

TRANSITION EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

TRANSITION EXAM IN GLOBAL HISTORY AND GEOGRAPHY — GRADE 10

Tuesday, August 13, 2019 — 12:30 to 3:30 p.m., only

Student Name _____

School Name _____

The possession or use of any communications device is strictly prohibited when taking this examination. If you have or use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers to Parts II, III A, and III B.

Part I contains 30 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

Part III is based on several documents:

Part III A contains the documents. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one or more questions. Write your answer to each question in this examination booklet on the lines following that question.

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

When you have completed the examination, you must sign the declaration printed at the end of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

TRANSITION EXAM IN GLOBAL HISTORY AND GEOGRAPHY

Part I

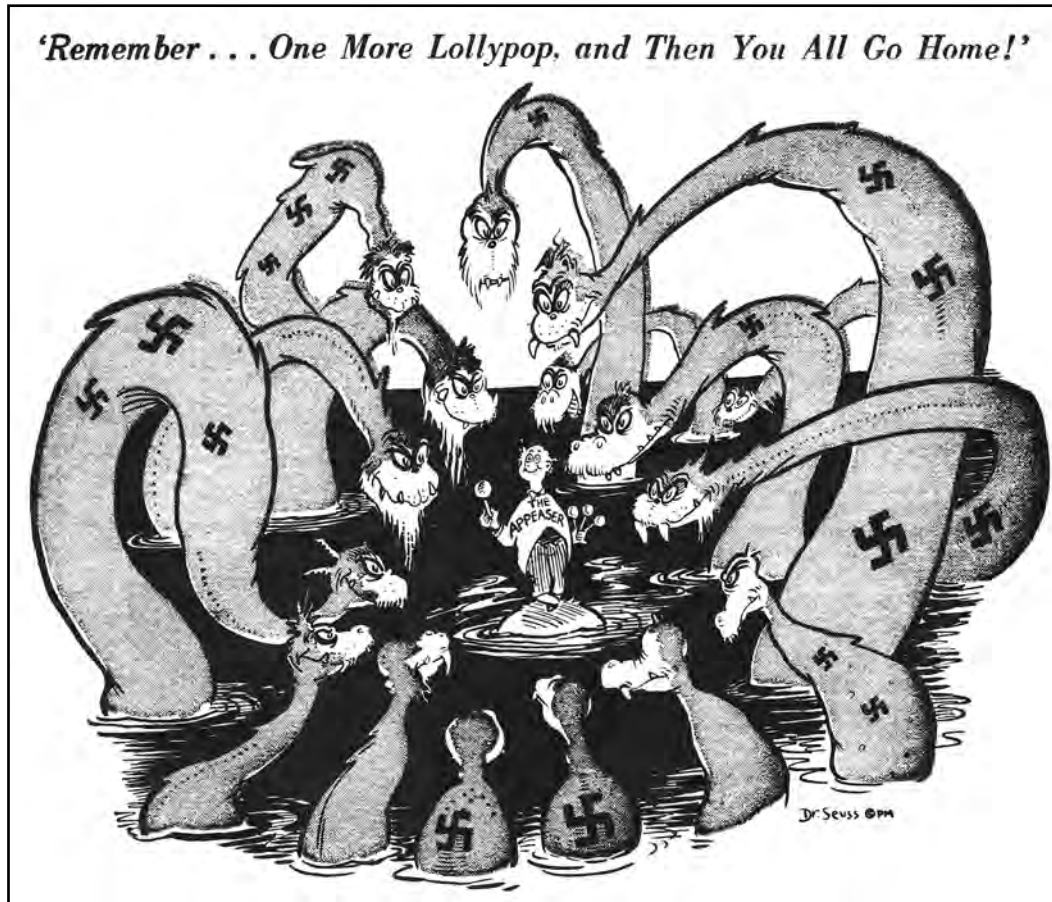
Answer all questions in this part.

Directions (1–30): For each statement or question, record on your separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 For which application would a physical map be most useful?
 - (1) showing the distribution of religious groups in Lebanon
 - (2) identifying regional population densities in China
 - (3) comparing the elevation of settlements in Peru
 - (4) examining the historical changes in Middle Eastern political boundaries
- 2 In which political system are both the religious and political authority in the hands of the government?
 - (1) representative democracy
 - (2) theocracy
 - (3) oligarchy
 - (4) constitutional monarchy
- 3 The rules of evidence used by historians require that a primary source be
 - (1) authentic
 - (2) narrative
 - (3) modern
 - (4) unbiased
- 4 A significant result of the Scientific Revolution was the development of an understanding of the universe based on
 - (1) tradition
 - (2) laws of nature
 - (3) religious principles
 - (4) geocentrism
- 5 Which writer is credited with the idea that the powers of government should be separated into three branches with each branch keeping the others in check?
 - (1) René Descartes
 - (2) Maximilien Robespierre
 - (3) Baron de Montesquieu
 - (4) Bishop Jacques-Bénigne Bossuet
- 6 What was an unintended consequence of Napoleon's conquests?
 - (1) an increase of nationalism in Europe and Latin America
 - (2) the beginning of the American Revolution
 - (3) a reduction of the status of women throughout Europe
 - (4) the destruction of the British economy
- 7 One reason the Industrial Revolution began in Great Britain was that Great Britain had a
 - (1) decline in the birth rate
 - (2) smooth coastline
 - (3) compulsory education system
 - (4) plentiful supply of iron ore and coal

- 8 Which 19th-century economic condition was the basis for the ideas of Karl Marx?
- (1) Capitalism contributed to a widening gap between the rich and the poor.
 - (2) The availability of material goods increased.
 - (3) Access to certain resources changed how goods were produced.
 - (4) People left farms and moved to the cities in search of work.
- 9 In the 19th century, the idea of Social Darwinism was used by Europeans to justify their policy of
- (1) multiculturalism
 - (2) imperialism
 - (3) national self-determination
 - (4) secular humanism
- 10 The Suez Canal has been an important waterway because it
- (1) links the Mediterranean Sea and the Red Sea
 - (2) guarantees protection for Egypt
 - (3) separates Israel from its neighbors
 - (4) provides water for irrigating the Sahara Desert
- 11 What was a major goal of the Boxer Rebellion in China and the Sepoy Rebellion in India?
- (1) restoring divine right monarchs
 - (2) obtaining aid from Europe
 - (3) annexing neighboring territories
 - (4) reducing foreign influences
- 12 The success of the Meiji Restoration depended on Japan's ability to
- (1) borrow military models from China and Korea
 - (2) strengthen the traditional roles of the samurai
 - (3) replicate the power and wealth of the industrial West
 - (4) eliminate the imperial form of government
- 13 Which factor caused many European countries to become involved in World War I?
- (1) religious obligations
 - (2) entangling alliances
 - (3) communist ideologies
 - (4) opposition to fascism
- 14 How did the political map of Europe change immediately after World War I?
- (1) Newly independent countries were formed from the Austro-Hungarian territory.
 - (2) Germany's territory expanded to include the Netherlands and Belgium.
 - (3) Russia gained control of Serbia and Bosnia.
 - (4) The Ottoman Empire dominated northern Africa.
- 15 • Occupation of Korea—1905
• Seizure of Manchuria—1931
• "Rape of Nanjing"—1937
- Which country is responsible for these events?
- (1) Soviet Union
 - (2) China
 - (3) Great Britain
 - (4) Japan

Base your answer to question 16 on the cartoon below and on your knowledge of social studies.



Source: Dr. Seuss, PM Magazine in *Dr. Seuss Goes to War*, August 13, 1941

- 16 This 1941 cartoon expresses the opinion that the policy of appeasement
- | | |
|------------------------------|--------------------------------|
| (1) poses no threat to peace | (3) is costly but necessary |
| (2) will not be tolerated | (4) is shortsighted and unwise |
-

Base your answer to question 17 on the passage below and on your knowledge of social studies.

After VE [Victory in Europe] Day the ground people wanted to see the damage done by “us” bombers, so our crew was one assigned to fly low altitude tours over Germany with our waist area full of ground crew people. Unless one could see with his own eyes, he could not imagine how devastated Germany was. Not a bridge standing anywhere, not a railroad, not a highway, not a factory. Frankfurt, for instance, was just a pile of rubble. I was in Frankfurt in 1977. It was easy to distinguish new construction. Looking down the street I could see that about every third building was old, indicating that two-thirds had been completely bombed out. . . .

—Lt. Robert Pepper, U.S. Army Air Force pilot

- 17 The scene described in this passage is most closely associated with the
- (1) policy of nonalignment
 - (2) doctrine of containment
 - (3) impact of modern war technology
 - (4) effects of industrialization on the environment
-
- 18 After World War II, the actions taken by the Nuremberg Tribunal demonstrated that
- (1) communism would be limited to Central Europe
 - (2) imperialism would no longer be tolerated in Africa and Asia
 - (3) policies of apartheid would be eliminated
 - (4) persons who committed wartime atrocities would be held accountable
- 19 One way in which the Chinese Communist Revolution and the Cuban Revolution are similar is that both revolutions
- (1) embraced capitalist ideals
 - (2) rejected industrial development
 - (3) used peaceful methods to achieve their goals
 - (4) gained strong support from the peasants

Base your answers to questions 20 and 21 on the cartoon below and on your knowledge of social studies.



Source: Signe Wilkinson, *Philadelphia Daily News*,
Washington Post Writers Group in *NY Times*,
December 19, 2010

- 20 The message to the dove in this cartoon is most likely referring to the tension between
- (1) Sikhs and Tamils
 - (2) Hutus and Tutsis
 - (3) Palestinians and Israelis
 - (4) Serbs and Bosnians
- 21 Which factor best explains the message on the screen?
- (1) reluctance of governments to market reserves of oil
 - (2) failure to resolve competing territorial claims
 - (3) lack of global involvement in the region
 - (4) absence of traditional belief systems in the region
-
- 22 The European Union (EU) and the North American Free Trade Agreement (NAFTA) were created to
- (1) seek justice for human rights victims
 - (2) promote nuclear disarmament
 - (3) encourage economic development
 - (4) legislate pollution reduction

23 South Korea's economic miracle in the late 20th century was modeled after the success of which nation?

- (1) Russia
- (2) India
- (3) Vietnam
- (4) Japan

24 Which health care issue has most frustrated African governments and health care workers in the early 21st century?

- (1) cost of treatment for HIV and AIDS
- (2) shortage of smallpox vaccines
- (3) overwhelming number of cancer patients
- (4) spread of polio to their countries

Base your answer to question 25 on the passage below and on your knowledge of social studies.

. . . "Oh, of course. Once there were gardens to the south, to the banks of the Niger, when canals brought the river water here. Now, there is only sand."

"The Niger is at least ten kilometers away from here, isn't it?"

"Yes. It used to be much nearer. But the desert is closing in."

"The poor people were cutting down the few scraggly trees for firewood. They had no other source of fuel and no options; you can't eat goat meat raw. . . ."

—Marq De Villiers,
Water: The Fate of Our Most Precious Resource

25 According to this passage, what is a valid conclusion concerning the Niger River region?

- (1) Irrigation has damaged the region.
 - (2) Canals are used to conduct trade.
 - (3) Desertification has altered the landscape.
 - (4) Fertilization of the sand allowed gardens to flourish.
-

- 26 • Deforestation in Latin America
- Acid rain in Europe
- Pollution in the Mediterranean Sea

Which conclusion can best be drawn from these situations?

- (1) Industrialization is slowing down in these areas.
- (2) Environmental issues only affect these specific areas.
- (3) Environmental problems need international attention.
- (4) Technological remedies for waste management are unavailable.

27 The success of Otto von Bismarck in Germany and of Mohandas Gandhi in India demonstrate that

- (1) imperialism usually acts as a positive force
- (2) more than one method can be used to build nationalism
- (3) economic prosperity is the key to social change
- (4) urbanization strengthens traditional values

28 One way in which Kemal Atatürk and Reza Pahlavi are similar is that both supported policies of

- (1) promoting membership in the United Nations
- (2) denying women the right to vote
- (3) modernizing and westernizing their nations
- (4) preventing their citizens from traveling overseas

Base your answers to questions 29 and 30 on the cartoons below and on your knowledge of social studies.

A

MUZZLED?



Source: *London Opinion*, reprinted in *Literary Digest*, September 13, 1919 (adapted)

B

THE RAINBOW.



Source: *London Evening News*, reprinted in *Literary Digest*, September 13, 1919 (adapted)

29 These cartoons were published immediately after

- (1) the Russo-Japanese War
- (2) World War I
- (3) World War II
- (4) the Cold War

30 Which ideas best represent the cartoonists' views about the ability of the League of Nations to function?

- (1) Cartoonist A is distrustful and Cartoonist B is hopeful.
- (2) Cartoonist A is watchful and Cartoonist B is guarded.
- (3) Cartoonist A is fearful and Cartoonist B is uneasy.
- (4) Cartoonist A is optimistic and Cartoonist B is pessimistic.

Answers to the essay questions are to be written in the separate essay booklet.

In developing your answer to Part II, be sure to keep this general definition in mind:

discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part II

THEMATIC ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Technology

Transportation and communication technologies have been used by governments, groups, and individuals to unify and control societies and regions.

Task:

Select **two** governments, groups, **and/or** individuals that have used transportation or communication technologies and for **each**

- Discuss how a specific government, group, or individual used transportation **or** communication technologies to unify **and/or** control a society or region

You may use any governments, groups, or individuals that have used transportation or communication technologies from your study of global history and geography. Some suggestions you might wish to consider include Great Britain’s use of railroads in India/Africa, Germany’s use of submarines, Great Britain’s use of the Suez Canal, Gandhi’s use of mass media, Hitler’s use of mass media, Stalin’s use of propaganda, Egypt’s seizure of the Suez Canal, Mao’s use of propaganda, and Arabs’ use of social media during the Arab Spring.

You are *not* limited to these suggestions.

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

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

NAME _____ SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

Historical Context:

Throughout history, the actions of certain individuals have had impacts on societies and regions. These individuals include *King Leopold II of Belgium*, *Deng Xiaoping of China*, and *Desmond Tutu of South Africa*.

Task: Using the information from the documents and your knowledge of global history and geography, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

- Select *two* individuals mentioned in the historical context and for *each*
- Describe the historical circumstances that led this individual to take action
 - Describe an action taken by this individual
 - Discuss an impact this individual had on his society and/or on another society

In developing your answers to Part III, be sure to keep these general definitions in mind:

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part A
Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1

. . . In the midst of the rivalries among the Great Powers of Europe, King Leopold II of the tiny nation of Belgium played the most important role in the story of the Congo. This leader of a country overshadowed by its larger, more powerful neighbors wanted desperately to build up an overseas empire in order to secure his position in the world. He thought that a great opportunity existed in Central Africa, a region in which other European countries had not shown interest

Source: *Colonialism in the Congo: Conquest, Conflict, and Commerce*, Choices Program, Watson Institute for International Studies, Brown University

1. Based on this excerpt, state **one** goal of King Leopold II. [1]

Score

Document 2a

In 1887 and 1888 the Congo Free State was on the brink of bankruptcy. King Leopold II was looking for solutions.

. . . At this [Brussels] conference [1889–1890], which was devoted to ending the slave trade and liquor and arms trafficking in Africa, Leopold persuaded the European powers to permit him to create a new system of taxation in Congo for the purpose of combating the slave trade and building a stronger infrastructure for governance. In the two years after the conference, the Congo Free State instituted a new tax system in which African chiefs were forced to collect and pay taxes in goods and labor.

Furthermore, in 1891, Leopold arrogated [seized] all “vacant lands” in Congo, as well as the present and future produce of those lands. “Vacant lands” were defined as any lands without a human settlement or crops under cultivation. Leopold thus placed the greatest part of Congo at his disposal, putting an end to free trade in most of the state’s territory and enabling him to gain revenue by circumventing the Berlin Act’s prohibition against trade duties. . . .

Source: Kevin Grant, *The Congo Free State and the New Imperialism*, Bedford/St. Martin's, 2017 (adapted)

2a According to Kevin Grant, what was King Leopold II attempting to do in the Congo Free State? [1]

Score

Document 2b

Beginning around 1889, the European and American markets demanded more rubber. To produce this rubber, Congolese men, women, and sometimes children harvested sap from rubber vines in forests near their villages instead of tending to their crops.

Rubber Exports from Congo

Year	Value (1000) Belgian Francs	Weight in Tons
1888	260	81.6
1890	556	135.6
1895	2,882	634.9
1900	39,874	5,859.9
1905	43,755	5,358.3

Source: Ch. Didier Gondola, *The History of Congo*, Greenwood Press, 2002 (adapted)

2b Based on this document, state **one** impact the demand for rubber had on the Congo Free State. [1]

Score

Document 3

E. D. Morel formed the Congo Reform Association. In 1906, E. D. Morel published his book *Red Rubber* in which he voiced concerns about what was happening to the native peoples in the Congo Free State and to inform the British public. This excerpt is from the book's conclusion.

. . . Nothing impracticable, nothing unrealisable is being demanded on behalf of the Congo natives. No grandmotherly legislation, no sentimental claims are being urged in their interest. Only justice. They have been robbed of their property. We demand that their property shall be restored to them. They have been robbed of their liberty. We demand that their liberty shall be restored to them. They are bound in chains. We demand that those chains shall be rent asunder [split apart]. For fifteen years they have been degraded, enslaved, exterminated. We demand that this shall stop, not fifteen years, or five years, or one year hence: but now. . . .

Source: E. D. Morel, *Red Rubber*, Haskell House Publishers, 1970, first published 1906

3 According to E. D. Morel, what was **one** impact of King Leopold II's control over the Congo Free State? [1]

Score

Document 4

. . . After the Communists [under Mao Zedong] rose to power in 1949, China’s existing market economy was gradually transformed into a socialist economy. Agriculture was collectivized, industry was nationalized, and the private sector was eliminated by 1956. Under the central plan, the state determined the allocation [distribution] of economic inputs and outputs, and maintained a monopoly over production and distribution. As well as the ‘Iron Rice Bowl’ of lifetime employment, under the *danwei** system, enterprises provided housing and benefits to employees, restricting their ability to live outside of the system. Despite official efforts, however, entrepreneurship was never entirely suppressed and continued to exist on a small scale, particularly in the form of the black market and underground economy. Unfortunately, much of this activity was unproductive rent-seeking [attempt to gain revenue] taking advantage of the inefficiencies in the economy. . . .

Source: Liao and Sohmen, “The Development of Modern Entrepreneurship in China,” *Stanford Journal of East Asian Affairs* (adapted)

**danwei* – a government-controlled work unit

4 According to Liao and Sohmen, what were **two** characteristics of the socialist economy after the communists rose to power in China in 1949? [2]

(1) _____

Score

(2) _____

Score

Document 5a

. . . Deng’s reforms abolished the communes and replaced them with a contract system. Though the state continues to own all land, it leases plots, mostly to individual families. Rent is paid by delivery of a set quantity of rice, wheat or whatever to the state at a fixed price. But once that obligation is met, families can grow anything else they wish and sell it in free markets for whatever price they can get (though the state does set limits on how much some prices can fluctuate). . . .

Source: George J. Church, “Person of the Year: Deng Xiaoping,” *Time*, January 6, 1986

5a According to George J. Church, what is **one** action taken by Deng Xiaoping to reform China? [1]

Score

Document 5b

. . . Yet Deng did not just focus on the economy. He identified other areas where changes had to be made for China to become a world power: there was the need to revamp the educational system, especially universities and research institutes; the military had to be streamlined and professionalized; lawyers had to be trained in the intricacies of commercial and corporate law, and be able to have cases heard in a viable and expanded judicial system; more Chinese had to be permitted to study overseas, and foreign students and tourists to come to China. As a complementary move, Deng ordered far-reaching reviews of the cases of hundreds of thousands of intellectuals, students and professionals who had been sent into internal exile in impoverished rural areas after the Hundred Flowers Movement in 1957, and later during the Cultural Revolution; under Deng, many were allowed to return to their homes and families. . . .

Source: Jonathan Spence, *Time: 60 Years of Asian Heroes, Deng Xiaoping*, 2006

5b According to Jonathan Spence, what was **one** change Deng Xiaoping thought had to be made in an attempt to transform China into a world power? [1]

Score

Document 6

This is an excerpt from an obituary for Deng Xiaoping.

. . .At the end of his life, Mr. Deng seemed unable to chart a clear path to economic success; his economic reforms still faced daunting challenges. China's rise as a great economic power was becoming a race against time as population growth and incomplete reform were adding to the siege of China's straining foundations. Shortages of water and arable land mounted, and unchecked industrial pollution contributed to an overall degradation of the environmental landscape.

Still, in cities and in villages, real incomes more than doubled in the Deng era. Most Chinese who have watched a television or used a washing machine or dialed a telephone have done so only since Mr. Deng came to power. The struggle to survive in the Chinese countryside has greatly eased. . . .

Source: Patrick E. Tyler, "Deng Xiaoping: A Political Wizard Who Put China on the Capitalist Road,"
New York Times, February 20, 1997

6 According to Patrick E. Tyler, what was **one** impact of Deng Xiaoping's rule in China? [1]

Score

Document 7

. . . With the ANC [African National Congress] banned, new opposition forces emerged. Black Consciousness, led by charismatic student leader Steve Biko, took off in the late 1960s. Then in 1972–1973, the black labor movement came to life again in a sudden, massive strike wave. Things were on the boil and with a rigid, inflexible, and intolerant government at the helm of state, the country finally exploded in 1976, ignited by student protests in Soweto.

Although the 1976 protests were quashed [put down] by harsh measures from the state security forces that saw many casualties, popular resistance reemerged in the 1980s. This coalesced [joined forces] around vibrant, new mass organizations. The United Democratic Front (UDF, formed in 1983), was a very wide coalition of more than 600 community, labor, sport, and church organizations. The Congress of South African Trade Unions (COSATU, formed in 1985), with its largest affiliate [associate], the National Union of Mineworkers (1982), led by ex-student activist Cyril Ramaphosa, grew rapidly and challenged the previously monolithic [rigid] economic domination of the apartheid state. Many church leaders, such as Archbishop Desmond Tutu, lent their weight to popular protests. All across the country these diverse groups spoke out loudly and their support grew rapidly, with many people aligning themselves with the ideas of the ANC exemplified [represented] in the Freedom Charter. One of their major demands was the release of [Nelson] Mandela and all political prisoners. . . .

Source: Peter Limb, *Nelson Mandela: A Biography*, Greenwood Press, 2008

7 According to Peter Limb, what was **one** problem faced by blacks in South Africa from the 1960s through the 1980s? [1]

Score

Document 8

This is an excerpt about Desmond Tutu from a biographical dictionary.

. . . The problem faced by anti-apartheid clergymen was how to simultaneously oppose both violent resistance and apartheid, which was itself increasingly violent. [Desmond] Tutu's opposition was vigorous and unequivocal, and he was outspoken both in South Africa and abroad, often comparing apartheid to Nazism and Communism. As a result the government twice revoked his passport, and he was jailed briefly in 1980 after a protest march. It was thought by many that Tutu's increasing international reputation and his rigorous advocacy of non-violence protected him from harsher penalties. Tutu's view on violence reflected the tension in a Christian approach to resistance: "I will never tell anyone to pick up a gun. But I will pray for the man who picks up a gun, pray that he will be less cruel than he might otherwise have been. . . ."

Source: "Archbishop Desmond Tutu Facts," *Encyclopedia of World Biography*, The Gale Group, 2010

8 Based on this document, state **one** action taken by Desmond Tutu to resist South African government policies. [1]

Score

Document 9

. . . During apartheid in South Africa, Desmond Tutu emerged as a voice for the voiceless; someone who was able to “articulate the aspirations and the anguishes” of marginalised people.

After the 1994 elections and Nelson Mandela’s inauguration as the country’s first democratically elected president, Archbishop Tutu was asked to preside over a process “to heal a wounded and traumatised nation”. The Truth and Reconciliation Commission (TRC) was established to bear witness to apartheid-era crimes, record and in some cases grant amnesty to the perpetrators.

It subsequently became an important model for other commissions of its kind throughout the world. Archbishop Tutu articulates that the main lesson learnt from this process was that “all human beings are fundamentally good”. Despite the most horrendous atrocities committed, “people amazed the world with the exhibition of their magnanimity [mercy], their generosity of spirit, their willingness not to seek revenge and retribution [punishment], but to be willing to forgive”.

Archbishop Tutu mustered a group of close friends and associates to form the Desmond Tutu Peace Trust in 1998. The Trust administers and oversees the development of the Desmond Tutu Peace Centre.

Source: “How We Began,” The Desmond Tutu Peace Centre online

9 According to this statement from the Desmond Tutu Peace Centre website, what is **one** impact of Desmond Tutu’s leadership? [1]

Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least four* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Throughout history, the actions of certain individuals have had impacts on societies and regions. These individuals include **King Leopold II of Belgium**, **Deng Xiaoping of China**, and **Desmond Tutu of South Africa**.

Task: Using the information from the documents and your knowledge of global history and geography, write an essay in which you

Select **two** individuals mentioned in the historical context and for **each**

- Describe the historical circumstances that led this individual to take action
- Describe an action taken by this individual
- Discuss an impact this individual had on his society and/or on another society

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

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