TRANSITION EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

Thursday, January 24, 2019 — 9:15 a.m. to 12:15 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.
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 A social studies teacher cautions students to be careful when using primary sources in their study of history. The teacher makes this statement because all primary sources
   (1) are fragile and easily damaged
   (2) require analysis and interpretation
   (3) present accurate and balanced views
   (4) serve as a means of propaganda and distortion

2 • Connections between places and regions
• Patterns of population distribution
• Urban land use patterns

Which social science would most likely focus on the study of these topics from a spatial perspective?
   (1) anthropology   (3) political science
   (2) human geography   (4) psychology

Base your answers to questions 3 and 4 on the speakers' statements below and on your knowledge of social studies.

Speaker A: The market should be controlled by supply and demand, not the whims of a parliament.

Speaker B: History will administer justice to the greedy bourgeoisie when the proletariat revolt.

3 Which type of economy is Speaker A most likely to support?
   (1) laissez-faire   (3) self-sufficient
   (2) barter   (4) mixed

4 Speaker B best represents the ideas of
   (1) Thomas Malthus   (3) Robert Owen
   (2) Cecil Rhodes   (4) Karl Marx

5 Maximilien Robespierre is best known in French history for
   (1) rallying French support for the American Revolution
   (2) trying to eliminate enemies of the French Revolution
   (3) attempting to preserve the monarchy of Louis XVI
   (4) enforcing the principles of the Napoleonic Code

Base your answers to questions 6 and 7 on the information related to the Irish famine below and on your knowledge of social studies.

Crop rotation, a natural form of pest control, was used less as Irish agriculture switched mainly to growing potatoes. Individual farms were located close together, making it easy for the fungus to spread. After the famine, the amount of farmland cultivated decreased by approximately 50%. Before the famine, 8 million people lived in Ireland. In the 1960s, 3 million lived there.

— From Evan D. G. Fraser, Conservation Ecology

6 Based on this information, what was a contributing cause of the Irish famine?
   (1) a 50% reduction in the amount of farmland
   (2) a shortage of farmers due to population loss
   (3) farming methods that promoted the spread of the potato fungus
   (4) increased use of pesticides

7 Which impact can be inferred from this information on the Irish famine?
   (1) Many Irish chose to emigrate to North America.
   (2) The population in Ireland dramatically increased.
   (3) Irish farming practices had little effect on the environment.
   (4) The Irish government reduced the amount of farmland in Ireland.
8 A major goal of both the Sepoy Rebellion and the Boxer Rebellion was to
(1) establish a democratic republic
(2) remove foreign interference
(3) gain religious freedom
(4) lower the tax burden for the peasants

Base your answer to question 9 on the passage below and on your knowledge of social studies.

. . . In the rest of the world European political assumptions are so taken for granted that nobody thinks about them anymore; but at least one of these assumptions, the modern belief in secular civil government, is an alien creed in a region [the Middle East] most of whose inhabitants, for more than a thousand years, have avowed faith in a Holy Law that governs all of life, including government and politics. . . .

— David Fromkin, A Peace to End All Peace

9 What is a valid conclusion based on this reading?
(1) Most European states base their political systems on remaining faithful.
(2) Political systems in the Middle East often reflect the traditional values of their society.
(3) Belief in secular government is universal.
(4) The Middle East has been a leader in the development of democratic states.

10 The terms of the Treaty of Versailles and the global economic depression of the 1930s both contributed to the
(1) Scramble for Africa
(2) Amritsar Massacre
(3) rise of a fascist dictatorship in Germany
(4) formation of the Congress of Vienna

Base your answer to question 11 on the graphic organizer below and on your knowledge of social studies.

11 Which leader best completes this graphic organizer?
(1) Kemal Atatürk
(2) Jiang Jieshi (Chiang Kai-shek)
(3) Theodor Herzl
(4) Emperor Meiji

12 A goal of the Japanese invasion of Manchuria (1931) and of the second Sino-Japanese War (1937–1945) was to
(1) spread the practice of Shinto
(2) open trading networks
(3) acquire industrial resources
(4) prevent German imperialism

13 Adolf Hitler justified his takeover of eastern territory by stating that Germany needed to
(1) gain more living space for its people
(2) reestablish its Asian colonies
(3) give its navy access to Caspian seaports
(4) enforce established peace agreements
Base your answer to question 14 on the passage below and on your knowledge of social studies.

First they came for the Communists, but I was not a Communist so I did not speak out. Then they came for the Socialists and the Trade Unionists, but I was neither, so I did not speak out. Then they came for the Jews, but I was not a Jew so I did not speak out. And when they came for me, there was no one left to speak out for me.

— Martin Niemöller

14 Which event is Martin Niemöller referring to in this passage?
(1) Ukrainian famine
(2) World War I
(3) breakup of Yugoslavia
(4) Holocaust

15 An examination of the Nazi’s Russian campaign in the 1940s would show that
(1) naval assaults are generally successful
(2) superior technology offsets natural conditions
(3) geography can have an effect on the outcome of war
(4) a policy of appeasement is often ineffective

16 The military conflicts of World War II ended in August 1945 when
(1) the bombing of Hiroshima and Nagasaki prompted Japan’s unconditional surrender
(2) Allied armies captured Berlin and divided Germany
(3) Germany and Japan negotiated a settlement for “peace without victory”
(4) the International Military Tribunal for the Far East began hearing testimony in Tokyo

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

17 This image shows a label used on aid packages to post–World War II Europe as a result of the
(1) Geneva Convention
(2) SALT Agreements
(3) Helsinki Agreement
(4) Marshall Plan

18 After World War II, trials for Nazi war criminals were conducted by the
(1) North Atlantic Treaty Organization (NATO)
(2) Nuremberg Tribunals
(3) Sadler Commission
(4) International Red Cross
19 “African National Congress (ANC) Demands Repeal of Pass Laws”
“Bishop Desmond Tutu Awarded Nobel Peace Prize”
“Nelson Mandela Released from Prison After Serving 27 Years”

Which historical situation is most closely associated with these headlines?
(1) Kwame Nkrumah becoming the first elected president of Ghana
(2) ethnic conflicts in Nigeria resulting in civil war and widespread famine
(3) Egypt becoming the first Arab country to sign a peace treaty with Israel
(4) protests against the South African government’s policy of apartheid

20 The migration of over a million people from Rwanda in the 1990s was the result of
(1) human rights atrocities
(2) desertification
(3) massive flooding
(4) disease

21 The Korean War and the Cuban missile crisis are most closely associated with
(1) communist aggression
(2) religious tensions
(3) the overthrow of monarchies
(4) the failure of the Kyoto Protocol

22 This map depicts Vietnam during which time period?
(1) 19th-century imperial rule
(2) World War I
(3) World War II
(4) Cold War
23 What is the cartoonist suggesting will result if delays in reaching an international agreement to control greenhouse gases continue?

(1) preservation of endangered species
(2) heightened threat for severe glacial melting and continental flooding
(3) reduction in the impact of climate change
(4) increased availability of fresh water supplies

24 The April 1986 events at the Soviet nuclear plant in Chernobyl demonstrate that

(1) risks are sometimes involved with advanced technology
(2) the safe destruction of stockpiled weapons is possible
(3) reform efforts in the workplace can sometimes result in violence
(4) international cooperation can prevent a natural disaster
25 Which conclusion can best be supported based on the 2003 data shown on this map?

(1) The Western Hemisphere has been hardest hit by the HIV/AIDS crisis.
(2) China and Japan have more people living with HIV/AIDS than India and Thailand.
(3) The number of people living with HIV/AIDS in the Middle East is declining.
(4) Southern Africa faces serious population issues due to the number of people living with HIV/AIDS.
Base your answer to question 26 on the graph below and on your knowledge of social studies.

26 Which statement is best supported by the 2008 data provided by this graph?

(1) More people in the Middle East and North Africa earn less than $1.25 per day than people in Latin America and the Caribbean.
(2) Most people from East Asia and the Pacific are in debt.
(3) More South Asians struggle with extreme poverty than people from any other region.
(4) More than 100 million people in Europe and Central Asia earn less than $1.25 per day.

27 • Extensive use of irrigation systems
• High inputs of chemical fertilizers and pesticides
• Use of genetically altered seeds to increase yields

These characteristics are most closely associated with the
(1) Great Leap Forward
(2) opening of Japan
(3) Green Revolution
(4) Scientific Revolution

28 Which scientific theory is supported by the work of Copernicus, Galileo, and Kepler?

(1) cell theory
(2) atomic theory
(3) theory of evolution
(4) theory of a heliocentric universe

29 Which revolution, led by Toussaint L’Ouverture, relied on slave rebellions to achieve independence?

(1) Iranian
(2) Cuban
(3) Haitian
(4) Mexican

30 The collapse of the Ottoman Empire, the creation of nation-states in central Europe, and the formation of the League of Nations are results associated most directly with

(1) the Napoleonic Wars
(2) the Franco-Prussian War
(3) World War I
(4) World War II
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 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 II**

**THEMATIC ESSAY QUESTION**

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

**Theme: Movement of People—Migration**

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

**Task:**

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

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

You are *not* limited to these suggestions.

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

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

**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
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 used in a document may reflect the historical context of the time in which it was written.

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 attempted to address these problems with varying degrees of success.

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 revolutions mentioned in the historical context and for each
• Discuss problems that led the people to revolt
• Discuss how a revolutionary and/or post-revolutionary government attempted to address the problems

In developing your answers to Part III, 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 A
Short-Answer Questions

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

Document 1

Based on this document, what were two problems faced by the people of France on the eve of the French Revolution? [2]

(1) 

(2) 

Score
### Document 2

<table>
<thead>
<tr>
<th>Ruling Body</th>
<th>Chief Characteristics of the Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1789 → 1791</td>
<td>Abolition of the abuses of the Old Régime</td>
</tr>
<tr>
<td>1791 → 1792</td>
<td>Drift toward greater radicalism—beginning of foreign wars</td>
</tr>
<tr>
<td>1792 → 1795</td>
<td>Success in foreign wars—Radicalism Reign of terror</td>
</tr>
<tr>
<td>1795 → 1799</td>
<td>Period of reaction Rise of Napoleon</td>
</tr>
</tbody>
</table>

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? [1]
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. . . .


3 According to R. R. Palmer et al., what was one change made under Napoleon in order to fix the economy of France? [1]
4 Based on the information on this time line, what were **two** complaints the people of Russia had with the Russian government?  [2]

(1) ________________________________________________________________  

(2) ________________________________________________________________  

Score
**Document 5a**

**Russian Production Statistics 1913 and 1921**

<table>
<thead>
<tr>
<th></th>
<th>1913 Czarist Russia Pre–World War I</th>
<th>1921 Communist Russia at the end of the Civil War</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grain</td>
<td>85 million metric tons</td>
<td>23.7 million metric tons</td>
</tr>
<tr>
<td>Coal</td>
<td>29 million metric tons</td>
<td>9.5 million metric tons</td>
</tr>
<tr>
<td>Pig Iron</td>
<td>4.2 million metric tons</td>
<td>1.2 million metric tons</td>
</tr>
<tr>
<td>Oil</td>
<td>9.2 million metric tons</td>
<td>3.8 million metric tons</td>
</tr>
</tbody>
</table>


**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? [1]
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. . . .


According to Ted Gottfried, what was one effect of Lenin’s New Economic Policy on Russian society? [1]
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 . . .


7 According to Hyman Kublin, what were two problems facing China under the Nationalists? [2]

(1)________________________________________________________________________

Score __________

(2)________________________________________________________________________

Score __________
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. . . .


8 According to Earl Swisher, what was one way the Chinese Communist regime attempted to bring about change? [1]
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? [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, 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.

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

Select two revolutions mentioned in the historical context and for each
• Discuss problems that led the people to revolt
• Discuss how a revolutionary and/or post-revolutionary government attempted to address the problems

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
Scoring the Part I Multiple-Choice Questions

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

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

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Albany, New York 12234
Contents of the Rating Guide

For Part I (Multiple-Choice Questions):
• Scoring Key

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

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—
• Raters read the task
• Raters identify the answers to the task
• Raters discuss possible answers and summarize expectations for student responses

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

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

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

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

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

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

Task: Select two migrations and for each
- Describe the historical circumstances leading to the permanent relocation of a group
- Discuss the effects this group’s permanent relocation had on a society and/or region

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

You are not limited to these suggestions.

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

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

Scoring Notes:

1. This thematic essay has a minimum of six components (discussing the historical circumstances leading to the migrations and permanent relocations of two groups and at least two effects each group’s permanent relocation had on a specific society and/or region).
2. Whether a migration was forced or was voluntary does not have to be stated as long as it is implied.
3. The historical circumstances may be the same for different migrations, but the facts and details will vary, e.g., economic reasons for rural-to-urban migrations in Great Britain and for the migration of Africans to Europe in the 20th and 21st centuries or political reasons for the migration of Jews to Palestine/Israel and for the migration of Hindus/Muslims to India/Pakistan.
4. The effects on a society or region may be similar; however, the facts and details will vary, e.g., the rise of a labor force as a consequence of migration in Great Britain and to the Americas.
5. The effects of the migration may be immediate or long term.
6. The effects of the migration may be discussed from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.
7. If more than two migrations are discussed, only the first two may be scored.
Score of 5:
- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances leading to the migrations and permanent relocations of two groups and at least two effects each group’s permanent relocation had on a specific society and/or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., Hindus/Muslims to India/Pakistan: connects the partition of India following independence from Britain and long-standing religious conflict to the creation of new nations with disputed borders and continued conflict between a number of ethnic and religious groups; Jews to Palestine/Israel: connects anti-Semitism in Europe, Zionism, and the Holocaust to the inability of the Palestinian region to accommodate the mass influx of Jews that led to the loss of property and power by Palestinians, their displacement, and decades of tension and violence in the region
- Richly supports the theme with relevant facts, examples, and details, e.g., Hindus/Muslims to India/Pakistan: Kashmir, Gandhi, Jinnah, Muslim League, Nehru, border tensions, Indian National Congress; Jews to Palestine/Israel: ghettos; pogroms; Theodor Herzl; Balfour Declaration; British mandate; United Nations partition plan; Israeli wars of independence; refugee camps; West Bank; two-state solution
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:
- Develops all aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for one migration more thoroughly than for the other or by discussing one aspect of the task less thoroughly than the others
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., Hindus/Muslims to India/Pakistan: discusses Indian independence which resulted in Hindu-Muslim conflict and the creation of the new states of India and Pakistan with conflict along the border; Jews to Palestine/Israel: discusses the Holocaust and the Final Solution and its relation to the creation of the State of Israel as a homeland for the Jews, the consequence of Palestinians becoming refugees, and generations of conflict between the Israelis and the Palestinians
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:
- Develops all aspects of the task with little depth or develops at least four aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Note: If all aspects of the task have been thoroughly developed evenly and in depth for one migration and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.
Score of 2:
- Minimally develops all aspects of the task or develops at least three aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:
- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:
Fails to develop the task or may only refer to the theme in a general way; OR includes no relevant facts, examples, or details; OR includes only the theme, task, or suggestions as copied from the test booklet; OR is illegible; OR is a blank paper

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

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

Raters should continue to disregard the quality of a student’s handwriting in scoring examination papers and focus on how well the student has accomplished the task. The content-specific rubric should be applied holistically in determining the level of a student’s response.
Throughout history, humans have been migrating to different regions often in the hopes of seeking political or economical improvements. There are sometimes catalysts which can provoke such migrations including warfare, or a desire to achieve a nationalistic goal. During the 20th century, many regions experienced mass migrations. Several of these corresponded with the fall of the British Empire. Great Britain endured the end of their authority in India and Pakistan and also became entangled in the Jewish state of Israel. Both the Jewish migration to Palestine and the Hindu/Muslim migration to India/Pakistan were caused by a desire to achieve independent states, which resulted into violent conflicts and unstable governments. For a number of centuries, the Jewish population had been without their own nation. This began with the Jewish diaspora, which was the spread of the Jewish people throughout Europe. Long-standing anti-Semitism continued for centuries, contributing to the discrimination and persecution of Jews at various times throughout Europe. In the 1800s, Theodor Herzl spread the idea of Zionism, or the belief that the Jews should once again have a homeland of their own. During World War I, the English offered the Jews a settlement in Palestine, in exchange for their support as allies. This was supported by the Balfour Declaration but it conflicted with England’s other promises regarding the Middle East. Treaties such as the McMahon-Hussein Correspondence promised the Arabs some land while Sykes-Picot Treaty assured the French some land as well. These series of agreements led to the Mandate system. Jewish migration continued and increased following the Holocaust in World War II. Public opinion worldwide, following the atrocities committed under Nazi Germany, helped foster the creation
of the state of Israel. In 1948, the Jews received independence while the British government forces left Palestine.

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

In the early 1900’s, India was seeking independence from Great Britain. For centuries under England’s imperial rule, the Indian population was subjected to exploitation often due to Britain’s desire to obtain raw materials. During this time Mohandas Gandhi, a former lawyer, became a prominent leader of the Indian nationalistic movement. Gandhi applied the methods of nonviolence and civil disobedience, such as peacefully protesting and boycotts. One way in which the Indian people boycotted British goods was the Homespun Movement. Gandhi encouraged people to burn all their British made textiles and wear only Indian made clothing. Also, when the British prohibited the Indian population from producing their own salt, Gandhi lead the Salt March, which brought him and a mass of followers to the
Indian Ocean to harvest their own salt in an act of defiance. With concerns among the Muslim minority over their voice in Indian government, Muhammad Ali Jinnah pushed successfully for the partition of India and the creation of an independent Pakistan. Eventually, the English left the subcontinent after officially creating the independent states of India and Pakistan. This resulted in massive migrations of both Hindus and Muslims seeking to settle in the nations that held their prevailing religious ideals. However, this transition proved at times deadly due to widespread violence during the mass migration, frequently due to conflicts between Hindus and Muslims along the migration routes. Shortly afterwards, Gandhi was assassinated by a Hindu extremist, who was angered by Gandhi’s desire to achieve peace between religious groups. Although India and Pakistan became independent states, both suffered due to continued conflict. For one thing, both countries had to deal with millions of displaced refugees, which strained the resources of both countries. Bad feelings created by the violence of the partition contributed to unfriendly relations between India and Pakistan, which have experienced such tensions that several wars have broken out between them. The border state of Kashmir, which was claimed by both countries, has been at the center of a lot of the conflict. The legacy of the partition and migration of these groups is still an issue.

Jewish migration to Palestine/Israel and the Hindu/Muslim migration to India/Pakistan allowed them to form their own independent countries. However, due to ethnic tensions and territorial disputes, violent conflict erupted, with millions of causalities. Migrations can sometimes lead to unpredictable outcomes due to the
population’s relationships in a new region. This is a trend that can continue if similar circumstances emerge in the future.

Anchor Level 5-A

The response:

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

Conclusion: Overall, the response fits the criteria for Level 5. The response is rich with details and examples that demonstrate historical knowledge and insight. The response integrates analytical statements related to both examples, especially in the introduction and conclusion which frame the historical circumstances and legacy of these migrations effectively.
The migration of people to a new location can have a positive or negative effect on that region or on the inhabitants living there. Voluntarily or by force, different groups of people have migrated throughout history. In their new homelands these people have sometimes lived in peace, or experienced hardships and challenges. Two examples that highlight this are the migration of Jews to Palestine and the rural-to-urban migration in Great Britain.

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

Tensions quickly led to conflict over the establishment of a newly created state and the redrawing of borders. This quickly led to a series of wars known as the Arab-Israeli wars. Other countries such as Egypt, Saudi Arabia, and Jordan joined the attack on Israel the day following its creation. Time and time again Israel has been attacked by groups who wanted to destroy it. This has had lasting negative effects on not only Jews living in the region, but on neighboring groups as well. Still today, international border disputes, acts of terrorism, and failed attempts at establishing peace treaties have
plagued the region. As both sides feel they have rights to the land, the Middle East remains a region very much in conflict. In the mid 18th century, the rural-to-urban migration in Great Britain occurred in the industrial era. A combination of factors led to this wide-scale movement of people. The Agricultural Revolution saw the innovation of new farming technologies such as the seed drill, that gave rise to an ever growing population. Coupled with the enclosure movements and the advent of water-powered machinery, large numbers of rural peasants flocked to urban centers. As a result of this industrialization, cities grew and factories began to form. Where cities and factories emerged, jobs were readily available. This caused people in the countryside in search of opportunity to migrate to these areas.

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

The permanent relocation of these groups were similar in that they both sought to escape hardship though ultimately encountered new
struggles in their new homelands. This is evident in the Jews migration to Palestine resulting in ethnic conflict, and the rural-to-urban migration in Great Britain resulting in working class struggles.

Anchor Level 5-B

The response:

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

Conclusion: Overall, the response fits the criteria for Level 5. The response is rich with well-placed historical details demonstrating a depth of knowledge. The analysis which exists throughout the response is highlighted in the conclusion with the identification of the common theme of unforeseen negative effects of both migrations.
Migrations have often been a key feature of world history. Migrations have caused reforms, demographic shifts, and even the dissolution of governments. Both the migration of Germanic peoples to the Roman Empire and the migration of Africans to the Americas have affected both the peoples that migrated and the people in the regions they relocated to.

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

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

The migrations of African people to the Americas has also had a profound effect on societies there. Latin America was predominately controlled by European colonial powers in the period 1500 CE–1800s CE.
These European powers applied mercantilistic policies to their colonies. This led to colonies being exploited as sources of raw materials to support their industrialized mother countries. The desire for cash crops led to the formation of many plantations, which had a high demand for manual labor. The Europeans first forced the indigenous peoples to work on the plantations but they were too vulnerable to European diseases and died rapidly. This contributed to the formation of the Triangle Trade, in which Europeans traded manufactured goods with African Kingdoms for slaves to be sent to the Americas.

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

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

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

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

Conclusion: Overall, the response fits the criteria for Level 4. The use of details and analysis demonstrates good knowledge of historical chronology, and highlights many cause and effect relationships that add to the response. Although the migration of Germanic peoples to the Roman Empire and Africans to the Americas is not within Units Five through Eight of the 10th grade curriculum, discussion of these 9th grade subjects, although uneven, meets the criteria required for the task.
A migration is when a group of people move from one region to another. Throughout history, different groups of people voluntarily migrated or were forced to migrate. Their migrations sometimes became permanent relocations, which had various effects on societies and regions. Africans were forced to migrate to the Americas following colonial expansion. Another migration was the rural to urban migration in Great Britain, partly caused by changing demographics and the growth of cities. This migration supported the shift towards industrialism as opposed to the old agricultural life.

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

There were many effects that the African migration had on Spanish-American society. Africans became the primary source of labor for the Americas for many years and were given little or no rights. Africans helped to produce cash crops such as corn, tobacco, sugar, and cotton. This system of mercantilism caused continued exploitation of African labor. Plantation life for Africans was noted
by long hours, dangerous work, regular abusive treatment, and the lack of freedom. The African migration also led to conflicts, as slaves and their supporters revolted and pressed for reform. Some slaves fled plantations and established “maroon communities” in the regions they settled. Sometimes they were successful in evading white overseers though at other times they were captured and severely punished. With the rise of the Age of Enlightenment, also came the growth of the abolition movement. This debate would be felt far and wide on whether the institution of slavery should exist. Many nations that were engaged saw a rise in debates and even war over this issue. For example, the Civil War in the United States eventually led to freedom for enslaved African Americans and allowed them to contribute to society in technology, government, business and every aspect of civil life.

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

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

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

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

**Conclusion:** Overall, the response fits the criteria for Level 4. A good understanding of both migrations is shown through the use of relevant details that support some well-placed analytical statements. Although the migration of Africans to the Americas is not within Units Five through Eight of the 10th grade curriculum, discussion of this 9th grade subject meets the criteria required for the task.
Throughout history, groups of people have migrated due to a desire for resources, fear, force and to seek a better quality of life. Some groups who were persecuted for religious or ethnic reasons were forced to move, while others chose to. Two historic migrations were when many Jews moved to Israel/Palestine, and the movement of Hindus and Muslims after the independence of India.

After World War II and the Holocaust, which killed millions of Jews, there was increasing pressure to create a new Jewish state. Due to growing Zionism, world powers looked to offer a solution for the many displaced Jews. Eventually, Jews revived their ancient homeland with the creation of Israel. However, Palestine, was already home to many Arab peoples. The UN helped divide the region with newly created borders. Once Israel was established, millions of Jews returned to their ancestors homeland, and their holy land. This migration in turn created tensions between groups that are still present today. Palestinians were unhappy and unwilling to cede their lands and homes, and many sought to destroy the new state of Israel. Other Arab Middle Eastern countries resented the creation of Israel, and decided to attack the newly founded country. In the wars that followed, Israel repeatedly defended their borders and even took more territory from the Palestinians. Today, some Middle Eastern countries still refuse to recognize Israel as a country. Even after wars have ended, tensions and violence remains. Palestinians don’t have a proper army, but have resorted to protest, rioting, and terrorism. This has caused the Israeli army to retaliate, sometimes killing innocent Palestinians. Both sides are constantly ready for war leading to continued international attention. The Jewish migration after WWII to Palestine caused huge
tensions between Israelis and Palestinians, and between the West and the Middle East.

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

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

Anchor Level 4-C

The response:

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

Conclusion: Overall, the response fits the criteria for Level 4. Strengths of the response include the analysis of how religious differences contributed to both migrations, and the connection of these migrations to international politics. The response could have benefitted from additional facts and details.
In global history, the migration of different groups have contributed greatly to the status of present day society. When a large amount of people move from one place to another, there are enormous effects; both immediate and long lasting. Two significant migrations were Africans to the Americas, and the movement of rural peoples to urban areas in Great Britain. Both movements greatly impacted the world at the time of their occurrences and and left their mark on the world today.

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

As a result of the decline in the Native American population due to disease and horrible working conditions, Europeans sought Africans to fill the demand for labor. The Africans were seen as uncivilized, faithless people by European colonizers who took control over territory in the Americas. As time went on, a new social class system developed in Latin America as a result of the different groups of people living on the same land. The highest class of people were peninsulares; Spanish natives who had traveled to the New World. The next were creoles; people of Spanish decent but born in the new world. Following the creoles were the Mestizos and Mulattos. These were people either of mixed Spanish and Native American decent or Spanish and African decent. Finally the lowest classes were Natives and African slaves.
Because they were not “purely” Spanish, Mestizos and Mulattos were not treated well in Latin American society during this time. The dehumanization of Africans and the unfair treatment of their descendents in the New World can be linked to future racial issues surrounding people of color in the Americas today.

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

This migration greatly impacted England’s society. As urban areas became increasingly populated, the make-up of the typical family in England changed. People began having less children because they did not need the extra hands for farm labor. Additionally, people typically lived in crowded tenements in urban areas, meaning there was less room for other family members. Due to the increase in number of people searching for work, factory owners were able to treat their workers poorly and pay them very little. Workers began to demand better working conditions. This eventually led to the establishment of workers unions in England. Additionally, factories caused England to have an industrial & economic boom which set the stage for the age of new British imperialism. Workers unions and labor laws are still in place today which began with the efforts of the mistreated factory workers of the 1800’s.
Anchor Paper – Thematic Essay—Level 3 – A

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

Anchor Level 3-A

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

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates solid historical knowledge surrounding both migrations; however, the use of analysis is at times brief or underdeveloped. Although the migration of Africans to the Americas is not within Units Five through Eight of the 10th grade curriculum, discussion of this 9th grade subject meets the criteria required for the task.
Throughout history, different groups of people chose to or were forced to migrate. At times, their migrations became permanent relocations. Regardless, these migrations always had effects on societies and regions where they lived. One group of people who were forced to migrate were the Jews. They fled from Europe and settled in Palestine. Another migrating group were the British peasants. They often moved to cities to find work. Both of these migrations created new turmoil in the regions they settled.

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

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

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

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

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

Conclusion: Overall, the response fits the criteria for Level 3. The response addresses all aspects of the task with relevant facts and details. However, lack of analysis and limited development weaken the response.
The partition of India resulted in mass migrations of the people of the Indian subcontinent between India and Pakistan. The Industrial Revolution of England also resulted in mass migrations of people from the countryside to growing cities. Both of these migrations resulted in the relocations of many families, but in many cases, did not improve their lives.

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

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

The migrations of rural British to urban centers during the Industrial Revolution also posed great hardship for families. During this migration, families from all over the British countryside relocated to growing towns due to the many new job opportunities in factories.
However, with new jobs came new problems for individuals. One example was child labor, how young children even from the age of six who worked in factories would work long, tiring hours 6-7 days a week. In addition, these child laborers sometimes would be abused, injured by machines, and face exhaustion. Another hardship for laborers in coal mines was exposure to many toxins and harmful chemicals which sometimes led to early death. Workers in factories at times could get limbs chopped off in horrendous accidents with unsafe machines.

Some people may argue that these two migrations had some positive impacts on both of these societies. However, there were also negative consequences for both migrations. For example, in the Industrial Revolution, the new production of goods did not outweigh the lives lost and thousands of life-threatening injuries. Also, in India the conflict had a lasting impact on societies of that region.
Anchor Level 3-C

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

Conclusion: Overall, the response fits the criteria for Level 3. The response addresses all aspects of the task with relevant facts and details. However, isolated analysis and limited development weaken the response, especially in the treatment of the Hindu/Muslim migration to India/Pakistan.
The term migration is defined as the movement of people from one place to another in order to escape some sort of hardship or persecution. These migrations forced people to make a permanent relocation and eventually caused various problems in their societies and regions. Two of these migrations in particular were the movement of British people from rural areas to urban and the Zionist movement of the Jews to Israel. Both of these movements represent the main idea of Migration because they show how a group of people moving from one area to another affected the region they settled in.

The first of the two migrations that support this main idea is the movement of the British people from rural areas to urban cities. In every migration there is a historical circumstance behind the reason for a permanent relocation and for the British during this time period it was the Industrial Revolution. When the necessity for consumer and agricultural goods began to grow people began to invent new ways to produce them. After the inventions of many of these machines, the only thing that became in high demand were the the workers who ran them. So in order to obtain jobs many of the people in rural Britain began to migrate. After the migration of the British people many problems arose within the areas they migrated to. A good example of this is the living conditions of the people began to deteriorate. Besides this people began to get diseases because of the poor working conditions and pollution of the environment. Another affect of this migration was overcrowding in the cities which led to even worse living conditions. In summary the main cause for the migration in Great Britain was the onset of the industrial revolution and a large effect of this was the deterioration of living and working conditions in that area.
The second migration in history that supports our main idea is that of the Zionist movement of the Jews to Israel. Like in England the Jewish people had a reason for leaving their land in Europe, but theirs was much more devastating. During WWII the Jewish people faced many hardships under Nazi rule. They were placed in ghettos, concentration camps, and even murdered just for being Jewish. Even after World War II Europeans still did not appreciate the Jews so they decided to leave for the promised land in Israel. After seeing how much the Jews suffered during the war many nations decided to let them leave for Israel. This migration to Israel caused a very big problem in the region: Which was the Palestinians rejection of the Jews in that area. This was mostly caused by different religious beliefs and because they shared similar holy spots like Jerusalem. This migration caused turmoil in the area on weather or not the Jews should be allowed in Israel. After this Jerusalem was not allowed to be claimed by any country and remained unaligned. In summery, the cause for the Zionist movement was the persecution of the Jewish people and this eventually led to turmoil between the nations of Israel and Palestine.

In conclusion the migration of a group of people is usually caused by a historical circumstance and most of the time leads to some kind of effect on the region they relocated to. We can see both of these ideas in the migration of the Jews of Israel and the British from rural areas to urban cities because they both have a reason for leaving the area and an effect they created as a result of doing so.
Anchor Level 2-A

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

Conclusion: Overall, the response fits the criteria for Level 2. Although the response accounts for all aspects of the task, it is at times repetitive and simplistic. Additional facts and details are needed to support the ideas introduced.
Throughout history, different groups of people migrated or were forced to migrate. These migrations became permanent. These migrations had various effects on societies and regions. For example, the Jews' relocation to Palestine or rural-to-urban migration in Great Britain. These migrations had many effects on the society and region. The Jews' migration to Palestine had a big effect on the society and region. The Jews migrated to Palestine because after the Holocaust, the allies wanted to make it up for the Jews by giving them a place to live. The Jews wanted their holy land, Jerusalem. The Muslims who lived there for hundreds of years did not want to move. This created tensions. The allies helped Jews create their nation called Israel. The Palestinians and other Arab countries were angry. The relocation of the Jews caused a military retaliation. Israel with the support of the U.S. beat back invaders. Israel even took some land from their Arab neighbors. Other military actions were the six-day war, a war when Israel defeated the Arabs in a week. To this day, attacks are happening in Israel and peace is yet to be reached.

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

Anchor Level 2-B

<table>
<thead>
<tr>
<th>The response:</th>
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<tbody>
<tr>
<td>• Minimally develops all aspects of the task</td>
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<tr>
<td>• Is primarily descriptive (<em>Jews to Palestine/Israel</em>: the Jews migrated to Palestine after the Holocaust; Jews wanted their holy land; Arabs who lived in Palestine did not want to move which created tensions; Allies helped Jews create their nation; relocation of the Jews caused a military retaliation; Israel with support of United States stopped invaders; to this day attacks continue in Israel; <em>rural to urban migration in Great Britain</em>: British citizens relocated to cities for better and higher pay; high population in urban areas led to overpopulation; working conditions were terrible; there were no child labor laws; many people lived in slums)</td>
</tr>
<tr>
<td>• Includes few relevant facts, examples, and details (<em>Jews to Palestine/Israel</em>: Jerusalem; tensions; Six Day War; <em>rural to urban migration in Great Britain</em>: factories; dark places; terrible sanitation; low pay; long hours; unsanitary communities)</td>
</tr>
<tr>
<td>• Demonstrates a general plan of organization; includes an introduction that is slightly beyond a restatement of the theme, and a brief conclusion</td>
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**Conclusion:** Overall, the response fits the criteria for Level 2. Additional facts and details are needed to support the ideas introduced. In addition, the response has only isolated analysis in the treatment of both migrations.
There have been many causes throughout history that have led to the immigration of different groups of people. These immigrations were permanent relocations and had different effects on society. Two examples of these immigrations are the movement of Jews to Palestine and the movement of Eastern Europeans to Western Europe in the 19th Century. The Jews immigrated in search of a free homeland and Europeans immigrated to get out of collapsing communist nations. The immigrations of Jews and Europeans were caused by different reasons and effected society in different ways.

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

Another immigration was the movement of Eastern Europeans to Western Europe as a result of collapsing communist nations. During the 19th Century, Eastern Europe was predominately Communist while Western Europe was predominately democratic. Throughout European history there have been many corrupt communist leaders.
During the 1900s, Eastern Europeans migrated to western Europe to escape from these corrupt communist governments as they began to collapse. More and more people are beginning to become aware of their natural born human rights, and when these rights are being violated they want to escape from that situation. This is why Eastern Europeans wanted to immigrate to Western Europe. This affected the Western Europeans because of the population growth. The immigration of Eastern Europeans to western Europe was a result of communism and effected the western Europeans through the population growth. In conclusion, there have been many immigrations throughout history. These immigrations were permanent relocations and were caused by different events. These immigrations are still effecting society today. For example, the Jews in Palestine are still working out land ownership issues between them and the Palestinians today. All in all, different immigrations have had different causes and effects.
The response:

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

Conclusion: Overall, the response fits the criteria for Level 2. The response is comprised of generalizations woven into a narrative that outlines the topic but lacks details and development. The response demonstrates a limited understanding of the task especially in the treatment of the effects of both migrations.
The migration of people has always been a significant aspect of history. The migration patterns of people in the past show us how life was changing back then. There are many motives for the migration of peoples, including social, political and economic. Two periods in history that involved migration were when the Spanish colonized South America and in Europe after World War II.

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

Another example of migration is after World War II through the Cold War in Europe. Many people were leaving Eastern Europe to go to Western Europe. Living conditions were very poor. In addition many nations were being influenced by the Soviet Union Communism which suppressed many people.
Anchor Level 1-A

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

Conclusion: Overall, the response fits the criteria for Level 1. The response shows a limited understanding of the task; however, it lacks details and clear connections. Although the migration of the Spanish to South America is not within Units Five through Eight of the 10th grade curriculum, discussion of this 9th grade subject meets the minimum requirements of the task.
Human migration is the movement by people from one place to another, with the intention of settling in a new location. Many people migrate temporarily, or permanently. There are different reasons for migration such as: better jobs, starting a family in another country, better economy, or just to start a new life. Some groups voluntarily migrated, but some were forced.

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

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

Migration has occurred all over the world throughout history, and still occurs till this day. Many groups were forced to migrate; and it effected society and their own lives. Migration was used for self-benefit, which helped people to start a new life when they had the opportunity to as well. The permanent locations that they have settled in had changed their lives.
Anchor Level 1-B

The response:

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

Conclusion: Overall, the response fits the criteria for Level 1. The response is minimally developed and makes little attempt to discuss the migration of Hindus/Muslims to India/Pakistan. Although the migration of Africans to the Americas is not within Units Five through Eight of the 10th grade curriculum, discussion of this 9th grade subject meets the minimum requirements of the task.
In history, many groups of people were either forced to migrate or voluntarily migrated. Throughout history these migrations sometimes became permanent relocations. Two examples of the movement of people are rural to urban migration in Britain and the forced movement of Africans to the Americas. Long lasting impacts of these migrations included both a growth of economy in Britain and a fight for racial equality in the Americas.

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

This migration had many impacts. In the short term, small towns turned into large cities. Due to increased production, Britain’s economy began to skyrocket. Also, many people were overworked so labor unions were formed to fight for workers rights. As a middle class grew, leisure time activities became popular. Britain was the first to industrialize which caused a chain reaction which was repeated in many other nations promoting migration from rural to urban areas. In the long term the migration made Britain an economic leader with a higher standard of living than many other nations. Even today, Britain remains a world leader.
The migration of Africans to the Americas was a forced migration unlike the voluntary migration in Britain. As different nations such as Spain, France, and Britain were colonizing the Americas, they developed plantations to grow cash crops such as sugar, cotton, and coffee. As a result, slaves were needed to work on their farms and to be used as servants. Colonial farmers in the Americas looked toward Africa to supply their demand. European traders went to Africa and forced millions of Africans onto boats to travel to America via the Middle Passage to become slaves. The people in the Americas believed they were superior to the Africans. The African slaves once in the New World couldn’t fight back effectively because the people in the Americas had far more superior weapons.

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

In conclusion, there were countless migrations throughout history. Two examples of these movements of people were the rural to urban
Thematic Essay—Practice Paper – A

migration in Britain and the migration of Africans to Americas. These migrations led to permanent relocations that had short and long term consequences some which still effect the world today. In Britain, the offer of jobs and money encouraged people to migrate. While in the Americas, Africans were forced to come for the betterment of Europeans and at the expense of Africans.
Humans over the course of history have migrated to different locations, either forced or voluntarily. Sometimes these migrations led to permanent relocations. The migrations of these people have had various effects on their societies and the regions they inhabited. Two groups of people who have migrated were European Jews and working class citizens of Great Britain. Both groups faced hardships in the regions they migrated to.

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

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

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

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

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

Many different groups of people have voluntarily or have been forced to migrate. As these migrations became permanent relocations, they had a major impact on the societies around them. The migration of the Jews to Palestine has had a major impact on the Middle East, including lasting tensions between Jews and Muslims. The migration of rural citizens in Great Britain to urban areas has also played an
important role in shaping the British economy and society. Both faced new types of challenges in the areas they migrated to.
Migration is the permanent relocation of a large group of people or religion. This migration can be forced or voluntary due to circumstance. When a large group of people migrate to one area this can have a ripple effect that can effect the region/society along with the people living there.

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

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

and their countries.

When a large group of people migrate to one area this can have a
ripple effect that can cause change in the region/society, along with
the people living there. Normally when a group of people are forced to
migrate there is not always a positive effect but sometimes this can
allows us to learn a little more about the culture of people all over the
world and their style of living. Migration allows us to grow as a world
and become more aware of the people around us in a positive way.
Throughout history, people were forced to migrate or they just wanted to migrate. These migrations had effects on the regions, and its societies. One immigration is Jews to Palestine or Israel. The second form of immigration is the Africans to the Americas. The reasons for why these people had to move and what were the effects of it. Immigration is a good thing, but it has a negative sign as well. The historical reasons leading for the permanent location. The Jews to Palestine or Israel, because of the Nazi party during WWII 1942, the Nazi party set up camps, that killed the Jews, most of them were killed, but for the ones that escaped no country in Europe wanted them around, so they sent them to the middle east, and sent them to Jerusalem and Israel. This caused many wars in the future and problems we face today. Another is Africans to America. The people of Africa were poor, famine, diseases going around. So they wanted to come over to America for the basic necessities they need to survive. Those are the historical reasons why, but the results is where it gets bad. The effects of the immigration of these groups on the region and society. The Jews to Palestine or Israel had a terrible result in the Middle East. There are already tons of different religious beliefs there and they added another one. The problems resulted into war and these wars continue even to today. The Africans to America resulted in Discrimination of Blacks and Whites. Blacks weren’t allowed to do many things as the whites could, there weren’t allowed to attend some events, all because of the skin color. People fought for freedom of the races. There free today but there are some cases of discrimination today.

Immigration can result into bad results, but can be avoided. The
Jews moving to Palestine and Israel. Also the Africans moving to America. The reasons why and the effects it had on the region and society. In the long run immigration can be a negative thing, more than a positive.
Thematic Essay—Practice Paper – E

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

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

After the tribes had settled into parts of the former Roman Empire, the land was divided into numerous Germatic kingdoms. This led to the development of decentralized government know as feudalism. Feudalism was a political system in which land was exchanged for loyalty, and was the main political system during the Middle Ages, after the fall of Rome. This lack of a centralized power gave rise to a new source of power, the Roman Catholic Church. The Church was involved in the everyday lives of the people on manors. The relocation of the Germanic tribes also had an effect on language throughout Europe. The languages of the new tribes would mix with Latin, the main language of the Roman Empire. This helped form new languages which had roots in Latin. These included now common
Another important migration that occurred was the relocation of Africans to the Americas during the Trans-Atlantic Slave trade. In South America, after the encomienda system, the spread of disease led to the death of natives. As a result the Spanish began to use African slaves as a work force. The Africans were either bought or taken by European slave traders, and then were forced to the Americas over the Middle-Passage.

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

Migrations have occurred throughout world history and have impacted many of the areas of relocation. Germanic Tribes settled in Western Europe and split Rome up into Kingdoms, creating a decentralized government know as feudalism. In the 1400s until the mid 1800s, Africans were bought and taken to be used as slaves in vernaculars, including French, Spanish, English, and Italian.
the Americas. This led to a blend of cultures, especially in South America, between African and Spanish ways of life, but also the lasting scars of racism and discrimination.
Practice Paper A—Score Level 3

The response:

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

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

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

Conclusion: Overall, the response fits the criteria for Level 4. The response includes appropriate use of relevant details and some analysis in the treatment of historical circumstances of both migrations. Increased use of analysis and further details regarding the effects of the rural to urban migration in Great Britain would have strengthened the response.
Practice Paper C—Score Level 2

The response:

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

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

Practice Paper D—Score Level 1

The response:

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

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

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

**Conclusion:** Overall, the response fits the criteria for Level 3. Despite limited analysis, the response highlights some long-term impacts of both migrations and incorporates numerous details. Although the migration of Germanic peoples to the Roman Empire and Africans to the Americas are not within Units Five through Eight of the 10th grade curriculum, discussion of these 9th grade subjects meets the criteria required for the task.
Transition Exam in Global History and Geography—Grade 10
Specifications
January 2019

Part I
Multiple-Choice Questions by Standard

<table>
<thead>
<tr>
<th>Standard</th>
<th>Question Numbers</th>
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<tbody>
<tr>
<td>1—United States and New York History</td>
<td>N/A</td>
</tr>
<tr>
<td>2—World History</td>
<td>1, 8, 11, 13, 14, 16, 18, 19, 21, 24, 28, 29, 30</td>
</tr>
<tr>
<td>3—Geography</td>
<td>2, 6, 7, 12, 15, 20, 22, 23, 25, 27</td>
</tr>
<tr>
<td>4—Economics</td>
<td>3, 4, 10, 17, 26</td>
</tr>
<tr>
<td>5—Civics, Citizenship, and Government</td>
<td>5, 9</td>
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</tbody>
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Parts II and III by Theme and Standard

<table>
<thead>
<tr>
<th>Theme</th>
<th>Standards</th>
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<tbody>
<tr>
<td>Thematic Essay</td>
<td>Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government</td>
</tr>
<tr>
<td>Movement of People and Goods</td>
<td></td>
</tr>
<tr>
<td>Document-based Essay</td>
<td>Standards 2, 4, and 5: World History; Economics; Civics, Citizenship, and Government</td>
</tr>
<tr>
<td>Change; Conflict; Economic Systems; Political Systems; Power; Human Rights</td>
<td></td>
</tr>
</tbody>
</table>

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.
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:


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.
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.
GLOBAL HISTORY AND GEOGRAPHY

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.
Document 1

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

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

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” 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.

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

28 May 1905
The Japanese annihilate the Russian fleet in the strait of Tsushima.

1 August 1914
Germany declares war on Russia.

30 August 1915
The great Russian fortress of Brest-Litovsk falls to the Germans.

22 January 1905
The Czar’s troops shoot dead more than 500 strikers on “Bloody Sunday”.

3 April 1907
Twenty million people are threatened with starvation in the worst famine on record.

7 November 1917
Kerensky and the provisional government are ousted in a Bolshevik coup.

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**

<table>
<thead>
<tr>
<th></th>
<th>1913 Czarist Russia Pre–World War I</th>
<th>1921 Communist Russia at the end of the Civil War</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grain</strong></td>
<td>85 million metric tons</td>
<td>23.7 million metric tons</td>
</tr>
<tr>
<td><strong>Coal</strong></td>
<td>29 million metric tons</td>
<td>9.5 million metric tons</td>
</tr>
<tr>
<td><strong>Pig Iron</strong></td>
<td>4.2 million metric tons</td>
<td>1.2 million metric tons</td>
</tr>
<tr>
<td><strong>Oil</strong></td>
<td>9.2 million metric tons</td>
<td>3.8 million metric tons</td>
</tr>
</tbody>
</table>


**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
...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. . . .


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
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 to use in trade limited China’s 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.
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.


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
...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
**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**

<table>
<thead>
<tr>
<th>Problems That Led to Revolt</th>
<th>How Government Addressed Problems</th>
</tr>
</thead>
</table>
| **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  
**Doc 3**—Demands for vote  
Demands for more reason, order, and economy in public finance and taxation | **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)  
**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 |

**Relevant Outside Information**

(This list is not all-inclusive.)

<table>
<thead>
<tr>
<th>Problems That Led to Revolt</th>
<th>How Government Addressed Problems</th>
</tr>
</thead>
</table>
| 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  
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 | Taking of Tennis Court Oath by Third Estate  
Creation of National Assembly (*Declaration of the Rights of Man and of the Citizen*; 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) |
### Bolshevik Revolution

#### Key Ideas from Documents 4–6

<table>
<thead>
<tr>
<th>Problems That Led to Revolt</th>
<th>How Government Addressed Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doc 4</strong>—Death of 500 strikers by Czar’s troops on Bloody Sunday (1905)</td>
<td><strong>Doc 5</strong>—Establishment of Lenin’s War Communism during civil war (1918–1921) (forced seizure of grain; nationalization of trade and industry; strict control of labor)</td>
</tr>
<tr>
<td>Defeat of Russian fleet by Japan in strait of Tsushima (1905)</td>
<td><strong>Doc 6</strong>—Seizure of crops by state</td>
</tr>
<tr>
<td>Starvation of twenty million in record famine (1907)</td>
<td>All land owned by state</td>
</tr>
<tr>
<td>German declaration of war on Russia (1914)</td>
<td>Creation of New Economic Policy (NEP) by Lenin</td>
</tr>
<tr>
<td>Unstable government</td>
<td>Retreat from communism and partial return to private ownership</td>
</tr>
<tr>
<td>Brest-Litovsk falls to Germany (1915)</td>
<td>Taxing of crops sold by peasants for profit</td>
</tr>
<tr>
<td>Coup d’état of Kerensky’s government (1917)</td>
<td>Ownership of small farms by peasants allowed</td>
</tr>
</tbody>
</table>

#### Relevant Outside Information

(This list is not all-inclusive.)

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

### Key Ideas from Documents 7–9

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

### Relevant Outside Information

(This list is not all-inclusive.)

<table>
<thead>
<tr>
<th>Problems That Led to Revolt</th>
<th>How Government Addressed Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qing dynasty weakened (Opium Wars; spheres of influence; Taiping Rebellion; Sino-Japanese War; Boxer Rebellion)</td>
<td>Red Army’s use of captured Japanese weapons and Soviet aid to rout Nationalists in 1945</td>
</tr>
<tr>
<td>Active targeting of Communists by Nationalists (Shanghai Massacre)</td>
<td>Economic development to transform China from agricultural to industrial power</td>
</tr>
<tr>
<td>Nationalists’ repression of opposition including non-communists</td>
<td>Use of Mao Zedong’s <em>Little Red Book</em></td>
</tr>
<tr>
<td>Corruption within Nationalist government</td>
<td>Great Leap Forward (1958)</td>
</tr>
<tr>
<td>Desire to reduce influence of Western imperialists</td>
<td>Keeping most of population rural and working the land</td>
</tr>
<tr>
<td>Failure by Nationalists and Communists to endorse a coalition government</td>
<td>Making public health and public sanitation national priorities</td>
</tr>
<tr>
<td>Hardships faced by people during World War II (invasion and inhumane treatment by Japan, famine)</td>
<td>Making efforts to overcome illiteracy</td>
</tr>
<tr>
<td></td>
<td>Promoting equality for women</td>
</tr>
<tr>
<td></td>
<td>Allowing peasants to sell or barter surpluses as incentives to production (Deng Xiaoping; Four Modernizations)</td>
</tr>
<tr>
<td></td>
<td>Rehabilitation of some political opponents</td>
</tr>
</tbody>
</table>
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 overthrown 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 USSR a lot.
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 govt 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.
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 Bolsheviks, 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
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.
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 Kings 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 Napoleon’s 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.
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
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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.
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 charges 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 (O.I.) 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.1.) 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 changed 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
Anchor Paper – Document-Based Essay—Level 2 – A

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 American 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
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
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 interacted with other countries.

Many people had died by being affected by these revolutions. Like the French Revolution and Bolshevik Revolution, these were very important turning points in global history.

The French Revolution led people to think 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 killed 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 food shortages. This means that at this point in history, there were problems in France that were affecting the people in France. Good change in this time period was Napoleon who made the country powerful, according to document #3. Napoleon fixed the economy of France, the relationship between the government and its people. Today in the entire world, Napoleon is known by being one of the greatest military leaders of times.

The Bolshevik Revolution made a lot of problems between the government of Russia and its people. According to Document #4, one complaint the people of Russia had with their government was that a lot of people were starving in the worst famine recorded. Another complaint that the people of Russia had with the Russian government was that the government was having too many wars. This means because of these problems, the relationship between the government and its people was very bad. This affected many things like Lenin’s New Economic Policy on
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 Craine 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.
Document-Based Essay—Practice Paper – A

The reign of terror started the Radical Stage of Revolution. It was lead 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 know 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 VL Lenin revolted again and overthrew the temporary provisional government. He had once been exciled but returned to Russia with the
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 IV (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 others 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
惊人的，很多农民正遭受地主和富人的虐待。许多人失业了，甚至买不起食物。还有一个巨大的饥荒，威胁着两千万人的生命。俄罗斯最大的问题是缺乏工业化。因为俄罗斯与西方欧洲隔绝，它没有有效地参与工业革命，这意味着俄罗斯在技术上比较落后。这意味着他们有更原始的农业生产方法，很少有工厂，而且武器也很差。这一点在日俄战争中表现得非常明显，他们在这场战争中失败了，甚至在第一次世界大战中也是如此（Doc 4）。在第一次世界大战中，俄罗斯一团糟。他们的缺乏准备导致了巨大的损失。俄罗斯人民希望退出战争，但尼古拉二世坚持让他们留在战争中，以支持他的斯拉夫盟友，塞尔维亚人。士兵们有着差劲的武器、顾问和通信系统。最终有一场政变，尼古拉二世被赶下了台。一个由杜马组成的临时政府于1917年成立。它让俄罗斯继续战争，并没有有效地解决俄罗斯人民的需求。同年，列宁领导了另一场革命，列宁承诺，“和平、土地和面包”，赢得了人民的支持。他也承诺把俄罗斯从战争中解放出来。然而，他并没有在一开始就取得成功。内战在俄罗斯爆发，迫使列宁实行一种叫做战时共产主义的政策。在战时共产主义下，粮食、煤炭、生铁和石油的生产大大减少。这导致了更多的饥荒和痛苦。一旦内战结束，列宁颁布了新经济政策（NEP）。该政策是向后退一步的。
Document-Based Essay—Practice Paper – C

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 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. 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
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.
Practice Paper C—Score Level 5

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.
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.
Part I
Multiple-Choice Questions by Standard

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Parts II and III by Theme and Standard

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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.
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:


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.

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/](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.
January 2019 Transition Regents Examination in Global History and Geography – Grade 10

Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

To determine the total score for Part I and Part IIIA, multiply the total number of Part I multiple-choice questions answered correctly by 2 and then add the total credits received for Part IIIA. For example, a student answering 22 multiple-choice questions correctly on Part I and receiving 9 credits on Part IIIA would have a total score for Part I and Part IIIA of 54: 22 × 2 = 44 + 9 = 53.

To determine the student’s final score, locate the student’s total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where those two scores intersect is the student’s final examination score. For example, a student receiving a total essay score of 7 and a total Part I and Part IIIA score of 53 would receive a final examination score of 80.

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