide and the Holocaust are examples of violations of human rights. The RPF and many Jews tried to oppose these things. Throughout history many groups have had their basic human rights violated.

Anchor Level 3

The response:

- Develops three aspects of the task in some depth by discussing how human rights were denied and an attempt to oppose violations of human rights for Rwandans and how human rights were denied for Jews
- Is more descriptive than analytical (*Rwandans*: 100 days of slaughtering and killing your neighbors; Tutsi's human right to live; *Jews*: anti-Semitism had been around Europe for a long time; Hitler did not randomly bring up hatred of Jewish people, it was strategically planned; Jewish people tried to fight back but there was only so much they can do when their whole country hated them)
- Includes some relevant facts, examples, and details (*Rwandans*: Hutus; Tutsis; ethnic tensions between two tribal groups; Rwandan genocide; President Habyarimana shot down; Hutus blamed Tutsis for assassination; *Jews*: Nuremberg Laws; non-Jewish person could not marry a Jewish person; took away Jewish people's human rights when put in ghettos; concentration camps)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The strength of the response is in the discussion of genocide in Rwanda which demonstrates knowledge of the tensions between the Hutus and Tutsis and subsequent outbreaks of violence. Discussion of resistance to the Holocaust would have strengthened the response.

During many times in history, human rights have been oppressed and denied. Individuals and groups have made attempts to resist and oppose these human rights violations. Two groups whose rights have been denied are the Ukrainians and Jews.

The Ukrainians human rights were denied in the 20th century due to Joseph Stalin and the Soviet Union. Under his orders, millions of Ukrainians died due to starvation. This event was known as the Ukrainian Genocide, or holodomor. Numerous individuals tried to attempt or protest to resist this human rights violation from happening. However, their efforts were unsuccessful. By the time this genocide ended in the 1930's about 7,000,000 Ukrainians from the population were deceased. Stalin ordered for this happen because he did not like the Ukrainians and therefore took away their grain. In numerous photographs from that event you could see how starved the children were to the point where you could see their ribs. Therefore, this was a major human rights violation.

Another human rights violation that was denied was against the Jew in the 20th century. During that time, the Germans restricted the rights of the Jews under Hitler's orders since he viewed the Jews as the enemy. The Jews were sent to concentration camps, starved to death, beaten, put in poisonous showers, or killed on the spot. The Jews rights were completely oppressed and not given any say. Millions of them tragically died due to this event known as World War II. The Jews were alienated and killed for no concrete reason besides the fact that Hitler did not like them and ordered them dead/to suffer. This was a important event in history. Some Jews tried to runaway to escape this oppression of human rights, but very few were successful. Therefore,

Anchor Paper – Thematic Essay—Level 2

this was a human rights violation which killed millions.

In conclusion, both from the Ukrainian Genocide and WWII the Ukrainians and the Jews were the groups of individuals whose rights were severely oppressed and died. These events were so major that we still discuss the events today even though they happened many years ago.

Anchor Level 2

The response:

- Develops two aspects of the task in some depth by discussing how the human rights of Ukrainians and Jews were denied
- Is primarily descriptive (*Ukrainians*: human rights denied due to Joseph Stalin and the Soviet Union; 7,000,000 deceased; *Jews*: restricted rights of Jews under Hitler's orders; Hitler saw Jews as the enemy); includes weak application (*Ukrainians*: Stalin ordered this because he did not like Ukrainians and therefore took away their grain; *Jews*: millions died due to event known as World War II)
- Includes few relevant facts, examples, and details (*Ukrainians*: Holodomor; children starved; *Jews*: sent to concentration camps; starved to death; killed)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The discussion consists of a general narrative about how the rights of both groups were denied but is limited to a cursory treatment of the second aspect of the task. Inclusion of more supporting facts and details would have enhanced the response.

Anchor Paper – Thematic Essay—Level 1

In history there have been some groups of people that were denied basic human rights. The two that we are focusing on are the Jews and the Black South Africans.

The Jews were denied rights during the holocaust they were taken from their home and forced to work in labor camps. The Jews were either killed from overworking or were gassed to death. The Jews couldn't do much to oppose this but called for an entire Jewish state in palestine. This request would not be realized until the end of the war.

The blacks of southern Africa could not go anywhere without their passes. The blacks had to use passes to go to work or to go out of their town. These South Africans led a peaceful protest to the jail without their passes and were met with a firing squad. This led to the pass law being taken down.

In conclusion in history some groups have been oppressed and stripped of their human rights but have fought to get them back. This has shaped our world today.

Anchor Level 1

The response:

- Minimally develops some aspects of the task
- Is descriptive (*Jews*: denied rights during the Holocaust; Jews could not do much to oppose but called for Jewish state in Palestine; request not realized until end of the war; *Blacks in South Africa*: could not go anywhere without passes); lacks understanding (*Blacks in South Africa*: led peaceful protest to jail without passes and were met with a firing squad)
- Includes few relevant facts, examples, or details (*Jews*: taken from homes; forced to work in labor camps; killed from overworking or gassed; *Blacks in South Africa*: had to use passes to go to work or go out of town)
- Demonstrates a general plan of organization; includes an introduction and a conclusion
- **Conclusion:** Overall, the response fits the criteria for Level 1. A few facts, examples, and details frame the brief discussion. Treatment of both topics is limited to statements of major ideas and a few generalizations.

Throughout history groups of people have been denied their human rights. Two groups specifically were Jews and Ukrainians. The Jews were denied rights by the Nazis and the German government, and the Ukrainians rights were denied by the Soviet Union. The Jews and Ukrainians did fight against the government but that didn't stop millions from being killed.

The Nazis and Hitler were denying the Jews their equal rights. After World War I Hitler rose to power by using Jews as a scapegoat for Germany's problems. Laws like the Nuremberg Laws were passed. Jews had to live in unrestricted areas called ghettos. Jews were not allowed to do things that other Germans could do. Any books that Jews wrote were burned and synagogues and Jewish businesses were destroyed. During the Holocaust the Nazis packed the Jews on trains like cattle. Jews were on those trains for days. They were sent to Concentration camps where they were either killed, when they first got there, worked to death, or sent to a gas chamber.

The Jews had tried to resist or fight back against the Nazis. Some Jews had even tried fleeing the country. The Jews would claim they were not Jewish while some were rescued or hidden by brave people. The Nazis had denied the Jews of plenty of rights but the Jews fought against the discrimination.

Stalin and the Soviet Union denied human rights to the Ukrainians. Stalin wanted the Soviet Union to modernize and become a strong communist nation. Stalin made up a Five-Year Plan to rapidly industrialize. His plan included a policy of collectivization. Under this policy, farms had to be split up and divided equally, and farmed by everyone. The Ukrainians did not like the idea and resisted

Thematic Essay—Practice Paper – A

to modernize or give up their land. Stalin then stopped sending food to the Ukrainians to starve them while he also took their grain and killed their livestock. Many Ukrainians died not only from starvation but because Stalin purged them. Stalin had turned where the Ukrainians lived into work camps. The Ukrainians tried to resist Stalin and his denial of human rights towards them. Stalin violated the Ukrainians human rights, but the Ukrainian did try to resist by refusing to give up their grain by hiding it.

These denial of rights to the Jews and Ukrainian were turned into genocides. Many Jews and Ukrainians had died because of the denial of their human rights. Both of these groups had resisted to the violations of their human rights.

All throughout history numerous human rights violations have been committed. As a result, those targeted would often take a stance of resistance against the unfair treatment inflicted on them. Unfortunately, in the case of the Holocaust and the Rwandan Genocide, the global community was slow to respond to these atrocities.

The Holocaust was initiated by Adolf Hitler, leader of Nazi Germany. What initially began as a persecution, ultimately became a coordinated plan to exterminate all Jews. Not only did he attempt to remove Jews during the Holocaust, but also gays, other races, and Jehovah's Witnesses. His plan began at first with the Enabling Act that allowed him to enact any law without discussing it with legislators. This effectively gave Hitler and his advisors ultimate power. On November 11, 1938, Kristallnacht took place. Jewish places of worship, homes, and business were destroyed. For many Jews the horror had only begun. Hitler was able to commit such terrible crimes against the Jews because he convinced the general public into believing that the Jews were responsible for their economic crisis. In 1939 Hitler invaded Poland and began to set up concentration and work camps. These were basically death traps used for the purposes of extermination. To relocate the Jews and others into concentration camps, fear, starvation, and deception was used. Cattle trains were used to transport the Jews into concentration camps. Inside of the camps, men, women and families were separated and underwent a process of selection. All those strong and able to work were set aside for work in the labor camps. In the concentration camps gas chambers and scientific experiments also led many Jews to their graves. As a result

of the Holocaust, millions of Jews were slaughtered.

Jews were not helpless victims as they fought back in a variety of ways. They created underground newspapers and pamphlets and organized ghetto communities to help as many people as they could. Some individuals took great risks to assist in sheltering Jews. One example is Oskar Schindler who employed over 1,000 Jews in his factory as a way of saving them. It wasn't until allied forces began to close in on Germany and Hitler's Nazi regime that the world became fully aware of the atrocities committed. After the war, the allies finally stepped in. High ranking officials and anyone responsible for the Holocaust were put on trial in what was called the Nuremberg trials. The Nuremberg trials brought worldwide attention to the full effects of the Holocaust. As a result of the Holocaust, the U. N. established the word genocide and vowed that it should never occur in the history of mankind again.

Unfortunately, genocide has been a recurring problem as shown by the Rwandan Genocide. The conflict started with a struggle for power between the Hutus and the Tutsi's. Under Belgian rule, the Tutsi minority was favored over the Hutu majority. After gaining independence from Belgium, the Hutu gained control of the government but tensions between the two groups continues. A civil war broke out in 1994 when the Hutu president's plane was shot down. His death started a massacre between Hutus and Tutsi's. The Hutus felt that it was the Tutsi's fault. Over 8000,000 were killed during this time. The Hutu had set up road blocks so that anyone traveling could be stopped and identified. Their primary target was Tutsis, but moderate Hutus were also killed. The choice weapon was the machete

Thematic Essay—Practice Paper – B

and anyone who was an enemy could be killed. At roadblocks regardless of who you were, you could be dragged out of your car and killed on the roadway.

Unfortunately, much of the world ignored the killings in Rwanda as the word "genocide" was not even used to describe what was occurring at that time. The U.N. ordered a few thousand soldiers to defend civilians, but they had a limited role. The United States didn't have the desire to get involved, while other African nations didn't have the resources. Some individuals did, however step in like hotel owner Ruseefabagina who saved the lives of over a thousand refugees regardless of what side they were on. He gave them water from the swimming pool so they wouldn't die from dehydration and smuggled in food so they wouldn't starve.

In the end, both the Holocaust and the Rwandan genocide are clear examples of human rights violations that escaped much of the world's attention until after the horrors of the events occurred. As a result, many have gained an awareness of human rights violations.

At various times in history, the human rights of certain groups of people have been denied. Many of these individuals have attempted to resist or oppose the human rights violation. One example of this, is the Jews. The Jews were treated unfairly. These Jews did not have blonde hair and blue eyes so they were not superior. Adolf Hitler had taken all their rights away. For instinct they had to wear a Jewish star on their cloth if they were to go out. Also after Hitler came in to rule, he killed all Jews and put them into contraction camps. And made they work in harsh conditions. After that he would put them in gas chambers and they would burn to ashes. Many of the Jews thought they were going to take a shower, but going there was the end of your life.

Another example of this is when the Chinese students tried to rebel at the Tiananmen Square. They wanted to rebel against Mao Zedong and the Red Booklet. They shot the kids and it turned into a massacre.

Throughout history, groups of people have been oppressed and denied basic human rights. Within these horrible atrocities, good people have taken a stand and helped move towards change. One example of this is Sir Nicholas Winton, who helped save many Jewish children from Nazi occupation in Czechoslovakia. Another example is Mohandas Gandhi, and his efforts to make India free from imperialist oppression.

Under the leadership of Adolf Hitler, the Nazi Party in Germany committed horrible violations of human rights. Soon after the Nazis took power they instituted the Nuremberg Laws. These placed a lot of restrictions on Jews, making them second class citizens. In 1938 Jewish homes and businesses were attacked. Jews were forced to identify themselves by wearing a yellow star and forced to live in ghettos. These were the first steps that led to a policy of genocide. In concentration camps, for example Aushwitz or Bergan Belson, thousands of Jews and other minorities were tortured, starved, and poisoned to death. Medical "experiments" were performed on innocent people until they died. These atrocities were committed against adults and children alike. There were some people who tried to rescue Jews from this horrible situation. Nicholas Winton, a British stockbroker, went on a trip to Prague with his friend. When he saw the mass displacement of refugees fleeing Nazi rule, he decided to help.

Nicholas Winton spent a month or so in Prague, assisting with the refugee crisis. Afterwards, he decided to work to save Jewish children in Czechoslovakia, his mother's country of origin. He arranged for homes in England where refugee children could be adopted and raised. He then established a system based on "Kindertransport" in Austria,

where he helped children escape via train. His actions saved the lives of over 500 children just as war started. Despite the actions of people like Winton, millions of Jews were killed as a result of the Holocaust.

During the 18th and 19th centuries, major world powers followed mercantilist policies. In order to maintain a favorable balance of trade and obtain natural resources, these nations turned to imperialism. They took over developing nations, and used them to grow cash crops and take their natural resources. Often, the people were abused by their imperialist mother nations. Britain's presence in India was no exception.

When Great Britain annexed India, it was with the goal of improving Britain's economy and providing resources to fuel the growing industrial revolution. The British followed a policy of mercantilism in India in order to benefit the British. India was used for growing cash crops and providing markets for British manufactured goods. British rule in India was, in many ways, about the violation of human rights that came with imperialism. A notable feature of British rule was the Indian Civil Service that implemented regulations to govern India. Really, the purpose of the Civil Service was to keep Indians from governing themselves. Only a handful of Indians were selected for these jobs. One of the biggest ways the British hurt the Indian people was by destroying their local economy. Cheap British goods flooded Indian markets, leading to unemployment as local manufacturers and artisans lost business. For these reasons, the Indian people began to seek independence.

Gandhi was a western-educated lawyer who became a leader of this independence movement. He was aghast at Britain's actions in India,

Thematic Essay—Practice Paper – D

but believed in the Hindu principle of ahimsa, or nonviolence. He worked with the Indian National Congress, an organization dedicated to achieving Indian independence. He went on many nonviolent protests, like the Great Salt March, to protest and gain support. Although India was partitioned, his goal of independence was realized.

Both Sir Nicholas Winton and Mohandas Gandhi worked tirelessly to end human rights violations. Their results had a wide impact, Winton giving thousands of descendants a life they otherwise wouldn't of had, and Gandhi protecting his people's rights.

Throughout history some groups have had their basic human rights taken away. Often times, these groups had resisted these violation in several manners. Two examples of this violation-opposition relationship can be seen in the former French colony of Saint Domingue and in the protest of Chinese peoples under communist rule during the 20th century.

Saint Domingue, present day Haiti, was once an extremely profitable colony for the French. As one of France's last Atlantic colonies, they felt strongly that they had to keep it. Most of the work on the plantations was done through the use of slave labor. These slaves were denied basic human rights—they were forced to work of exhaustion, they were abused, mistreated, killed, and had absolutely no say in the matter. Eventually, many of the Saint Domingue slaves banded together in famous uprisings. The slave revolt of Saint Domingue was, after brutal fighting and help from the British, eventually won by the slaves. This slave revolt was the first such example of slaves winning their independence through uprising, and is an example of a group of peoples rising up against the violation of their rights.

Communist China in the 20th century was extremely oppressive. Although leaders like Deng Xiaoping made transitions to more capitalistic policies in economics, the people of China still lacked many basic human rights. To protest, thousands gathered in Tiananmen's Square to peacefully protest. The government sent in soldiers & tanks, resulting in thousands being killed. This clearly shows an example of people protesting against a violation of their rights.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth for Jews and Ukrainians
- Is more descriptive (*Jews*: sent to concentration camps where they were either killed or worked to death; some were rescued or hidden by brave people; *Ukrainians*: Stalin made up a five-year plan)
- Includes some relevant facts, examples, and details (*Jews*: using Jews as a scapegoat; Nuremberg Laws; synagogues; gas chamber; *Ukrainians*: collectivization; tried to starve them while he also took their grain and killed their livestock)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response includes facts, examples, and details related to two groups whose human rights were denied. Discussion is almost wholly descriptive but effectively fulfills the requirements of the task.

Practice Paper B—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing human rights violations and efforts to resist or oppose for both Jews and Rwandans
- Is more analytical than descriptive (*Jews*: global community was slow to respond to these atrocities; Hitler convinced the general public that the Jews were responsible for their economic crises; Jews were not helpless victims as they fought back; Nuremberg Trials brought worldwide attention to the effects of the Holocaust; *Rwandans*: unfortunately genocide has been a recurring problem as shown by the Rwandan genocide; much of the world ignored the killings in Rwanda as the word “genocide” was not even used)
- Richly supports the theme with relevant facts, examples, and details (*Jews*: Enabling Law; Kristallnacht; 1939 Hitler invaded Poland; extermination; millions of Jews slaughtered; underground newspapers; Nuremberg Trials; *Rwandans*: under Belgian rule, the Tutsi minority was favored over Hutu majority; after gaining independence from Belgium, Hutus gained control of government; Hutu president’s plane shot down, 800,000 killed; moderate Hutus also killed; hotel owner Rusesabagina saved the lives of over a thousand refugees)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5, thoroughly establishing the historical context and explaining the impact of the Holocaust and the Rwandan genocide. The discussion of human rights violations of Jews and Rwandans contains depth and breadth. Treatment of attempts to oppose human rights violations demonstrates an understanding of the limitations of those efforts and the heroism of individuals involved.

Practice Paper C—Score Level 1

The response:

- Minimally develops some aspects of the task by discussing treatment of Jews and conditions in concentration camps
- Is descriptive (*Jews*: treated unfairly; Hitler had taken all their rights away; *Chinese students*: tried to rebel at Tiananmen; turned into massacre)
- Includes few relevant facts, examples, or details (*Jews*: wear a Jewish star; Hitler; concentration camps; gas chambers); includes an inaccuracy (*Chinese students*: wanted to rebel against Mao Zedong and the Red Booklet)
- Demonstrates a plan of organization; includes an introduction but lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Only two of the four tasks are addressed. While some relevant details indicate limited knowledge, accurate and inaccurate information is mixed and the response is unevenly developed.

Practice Paper D—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Indians under colonial rule more thoroughly than Jews
- Is both descriptive and analytical (*Jews*: in 1938 Jewish homes and businesses were attacked; Jews forced to wear a yellow star and forced to live in ghettos led to policy of genocide; some people tried to rescue Jews from horrible situation; Nicholas Winton arranged for homes where refugee children could be adopted; system based on “kindertransport” helped over 500 children escape via train; *Indians under colonial rule*: British rule in India is about violation of human rights that came with imperialism; purpose of civil service was to keep Indians from governing themselves; cheap British goods flooded Indian markets, leading to unemployment; Gandhi aghast at Britain’s actions but believed in principle of ahimsa or nonviolence)
- Supports the theme with relevant facts, examples, and details (*Jews*: Nazi party; Auschwitz; Bergen Belsen; medical experiments; tortured; starved; poisoned; Prague; Czechoslovakia; *Indians under colonial rule*: major world powers followed mercantilist policies; took over developing nations and used them to grow cash crops; India was used for growing cash crops and providing markets for British goods; Gandhi worked with Indian National Congress; goal of independence realized)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response is both descriptive and analytical. The Winton discussion provides a specific and detailed example of an action taken by an individual to resist a human rights violation. The discussion of Indians under British rule includes analysis that strengthens the narrative.

Practice Paper E—Score Level 2

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*slave revolt of Saint Domingue*: French felt strongly they had to keep extremely profitable colony; slaves denied basic human rights; first example of slaves winning independence through uprising; *Chinese students*: lacked many basic human rights; government sent in soldiers and tanks, resulting in thousands being killed)
- Includes few relevant facts, examples, and details (*slave revolt of Saint Domingue*: present-day Haiti; slave labor; plantations; *Chinese students*: Deng Xiaoping; transitions to more capitalistic policies; the people of China still lacked basic human rights)
- Demonstrates a general plan of organization; includes an introduction but lacks a conclusion

Conclusion: The response fits the criteria for Level 2. The discussion demonstrates some understanding of the task but lacks development. Additionally, the response relies on a few generalities.

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

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Human Rights	Standards 2, 4, and 5: World History; Economics; Civics, Citizenship, and Government
Document-based Essay	Change; Conflict; Economic Systems; Political Systems; Power; Human Rights	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

Scoring information for 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 June 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.