

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 22, 2008 — 9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

Updated information regarding the rating of this examination may be posted on the New York State Education Department's Web site during the rating period. Visit the site <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

Contents of the Rating Guide

For both **Part II** (thematic) and **Part III B** (DBQ) essays:

- 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

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

- A question-specific rubric

Mechanics of Rating

The following procedures 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 Administering and Scoring the Regents Examination in Global History and Geography and United States History and Government*.

Global History
and Geography
January 22, 2008

Part I

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Scoring the Part I Multiple-Choice Questions

On the detachable answer sheet, indicate by means of a checkmark each incorrect or omitted answer to multiple-choice questions; do not place a checkmark beside a correct answer. Use only red ink or red pencil. In the box provided on the answer sheet, record the number of questions the student answered correctly in Part I.

Rating the Essay Questions

- (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 need only be scored by one rater.
- (3) The scores for each scaffold question may be recorded in the student's examination booklet.

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 chart located at the end of these scoring materials must be used for determining the final examination score.

Global History and Geography
Content-Specific Rubric
Thematic Essay
January 2008

Theme: Change

Not all revolutions are political. Nonpolitical revolutions have brought important intellectual, economic, and/or social changes to societies.

Task: Identify *two* nonpolitical revolutions that brought important intellectual, economic, and/or social changes to societies and for *each*

- Describe *one* change brought about by this nonpolitical revolution
- Discuss an impact this nonpolitical revolution had on a specific society or societies

You may use any nonpolitical revolution that brought important intellectual, economic, and/or social changes from your study of global history. Some suggestions you might wish to consider include the Neolithic Revolution (10,000-6,000 B.C.), the Scientific Revolution (16th-18th centuries), the Commercial Revolution (11th-18th centuries), the Enlightenment (17th-18th centuries), the Agricultural Revolution (18th-19th centuries), the Industrial Revolution in Europe (18th-19th centuries), and the Green Revolution (late 20th century).

You are not limited to these suggestions.

Do not choose a *political* revolution as one of your two revolutions.

Scoring Notes:

1. This thematic essay has a minimum of *four* components (*one* change brought about by each of *two* nonpolitical revolutions and an impact of *each* nonpolitical revolution on a specific society or societies).
2. Political revolutions such as the French Revolution may not be used as the topic of the response. However, the impact of a nonpolitical revolution may sometimes include information related to a political revolution, i.e., in a discussion of the Enlightenment, some details of the French Revolution may be appropriate to include as an impact.
3. The change brought about by the nonpolitical revolution does not need to be identified as intellectual, economic, or social.
4. The change brought about by the nonpolitical revolution and the impact of the nonpolitical revolution may be interwoven throughout the essay, but both aspects of the task must be addressed.
5. The United States may be included in the discussion of the impact of a nonpolitical revolution, e.g., the impact of the Enlightenment on the American Revolution or on the United States Constitution.
6. The same society may be used in the discussion of the impact of both nonpolitical revolutions, e.g., impact of both the Scientific Revolution and the Enlightenment on Europe.
7. The impact of the nonpolitical revolution may be immediate or long term and may be unrelated to the change brought about by the nonpolitical revolution.
8. As is the case with many historical topics, a nonpolitical revolution may be discussed from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by describing one change brought about by each of two nonpolitical revolutions and discussing an impact of each revolution on a specific society or societies
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *Neolithic Revolution—Middle East, Africa, Asia, or the Americas*: links the change in how people obtained food, organized communities, and built permanent structures to the abandonment of a nomadic lifestyle; links development of food surplus to sedentary agriculture becoming more important than hunting and gathering; connects the beginning of a class system, more complex forms of political leadership, development of settled communities to domesticating animals for a source of meat and hides, and developing new tools; highlights long-term effects of increasing population, decreasing infant mortality, and increasing nonagricultural activities; *Commercial Revolution—Europe*: links the change from localized agricultural systems to national and international systems shaped by commerce and trade; connects the development of the infrastructure of the economic system of capitalism to insurance to protect investments, joint stock companies to raise large amounts of capital from investors who could share profits, banks and stock exchanges; notes the challenge to the nobility by the emerging bourgeoisie; links the shift in economic power from Italian city-states to countries along Atlantic coast, which led to the development of colonies and mercantilism
- Richly supports the theme with relevant facts, examples, and details, e.g., *Neolithic Revolution—Middle East, Africa, Asia, or the Americas*: hunter-gatherers; planting grains for food; cities; civilizations; life expectancy; social classes; *Commercial Revolution—Europe*: feudalism; barter; manorialism; guilds; domestic system; entrepreneurs; dividends
- 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 completing both aspects of the task for one nonpolitical revolution more thoroughly than for the other nonpolitical revolution *or* discussing one aspect for both nonpolitical revolutions more thoroughly than the other aspect
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *Neolithic Revolution—Middle East, Africa, Asia, or the Americas*: describes the change from nomadic hunter-gatherers to permanent communities and the domestication of animals for meat and hides; discusses the impact of the increase in population and the development of social classes, government, religion, non-agricultural activities; *Commercial Revolution—Europe*: describes the change from self-sufficiency of manors to the development of guilds and joint stock companies in towns; discusses the impact of the growing influence of middle class, the shift in power from Mediterranean to the Atlantic, and/or the increase in the standard of living
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

Throughout human history, the world has experienced countless revolutions that have considerably altered civilizations not only in one area, but around the world. Although political reforms ~~may~~ may constitute many of the revolutions that have taken place, there are many nonpolitical revolutions that have affected our world so greatly, the results of which can still be felt today. Two such nonpolitical revolutions were the Enlightenment that took place between the 17th and 18th centuries, and the Industrial Revolution in Europe that occurred between the 18th and 19th centuries.

During the 17th and 18th centuries, the world, particularly Europe, was drastically changing. The Enlightenment was a period of time when rationalism and scientific reasoning became favored over more tradition-based understandings of the world. Writers used the ideas of natural law and natural rights to challenge aspects of the existing system of divine right. However, this intellectual revolution was not carried out without opposition. Clergy members and monarchs alike were afraid of what this new way of thinking could do to their power. Enlightened thinkers such as John Locke, Voltaire, and Montesquieu paved the way for others down the line. John Locke believed that everyone had the inalienable rights of "life, liberty, and property." He also stressed the belief that if government failed to protect these rights, the people had the right to overthrow it. These principles became vital to the establishment of the Declaration of Independence written by Thomas Jefferson. Montesquieu also developed ideas that were adopted by our forefathers when creating our system of government. He believed that a country's government should be separated into three individualized branches: the legislative, executive, and judicial. Montesquieu emphasized the idea that these branches should be able to "check and balance"

one another in an attempt to make sure one didn't gain more power than another. These ideas were used in our U.S. Constitution. The Enlightenment also produced despots such as Maria Theresa of Austria and Catherine the Great of Russia who claimed to represent the Enlightenment idea of progress.

Another nonpolitical revolution, the Industrial Revolution, helped the world take great steps toward becoming modernized. A culmination of events led up to the start of the Industrial Revolution, such as the Agrarian Revolution, population booms, food surpluses, and the discovery of new forms of energy. Through the use of coal power larger machines could be built that enabled large amounts of textiles to be produced at a time. Since these large machines couldn't fit into homes, factories were built to accommodate their large size. These factories supplied jobs to thousands of displaced farm workers. As the Industrial Revolution progressed, the middle class became larger and more powerful. The economic role of government was challenged by the theory of laissez-faire capitalism. Through the use of steam, trains became popular throughout Europe and soon the United States. Interconnecting railways linked towns to cities and sped up the transport of goods. With growing factories came growing cities, and the challenges of urban life.

The impact of the Industrial Revolution can be seen in the price paid for increased production. These include long hours, low wages, and worker safety inside the factory. Outside, in the city, air and water quality and overcrowding created disease and lower life expectancy. The Industrial Revolution also led to the proposals of Karl Marx who argued a sweeping revolution was needed to change society.

Anchor Paper – Thematic Essay—Level 5 – A

The Enlightenment and the Industrial Revolution have both helped to shape our modern world. Through reason, the world saw improvements in government and society. Through the Industrial Revolution we have been affected by new technologies both positively and negatively.

Anchor Level 5-A**The response:**

- Thoroughly develops all aspects of the task evenly and in depth by describing changes brought about by the Enlightenment and the Industrial Revolution and discussing the impact of these nonpolitical revolutions on Europeans and on Americans
- Is more analytical than descriptive (*Enlightenment*: Enlightenment was a time period when rationalism and scientific reasoning became favored over more tradition-based understandings; writers used the ideas of natural law and natural rights to challenge aspects of the existing system of divine right; clergy members and monarchs alike were afraid of what this new way of thinking could do to their power; principles became vital to Declaration of Independence written by Thomas Jefferson; Montesquieu developed ideas that were adopted by our forefathers when creating our system of government; branches of government should “check and balance” one another in attempt to make sure one did not gain more power than another; Enlightenment produced despots who claimed to represent Enlightenment idea of progress; through reason, the world saw improvements in government and society; *Industrial Revolution*: helped the world take great strides toward becoming modernized; culmination of events led up to the start of the Industrial Revolution; larger machines could be built that enabled large amounts of textiles to be produced; since large machines could not fit into homes, factories were built to accommodate their large size; the middle class became larger and more powerful; economic role of government challenged by the theory of laissez-faire capitalism; interconnecting railways linked towns to cities and sped up transport of goods; with growing factories came growing cities and the challenges of urban life; impact of the Industrial Revolution can be seen in the price paid for increased production; through the Industrial Revolution, society has been affected by new technologies)
- Richly supports the theme with relevant facts, examples, and details (*Enlightenment*: John Locke; Voltaire; inalienable rights of “life, liberty, and property”; right to overthrow government; government should be separated into individualized branches: legislative, executive, judicial; United States Constitution; Maria Theresa of Austria; Catherine the Great of Russia; *Industrial Revolution*: Agrarian Revolution; food surpluses; new forms of energy; coal; steam; textiles; long hours; low wages; worker safety; disease; lower life expectancy; Karl Marx’s idea of sweeping revolution)
- 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 analyzes in detail the intellectual changes brought about by the Enlightenment and the economic and social changes brought about by the Industrial Revolution. Discussion of both eras illustrates how two significantly different historical episodes have had momentous societal and political impact.

The Scientific Revolution of Europe in the sixteenth to eighteenth centuries and the Industrial Revolution of the eighteenth and nineteenth centuries were both ~~influences~~ influential in bringing about the modern world. The Scientific Revolution and the Industrial Revolution were revolutions of thought and practice.

The Scientific Revolution of the 16th 18th centuries was a revolution of the way people looked at the world. Concepts such as Nicholas Copernicus' Heliocentric Theory were not entirely new or correct but were truly groundbreaking in terms of a new kind of scientific thinking and a new understanding of the place of humanity in the universe. These ideas ~~are~~ were elaborated by later scientists. Kepler and Galileo are known for being part of the early wave of brilliant astronomers ^{AND} mathematicians that substantiated Copernicus. But the culmination of the Scientific Revolution could be none other than Isaac Newton. His theories on the universe and its governing laws of science are legendary and are still staples of science in the form of his ~~laws~~ LAWS of Motion. Other great minds of the Scientific Revolution range from William Harvey to Maria Winklemann.

The theories popularized during the Revolution were troubling to many, especially leaders of the Catholic Church. Much has been made of the trial of Galileo by the Papacy, emphasizing the difference between religious truth and scientific truth. A huge blow was dealt to the established Church when the Scientific Method was founded and integrated into many

Scientists' daily routine. The Scientific Method was a way of objectively coming to conclusions; purely scientific and seemingly unquestionable evidence emerged from the use of experimentation. For the Church, this meant trouble because they had to go against a new kind of empirical truth. As the Scientific Revolution influenced the philosophies of the Enlightenment, the Church would come under greater pressure to give its members faith in what the Papacy was standing for and more importantly, against. The Age of Reason would push the Church to its limits because as more people got wind of the philosophes' publishings, more were inclined to wonder about organized religion. In the end, both the Church and science survived, showing that both faith and skepticism have a place in the world.

The Industrial Revolution began in England but soon swept the continent of Europe by the 19th century. Born from the aftermath and prosperity of the Agricultural Revolution, the Industrial Revolution changed the way people lived in many ways. Thanks to the inventors and entrepreneurs like James Hargreaves, Cartwright and George Stephenson, new machines made the production of textiles and the expansion of transportation more efficient and economical. More machines led to the development of the factory and from there urbanization led to the rise of bustling metropolises. As more and more former farmers moved to the cities of Europe, overpopulation of the urban areas began to be a big problem. Having little money to begin with, the factory workers were forced to live in slums. Crowded apartment buildings, poor sanitation and a lack of clean water led

to filthy conditions and an excellent breeding ground for disease. Socially, the Industrial Revolution caused huge changes to the configuration of the extended family. Women and children as well as men were going to work in factories. Often young children went to work at the local factories for as much as twelve to fourteen hour days.

Such conditions gave rise to demands for reforms. Child labor was limited in a series of laws and eventually similar laws were developed for adults. Reformers like Robert Owen pointed out better ways for running factories. Eventually, workers became part of the political system and in most European societies major political parties emerged with workers as their support.

Not all revolutions are political. Both the Scientific and Industrial Revolutions prove that change can come from revolutions of thought or of practice. The Scientific and Industrial Revolutions affected multiple aspects of society in their own ways and the changes brought about by said revolutions continue to influence various facets of life today.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing changes brought about by the Scientific Revolution and the Industrial Revolution and discussing the impact of these nonpolitical revolutions on Europe and England
- Is more analytical than descriptive (Scientific Revolution and Industrial Revolution were revolutions of thought and practice; *Scientific Revolution*: Scientific Revolution was a revolution of the way people looked at the world; Copernicus' heliocentric theory was not entirely new or correct but groundbreaking in terms of a new kind of scientific thinking and new understanding of humanity's place in the universe; Kepler and Galileo elaborated and substantiated Copernicus' ideas; Newton was the culmination of Scientific Revolution; church encountered a new kind of empirical truth; both church and science survived showing that both faith and skepticism had a place in the world; *Industrial Revolution*: born from the aftermath and prosperity of Agrarian Revolution; new machines made the production of textiles and expansion of transportation more efficient and economical; machines led to the development of the factory; urbanization led to the rise of bustling metropolises; having little money, factory workers were forced to live in slums; Industrial Revolution caused huge changes to configuration of extended family; conditions gave rise to demands for reforms; workers became part of political system and major political parties emerged with workers as support)
- Richly supports the theme with relevant facts, examples, and details (*Scientific Revolution*: laws of motion; William Harvey; Maria Winkelmann; scientific method; philosophes; Enlightenment; Age of Reason; *Industrial Revolution*: inventors and entrepreneurs—James Hargreaves, Cartwright, George Stephenson; overpopulation of urban areas; crowded apartment buildings; poor sanitation; lack of clean water; filthy conditions; young children worked twelve- and fourteen-hour days; child labor laws; Robert Owen)
- 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 discussion of the Scientific Revolution explores the clash between a faith-based worldview and an emerging, scientific outlook. Detailed development of the Industrial Revolution links negative social and demographic changes to the need for reform in law and politics.

Political revolution is often thought of as the primary ~~source~~ source of change within society. However, nonpolitical revolutions have brought about significant change as well, helping ~~it~~ to alter the course of history. Both the Enlightenment and the Industrial Revolution in Europe were responsible for the establishment of new ideas and technologies that have had a massive impact on the development of modern society.

The Enlightenment brought about change in several areas; however, the most significant development came with new ideas on government and individual rights. It was during this period that varying viewpoints became most developed, as thinkers such as John Locke, Jacques Rousseau, and Voltaire explored ideas promoting a social contract between government and the individual, individual rights, and freedom of speech regardless of content. Opposing views developed as well, however, as men such as Thomas Hobbes argued for the need of a strong government leader and obedience of individuals in order to promote the needs of the State. In response to these ideas, more people began to seek reform and change in government, in some cases leading to revolution. However, the intellectual ideas contributed to other areas of society, as the equality of all citizens under the law as implemented in several societies enforced increased social equality as well. While documents such as the Declaration of the Rights of Man ensured equality for ~~the~~ male citizens, the path to greater equality ~~was~~ had been paved, and greater masses

sought greater individual freedom in creating governments "for the people." The ideas of many Enlightenment thinkers are responsible for how society in the West has developed over the past few hundred years, as Western governments became rooted in democratic ideas.

The Industrial Revolution was also ~~one~~ a significant nonpolitical change. In response to rising population and increased agricultural efficiency, new technologies emerged as industry grew. One notable change brought on by the Industrial Revolution was increased urbanization, as massive rural populations were displaced and forced to follow the availability of work. Most of the time, this meant ~~that~~ turning to factory labor in cities, leading to growth in the urban working class in industrialized nations such as Britain. While agriculture had once served as the backbone of a society's economic standing, the importance of industry grew and became the ~~an~~ economic center of attention. Increased industrial output meant increased trade, and imperialism allowed nations to follow the model of free trade where exports of ~~new~~ manufactured goods from imperialist powers ~~exceeded~~ imports from other areas. Paired with the effects of the Age of Exploration, interaction among societies increased tremendously, helping to facilitate cultural diffusion and change. Moreover, the economy of virtually all the world's economies changed, as a new found reliance on industry and technology set nations such as Britain – those who were quick to

industrialize – ahead of the rest of the world. Globalization facilitated further interaction and change, as a global economy had effects globally. Industrialization became the centerpiece of developed economies, allowing the West primarily to rise as world powers, again heavily influencing the state of the world today.

Society and history have been marked by continual change; as people become discontent with a certain state of affairs, they seek to change it. As existing methods prove to be inefficient, new technologies emerge. The intellectual and social developments of the Enlightenment and the economic effects of the Industrial Revolution demonstrate not only the kind of change that nonpolitical revolutions can bring, but the far-reaching effects that they can have. While political revolution has been responsible for much of the development that has occurred around the world, nonpolitical revolutions have also helped shape the way we lead our lives as well as the world in which we lead them.

Anchor Level 4-A

The response:

- Develops all aspects of the task by describing changes in society brought about by the Enlightenment and the Industrial Revolution and discussing the impact of both revolutions on Europe
- Is more analytical than descriptive (*Enlightenment*: thinkers explored ideas promoting a social contract between government and the individual, individual rights, and freedom of speech regardless of content; Declaration of the Rights of Man ensured equality for male citizens; path for greater equality had been paved and greater masses sought greater individual freedom in creating governments “for the people”; Enlightenment thinkers are responsible for how society in West has developed, as Western governments became rooted in democratic ideas; *Industrial Revolution*: increased urbanization as massive rural populations were displaced and forced to follow availability of work; increased industrial output meant increased trade, and imperialism allowed nations to follow model of free trade; globalization facilitated further interaction and change; allowed West to rise as world powers)
- Supports the theme with relevant facts, examples, and details (*Enlightenment*: John Locke; Jacques Rousseau; Voltaire; Hobbes; equality of all citizens under the law; Declaration of the Rights of Man; *Industrial Revolution*: new technologies emerged and industry grew in response to rising population and increased agricultural efficiency; industry became the economic center of attention; urbanization; growth in urban working class)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that frame the essay in terms of the power of ideas and technology

Conclusion: The response fits the criteria for Level 4. The response employs conceptual, insightful characterizations throughout. The treatment of the Enlightenment employs numerous details in elaborating on the nature of the social contract. While predating the Enlightenment, Hobbes is appropriate to this essay. Although a like number of specific details are not included in the treatment of the Industrial Revolution, working knowledge of such details is clearly implied in the strong analysis.

Society today is nothing like it used to be thousands of years ago. This is due to the simple reason that major changes have taken place all throughout history. People's thinking and lifestyle have altered greatly as a result of these revolutions. What is important to realize is that not all revolutions have to be political. As with the Neolithic Revolution and the Industrial Revolution, nonpolitical revolutions have introduced dramatic intellectual, economic, and/or social changes to cultures all over the world.

The Neolithic Revolution, from around 10,000 to 6,000 BC, ushered in an entirely new way of life from the Paleolithic lifestyle. Prior to 10,000 BC, most people were nomadic hunters, following herds of game for all their ~~ne~~ necessities. They never settled in one place for long and were highly affected by climate changes. Simple tools were made and fire was used for cooking and warmth. However, this was changed by the Neolithic, or Agricultural, Revolution. Instead of hunting and traveling from one area to another, they learned to farm by planting seeds and harvesting crops. Animals were domesticated for two purposes: to aid with the farming and to serve as food for their caretakers. No longer did people have to migrate.

Several changes in society resulted from the Neolithic Revolution. One major impact was that permanent settlements were established. With the development of villages, came also the rise of head leaders and chiefs. Social distinctions were eventually implemented, with divisions between men and women. They left

signs of culture, such as pottery and jewelry, for future anthropologists to examine and make conclusions. Of course, power struggles among aspiring chieftains ensued and the first wars were fought. The Neolithic Revolution was therefore an imperative step in the path to establish great civilizations.

Another major change in lifestyle occurred during the Industrial Revolution, from the 1750s to the 1850s. It began in England because of its many beneficial conditions. For instance, it had the iron ore and coal needed for machinery, a stable government, demand, transportation routes, and worker population. This nonpolitical revolution brought about numerous economic and social advancements and setbacks. Spinners and weavers had done their work at home but with the large machines, they were relocated to long sheds, called factories, by water sources for energy. Handmade goods were replaced by machine-made goods and mass production replaced the way spinners and weavers would produce goods one at a time. Supply and demand skyrocketed. Cities boomed and soon, many nations in Europe concerned themselves with churning out the most products.

The Industrial Revolution had a huge influence on the societies in which it was taking place. For one, the jump in child labor at the factories was shocking, especially to those who heard of the abuses. Children were worked to death, but they received nearly no income. Factory conditions were appalling, with the lack of sanitation, safety, and security; people

suffered so much during this industrialization. This resulted in calls for reform, for example the Sadler Report, and a few steps taken by the government to meet those demands. Health acts were passed to limit the working hours and set minimum wages, while also targeting the factories' neglect for the workers' rights and safety. Another effect was the intense pollution from the factory production, increasing the prevalence of asthma victims and other respiratory diseased victims. Although social reforms were issued, people suffered otherwise financially. The gap between the owners and the proletariat widened.

Many revolutions are not ~~driven~~ driven by the desire of political change, but rather by economic, intellectual, and social motives. The Neolithic and Industrial revolutions both are great examples of such changes, even though they occurred at the extreme ends of the historical timeline. The Neolithic revolution altered the way in which food was acquired, from nomadic hunting to farming and animal-domesticating. The Industrial revolution completely changed the way in which goods were produced. It is revolutions like these that make today's society ~~what~~ what it is.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the Industrial Revolution in England more thoroughly than the Neolithic Revolution
- Is both descriptive and analytical (*Neolithic Revolution*: prior to 10,000 B.C., most people were nomadic hunters, following herds of game for all their necessities; learned to farm by planting seeds and harvesting crops; animals were domesticated to aid with farming and to serve as food; social distinctions were eventually implemented; *Industrial Revolution*: spinners and weavers had done work at home but with large machines, they were relocated to long sheds by water sources; mass production replaced the way spinners and weavers would produce goods one at a time; factory conditions were appalling, with the lack of sanitation, safety, and security; acts passed to limit working hours and set minimum wages, while also targeting factories' neglect for workers' rights and safety; gap between owners and proletariat widened)
- Supports the theme with relevant facts, examples, and details (*Neolithic Revolution*: hunting and gathering; major impact was that permanent settlements were established; imperative step in path to establish great civilizations; *Industrial Revolution*: man-made goods were replaced by machine-made goods; jump in child labor was shocking; Sadler Report)
- Demonstrates a logical and clear plan of organization; includes an introduction that is 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 4. While discussion of the impact of the Neolithic Revolution is abbreviated and fails to mention specific societies, the response employs detailed analysis in showing that changes in the modes of production resulted in a significant impact on society. The treatment of the Industrial Revolution in England is particularly strong.

A revolution is defined as a complete change. While many revolutions are political not all revolutions are political in nature. Non-political revolutions have created great changes in society. Two such revolutions are the Neolithic Revolution, which enabled the establishment of permanent communities and the Agricultural Revolution, which allowed the growth of large cities both of which provided for an increase in productivity.

The Neolithic Revolution allowed for the establishment of the first towns and communities. Before the Neolithic Revolution most of the world consisted of nomads, moving from place to place trying to get food. There were no towns or villages because food was always disappearing or always on the move and to survive they had to move with it. This situation changed during the Neolithic Revolution. In the Neolithic Revolution, nomads first learned how to plant and cultivate foods. Eventually this led to the domestication of animals such as cattle and pigs which could be eaten as protein along with the cultivated food. Since the food was cultivated it could be planted in one place all year, meaning that the people could stay stationary and not have to worry as much about where to get food. One major change brought about by the Neolithic Revolution was that by planting food in one place they allowed for the early humans to settle down into villages and towns.

The Agricultural Revolution was an important nonpolitical change because it allowed for the transformation of towns into large cities. Before the Agricultural Revolution, countries in places like Europe

were agricultural societies. Peasants worked day in and day out on fields using old farming techniques to produce what food they could. Productivity on these farms was generally very low. This changed during the era of the Agricultural Revolution. New machines and farming methods such as Jull's horse-drawn hoe and Charles Townsend's use of crop rotation, replacing the open-field system were introduced. These new devices led to a surplus of food in countries such as England and Holland. This food would then be used to feed the growing cities of Europe. The Agricultural Revolution enabled for the growth of cities by providing a surplus to support their populations.

The effect of both of these revolutions is that by introducing new methods they increased food productivity, allowing for a larger work force in other fields. In the Neolithic Revolution the use of fields to cultivate food led to a surplus in food production. This surplus allowed for a decrease in the number of people needed to work the farms. These extras could then take on other jobs, such as scribes, priests or merchants that came about as society became more complex. In places such as the river valleys of Mesopotamia, Egypt, India and China, those extra workers would create advanced civilizations. The effect of the Agricultural Revolution was similar. An increase in food productivity meant that fewer farmers were needed.

Events such as the Enclosure Acts in England consolidated small holdings into larger farms where more modern techniques could be used. Peasants were moved off their land and forced to move out.

Anchor Paper – Thematic Essay – Level 4 – C

Often times they moved into the cities such as Manchester or Leeds where they would make up the work force of the Industrial Revolution. The Neolithic Revolution's effect on society was that ~~specialization~~ ^{specialization} of work was allowed by an increase in food productivity while the Agricultural Revolution's impact was to transform ~~the peasants~~ ^{the peasants} into workers for the Industrial Revolution.

Therefore the Neolithic and Agricultural Revolutions were both non-political revolutions that created great social change. The Neolithic Revolution led to the establishment of stationary, complex communities and the Agricultural Revolution led to the creation of a work force for the Industrial Revolution.

Anchor Level 4-C

The response:

- Develops all aspects of the task by describing changes in society brought about by the Neolithic Revolution in early river valley civilizations and the Agricultural Revolution in England and discussing the impact of these revolutions
- Is both descriptive and analytical (*Neolithic Revolution*: nomads learned how to plant and cultivate foods; led to domestication of animals which could be eaten as protein along with the cultivated food; allowed for early humans to settle into villages and towns; introduced new methods that increased food production, allowing for a larger work force in other fields; helped create advanced civilizations in river valleys such as Mesopotamia, Egypt, India, and China; specialization of work allowed by increase in food production; *Agricultural Revolution*: allowed for transformation of towns into large cities by allowing a surplus to support their populations; enclosure movements in England consolidated small holdings into larger farms where more modern technologies could be used; peasants moved into cities to make up the workforce for the Industrial Revolution)
- Supports the theme with relevant facts, examples, and details (*Neolithic Revolution*: establishment of first towns and communities; the world consisted of nomads, moving from place to place trying to get food; decrease in number of people needed to work farms; other people could take jobs such as scribes, priests, or merchants; *Agricultural Revolution*: new machines and methods such as Tull's horse-drawn hoe and Charles Townsend's crop rotation replacing the open field system; led to surplus of food in countries such as England and Holland)
- 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 discussion of both revolutions is fully developed with relevant detail. The technique of describing the changes brought about by both revolutions separately and then combining the discussion of the impact of these revolutions shows a good understanding of the theme.

The Scientific Revolution and the Industrial Revolution both impacted the course of global history greatly. The Scientific Revolution caused an increase in new ideas regarding the way the human body, the world and the universe function. During this period mathematic thought and concept was taken to a new level as was medicine and astronomy. Of course these changes would impact society as well. Social views began to alter, religion came under questioning and some women entered into a man's world. The Industrial Revolution brought about immense change as well. New inventions caused rates of commercial activity to move at a much faster pace. There was an increased movement into factories and urban centers as ~~many~~^{many} settled for a depressed life in the slums, and children went to work at extraordinarily young ages. Both these revolutions, though nonpolitical would have a profound impact on the development of history and society on a small and large scale as well.

The Scientific Revolution (1500-1700) caused many changes to occur. One such change was an increase in questioning and research into fields such as mathematics, medicine and astronomy. During this period, scientists ~~and~~^{and} mathematicians like Newton and Pascal developed new ways

of thinking, while astronomers like Galileo and Kepler questioned the geocentric model of the universe. As people began to question the science supported by the church, religion would continue to remain a strong influence in society. Women also began to enter fields once considered to be reserved for men. Though they faced scrutiny and rejection many made great strides for women, such as Margaret Cavendish in natural philosophy or Maria Winkelman in astronomy. However, women remained subordinate to men in most aspects of society despite advancement in science.

The Industrial Revolution was also a period of profound change. During the 18th and 19th centuries in Europe new inventions came into being causing factories to be established and commerce to increase and proceed along much faster lines. Inventions such as the steam engine would change trade and travel forever. In European society, there was an increase in the movement of peoples from rural to urban areas where they came to work in factories for hope of better pay and a better life, though many however came to live in disease ridden slums. Women entered the industrial workforce as did children though an upper class women's traditional place remained in the home. The Industrial Revolution of Europe caused the world

economy to change forever.

Both these Revolutions greatly impacted the world, not politically but in profound ways in areas like the economy, society and intellect. Had it not been for these two revolutions our lives today would be much different than they are now, as these Revolutions helped push us forward in developing more advanced, modern societies.

Anchor Level 3-A

The response:

- Develops all aspects of the task by discussing the changes in and impact on society of the Industrial Revolution in Europe more thoroughly than the Scientific Revolution
- Is more descriptive than analytical (*Scientific Revolution*: new ideas regarding the way the human body, the world, and the universe function; women also began to enter fields once considered to be reserved for men; *Industrial Revolution*: movement into factories and urban centers as many settled for a depressed life in the slums; children went to work at young ages; increase in the movement of peoples from rural to urban areas where they came to work in factories; many came to live in disease-ridden slums; government enforced new building codes and started requiring water treatment in urban areas)
- Supports the theme with relevant facts, examples, and details (*Scientific Revolution*: increase in questioning and research into fields such as mathematics, medicine, and astronomy; Newton and Pascal developed new ways of thinking; astronomers like Galileo and Kepler questioned the geocentric model of the universe; Margaret Cavendish; Maria Winkelmann; *Industrial Revolution*: new inventions came into being causing factories to be established; inventions such as the steam engine would change trade and travel forever)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that is a restatement of the theme.

Conclusion: Overall, the response fits the criteria for Level 3. Despite repetition of information from the introduction in subsequent development, the response contains sufficient detail in responding to all elements of the task. An understanding of the limits of change is demonstrated in the discussion of women in science.

Throughout the course of history, countless revolutions were instituted that had a profound impact on many different societies. Though the idea of revolution initially brings about a vision of war to change or replace a government, many revolutions focused on intellectual, economic, or social changes rather than governmental changes. These revolutions had just as much, if not more, influence on the societies that were involved. Such revolutions include the neolithic revolution, a change from a hunter-gatherer lifestyle to permanent agricultural settlement, and the Industrial Revolution, a change in the production of goods in the eighteenth to nineteenth centuries. Each brought about great social and economic change to not one but many groups of people.

The agricultural revolution, which had begun around 10,000 B.C., instituted a complete change in the daily life of people, and allowed the creation of the first civilizations. Hunter-gatherers learned to use the land for crop production, and found themselves creating permanent settlements around this land. As food production increased,

populations rose dramatically, and the need for farmers and gatherers was satiated by an ample supply. The rest of the peoples began ~~going~~ ~~the~~ specializing in other skills and trades, and thus specialization of labor was introduced. Suddenly, a group of people had doctors, metal workers, and pottery workers who built upon the society's economy, policies, and culture. These individual societies became the first ever civilizations. An example of one is Sumer, developing in the river valley of Mesopotamia. The impact of the Agricultural Revolution was huge, spurring ~~the~~ ~~of~~ a population growth in Sumer, followed by specialization of labor, and the construction of large buildings and temples. It was the beginning of an age of empire.

Another more recent revolution, the industrial revolution, changed the way products were manufactured, and thus having major social and economic impacts on societies around the world, most importantly and initially England. Interestingly enough, agriculture ~~is~~ was very inter-related. With increase in agricultural production, population growth and a need for labor-saving machines

led to invention and amazing technology. This included the invention of the cotton gin, which could spin cotton many times faster and more efficiently, as well as the steam engine and later ~~the steam-powered trains~~ communication machines such as the telegraph and telephone. Products were now manufactured not in the home, but in factories. This caused the family unit to break up, and soon children and women were working in the factories, as well. In the case of England, the home of the industrial revolution, harsh working conditions and a decrease in lifestyle led to social unrest, and a series of intellectual movements to compensate for this distress. New political and economic systems were created, thus the industrial revolution ~~led to~~ ^{led to} far more than just economic changes in England. With new technology and invention, the ~~world~~ world ~~was~~ entered an age of ~~the~~ war, powered by the most powerful weapons ever devised.

In conclusion, ~~the~~ non-political revolutions are arguably as effectual and ~~more~~ influential on different societies around the world, as political revolutions.

Anchor Level 3-B

The response:

- Develops all aspects of the task with some depth by describing changes brought about by the Neolithic Revolution and the Industrial Revolution and the impact of these in Sumer and England
- Is more descriptive than analytical (*Neolithic Revolution*: learned to use land for crop production and found themselves creating permanent settlements; people began specializing in other skills and trades; became the first civilizations; construction of large buildings and temples; *Industrial Revolution*: changed the way products were manufactured; products were now manufactured not in the home but in factories; children and women were working in factories; harsh working conditions and decrease in lifestyle led to social unrest and a series of intellectual movements to compensate for this distress; with new technology and invention, the world entered an age of war, powered by the most powerful weapons ever devised)
- Includes some relevant facts, examples, and details (*Neolithic Revolution*: hunter-gatherers; specialization of labor; developing in the river valley of Mesopotamia; *Industrial Revolution*: labor-saving machines; steam engine; telegraph; telephone); includes some minor inaccuracies (*Neolithic Revolution*: Sumer was the beginning of an age of empire; *Industrial Revolution*: cotton gin could spin cotton many times faster and more efficiently)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. While some sweeping generalizations detract from the overall quality, other statements demonstrate insight and strengthen the response. The response includes limited facts and details.

All types of revolutions bring important changes to the world. Political revolutions may bring freedom to a society and ^{may} inspire other people to pursue independence, as well. However, other revolutions have great consequences such as the Neolithic Revolution and the Enlightenment.

The Neolithic Revolution (10,000-6000 BCE) began among nomadic societies when they settled in communities rather than followed a herd of animals. The nomads developed important tools that allowed them to hunt or use as weapons. Perhaps one of the greatest inventions during the Neolithic Revolution and the growth of civilizations is the wheel. This revolutionary object enabled people to transport things more easily. The ancient Sumerians used the wheel to transport materials. They built ziggurats, one of their most important contributions to the world. The Neolithic Revolution is extremely significant because it caused specialization of labor, governments to organize, and the formation of various civilizations. This was the beginning of the lifestyles people live today.

The Enlightenment is another nonpolitical revolution occurring during the 17th and 18th centuries. During this period, philosophers came up with their own theories on society and how a government should work. For example John Locke and Rousseau were famous thinkers from this time. They wrote about natural rights. These ideas were incorporated into the Declaration of Independence and the Constitution. An extremely important impact of the Enlightenment was the attempt of Americans and Europeans to emancipate slaves.

The Enlightenment thought of natural rights and freedoms forced people worldwide to have different opinions on slavery. More people thought it was wrong to "own" another person and wanted slaves to be free.

A revolution not only can be political but can also be nonpolitical such as the Neolithic Revolution and the Enlightenment. They both had very different effects on the world – the Neolithic Revolution caused more complex societies and civilizations to form while the Enlightenment caused people to have their own opinions on society and government.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by discussing changes brought about by the Neolithic Revolution and a change of the Enlightenment and its impact on Americans and Europeans
- Is more descriptive than analytical (*Neolithic Revolution*: settled in communities rather than following herd of animals; extremely significant because it caused specialization of labor, governments to organize, and the formation of various civilizations; *Enlightenment*: philosophers came up with their own theories on society and how government should work; the Enlightenment thought of natural rights and freedoms forced people worldwide to have different opinions on slavery; more people thought it was wrong to own another person and wanted slaves to be free)
- Includes some relevant facts, examples, and details (*Neolithic Revolution*: nomadic societies; Sumerians; ziggurats; *Enlightenment*: Locke; Rousseau; Declaration of Independence; Constitution)
- Demonstrates a satisfactory plan of organization; includes an introduction that is 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. The response shows a good understanding of the impact of these nonpolitical revolutions. Although basic information is presented, it is not fully developed.

Non political revolutions helped to change our way of life. Two of these revolutions are the Neolithic Revolution (10,000-6,000 BC) and the Industrial Revolution in Europe (18-19th centuries).

The Neolithic Revolution ~~has brought many changes~~ is the stopping of hunting and gathering and the start of permanent farming. Nomadic tribes settled down and started creating civilizations. One of these civilizations is the Egyptian civilization, which had an intellectual effect on us. The Egyptians had excelled in science of human body (embalming) and mathematics (calendar). Another civilization was Greece. The Greeks had excelled in astronomy and because of the nation-states had started democracy. Without the Greek civilization, ~~then~~ the US ~~wouldn't~~ wouldn't have democracy as its government.

The Industrial Revolution was a great help and led us to our current technology. It also helped in many other ways. With the development of the cotton gin, human hand weren't needed to weave by hand, so everybody worked the machines. With the extra and easy labor, factory owners took an easy advantage of the workers. Little children worked themselves to death or until they were crippled for barely any money. In time many people, then government looked for social reforms. With a decrease

in education (all ^{children} ~~workers~~ in factories), more deaths and injuries, and the ^{Saddler} ~~Saddler~~ report the government stepped in with new laws. These laws include minimum wage, a limited age for work force, and allowing strikes and labor unions. This is a major social reform which is still used today.

Unquestionably, the Neolithic Revolution and the Industrial Revolution had a major change on our way of life. The Neolithic Revolution ~~to~~ settled people down into civilizations and helped create specialization (a person is skilled at certain task) and cultures, technologies, and religions. The Industrial Revolution has ~~led~~ led us to our current technologies ~~as~~ as well as social reforms for workers. Without these two revolutions, we would still be hunting and gathering ~~while~~ and sewing the bear hides with our hands.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task but discusses the Industrial Revolution in more depth than the Neolithic Revolution
- Is primarily descriptive (*Neolithic Revolution*: stopping of hunting and gathering and the start of permanent farming; settled people down into civilizations and helped create specialization, cultures, technologies, and religions; *Industrial Revolution*: factory owners took easy advantage of the workers; little children worked themselves to death or until they were crippled for barely any money); includes weak application (*Neolithic Revolution*: Egyptians had excelled in science of human body [embalming] and mathematics [calendar]; Greeks had excelled in astronomy; without Greek civilization, the United States would not have democracy as its government; *Industrial Revolution*: in time, many people, then government, looked for social reforms)
- Includes some relevant facts, examples, and details (*Neolithic Revolution*: nomadic; *Industrial Revolution*: Sadler Report; minimum wage; strikes; labor unions); includes an inaccuracy (*Industrial Revolution*: with development of the cotton gin, human hands weren't needed to weave by hand so everybody worked the machines)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. While some general knowledge of these revolutions is demonstrated, weak application and overgeneralizations weaken the response. However, the inclusion of specific details about the impacts of the Industrial Revolution shows a better understanding of this revolution.

"Not all revolutions are political. Nonpolitical revolutions have brought important intellectual, economic, and/or social changes to ~~societies~~ societies." I have studied two revolutions that apply to this statement. They are the ~~neolithic~~ ^{neolithic} ~~revolution~~ and the ~~industrial~~ ^{industrial} ~~revolution~~.

The neolithic revolution is one of the most important and least mentioned events in human history. This revolution, also known as the "new stone age," introduced agriculture to ancient peoples. Cultures which had once embraced the nomadic life of the hunter-gatherer had now begun to settle down and plant crops for sustenance. This made way for the evolution of more advanced ~~civilizations~~ civilizations. The neolithic revolution paved the way for today's society.

The industrial revolution was also a crucial ~~stepping stone~~ event which changed the way we live today. Goods that had been made in the home for centuries were now being mass produced in factories. This allowed for more goods to be sold at lower prices. The industrial revolution also created many jobs. People

moved from ~~the~~ rural areas to urban areas to work in the factories. This promoted the growth of cities and population. Many of the world's powerful nations would not be where they are today if the industrial revolution had never occurred.

There have been many nonpolitical revolutions throughout history, ~~throughout~~ Some of these events have brought about terrible times, such as child labor during the industrial revolution, but ~~more~~ ~~can argue that we wouldn't be~~ the world is a better place to live in today because of these changes.

Anchor Level 2-B

The response:

- Minimally develops most aspects of the task with little depth by describing changes brought about by the Neolithic Revolution and the Industrial Revolution and mentioning an impact of the Industrial Revolution on people moving from rural areas
- Is primarily descriptive; includes limited application (*Neolithic Revolution*: hunter-gatherers had begun to settle down and plant crops; made way for evolution of more advanced civilizations; *Industrial Revolution*: goods that had been made at home now mass produced in factories; people moved from rural areas to urban areas to work in factories)
- Includes few relevant facts, examples, and details (*Neolithic Revolution*: New Stone Age; nomadic; *Industrial Revolution*: child labor)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. The brief, general treatment of the Industrial Revolution is weakened by the failure to develop an impact for the Neolithic Revolution. The response lacks depth and specific historical details.

Change is eternal. Especially with humans. People change their minds, laws, homes, looks, just about anything. With change in government, there can be revolutions, with change of home there could be a change in climate or language. Change is eventual to everyone. Revolutions are a major change to people's ways of life. ~~Everything~~ Everything doesn't change during a revolution, but there is change for the better.

When the Neolithic Revolution (10,000-6,000 B.C.) happened, it did change the way people lived. Before the Neolithic Revolution, people were Nomads. Nomads are people who have no homes. They wandered in clans of people, looking for berries or wildlife for food. When an area would be ~~be~~ bare of food, they would walk to a new place. After the Neolithic Revolution, people were no longer Nomads. They set up towns with houses and farms. With towns came roads and government.

with laws. They became farmers and domesticated animals. This happened all over the world at many different times. ~~On~~ On every continent, the same thing happened.

After the Neolithic Revolution, long after. People needed new farming ~~techniques~~ skills. Instead of carrying water in buckets from the river to the crops. They needed a quicker way of picking cotton instead of plant by plant. Then came the Agricultural Revolution (18th to 19th centuries). People used irrigation systems, and invented new ways of plowing, picking and farming. The cotton gin was invented, it picked fields of cotton all in a day. People got ~~machines~~ machines and workers to make their own lives easier. With faster farming, ~~farmers~~ there was a surplus of food and not as many farmers were needed. Then there came job specialization,

class structure.

With one change comes many others. ~~Revolutions~~ change for the good. All around the world, change happens every day.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task by discussing the Neolithic Revolution and the Agricultural Revolution
- Is primarily descriptive (*Neolithic Revolution*: became farmers and domesticated animals; *Agricultural Revolution*: there was a surplus of food); includes faulty, weak, and isolated application and analysis (*Neolithic Revolution*: nomads are people who have no homes; *Agricultural Revolution*: needed new farming skills instead of carrying water in buckets)
- Includes few relevant facts, examples, and details (*Neolithic Revolution*: clans; towns; roads; government; *Agricultural Revolution*: job specialization); includes an inaccuracy (*Agricultural Revolution*: cotton gin picked fields of cotton all in a day)
- Demonstrates a general plan of organization; contains digressions; includes an introduction that is a variation of the theme and a general statement about change as a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Although some elements of the Neolithic Revolution are erroneously applied to the Agricultural Revolution, the treatment of the Neolithic Revolution shows some understanding of the task.

Not all revolutions are political. There are revolutions known as nonpolitical revolutions which have brought important intellectual, economic, and social changes to societies. Two ~~most~~ very well known nonpolitical revolutions were the Industrial Revolution and the Enlightenment.

The Industrial Revolution was a time in Europe when the people first started using machines which changed their way of life. The Industrial Revolution ~~had~~ had a big impact on people's lives in Europe. They now had factories and farming tools. These items made lives easier however because there was a increase in machines instead of people in factories many people lost their jobs.

The Enlightenment was a period of time with many intelligent thinkers such as John Locke and many others. The Enlightenment was a time of happiness and was the first time in a while

the society saw happiness. The Enlightenment was also a time like the Industrial Revolution where both had inventions to help create a ~~more~~ better economy and a more advanced society.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by describing changes associated with the Industrial Revolution in Europe and by making an attempt to address the Enlightenment
- Is descriptive (*Industrial Revolution*: [machines and farming tools] made life easier); lacks understanding, application, and analysis (*Industrial Revolution*: people first started using machines; they now had farming tools; many people lost their jobs; *Enlightenment*: was a time of happiness; first time in a while society saw happiness)
- Includes few relevant facts, examples, and details (*Industrial Revolution*: factories; *Enlightenment*: John Locke)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction that restates the theme; lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response includes a very basic treatment of the Industrial Revolution and a conjectural treatment of the Enlightenment that demonstrates no knowledge of the era beyond the name John Locke.

All revolutions are not political. Nonpolitical revolutions have brought important intellectual, economic, and/or social changes to societies.

One nonpolitical revolution was the ~~Scientific~~ Scientific Revolution. The Scientific Revolution brought many different thoughts and beliefs to the world. It changed the way the people looked at the world. The Scientific Revolution lasted about 200 years. Many great scientists were introduced like Galileo. Thanks to him and other great scientists the world is understood know more than ever.

Another nonpolitical revolution was the Enlightenment. The Enlightenment era brought the many beliefs on how people behave and how people act. There were many great enlighteners such as Thomas Hobbes, and John Locke, and many others. Thomas Hobbes believed in life, liberty, and property. John Locke believed that people were ruthless, and careless.

In conclusion this nonpolitical revolutions changed the way people live, act, and the way they believe today thanks to all the great thinkers and philosophers.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by characterizing change relative to the Scientific Revolution and by making an attempt to describe the ideas of the Enlightenment
- Is descriptive (*Scientific Revolution*: Scientific Revolution brought many different thoughts and beliefs to the world); lacks understanding, application, and analysis
- Includes few relevant facts, examples, and details (*Scientific Revolution*: Galileo; *Enlightenment*: John Locke); includes inaccuracies (*Enlightenment*: Thomas Hobbes believed in life, liberty, and property; John Locke believed that people were ruthless and careless)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. Lack of understanding is demonstrated in various phrasings of a single characterization of change. The few facts relevant to the Enlightenment are incorrectly applied. Listing of names correctly associated with an era does not by itself constitute an understanding of the task.

When thinking of "Revolution," many people think of violence, fighting, and uprisings. In fact, it is quite often that a revolution will take place without the people of the time period consciously trying to make change. Cultural, Artistic, Industrial and Agricultural Revolutions take place simply with the changing of the times, not because people are fighting for a change in Artistic Design.

Europe has faced many revolutions through its history. Some have been bloody, like the French Revolution, while others have been more peaceful. One of these peaceful revolutions was the Scientific Revolution. Scientists like Sir Isaac Newton, Francis Bacon and Galileo Galilei came into the picture, and formulated theories about how the world, the solar system, and even the universe, worked. Newton came up with the concept of gravity, the force that pulls objects to the ground. Galileo studied astronomy and the solar system. He worked with the theory that the Earth revolved around the Sun which was the "Heliocentric Theory," which has since been proven.

It hadn't been just astronomy and physics being studied during the Scientific Revolution, however. Many other scientists studied life on the planet. Anton van Leeuwenhoek built one of the first microscopes and studied microscopic life with it. Robert Hooke used the microscope to study the cell, and was able to come up with the cell theory. There was an assortment of other scientists during this time that studied human life, like Vesalius, who studied blood.

Previously, scientists like Galileo, Hooke, and Vesalius would have been discouraged from studying and formulating new theories. Before the Scientific Revolution, theorists, philosophers and scientists had to operate

within existing tradition and previous knowledge. Even during the Scientific Revolution, these people were not always accepted. Galileo, for example, had been silenced by the Inquisition for formulating and working with the heliocentric theory. Fortunately, things changed even more throughout the Scientific Revolution, and people were able to study and practice much more freely. Some nations, like Britain, France and Italy, even formed organizations like the Royal Academy of Sciences. Scientists could come together and confer upon theories and works that they had been spending time on.

Like the Scientific Revolution, the Industrial Revolution was largely a nonpolitical revolution. This was a time period in which industry developed new modes of production and revolutionized society in Europe, especially England. Through the Industrial Revolution, products were made and shipped out in a more efficient, inexpensive and timely manner. Inventions of machinery such as the spinning jenny, power loom, and steam engine all made it quicker for factory workers to turn out the products in larger quantities than before. England was heavily involved in the textile industry, and the need for wool ^{helped} speed up the enclosure movement.

Because of the Industrial Revolution, the British Empire's wealth and capabilities were drastically increased. The British were not the only country to industrialize. This revolution spread like wildfire throughout Europe. Belgium became the next country to industrialize. Germany, France and Italy were soon to follow. The idea even spread to America when Samuel Slater smuggled the idea into the United States.

This Revolution caused many changes, both social and economic. As Karl Marx said, the middle class of the Industrialized societies was given an extra boost, while the proletariat was made even poorer. The economy of these developed nations also benefited, and many went on to expand their empire. Great Britain, for example, spread its Industrial Technology to its colony, India. The Indian people were forced to grow cotton to feed the British Industry. So, not only were the countries that were industrialized affected, but countries that were in any way, shape or form related to an industrialized country were affected in one way or another.

Revolutions, even those that take place without battles, still have wide reaching effects intellectually, socially, and economically. The Scientific Revolution in Europe advanced people's knowledge of science, and many of the theories that had been formulated in Europe are now used throughout the world. The Industrial Revolution also had a great impact on the world. Countries that were first to industrialize were able to give their economy a boost. But also, the colonies these countries controlled were affected by the revolution.

Not all revolutions are political. Nonpolitical revolutions have brought important intellectual, economic, and/or social changes to societies.

The Neolithic Revolution, also known as the "New Stone Age", occurred somewhere between 10,000 and 6,000 B.C. This revolution brought about great change in the way humans got their food. There was to be no more nomadic herding. The people learned how to plant and produce food. Learning that spreading seeds would ~~be~~ soon create plants/food. Also, the people learned ~~how~~ how to herd animals. This helped them a lot.

Between the 16th and 18th centuries, ~~the~~ the Scientific Revolution occurred. It was thought that the earth was the center of the universe until Nicholas Copernicus brought about his heliocentric model. This model proved that the sun was the center of the universe. Then there was Isaac Newton. Newton proposed the theory of gravity which explained why when something was thrown into the air, it came back down.

Not all revolutions are political. Nonpolitical revolutions have brought important intellectual, economic, and/or social changes to societies. Without such changes and these revolutions, we would probably not know these important things!

not all revolutions are political. Nonpolitical revolutions have brought important intellectual, economic, and social changes to societies.

Two nonpolitical revolutions that brought important intellectual, economic, and social changes to societies were the Industrial Revolution in Europe and the Medical Revolution. The Industrial Revolution made a nonpolitical ~~and~~ ^{and} change by making Europe get better jobs, change the working conditions and living conditions for the better, by helping people get better pay, working conditions and more democracy. Its impact on others was that they saw how it improved Europe so the Revolution would be a turning point for other countries to follow.

Another revolution was the Medical Revolution which was the begin of society changing for the better. More freedoms and choices.

These two revolutions brought many

changes mostly for the better. They made people realize change could be for the better to live better and be better conditions.

The enlightenment was a revolution that brought new ideas. Literature and education was brought in at the time enlightenment started before that there was no good education. The enlightenment was non political but it impacted people's lives in many ways. It effected people's religion way of living. Society started improving after the enlightenment. If it wasn't for the enlightenment the way we're living now would be much different we probably wouldn't have education. Art or most of the things we have today. Enlightenment was a big influence to people and to the world.

Throughout history many revolutions have occurred but all of them not necessarily been political. Many revolutions have instead of warfare and destruction, have brought learning, art, literature that have brought change to societies. The changes ~~to societies~~ ^{brought} by some non-political revolutions have been everlasting leaving intellectual, social, and economic changes that had brought positive changes to societies. The Scientific Revolution from the 16th through ~~the~~ 17th century and the Enlightenment from the 17th through 18th century were two non-political revolutions that brought great intellectual changes to the societies in Europe.

The Scientific Revolution had a questioning spirit involved that had been passed down from the "rebirth" of Europe, the Renaissance. This spirit had people wondering about the world around them. The Scientific Revolution was a time where people like Copernicus wondered about the universe, where Kepler later followed, and the famous Galileo also showed ^{that} the Earth revolved around the sun, the opposite of what the Church was teaching. The intellectual as well as social change the Scientific Revolution had, of continuing the questioning spirit led to many discoveries. It led to Galileo using the telescope to discover the phases of Venus, sunspots, and mountains, and craters on the moon. The questioning spirit that rose from the Scientific Revolution also led to the publication of books on discoveries by Galileo in astronomy, as well as Kepler and others even in anatomy. The Scientific Revolution had an impact on the European age of discovery.

The Enlightenment was the time where people wanted to use scientific thinking in life. The philosophers who emerged as the thinkers of the Enlightenment set off giving ideas based on reason which they believed was

fundamental. The philosophers believe the scientific method could be applied to any problem. The philosophers also wrote to express their feelings toward life and even government. Writers or philosophers of the Enlightenment like Rousseau wrote that at times political revolution is acceptable if the government does not respect the individual right, he expressed his views in his "Social Contract." John Locke also wrote of the rights of the individual, "life, liberty, and the right to property." The Enlightenment had a great impact on the many societies and governments ^{in Europe.} The rulers began to read works by philosophers and want to bring the changes these writers urged. Catherine the Great of Russia could be considered an "enlightened despot" because she was a ruler influenced by the ideas of the enlightenment. Catherine the Great codified laws, limited the use of torture, and allowed some religious toleration. Besides impacting European governments, it had brought intellectual changes to future political revolutions in France and America. By influencing them with writings which they would work to achieve.

The Enlightenment and Scientific Revolution were two non-political revolutions that brought great change to many societies in Europe. These movements simply brought intellectual and social changes that impacted the societies in which they occurred.

Practice Paper A—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the Industrial Revolution in Europe in more general terms than the Scientific Revolution in Europe
- Is both descriptive and analytical (*Scientific Revolution*: formulated theories about how the world, the solar system, and even the universe worked; before Scientific Revolution, scientists had to operate within existing tradition and previous knowledge; Galileo had been silenced by the Inquisition; some nations formed organizations like Royal Academy of Science where scientists could come together; *Industrial Revolution*: need for wool helped speed up the enclosure movement; inventions such as the spinning jenny, power loom, and steam engine made it quicker to turn out larger quantities; middle class given an extra boost while proletariat made even poorer; Indian people forced to grow cotton to feed British industry)
- Supports the theme with relevant facts, examples, and details (*Scientific Revolution*: Newton came up with the concept of gravity; Galileo studied astronomy and the solar system; heliocentric theory; Francis Bacon was instrumental in developing the scientific method; Anton von Leeuwenhoek built one of the first microscopes; Robert Hooke used the microscope to study the cell; cell theory; *Industrial Revolution*: products made and shipped in more efficient, inexpensive, timely manner; England heavily involved in textile industry; Karl Marx)
- 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 demonstrates an understanding of the theme by mentioning theories developed by individuals during the Scientific Revolution and technologies employed during the Industrial Revolution. However, how these theories and technologies led to change is not described in any detail. The lasting intellectual, social, and economic impacts of both revolutions are stated in general terms.

Practice Paper B—Score Level 2

The response:

- Develops some aspects of the task in some depth by describing a change brought about by the Neolithic Revolution and the Scientific Revolution
- Is primarily descriptive (*Neolithic Revolution*: people learned how to plant and produce food; people learned how to herd animals; *Scientific Revolution*: it was thought that Earth was the center of the universe until Nicholas Copernicus brought about his heliocentric model); includes faulty, weak application (*Neolithic Revolution*: there was to be no more nomadic farming; *Scientific Revolution*: model proved that the Sun was the center of the universe)
- Includes few relevant facts, examples, and details (*Neolithic Revolution*: New Stone Age; *Scientific Revolution*: Isaac Newton; theory of gravity)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response consists of some details of changes associated with the Neolithic and Scientific Revolutions. The failure to discuss impacts of either revolution weakens the response.

Practice Paper C—Score Level 1

The response:

- Minimally develops some aspects of the task by discussing the Industrial Revolution in Europe and mentioning the Neolithic Revolution
- Is descriptive (*Industrial Revolution*: better jobs; change working conditions for the better; better pay; more democracy; turning point for other countries to follow); lacks understanding (*Neolithic Revolution*: more freedom and choices)
- Includes few relevant facts, examples, and details
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a generalized conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response treats the Industrial Revolution in a set of one-sided generalizations that are not developed. The mention of the Neolithic Revolution adds nothing to the response.

Practice Paper D—Score Level 0

The response:

Fails to develop the task; refers to the theme in a very general way; includes no relevant facts, examples, or details

Conclusion: By employing generalities that show no understanding, the response fails to distinguish the Enlightenment from any other era.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task in little depth by discussing changes brought about by the Scientific Revolution and the Enlightenment on Europe and discussing their impacts
- Is more descriptive than analytical (*Scientific Revolution*: had a questioning spirit passed down from the “rebirth” of Europe, the Renaissance; led to Galileo using the telescope to discover the phases of Venus, sunspots, and mountains and craters on the moon; *Enlightenment*: rulers began to read the changes these writers urged; Catherine the Great was a ruler influenced by the ideas of the Enlightenment; Catherine the Great codified laws, limited the use of torture, and allowed some religious toleration; Enlightenment brought impact to political revolution in France and America)
- Includes some relevant facts, examples, and details (*Scientific Revolution*: Copernicus; Galileo; Kepler; *Enlightenment*: Rousseau; social contract; Locke; life, liberty, and the right to property; enlightened despot; philosophes)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although the discussion of the Scientific Revolution contains detailed information about Galileo, the impact of this revolution receives only cursory treatment. The information on the Enlightenment links the ideas of Rousseau and Locke to the actions of Catherine the Great without much detail.

Global History and Geography
Part A Specific Rubric
Document-Based Question—January 2008

Document 1a

Peter the Great



Source: Chris Hinton, *What is Evidence?* John Murray, Ltd.

Document 1b

. . . A year later, in January 1700, Peter transformed persuasion into decree [law]. With rolling drums in the streets and squares, it was proclaimed that all boyars [Russian nobles], government officials and men of property, both in Moscow and in the provinces, were to abandon their long robes and provide themselves with Hungarian or German-style caftans. The following year, a new decree commanded men to wear a waistcoat, breeches, gaiters, boots and a hat in the French or German style, and women to put on petticoats, skirts, bonnets and Western shoes. Later decrees prohibited the wearing of high Russian boots and long Russian knives. Models of the new approved costumes were hung at Moscow's gates and in public places in the city for people to observe and copy. All who arrived at the gates in traditional dress except peasants were permitted to enter only after paying a fine. Subsequently, Peter instructed the guards at the city gates to force to their knees all visitors arriving in long, traditional coats and then to cut off the coats at the point where the lowered garment touched the ground. "Many hundreds of coats were cut accordingly," says Perry, "and being done with good humor it occasioned mirth [humor] among the people and soon broke the custom of wearing long coats, especially in places near Moscow and those towns wherever the Tsar came." . . .

Source: Robert K. Massie, *Peter the Great: His Life and World*, Alfred A. Knopf

1 Based on these documents, state two ways Peter the Great tried to control the actions of his people.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way Peter the Great tried to control the actions of his people

Examples: people were made to wear Western clothes; laws were passed prohibiting the wearing of high Russian boots/long Russian knives; beards were cut off nobles; women were made to wear petticoats/skirts/bonnets/Western shoes; models of new approved costumes were put on display in Moscow; laws were passed prohibiting the wearing of long/traditional coats/guards were instructed to cut off traditional coats; a fine had to be paid by nobles to enter city gates if wearing traditional clothes

Note: To receive maximum credit, two *different* ways Peter the Great tried to control the actions of his people must be stated. For example, *men had to wear a waistcoat, breeches, boots, and hat* and *men had to wear clothing in the French style* is the same way expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: traditional dress was supported; visitors wore long, traditional coats; peasants had to pay a fine to enter the gates
- Vague response that does not answer the question
Examples: approved costumes; the Czar came; guards were instructed; used French/German style; had to wear shoes
- No response

Document 2

. . . Peter's military reform would have remained an isolated incident in Russian military history had it not left a distinct and deep impression on the social and intellectual composition of all Russian society, and even influenced future political developments. The military reform itself made necessary other innovations, first to maintain the reorganised and expensive military forces, and then to ensure their permanency. The new recruiting methods, by spreading military obligations to classes hitherto [up to this time] exempt, and thus affecting all social classes, gave the new army a more varied composition, and completely altered existing social relationships. From the time that noblemens' serfs and servants joined the new army as ordinary recruits instead of only as menials or valets [servants], the position of the nobility, which had been preponderant [dominant] in the old army, was completely changed. . . .

2a According to Vasili Klyuchevsky, what was *one* way Peter the Great attempted to control the Russian people?

Score of 1:

- States a way Peter the Great attempted to control the Russian people according to Vasili Klyuchevsky
Examples: military obligations were spread to all classes; the army was reorganized; altering existing social relationships by having both nobles and servants serve in the army; all classes had forced/mandatory military obligations; noblemen's serfs and servants joined the army as ordinary recruits instead of as menials/valets

Score of 0:

- Incorrect response
Examples: nobles and serfs became equal; nobility became dominant in the army; servants could not join the army
- Vague response that does not answer the question
Examples: everyone served; military was changed; there were military obligations
- No response

2b According to Vasili Klyuchevsky, what was *one* effect Peter the Great's reform had on the Russian nobles?

Score of 1:

- States an effect of Peter the Great's reform on the Russian nobles according to Vasili Klyuchevsky
Examples: the dominant position of the nobility in the army was changed; nobles' social relationships with serfs in the army were altered; the power of the nobles was diminished/limited

Score of 0:

- Incorrect response
Examples: nobles gained more political power; serfs joined the new army
- Vague response that does not answer the question
Examples: nobles had a position; the new army had recruits; the position was changed
- No response

Document 3

Emergence of “Dual Russia”

The Petrine [Peter’s] Reform is often seen as the main cause and the starting point of the irrevocable [unalterable] split of Russian society into two parts. Peter’s reforms transformed the upper levels of Russian society while the masses remained largely unaffected by them. Peter had forced the nobility to acquire technical knowledge of Western Europe and to adopt European styles of dress and manners. An increasingly Europeanized education of the upper classes brought with it a familiarity with the philosophies and theories of the Enlightenment. Soon many Russian nobles even preferred to speak the languages of Western Europe (particularly French and German) to Russian. By the nineteenth century their world was European in dress, manners, food, education, attitudes, and language, and was completely alien to the way of life of the Russian popular masses. . . .

Source: Alexander Chubarov, *The Fragile Empire: A History of Imperial Russia*, Continuum

3 According to Alexander Chubarov, what was *one* long-term effect Peter the Great’s reform had on the upper classes of Russian society?

Score of 1:

- States a long-term effect Peter the Great’s reform had on the upper classes of Russian society according to Alexander Chubarov
Examples: European styles were adopted; many nobles preferred to speak French/German; education of nobles became Europeanized; they were forced to acquire knowledge of Western Europe; they became familiar with philosophies/theories of the Enlightenment

Score of 0:

- Incorrect response
Examples: nobles moved to other countries; nobles preferred their own language; lower classes were largely unaffected
- Vague response that does not answer the question
Examples: Russian society was split into two parts; nobles became popular; nobles adopted styles; upper society was reformed
- No response

Document 4a

. . . On the night of May 10, 1933, thousands of Nazi students, along with many professors, stormed universities, libraries, and bookstores in thirty cities throughout Germany. They removed hundreds of thousands of books and cast them onto bonfires. In Berlin alone, more than twenty thousand books were burned. The book burnings were part of a calculated effort to “purify” German culture. Since April 12, the Nazi German Student Association had been purging libraries, working from lists of books deemed “un-German.” The authors of some of the books were Jews, but most were not. . . .

Source: Michael Berenbaum, *The World Must Know: The History of the Holocaust as Told in the United States Holocaust Memorial Museum*, Little, Brown and Co.

4a According to Michael Berenbaum, what was *one* way the Nazi Party attempted to control the thoughts of the German people?

Score of 1:

- States a way the Nazi Party attempted to control the thoughts of the German people according to Michael Berenbaum

Examples: thousands of Nazi students stormed libraries/universities/bookstores and destroyed books; hundreds of thousands of books were removed from libraries/universities/bookstores; books were burned to “purify” German culture; Nazi German Student Association purged libraries of “un-German” books; burned some books by Jewish authors; books were burned

Score of 0:

- Incorrect response
Examples: thousands of Nazi students were removed; burned only Jewish books
- Vague response that does not answer the question
Examples: it was part of a calculated effort; they worked from universities; authors of some books were Jews; removed books from libraries
- No response

Document 4b

. . . The Hitler Youth movement was formed for the express purpose of creating loyal subjects to the state. By 1935, over three million boys and girls aged 10 and older were enrolled. “We were born to die for Germany” was one of their popular slogans. In addition to a strenuous physical fitness program, they received training in the use of weapons and heard lectures on Nazi ideology.

Source: Chartock and Spencer eds., *Can It Happen Again?*, Black Dog & Leventhal

4b According to the editors of *Can It Happen Again?*, what was *one* method used by the Nazi Party to influence the thinking of the young people of Germany?

Score of 1:

- States a method used by the Nazi Party to influence the thinking of the young people of Germany according to the editors of *Can It Happen Again?*
Examples: Hitler Youth movement was formed; lectures on Nazi ideology were provided; popular slogans (“we were born to die for Germany”) were created; they were trained to use weapons; they heard lectures on Nazi ideology

Score of 0:

- Incorrect response
Examples: loyal subjects were dismissed; young people freely expressed themselves; programs were stopped
- Vague response that does not answer the question
Examples: over three million boys and girls were enrolled; subjects were loyal
- No response

Document 5

. . . When I first began to read the newspapers, he was already in power. I knew nothing but a subservient [obedient], bellicose [hostile], boastful press. I always felt it was a proven fact that Hitler had also conquered and occupied the German language, and my parents had always told me, "What you read in the papers isn't true, but you musn't say so. Outside, you must always act as if you believe everything." The German language and lies had become one and the same thing to me. Home was the only place where you could speak the truth. What you read in the papers was always a lie, but you weren't allowed to say so. And now I was holding a newspaper that was in German and that did not lie. How was it possible? How could language and truth coincide? How did it happen that you could believe something you saw in print? It was the first free German paper of my life. . . .

Source: Horst Krüger, *A Crack in The Wall: Growing Up Under Hitler*, Ruth Hein, tr., Fromm International Publishing Corporation

5 According to Horst Krüger, what was *one* impact of the Nazi government on German society?

Score of 1:

- States an impact of the Nazi government on German society according to Horst Krüger
Examples: Germans had to pretend that what was in the newspapers was true; Germans could not question what was in the newspapers/the press; Germans had to act as though they believed the newspapers; the papers were controlled by the government

Score of 0:

- Incorrect response
Examples: freedom of the press was emphasized; Germans could question the government; Hitler had conquered the German language; language and truth coincided; newspapers did not lie
- Vague response that does not answer the question
Examples: newspapers were read; Hitler was in power; it made things worse
- No response

Document 6

. . . Germany became one vast torture chamber. Cries of its victims were heard round the world and brought shudders to civilized people everywhere. I am one who received during this war most atrocity tales with suspicion and scepticism [doubt]. But the proof here will be so overwhelming that I venture to predict not one word I have spoken will be denied. These defendants will only deny personal responsibility or knowledge.

Under the clutch of the most intricate web of espionage and intrigue that any modern state has endured, and persecution and torture of a kind that has not been visited upon the world in many centuries, the elements of the German population which were both decent and courageous were annihilated [reduced to nothing]. Those which were decent but weak were intimidated. Open resistance, which had never been more than feeble and irresolute, disappeared. But resistance, I am happy to say, always remained, although it was manifest in only such events as the abortive effort to assassinate Hitler on July 20, 1944. With resistance driven underground, the Nazi had the German State in his own hands.

But the Nazis not only silenced discordant voices. They created positive controls as effective as their negative ones. Propaganda organs, on a scale never before known, stimulated the Party and Party formations with a permanent enthusiasm and abandon such as we, democratic people, can work up only for a few days before a general election. They inculcated [impressed upon] and practiced the Führerprinzip [leadership principle] which centralized control of the Party and of the Party-controlled State over the lives and thought of the German people, who are accustomed to look upon the German State, by whomever controlled, with a mysticism [a power to believe] that is incomprehensible to my people [the United States public]. . . .

Source: *Trial of the Major War Criminals Before the International Military Tribunal, Nuremberg*, 14 November 1945–1 October 1946

6 According to Chief Prosecutor Jackson, what was *one* effect the Nazi government's actions had on the people of Germany?

Score of 1:

- States an effect the Nazi government's actions had on the people of Germany according to Chief Prosecutor Jackson

Examples: discordant voices were silenced; elements of the German population that were decent and courageous were silenced; propaganda was used to stimulate permanent enthusiasm for the Nazi Party; some members of German society were persecuted/tortured/annihilated; people were intimidated; German society was left fearful; resistance was driven underground; centralizing control over the lives and thoughts of the German people

Score of 0:

- Incorrect response
Examples: Hitler was assassinated on 7/20/1944; defendants denied personal responsibility; Nazis were driven underground
- Vague response that does not answer the question
Examples: it was an intricate web of espionage; they impressed and practiced the Führer
- No response

Document 7

. . . The streets of Shanghai, normally deserted at nine o'clock in the evening, were a sea of humanity. Under the clear autumn sky in the cool breeze of September, people were out in thousands to watch the intensified activities of the Red Guards. On temporary platforms erected everywhere, the young Revolutionaries were calling upon the people in shrill and fiery rhetoric to join in the Revolution, and conducting small-scale struggle meetings against men and women they seized at random on the street and accused of failing to carry Mao's Little Red Book of quotations or simply wearing the sort of clothes the Red Guards disapproved of. Outside private houses and apartment buildings, smoke rose over the garden walls, permeating the air as the Red Guards continued to burn books indiscriminately. . . .

Source: Nien Cheng, *Life and Death in Shanghai*, Penguin Books

7 According to Nien Cheng, what were *two* actions taken by the Red Guards in an attempt to control the thoughts of the people during Mao's rule of China?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each ***different*** action taken by the Red Guard in an attempt to control the thoughts of the people during Mao's rule in China according to Nien Cheng
Examples: young revolutionaries called upon people to join the revolution; small-scale struggle meetings were conducted against men/women seized at random on the street; people were accused of failing to carry Mao's *Little Red Book*/wearing clothes the Red Guards disapproved of; Red Guards burned books indiscriminately

Note: To receive maximum credit, two ***different*** actions taken by Mao's government in an attempt to control the people of China must be stated. For example, *people were accused of failing to carry Mao's Little Red Book* and *Mao's Little Red Book had to be carried* are the same action expressed in different words. In this and similar cases, award only ***one*** credit for this question.

Score of 0:

- Incorrect response
Examples: they disapproved of Mao's *Little Red Book*; they held struggle meetings against the Red Guards; they deserted the streets of Shanghai
- Vague response that does not answer the question
Examples: there were quotations of Mao in the *Little Red Book*; thousands watched intensified activities
- No response

Document 8



In Following the Revolutionary Road, Strive for an Even Greater Victory

Mao as the Reddest Red Sun in people's hearts, floating above Tiananmen Square. At the front of the huge, Little Red Book-waving crowd are the figures of a worker, peasant, and soldier, while representatives from other occupations stand just behind. The Book was compiled from Mao's Selected Works by Lin Biao in the early 1960s to be used for propaganda work in the People's Liberation Army. After the Cultural Revolution began, it became an integral part of the ritual of Mao worship. By 1970, this kind of orchestrated adulation [staged praise] and the power of Lin Biao were both at their zenith [height].

Source: *Picturing Power: Posters from the Chinese Cultural Revolution Exhibit*, Indiana University

8 According to this document, what was *one* way that Mao's government attempted to influence the people of China?

Score of 1:

- States a way that Mao's government attempted to influence the people of China according to this document
Examples: Mao's *Little Red Book* became an integral part of the ritual of Mao worship; adulation of Mao was orchestrated at rallies; selections from Mao's *Selected Works* were used for propaganda work; by hanging posters with the image of Mao; Mao was portrayed as the Reddest Red Sun

Score of 0:

- Incorrect response
Examples: Mao's *Little Red Book* was banned; peasants/soldiers were dissatisfied; people protesting in Tiananmen Square were shot
- Vague response that does not answer the question
Examples: they strived for an even greater victory; People's Liberation Army was formed; Lin Biao was powerful
- No response

Document 9

. . . Between 1966 and 1976, a whole generation of teenagers failed to receive a real education; other Chinese came to call them “the lost generation.” At least twenty thousand people lost their lives because of the Cultural Revolution.

. . . Because of the Cultural Revolution, many Chinese young people grew up with no knowledge of traditional Chinese customs and beliefs. Needing to fill that gap, some of them began looking to the West — especially to the Western ideals of democracy, freedom, capitalism, and individualism. . . .

Source: *Great Events: The Twentieth Century 1960–1968*, Salem Press

9 Based on this excerpt from *Great Events*, state *one* impact the Cultural Revolution had on Chinese society.

Score of 1:

- States an impact the Cultural Revolution had on Chinese society based on this excerpt from *Great Events*
Examples: a whole generation of teenagers failed to receive a real education; twenty thousand people lost their lives; many young people grew up with no knowledge of traditional Chinese customs/beliefs; young people began looking to the West

Score of 0:

- Incorrect response
Examples: Western ideals of democracy/freedom were enforced; students were educated in traditional Chinese customs
- Vague response that does not answer the question
Examples: West promoted democracy; it was “the lost generation”; young people grew up; teenagers failed
- No response

Global History and Geography
Content-Specific Rubric
Document-Based Question
January 2008

Historical Context: Throughout history governments have sometimes attempted to control the thoughts and actions of their people. Three such governments include *Russia under the rule of Peter the Great*, *Germany under the rule of Adolf Hitler*, and *China under the rule of Mao Zedong*. The efforts of these governments greatly affected their societies.

Task: Choose *two* governments mentioned in the historical context and for *each*

- Describe the efforts of the government to control the thoughts *and/or* actions of its people
- Discuss an impact of this government's efforts on its society

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by describing *at least two* efforts to control the thoughts and/or actions of its people by *two* governments and by discussing an impact of *each* government's efforts
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *Hitler*: connects Hitler's exploitation of poor economic conditions in Germany by offering public works programs that would reduce unemployment to the effectiveness of the Nazi Party propaganda machine, the rise of the Fascist government, and the beginning of World War II; *Mao Zedong*: connects Mao's goal to revive the revolutionary spirit and increase production to the havoc created by the Cultural Revolution that led to a collapse of the agricultural and industrial systems in China and a decline in production
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to government attempts to control thoughts and actions of their people (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Hitler*: anti-Semitism; *Mein Kampf*; Nazi Youth Movement; Nuremberg laws; *Kristallnacht*; propaganda; der Führer; Nazi Party; rallies; totalitarian state; "Final Solution"; Gestapo secret police; *Mao Zedong*: Quotations of Chairman Mao; Great Leap Forward; Red Guard; five-year plans; Cultural Revolution; the Four Olds
- 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 addressing all aspects of the task for one government more thoroughly than for the second government *or* by addressing one aspect more thoroughly than the other aspects for both governments
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *Hitler*: discusses how Hitler and the Nazis effectively used propaganda and terror to unite all German peoples; *Mao Zedong*: discusses how the Red Guard intimidated people into supporting communist ideology and the closing down of schools, leading to the creation of a "lost generation"
- 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

Examples of addressing **at least four** aspects of the task in some depth at Level 3

Holistic Scoring Reminder: These examples apply only to the evaluation of scoring bullet 1.
A response meeting the criteria below does not, by itself, make it a Level 3 response.

1. Discusses all **three** aspects of the task for *one* government and only **one** aspect of the task for the *second* government.
2. Discusses any **two** aspects of the task for **both** governments.

Exception: If **all** aspects of the task are thoroughly developed evenly and in depth for **one** government 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
- 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

Examples of addressing **at least three** aspects of the task in some depth at Level 2

Holistic Scoring Reminder: These examples apply only to the evaluation of scoring bullet 1.
A response meeting the criteria below does not, by itself, make it a Level 2 response.

1. Discusses all **three** aspects of the task for only *one* government.
2. Discusses any **two** aspects of the task for *one* government and only **one** aspect of the task for the *second* government.

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

Scoring Notes:

1. This document-based question has a minimum of **six** components (*at least two* efforts to control the thoughts and/or actions of its people by **two** governments **and** an impact of **each** government's efforts).
2. If all three governments are discussed, only the first two governments discussed should be scored.
3. The efforts of a government may both be efforts to control the thoughts of its people, both be efforts to control the actions of its people, or a combination of these methods of control.
4. Efforts of a government do not need to be identified as an effort to control the thoughts of its people or as an effort to control the actions of its people as long as it is implied in the discussion.
5. The efforts of governments to control thoughts and/or actions of their people could be the same but the details should be specific to each government, e.g., Hitler's Youth Movement and Mao's Red Guard both involved the indoctrination of youth; Peter the Great and Mao's government both required the wearing of specific clothing styles.
6. An impact of a government's efforts may be immediate or long-term.
7. A government's efforts to control the thoughts and/or actions of its people could discuss an entire society or a specific group of people within a society, e.g., impact on nobles under the rule of Peter the Great; impact of the Cultural Revolution on Chinese society; impact of Nazi rule on Jews and Gypsies
8. The impact of a government's efforts is subject to the student's point of view. The response may discuss the impact of a government's efforts from differing perspectives as long as the positions taken are supported by accurate historical facts and examples.
9. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 1a, 1b, 4a, and 4b may be considered as separate documents **if** the response uses specific separate facts from each document.

Key Ideas from Documents 1–3

Government under the Rule of Peter the Great of Russia

Efforts of the Russian Government to Control the Thoughts or Actions of its People	Impact of Government’s Efforts on Russian Society
<p>Doc 1—Beards had to be cut Decrees proclaimed that boyars, government officials, and men of property were to abandon their long robes and provide themselves with Hungarian or German-style caftans; commanded men to wear clothes in the French or German style and women to put on Western dress and shoes; prohibited wearing of high Russian boots and long Russian knives Models of new approved costumes were hung at Moscow’s gates and in public places in the city for people to observe and copy Guards at Moscow city gates forced to their knees all visitors arriving in long, traditional coats and cut off their coats at the point where the lowered garment touched the ground</p> <p>Doc 2—Military instituted new recruiting methods to reorganize the forces Military obligations spread to classes who had been exempt (servants)</p> <p>Doc 3—Nobility forced to acquire technical knowledge of Western Europe and adopt European styles of dress and manners</p>	<p>Doc 1—Beards were cut and custom of wearing long coats ended, especially in places near Moscow and towns where the Tsar visited Except peasants, those who arrived at Moscow’s gates in traditional dress had to pay a fine to enter</p> <p>Doc 2—Military reforms left distinct and deep impression on social and intellectual composition of Russian society and influenced future political developments New recruiting methods affected all social classes, giving the army a more varied composition and altering existing social relationships</p> <p>Doc 3—Reforms seen as main cause and starting point of irrevocable split of Russian society into two parts Reforms transformed upper levels of Russian society while masses remained largely unaffected Europeanized education of upper classes led to a familiarity with the philosophies and theories of the Enlightenment Many Russian nobles preferred speaking languages of Western Europe, particularly French and German The world of Russian nobles became European and alien to the way of life of the Russian popular masses</p>

Relevant Outside Information

(This list is not all-inclusive.)

Efforts of the Russian Government to Control the Thoughts or Actions of its People	Impact of Government’s Efforts on Russian Society
<p>Taxes used to force people to change (beard tax) Government controlled Russian Orthodox Church Power of great landowners reduced Men from low-ranking families recruited and promoted in military Government controlled education Nobles had to move to St. Petersburg to stay in Peter the Great’s circle Vicious punishment and execution imposed on those who did not comply with Peter the Great’s directives, thus ensuring compliance Palace guards tortured after they revolted and their rotting corpses left outside palace wall for months as a visible warning to others</p>	<p>Waterways and trade improved Acquisition of a port on the Baltic Sea defended by a strong army helped Russia become a European power Upper class women were given rights similar to women in western Europe Western technology imported and new schools for the study of math, science, and engineering started Exposure to enlightened ideas of western Europe led to the reduction of the nobles’ traditional power Improvement in the literacy of the Russian people facilitated by a simplified Russian alphabet Serfdom continued in Russia long after it had ended in western Europe, thus widening the gap between Russia and the West</p>

Key Ideas from Documents 4–6

Government under the Rule of Adolf Hitler of Germany

Efforts of the German Government to Control the Thoughts or Actions of its People	Impact of Government’s Efforts on German Society
<p>Doc 4—Hundreds of thousands of books removed from universities, libraries, and bookstores throughout Germany and cast onto bonfires Book burnings used as part of effort to “purify” German culture Nazi German Student Association purged libraries by working from lists of books deemed “un-German” Boys and girls age 10 and older enrolled in Hitler Youth movement Hitler Youth movement used strenuous physical fitness program, training in the use of weapons, and lectures on Nazi ideology</p> <p>Doc 5—Hitler controlled what was published in the press Newspapers printed Hitler’s lies</p> <p>Doc 6—Nazi Party controlled the lives and thoughts of the German people Discordant voices silenced Effective positive controls created (propaganda used to promote permanent enthusiasm)</p>	<p>Doc 4—Hitler’s Youth movement created loyal subjects, “born to die” for Germany Youth became physically fit and skilled at using weapons</p> <p>Doc 5—Parents told children what they read in the newspaper wasn’t true, but they mustn’t say so Home only place where truth could be spoken Free German papers printed after Hitler’s death</p> <p>Doc 6—Germany became one vast torture chamber Elements of German population who were both decent and courageous were annihilated Decent people who were weak were intimidated Open resistance disappeared Underground resistance remained, although it was not successful Personal responsibility and knowledge of actions of German government under Adolf Hitler denied by defendants at Nuremberg trials</p>

Relevant Outside Information

(This list is not all-inclusive.)

Efforts of the German Government to Control the Thoughts or Actions of its People	Impact of Government’s Efforts on German Society
<p>Hitler’s propaganda machine used censorship, education, media, and film to exercise totalitarian control over every aspect of life Hitler went from city to city where he would give fiery, hypnotic speeches to huge crowds of people Mass demonstrations and spectacles used to deliver Nazi Party ideology (Nuremberg rallies) in an attempt to brainwash the population Personal “oaths of loyalty” required of government officials and military personnel, thus nurturing a cult of personality where all opposition political parties and ideas banned and opponents arrested Labor unions dissolved and the Nazi Party purged to reduce dissension As part of the glorification of German nationalism, old German myths and Wagner’s operas promoted</p>	<p>Economy stabilized Women lost independence and jobs—their only role was as mothers Germany plunged into World War II Those who refused to comply with “oaths of loyalty” arrested and murdered or sent to concentration camps by the SS (Schutzstaffel execution squads) Details on the Holocaust Details on the Beer Hall Putsch</p>

Key Ideas from Documents 7–9

Government under the Rule of Mao Zedong of China

Efforts of the Chinese Government to Control the Thoughts or Actions of its People	Impact of Government’s Efforts on Chinese Society
<p>Doc 7—Cultural Revolution and Red Guard eliminated opponents of Mao Young revolutionaries called upon people to join the revolution Young revolutionaries conducted small-scale struggle meetings and seized people of whom they disapproved Red Guards burned books</p> <p>Doc 8—Posters portrayed Mao as the “Reddest Red Sun” <i>Little Red Book</i> used as propaganda work in the People’s Liberation Army <i>Little Red Book</i> made an integral part of the ritual of Mao worship Adulation of Mao orchestrated to promote his power</p> <p>Doc 9—Cultural Revolution eliminated opponents of Mao</p>	<p>Doc 7—Thousands of people watched activities of the Red Guards Wearing the wrong clothes or not carrying Mao’s <i>Little Red Book</i> was cause for seizure People expected to conform to standards of young revolutionaries</p> <p>Doc 8—By 1970, power of Mao’s government over the people was at its height</p> <p>Doc 9—Between 1966 and 1976, a whole generation of teenagers (the “lost generation”) failed to receive a real education Many Chinese young people grew up with no knowledge of traditional Chinese customs and beliefs Many people lost their lives because of the Cultural Revolution Chinese young people began looking to the West—especially to the Western ideas of democracy, freedom, capitalism, and individualism</p>

Relevant Outside Information

(This list is not all-inclusive.)

Efforts of the Chinese Government to Control the Thoughts or Actions of its People	Impact of Government’s Efforts on Chinese Society
<p>Members of the Red Guard punished “reactionaries” and carried out vicious beatings and killings of Mao’s “enemies” (teachers, professors, government officials, factory managers, parents) to exercise totalitarian control Confessions to alleged crimes were forced and readings of the <i>Little Red Book</i> were required Loudspeakers transmitted propaganda in schools, fields, factories, and on airline flights in an attempt to brainwash the population Agrarian Reform Law of 1950 established collective farms Five-year plans and the Great Leap Forward established mandatory production goals and communes Intellectuals imprisoned or “sent down” to remote villages to be “re-educated”</p>	<p>Forced confessions to alleged crimes and forced readings of the <i>Little Red Book</i> intimidated and silenced opponents Peasants forced to join collective farms against their will Five-year plans and the Great Leap Forward forced peasants to live on communes where they owned nothing Millions of people died as a result of persecution or famines (Great Leap Forward) Factories, colleges, and schools closed Cultural Revolution led to chaos and a reduction in agricultural and industrial production, which led to Deng Xiao Ping’s Four Modernizations and a push for democracy, which led to Tiananmen Square protests Threat of civil war led Mao to “back off” from the Cultural Revolution Red Guard was disbanded in the late 1960s/early 1970s because it could not be controlled</p>

Throughout history governments have attempted to gain total control of their people. The governments that succeeded became known as totalitarian governments—a government who takes complete control of its citizen's lives. Two such governments include Nazi Germany and Marxist China. These two governments went to great lengths for control and had lasting impacts on their respective countries.

Adolf Hitler was a totalitarian fascist dictator. His reign depended on propaganda, censorship, and intimidation. The Nazi party targeted youth. They taught young children their ideas and brainwashed them into following their ideology (Doc. 1b). The German youth were easier to manipulate than adults and by making ^{Hitler} them Youth seem like a cool club. They attracted many followers. Hitler used movies and emotional speeches to dehumanize Jews and other minorities. This dehumanization was a way of teaching Germans to be racist. They glorified the German race and promoted traditional German culture. Extreme nationalism, which had been lost during the hard times after World War I, was encouraged. The Nazi party also used censorship to control their citizen's minds. The newspapers were censored and school courses and textbooks were rewritten to only say what the Nazi party wanted Germans to know. The papers skewed the truth to fit their own preferences (Doc. 5). The Nazis held public book burnings in order to censor literature and to make certain non-German books were not available. They displayed their strength in massive public rallies glorifying Hitler (Doc. 4a). Another key method for control was intimidation. Hitler and his followers threatened and tortured those who opposed Nazi views. The threat of the SS effectively stopped freedom of expression for most Germans. These actions had many

other effects on the German population. An entire generation was transformed from being decent to monstrous. A time when there could have been literary achievement was destroyed due to censorship. Germans were told lies for years. Even after the Nazi party was defeated some of its ideology remained. It took years to reverse to reverse the devastation of Nazi controlled thoughts and the world's perception of Germany.

Mao Zedong was another totalitarian leader who controlled a communist government in China. His government also used propaganda, censorship, and intimidation as well. Mao also used propaganda to glorify himself and his teaching. His government staged the worship of him in public. They encouraged rallies to make communism seem popular. During the rallies, people sang songs about the greatness of Mao and communism. The songs glorified workers and their lifestyle. The new hero was the peasant who dressed simply and worked with his hands. Studying literature and history was considered useless and dangerous. Peer pressure encouraged others to worship Mao (Doc. 8). ~~Mao's~~ During the Great Leap Forward, Mao's policies established collective farms and promoted a classless society. This program failed throughout the country and his government failed to make China seem like a utopia. With opposition growing, Mao started the Cultural Revolution, which attacked anyone who disagreed with him. Mao's government and supporters burned books and censored speech, as well as the press. By burning books and arresting people who didn't follow censorship rules, in public, he combined propaganda, intimidation, and censorship all into one (Doc. 7). Mao empowered a band of ordinary citizens - the Red Guard - to purge Chinese culture of anti-communist beliefs and

activities. Intellectuals were sent to remote villages or communes to be re-educated by doing hard labor. This diminished traditional Chinese ideology and values. Mao's totalitarian efforts are still felt today. China remains a communist country. Censorship has proved to be relatively effective as has intimidation. Uprisings such as the one in Tiananmen Square in 1989 have been crushed. Although China has lessened its control on some aspects of society, including the economy, their thought controlling methods are still effective. Journalists and activists who want a more ^{democratic and} open China have been thrown into prison and punished severely.

In short, efforts to take total control of every aspect of a large population's society has proven to be effective for a short time. However, despite these temporary power achievements, in the long run the effects of attempted totalitarianism can be devastating.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing efforts of governments under the rule of Adolf Hitler and Mao Zedong to control their people and by discussing impacts of these governments' efforts
- Is more analytical than descriptive (*Adolf Hitler*: German youth were easier to manipulate than adults; newspapers skewed the truth to fit their own preferences; a time when there could have been literary advancement was destroyed because of censorship; even after the Nazi Party was defeated, some of its ideology remained; *Mao Zedong*: Mao used propaganda to glorify himself and his teachings; Mao's government staged the worship of him in public; with opposition growing, Mao started the Cultural Revolution, which attacked anyone who disagreed with him; Mao empowered the Red Guard to purge Chinese culture of anticommunist beliefs and activities)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Adolf Hitler*: movies and emotional speeches were used to dehumanize Jews and other minorities; extreme nationalism, which had been lost during the hard times after World War I, was encouraged; school courses and textbooks were rewritten to only say what the Nazi Party wanted Germans to know; Nazis displayed their strength in massive public rallies glorifying Hitler; the threat of the SS effectively stopped freedom of expression for most Germans; *Mao Zedong*: during rallies, people sang songs about the greatness of Mao and communism; songs glorified workers and their lifestyle; the new hero was the peasant who dressed simply and worked with his hands; studying literature and history was considered useless and dangerous; peer pressure encouraged others to worship Mao; collective farms were established during the Great Leap Forward and promoted a classless society; the Great Leap Forward failed and Mao's government failed to make China seem like a utopia; intellectuals were sent to remote villages or communes to be re-educated by doing hard labor which diminished traditional Chinese ideology and values; uprisings such as the one in Tiananmen Square in 1989 were crushed; although China has lessened its control on some aspects of society, including the economy, their thought-controlling methods are still effective; journalists and activists who want a more democratic and open China have been thrown into prison and punished severely)
- Richly supports the theme with many relevant facts, examples, and details (*Adolf Hitler*: Nazis held public book burnings; newspapers were censored; intimidation was used for control; Hitler and his followers threatened and tortured those who opposed Nazi views; Germans were told lies for years; *Mao Zedong*: encouraged rallies to make communism seem popular; Mao's government and supporters burned books, censored speech and the press)
- Demonstrates a logical and clear plan of organization; includes an introduction that defines totalitarian governments and a conclusion that is beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The theme of propaganda, censorship, and intimidation is used throughout the discussion of both governments to show how totalitarianism can be effective in the short term, but fails in the long term. The conclusions that are drawn are both analytical and sophisticated.

Throughout history, totalitarian regimes control the lives of large populations. These governments leave no aspect of society free, for their power comes from their ability to effectively control the masses. Adolf Hitler, and Mao Zedong epitomize the totalitarian ruler, and their legacies of control still impact history.

Adolf Hitler rose to power in the 1930s with a combination of excellent propaganda, intimidation, and a desperate situation. His country was in a black hole of economic depression following the First World War. Hitler used political and economic problems to gain power by funneling all the German's anger and blame on the Jews. A German writer described how Hitler's propaganda in the press caused "German language and lies to become one and the same thing" (document 5). In the press, Nazi propaganda promoted the Third Reich and the Aryan race, which supported the Nazi ideas. The Nazi party also used intimidation, such as during Kristallnacht and the Reichstag arson, which shocked most Germans into total obedience and cemented the power of Hitler and his supporters in the political arena. Once in power, the Nazis brutally silenced dissidents with the help of Hitler's secret police, the Gestapo. The Gestapo were the eyes and ears of the Nazi party. If anyone spoke or wrote anything that was anti-Nazi,

the Gestapo would arrest or murder them. One critic of Hitler later described the situation: "Those [people] which were decent but weak were intimidated. Open resistance ... disappeared" (document 6). The Hitler youth program was started to brainwash the next generation of Germans. Children were forced to express their nationalistic fervor and were educated in German culture, militarism, and war skills (document 4b). Books which went against Nazi fascism were burned (document 4A). Spies infiltrated the commons and kept a watch for anyone who criticized the government. Thus, during the reign of Hitler, the German population were force-fed propaganda and saw their freedoms and future slip away in the hands of a tyrant. Even after Hitler's fall, Hitler's brainwashing and thought control made the people vulnerable to similar controls placed by the Soviets on the people during the Soviet control of East Germany.

Mao Zedong used similar tactics to inspire support for his communist regime in China during the mid-twentieth century. When Mao came to power he attacked traditional ideas and the economy. He nationalized all business and rid the country of capitalism by eliminating personal property. Millions of land lords were removed or killed, and large farming communes were established during his Great Leap Forward program. Also as part of this program, backyard furnaces were built to promote industry. These economic reforms angered the people, because farming communes separated families, the

most important piece of old Chinese culture. Children were taken away from their families and placed in state-sponsored child care where they were immersed in communist ideals. Mao also attempted to change Chinese culture during the Cultural Revolution. Under the direction of Mao, millions of high school and college students formed units of the Red Guard, which burned thousands of books. They attacked anyone who had special privileges or resisted the regime, even their own parents. They forced the people to read and carry the propaganda-filled Little Red Book, which elevated Mao to a near demigod status (documents 7 and 8). This forced cultural conversion backfired on the communists however. According to one historical account, "[b]ecause of the Cultural Revolution, many Chinese young people grew up with no knowledge of traditional Chinese customs and beliefs. Needing to fill that gap, some of them began looking to the West - especially to the Western ideals of democracy, freedom, capitalism, and individualism" (document 9). Because the communists failed to educate their youth in anything besides propaganda, many Chinese sought education in the West after Mao's death. These Western ideals completely contradict communist teachings so it can be said that Mao's short-lived programs failed yet his restricting reforms and communist propaganda still affect Chinese society today.

Totalitarian governments often impose restrictions to force the populations to convert to their way of thinking. Yet, in scenarios of Mao Zedong and Adolf Hitler, these programs failed. What their programs of control left behind were societies that relied on their government for their beliefs, and people that were afraid to think for themselves.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing efforts of governments under the rule of Adolf Hitler and Mao Zedong to control their people and by discussing impacts of these governments' efforts
- Is more analytical than descriptive (*Adolf Hitler*: Hitler used political and economic problems to gain power by funneling all the Germans' anger and blame on the Jews; intimidation shocked most Germans into total obedience and cemented the power of Hitler; spies infiltrated the commoners and kept a watch for anyone who criticized the government; German population was force-fed propaganda and saw their freedoms and future slip away in the hands of a tyrant; *Mao Zedong*: economic reforms shattered the traditional economy; forced cultural conversion backfired on the communists; communists failed to educate their youth in anything but propaganda)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Adolf Hitler*: in the press, Nazi propaganda promoted the Third Reich and the Aryan race, which supported the Nazi ideas; intimidation was used during *Kristallnacht* and the Reichstag arson; if anyone spoke or wrote anything that was anti-Nazi, the Gestapo would arrest or murder them; Hitler's brainwashing and thought control made the people vulnerable to similar controls placed by the Soviets on East Germany; *Mao Zedong*: Mao rid the country of capitalism by eliminating personal property; farming communes separated families, the most important piece of old Chinese culture; millions of landlords were removed or killed and large farming communes were established during the Great Leap Forward program; children were placed in state-sponsored child care and were immersed in communist ideals; millions of high school and college students formed units of Red Guards, which burned thousands of books; Red Guard attacked anyone who had special privileges or resisted the regime, even their own parents)
- Richly supports the theme with many relevant facts, examples, and details (*Adolf Hitler*: Hitler rose to power in the 1930s; Nazis brutally silenced dissidents; children were forced to express their nationalistic fervor and were educated in German culture, militarism, and war skills; *Mao Zedong*: people were forced to read and carry the propaganda-filled *Little Red Book* which elevated Mao to a near demigod status; many Chinese young people grew up with no knowledge of traditional Chinese customs and beliefs)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how the power of totalitarian governments comes from the ability of leaders like Hitler and Mao to effectively control the masses and a conclusion that discusses how the governments of Hitler and Mao failed because they left behind societies who relied on the government for their beliefs and were afraid to think for themselves

Conclusion: Overall, the response fits the criteria for Level 5. Although in some cases document information is quoted, the quotations are selective and used to enhance the narrative. Document information and outside information are woven together in an analytical discussion that makes effective historical connections and is enriched with historical detail.

Governments throughout history attempted to stay in power, by eliminating factors that could spell its destruction, and by pacifying the public since ultimately the people allow the government to rule. Two administrations in recent memory that attempted to gain and keep power were Adolf Hitler and the Nazi Party (1933-1945) and Mao Zedong and the Communist Party (1949-1976). These administrations attempted to control the thoughts of the people so that their intents can go unchallenged. These efforts would have a major impact in the respective nations and the world.

Adolf Hitler and the Nazi Party from 1933-1945 attempted to control the thoughts of Germany. Adolf Hitler's ulterior motive, as apparent in his 1924 *Mein Kampf* was to eliminate the Jews and create a German empire reminiscent of the Roman Empire populated with the Aryan race with himself as their "God". Knowing that such a proposition would not be taken seriously, he decided to manipulate the country to his advantage. He used the post WWI conditions of Germany as an excuse, Germany, according to him, was belittled and the Western powers and Communism wish them to remain that way like the reparations Germany had to pay and etc. Hitler promised that he would return Germany to its former glory. With the use of propaganda the Germans started to vote the Nazi Party into the Parliament. Hitler unsatisfied with sluggishness of the response of the people to Nazism used fear as a ~~way~~ catalyst to establish his rule. He surreptitiously ordered

the Parliament burned, (1933) and told the alarmed populace that the Communists did it. In a current of fear, they gave their trust to the Nazi Party, giving them the majority in the legislative body, forcing the then President to put Hitler as Chancellor. The Nazi party gave him police powers allowing him to be the powerful person in Germany. To hold that power he controlled the press (Doc 5) giving the populace a favorable version of the state, so that the people in their ignorance believe Hitler wholeheartedly, and fastened blind ~~patriotism~~ patriotism (Doc 4b) so that the people could believe that believing Hitler was a source of pride and honor. These techniques were so successful that by 1936 Hitler and the Nazi Party could pursue its intentions without challenge. These intentions ranged from discouraging the questioning of the government (Doc 6), beginning the elimination of "non-Aryan" races, especially Jews and creating a war that involved all of Europe. Only with the efforts of the Allied powers and especially the United States was the Nazi party forced to capitulate. Therefore Hitler and his party's attempt to control the minds of Germany succeeded, giving them 12 years of power and created generations of anger from his efforts to create a Aryan German empire.

While Germany and the other Axis powers were being defeated in WWII, China was in a midst of a Civil War, and Mao Zedong, leader of the Communist Party victor

for power with Jiang Jieshi ~~Chiang Kai-shek~~ in China and when he gained it in 1949, he worked to maintain power. Using the same tactics the Nazi Party used to hold power, Zedong suppressed any books that challenged communism by burning the traditional texts, such as those that dealt with Confucian principles. He encouraged instead his maxims found in the Little Red Book. He only allowed his Maoist principles to be heard and studied. (Doc 7). He ensured blind patriotism by creating a "cult of personality" used by such dictators as Stalin and Mussolini, placing him as a "Messiah" the liberator of the people and savior of the revolution. (Doc 8) and using a climate of fear (hatred of capitalism) as justification for his actions. The impact of this was tremendous; Zedong would rule for three decades and the Communist party still continues to control China ~~to~~ today. Therefore, governments like Hitler's and Mao's attempted to use thought control as their assurance of undisputed rule. Their tactics are still used today by politicians and etc., so that they can gain and hold power, by controlling the minds of the people.

Anchor Level 4-A

The response:

- Develops all aspects of the task but discusses efforts and impacts of government under the rule of Adolf Hitler more thoroughly than the efforts and impacts of government under the rule of Mao Zedong
- Is both descriptive and analytical (*Adolf Hitler*: Hitler manipulated the country to his advantage; the post–World War I conditions of Germany were used as an excuse; Hitler promised to return Germany to its former glory; Hitler used fear as a catalyst to establish his rule; Hitler suppressed intellectualism so that the people in their ignorance believed Hitler wholeheartedly; by 1936, Hitler and the Nazi Party could pursue its intentions without challenge; *Mao Zedong*: Mao used the same tactics as Hitler to maintain his power; only Maoist principles were allowed to be heard and studied; Mao was considered a liberator of the people and a savior of the people; Mao used a climate of fear as justification of his actions)
- Incorporates relevant information from documents 4, 5, 6, 7, and 8
- Incorporates relevant outside information (*Adolf Hitler*: Hitler’s propaganda made Germans start to vote the Nazi Party into Parliament; Hitler surreptitiously ordered the Parliament burned and told the alarmed populace that the communists did it; people gave their trust to the Nazi Party in a current of fear which gave them a majority in the legislative body; the President was forced to put Hitler as Chancellor giving him police powers; only with the efforts the Allied powers, especially the United States, was the Nazi Party forced to capitulate; Hitler and the Nazi Party created generations of anger from his efforts to create an Aryan German empire; *Mao Zedong*: Mao assured blind patriotism by creating a “cult of personality” used by dictators such as Stalin and Mussolini; Communist Party continues to rule China today)
- Supports the theme with relevant facts, examples, and details (*Adolf Hitler*: Hitler and the Nazi Party ruled Germany from 1933 to 1945; *Mao Zedong*: Mao had traditional texts burned)
- Demonstrates a logical and clear plan of organization; includes an introduction that states governments throughout history attempted to stay in power by eliminating factors that could spell their destruction and by pacifying the public and a conclusion that states governments attempted to use and still use thought control as their assurance of undisputed rule

Conclusion: Overall, the response fits the criteria for Level 4. Document information is used as a starting point for a thorough discussion that incorporates relevant outside information and analytical conclusions, especially in the treatment of Hitler’s actions. The presentation of Mao Zedong’s efforts lacks the specific historical information that could make this a Level 5 response.

Many political institutions have often looked to restricting citizens' actions and thoughts to try to keep them loyal. They believed that there was a proper mind frame to have, and this must be established at (often) devastating costs. Two such governments were fascist Germany and communist China. Germany employed pro-Nazi propaganda and terror to keep the people subdued while the Nazis carried out their political and social plans. Mao Zedong, used his image as a sort of idol to worship, and he thus encouraged the communist movement to go through with almost religious fervor. The consequences often impacted societies in a negative way, such that opposition was crushed and free speech was unheard of.

When Adolf Hitler and the Nazis came to power in Germany, they quickly implemented several ideas that they saw would further their cause. In document 4a, a book burning craze is described. This was a government supported activity that was meant, indeed as a censorship tactic, but also a unification of Germany against Jews and poisonous Western democratic thought. After foreign ideas were eliminated, un-German thoughts at home were controlled through fear. In document 5, Horst Krüger explains how the press was controlled and one always had to pretend to believe it to be safe. The Nazi party would keep such a close watch on the people that if the Nazis suspected that you didn't believe the lies that the press printed you might be punished and/or sent to a concentration camp. This loyalty to the party was often established by training youngsters to live and die for the Nazi cause. Nazis were guaranteed extreme ^{future} loyalists who would ensure them leadership in the future. This loyalty came to the point that children were trained, as stated in Document 4b, in the slogan, "We were born to die for Germany." The resulting impact was, of course, a society fueled by lies and terror in which people could not oppose or question their government

without risk of death. It was total control over a population that had to comply or risk everything.

In Maoist China, support for the government often ran like a worship of a God. Statues were erected of their communist leader and parades were held to honor his "glory." Mao relied on young students to fuel his revolution because they were enthused by ^{the thought of} changing their government for the better. These young Revolutionaries, however, soon resorted to violent methods, often getting caught up in horrors they couldn't ^{have} imagined doing. As shown in document 7, innocent people who might be wearing the wrong clothes, or looked counter-revolutionary were killed or ridiculed and sent to labor camps to be humbled down and "reeducated." Mao attacked the rich class and seemed to back the peasants. Propaganda posters often showed the peasants as the ideal Chinese workers. All Chinese were supposed to look, act, and think alike. Soon enough, the government started trying to mold its citizens and controlled books, press, and dress. Mao even had his official guide book to communist living. This, as Document 8 states, "became an integral part of the ritual of Mao worship." All the government's efforts, however did not come without a cost. Lives were lost purifying the population of enemies. Chinese advancement was slowed because the youth of the Cultural Revolution were also blocked from any real non-communist education and traditional values became a thing of the past. This also meant few technological advancements were made because a generation of scientists were either killed or didn't receive an education. Only after Mao's death did new leaders allow capitalist ideas.

Both Nazi Germany and Maoist China tried to suppress opposition and keep power through book burnings, children's education and support and mass terror where many

Anchor Paper – Document–Based Essay—Level 4 – B

were wiped out. All of these caused for a society of mistrust, deceit and suppression. It also, in the case of China, slowed down the progress those tactics were trying to encourage. In this way the thought and action of control was both a tool of fear and led to backwardness.

Anchor Level 4-B**The response:**

- Develops all aspects of the task by describing efforts of governments under the rule of Adolf Hitler and Mao Zedong to control their people and by discussing impacts of these governments' efforts
- Is both descriptive and analytical (*Adolf Hitler*: book burnings were meant not only as a censorship tactic but also as a unification of Germany against Jews and poisonous Western democratic thought; un-German thoughts at home were controlled through fear; training youngsters to live and die for the Nazi cause guaranteed the Nazis future loyalists who would ensure them leadership in the future; it was total control over a population that had to comply or risk everything; *Mao Zedong*: Mao used his image as a sort of idol to worship encouraging almost religious fervor; Mao relied on young students to fuel his revolution because they were enthused by the thought of changing their government for the better; young people often got caught up in horrors they could not have imagined doing; counter-revolutionaries were sent to labor camps to be humbled down and re-educated; all Chinese were supposed to look, act, and think alike; all the government's efforts did not come without a cost)
- Incorporates relevant information from documents 4, 5, 7, 8, and 9
- Incorporates limited relevant outside information (*Adolf Hitler*: Nazi Party would keep such a close watch on the people that if the Nazis suspected that you did not believe the lies that the press printed you might be punished and/or sent to a concentration camp; *Mao Zedong*: Mao attacked the rich class and seemed to back the peasants; few technological advancements were made because a generation of scientists were either killed or did not receive an education; new leaders allowed capitalist ideas only after Mao's death)
- Supports the theme with relevant facts, examples, and details (*Adolf Hitler*: Germany employed Nazi propaganda and terror to keep the people subdued; government supported book burnings; press was controlled; *Mao Zedong*: statues were often erected of Mao and parades were held to honor his "glory"; young revolutionaries resorted to violent methods; propaganda posters often showed the peasants as the ideal Chinese workers; Mao had his official guidebook to communist living; lives were lost purifying the Chinese population of enemies; the youth of the Cultural Revolution were also blocked from any real non-communist education)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how many political institutions have often restricted citizens' actions and thoughts to keep them loyal and a conclusion that compares the tactics of Nazi Germany and Maoist China and discusses how their actions of control were both a tool of fear and led to backwardness

Conclusion: Overall, the response fits the criteria for Level 4. The response effectively uses the theme of propaganda, fear, censorship, and education to discuss the efforts of Hitler's and Mao's governments to control the thoughts and actions of their people. However, the lack of supporting details and a few overgeneralizations weaken the response.

All through out history, it has been a common theme, that governments sometimes try to control the thoughts and actions of their people. Two people that tried to influence the thoughts and actions of their people were Adolf Hitler and the Germans and Mao Zedong w/ the Chinese. These efforts to influence the people came in many forms and had a lasting devastating effect on the country.

Hitler's goal was to purify Germany and make the German people believe in Nazi ideology. One way he did this was by reaching out to the youth. Hitler formed the Hitler youth, in it were children 10 and up. They learned catchy ^{slogans,} songs which boosted their spirits. They were ~~taught~~ ^{taught} to use weapons and heard lectures on Nazi ideology (Doc 4a) Another form of Nazi propaganda was the German newspaper. Hitler made the media publish lies and made them write what he wanted in the newspaper, he censored the newspaper and made it into another form of Nazi propaganda. (Doc 5) Hitler also censored the media by having all books burned which were seen as "un-german" anything from a Jewish author was immediately disposed of. On May 19, 1933, thousands of Nazi students stormed educational places and burnt virtually everything in some cities. This was a method used to censor what the people learned and this way whatever education the people ~~could~~ could get was Nazi retated (4a)

Another way Hitler influenced the thoughts and actions

of the people was through music. During Hitler's rule many pieces of Jewish music and art were destroyed. The people of Germany could only listen to Nazi approved music which was used to increase German patriotism. The most impactful tool for propaganda and a way to influence Germans was the radio and Hitler's public speeches. Since Hitler was a very powerful speaker, it was very easy for him to brainwash people. In Hitler's speeches, Hitler talked about German nationalism and made the Jews scapegoats for Germany's failures. Eventually this led to Jews having to follow the Nuremberg laws and they became 2nd class citizens. After this the Jews were moved into ghettos and were isolated from society. Hitler's actions made the German population feel superior to the Jews and many of them treated Jews as dirt.

The effect of Nazi propaganda was devastating. In the end about 6 million ~~million~~ Jews were murdered. Germany was in ruins after Hitler's defeat in WWII and recovery took some time.

Another leader which greatly influenced the thought and actions of its people was Mao Zedong. Some of Mao's greatest loyalists were the peasants and working class. Mao influenced China by reaching out to the younger generation with the red guards. During the cultural ~~revolution~~^{revolution} Mao made the red guards burn books that did not promote him and had them eliminate capitalists and capitalist ideas. They also helped to distribute Mao's little red book of quotations to everyone (Doc 7) During

the cultural rev Mao was the center of everything. There were statues, posters, songs and even parades for Mao. Chinese began to Mao worship. In the morning they would get up and read the little red book which became an integral part of Mao worship (Doc 8) During the Cultural ~~Revolution~~ ^{Revolution} the red guards closed schools and universities and burned books. They took away the jobs of the capitalists and put loyal Mao supporters in charge. They ~~took~~ ^{believed} in and worshipped Mao. Mao used the Red Guards to eliminate ~~anyone~~ or imprison anyone who was not his supporter. He accused his enemies of taking the capitalist road and he persecuted them.

After the cultural ~~revolution~~ ^{revolution} and the death of Mao Zedong China suffered great losses. Many young people in China were now uneducated. They had ~~no~~ no knowledge of Chinese culture and tradition. All they knew was Mao culture. (Doc 9) China was also behind in technology as well. After Mao Zedong, Deng Xiaoping took over. He opened up trade for China and sent many students abroad to learn about western culture, ideas and technology in order to modernize China.

Whenever governments try to have absolute control over the actions and thoughts of the people they rule, the result is almost always devastating and the people are also, then behind in intellectual thinking and seeking knowledge.

Anchor Level 4-C

The response:

- Develops all aspects of the task by describing efforts of governments under the rule of Adolf Hitler and Mao Zedong to control their people and by discussing impacts of these governments' efforts
- Is both descriptive and analytical (*Adolf Hitler*: Hitler Youth learned catchy slogans which boosted their morale; whatever education people could get was Nazi related; Hitler's actions made the German population feel superior to the Jews; *Mao Zedong*: some of Mao's greatest loyalists were the peasants and working class; Mao had the Red Guards eliminate capitalists and capitalist ideas; Mao was the center of everything during the Cultural Revolution; Mao accused his enemies of taking the capitalist road and persecuted them)
- Incorporates relevant information from documents 4, 5, 7, 8, and 9
- Incorporates relevant outside information (*Adolf Hitler*: many pieces of Jewish music and art were destroyed; people of Germany could only listen to Nazi-approved music which was used to increase German patriotism; the radio and Hitler's public speeches were used to influence Germans; Hitler was a very powerful speaker which made it easy for him to brainwash people; Hitler talked about German nationalism and made the Jews scapegoats for Germany's failures; Jews had to follow the Nuremberg laws and they became second-class citizens; Jews were moved into ghettos and isolated from society; about six million Jews were murdered; Germany was in ruins after Hitler's defeat in World War II; *Mao Zedong*: Red Guard took away jobs of capitalist supporters and put loyal Mao supporters in charge; China was behind in technology; Deng Xiaoping took over after Mao and opened up trade for China and sent many students abroad to learn about Western culture, ideas, and technology; Deng wanted to modernize China)
- Supports the theme with relevant facts, examples, and details (*Adolf Hitler*: Hitler's goal was to purify Germany and make the German people believe in Nazi ideology; Hitler formed the Hitler Youth; young people were taught to use weapons and heard lectures on Nazi ideology; the German newspaper was a form of Nazi propaganda; Hitler censored the media by having all books burned which were seen as "un-German"; *Mao Zedong*: Mao made the Red Guards burn books that did not promote him; the Red Guard helped to distribute Mao's *Little Red Book* of quotations; there were statues, posters, songs, and even parades for Mao; schools and universities were closed and books were burned during the Cultural Revolution; the Red Guard imprisoned anyone who did not support Mao; after Mao's death, many young people had no knowledge of Chinese culture and tradition)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states whenever governments try to have absolute control over the thoughts and actions of the people, the end result is almost always devastating

Conclusion: Overall, the response fits the criteria for Level 4. Although the response is repetitive and reliant on document information to frame the discussion, the incorporation of relevant outside information adds depth to the discussion. Explanations of the devastating effects of absolute control demonstrate a good understanding of the impacts of these governments.

Throughout Global History, many governments and governmental leaders have tried to control the thoughts, actions and way of life. ~~through~~ ~~control~~ ~~actions~~ Propaganda, ~~the~~ powerful oratory and demanding acts of legislation dictated the way a country's people dress or what people they would hate. The effects of these attempts are wide-ranging. Peter the Great in Russia and Adolf Hitler in Germany both influenced the mindset of their country's people.

In the 1700s, the countries of Western Europe were becoming the modern nations of today. ~~The~~ The historically isolated and culturally diverse country of Russia was ~~still~~ still set in the ways of feudalism. ~~of~~ ~~the~~ ~~country~~ Peter the Great, ruler of Russia set out to change that mindset and way of thinking and transform his people out of the seemingly archaic Russian ideas to the more modern thinking of the Western Europe. The Russian system of feudalism divided property and power among nobles or boyars, starkly different than the authoritative rule of Monarchs of ~~the~~ France, ^{and} England. ~~and~~ ~~Spain~~ Peter changed this by passing laws that limited Nobles' power and influence. By ~~and~~ ~~the~~ reforming the military to recruit all ~~of~~ sergeants and peasants, Peter

lowered the status of nobles in the army (Document 2). ~~Then~~ The leader even made laws about the way his people should ~~look~~^{look}, decreeing all Russian men must shave their beards and adopt Western attire (Document 1). Peter's strong attempts to ~~control~~^{adopt western customs} through law and punishment demonstrates his attempt to control the thoughts and actions of his people.

Peter the Great's Action struck deep within the nobles. ~~This~~ This movement did in fact ~~change~~^{change} the nobles way of dress and language. (document 3) Furthermore, the power shifted from the hands of the boyars to a strengthened autocratic government headed by Peter himself. Even more broadly, Peter's reform began Russia's entrance as a competing Western nation, which would become a major player in future events.

The effects of a controlling government are not always so benign. In 1930s Germany, a powerful leader and orator was surfacing as the new Führer.

Hitler used powerful speech and propaganda to influence and control the minds of his people. Public Book burnings displayed Hitler's attempts to block the spread of knowledge and free thinking (Document

(a). Hitler also molded his younger citizens by enlisting them in a youth movement (Document 4b).

The aim of these movements was to create loyal subjects to Hitler and the Nazi State. ~~Not~~ Not only did Hitler control his people his influence over publication's and newspapers spread his slanderous filth. (Document 5). Adolf Hitler's attempt to control the way his people thought was a ~~large~~ large-scale and unfortunately successful campaign.

The effects of Nazi Germany's influence is historical and devastating. Hitler's hateful beliefs penetrated the hearts of his people in ~~the~~ war against neighboring countries, in the costly World War II. Perhaps the most tragic result of ~~the~~ Hitler's propaganda was the Holocaust. Encouraged by Hitler's oratory, the ~~the~~ German people turned against fellow citizens like Jews, homosexuals, Catholics, Poles, Slovaks and others by putting them in terrible death and concentration camps.

These devastating actions are the result of a government which succeeded in manipulating the minds and actions of its people.

The wide-ranging effects of powerful governments with manipulative leaders are mind-boggling.

Whether the seemingly ridiculous legislation of Peter the Great resulted in a modern Westernized Russia, or hateful propagand a and laws created a hateful havoc-wreaking Germany, the cause was a government's attempt to control the thoughts and actions of its people.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth by describing efforts of governments under the rule of Peter the Great and Adolf Hitler to control their people and by discussing impacts of these governments' efforts
- Is both descriptive and analytical (*Peter the Great*: in the 1700s, the countries of western Europe were becoming the modern nations of today; Peter the Great set out to change the mindset and way of thinking and transform his people out of the seemingly archaic Russian ideals to the more modern thinking of western Europe; Peter passed laws that limited the power and influence of the nobles; Peter's reforms began Russia's entrance as a competing Western nation that would become a major player in future events; *Adolf Hitler*: Hitler's efforts to control his people were not as benign as Peter the Great; book burnings displayed Hitler's attempts to block the spread of knowledge and free thinking; younger citizens were molded by enlisting them in a youth movement; newspapers spread Hitler's slanderous filth; laws and hateful propaganda created a hateful, havoc-wreaking Germany); includes faulty and weak application (Peter made laws that decreed all Russian men must shave their beards and adopt Western attire)
- Incorporates some relevant information from documents 1, 2, 3, 4, and 5
- Incorporates limited relevant outside information (*Peter the Great*: power shifted from the hands of the boyars to a strengthened autocratic government headed by Peter himself; *Adolf Hitler*: Hitler's hateful beliefs penetrated the hearts of his people in the costly World War II against neighboring countries; Holocaust was the most tragic result of Hitler's propaganda; Hitler's oratory encouraged the German people to turn against fellow citizens like Jews, homosexuals, Catholics, Poles, Slovaks, and others by putting them in terrible death and concentration camps)
- Includes some relevant facts, examples, and details (*Peter the Great*: the military was reformed to recruit all serfs, servants, and peasants; the status of nobles in the army was lowered; *Adolf Hitler*: effects of Nazi Germany's influence was devastating)
- Demonstrates a logical and clear plan of organization; includes an introduction that states propaganda, powerful oratory, and demanding acts of legislation dictated the way a country's people dressed or what people they would hate and a conclusion that discusses the wide-ranging effects of powerful governments with manipulative leaders

Conclusion: Overall, the response fits the criteria for Level 3. Limited document interpretation and few supporting historical facts and details are strengthened by the inclusion of some good analytical statements and outside information. The discussion of background information on Peter the Great is strong but is not directly related to the task.

Throughout history many leaders have sought to control the minds and actions of people in their country. They often take extreme actions that have a great effect on their country in all aspects especially in society. Two of these political masterminds, with equally extravagant plans were Germany's Adolf Hitler and his Nazi Party and China's Mao Zedong.

Hitler in history's view was a very powerful man who with his Nazi Party took action to control his people's ideas and actions. One way he did this is in document 4a. He had his Nazi Youth and supporters go out and burn all books that were said to be "Un-German". Without the knowledge in the book his people were unable to know of the thing he wished them not to have. Hitler also used his brown shirts to terrorize the people of Germany and Jews who they sought fit to send to concentration camps for being enemies to Hitler. Also on Kristalnach he had his supporter in mass riots go and terrorize Jews and break the glass windows of Jewish businesses in German towns to rally support for the Nazi Party. Evidence in document 4b, shows how Hitler attempted to control the youth of Germany and make them good German citizens. Through the thousands of youth Hitler spread his seeds and attempted to control Germany.

The actions of Hitler had great affects on the Society and people of Germany. As seen in document 5 through the attempt to control the press in Germany the Nazis put fear into the people of his nation no one was wanting to speak out about the lies of the Germans, and it came as a shock after Hitler's death that the press could actually print the truth. Also as seen in document 6. He eliminated the true German culture. The previously decent

and good German culture was destroyed. He was killed when he had to conform or go underground. The Culture and greatness of the Germans was lost with the actions of Hitler.

Another political mastermind was Mao Zedong of China. Mao's actions and attempts to bring the whole culture under him included many campaigns, many of which failed. One such campaign was discussed in document 7, the Cultural Revolution. Through the campaign Mao sent out thousands of Red Guard soldiers, youth, similar to Nazi Youth to terrorize the people who did not conform to the Maoist ideology. The Red Guard would go out on the streets to terrorize people in mass protest by cutting off their hair and accuse them of wearing the wrong clothes or not carrying Mao's little red book. This is ironic because after asking the intellectual people of China to criticize the government in the 100 Flowers campaign the Red Guard then went and terrorized those people. The Red book as shown in document 8 is a use of propaganda by Mao to get the people to conform to his ways. Falsifying information + bashing things like the Chinese long tradition of Confucianism for emphasizing other relationships for people other than only with Mao was an attempt to strengthen Mao's image. Mao spread his seeds to everyone he could have control of China's population.

Mao's actions too had great effects on China. Millions of people have been killed by his campaigns. Also as seen in document 9 traditional culture and education were forgotten due to all of the campaigns and chaos from them. Also the culture of China has looked toward the west for their ideas + thoughts. The country is even still recovering from the economic stress put on by Mao.

Many people and lives have been effected by peopk such as Mao+ Hitler. The affects of these people will long be remembered as historical. China+ German still shows scars from these two leaders.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by describing efforts of governments under the rule of Adolf Hitler and Mao Zedong to control their people and by discussing impacts of these governments' efforts
- Is both descriptive and analytical (*Adolf Hitler*: in history's view, he was a very insane and powerful man; Nazis put fear into the people of Germany through control of the press; German culture had to conform or go underground; *Mao Zedong*: people who did not conform to Maoist ideology were terrorized in the Cultural Revolution; Red Guard was similar to the Nazi Youth; traditional culture and education were forgotten due to the campaigns and chaos; China is still recovering from the economic stress put on the country by Mao); includes faulty and weak application (all books that were said to be "un-German" were burned; the culture and greatness of the German culture were lost with the actions of Hitler)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates limited relevant outside information (*Adolf Hitler*: Hitler's Brown Shirts were used to terrorize the people of Germany; Jews were sent to concentration camps for being enemies of Hitler; in the mass riots of *Kristallnacht*, Hitler had his supporters terrorize the Jews and break the glass windows of Jewish businesses in German towns to rally support for the Nazi Party; *Mao Zedong*: intellectual people of China were asked to criticize the government in the 100 Flowers campaign)
- Includes some relevant facts, examples, and details (*Adolf Hitler*: Hitler had the Nazi Youth and supporters burn books; Hitler attempted to control the youth of Germany and make them good German citizens; no one wanted to speak out about the lies of Germans; *Mao Zedong*: many of Mao's campaigns failed; young people belonged to the Red Guard; *Little Red Book* used as propaganda; millions of people were killed by Mao's campaigns; China has looked to the West for ideas and thoughts)
- Demonstrates a satisfactory plan of organization; includes an introduction that states leaders' efforts to control their country often result in extreme actions that affect all aspects of the country and a brief conclusion that mentions the long-term effects of Mao and Hitler

Conclusion: Overall, the response fits the criteria for Level 3. Good overall summaries of document information are used as a framework for the discussion. Analytical conclusions and relevant outside information are included, but they are often not supported with adequate historical facts and details.

Throughout history and throughout the world, many governments have tried to control the thoughts and/or actions of the people.

Oftentimes this was done through means of violence or force on the masses. When successful, ^{many of} these governments ~~led to~~ ^{led to} significant changes in the lives of the people. Two such governments were that of Adolf Hitler of Germany and that of Peter the Great of Russia. While both governments employed means of force and propaganda to control the thoughts and actions of the people, the changes that resulted from the two governments were very different:

Both the government of Adolf Hitler in Germany and that of Peter the Great in Russia, used force and propaganda to control the thoughts and actions of the people. In Russia, the Mongol occupation had prevented the Renaissance culture of the west from reaching the masses. Therefore, when Peter the Great came into power, he felt it was necessary to westernize the population of Russia. As seen in Document 1a and 1b, Peter the Great used force to make the people dress and appear European. He had people cut off their beards and rip off their

long clocks. Models of the appropriate way to dress were hung at Moscow's gate as a means of propaganda to force people to change their traditional ways.

Peter the Great used force to make all classes of Russians to join the army as displayed in Document 2. Similarly, Hitler also used force and propaganda to ~~control~~ control the thoughts and actions of the people.

As displayed in Document 4b, the Nazis used propaganda to make the youth believe that they should "die for Germany." In Document 5, Horst Krüger explains that he was forced to hide his true opinions in public in fear that he may be considered opposition or a threat to the government. Document 6 explains how propaganda was used to control the thoughts of the people.

Whereas the German government under Hitler ~~caused Germany to become a totalitarian~~ ~~had~~ ~~the~~ ~~atrocities~~ ~~of~~ ~~the~~ ~~Holocaust~~ had intellectual and religious impacts, the Russian government under Peter the Great had social impacts. In Germany, the atrocities of the Holocaust caused people's entire belief systems to change. People were made to believe ~~by~~ by Hitler that killing innocent people was for the good of Germany. As was said by Justice Jackson

In Document 6, a persecution and torture of a kind that has not been visited upon the world in many centuries. Therefore, Hitler was capable of changing the ideological beliefs of his people. ~~Peter the Great~~ Peter the Great was capable of altering ~~the~~ social ~~aspects~~ aspects of the people. Peter forced people to dress differently and by making all classes join the army, he undermined the power of the nobility. The nobles who were used to a dominant position in the army now had to cooperate with people who were once their serfs or slaves. Also, only the nobility was majorly effected by the introduction of the western ideas which was explained in Document 3.

Although the governments of Russia and Germany were similar in the ways that they controlled the thoughts and actions of their people, the two governments differed in the impacts they had on society. Hitler and Peter the Great used force and propaganda to control the people. Hitler's government had mainly ideological impacts while Peter the Great's government had social ones.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by describing efforts of governments under the rule of Peter the Great and Adolf Hitler to control their people and by discussing impacts of these governments' efforts
- Is more descriptive than analytical (*Peter the Great*: models of appropriate dress were hung at Moscow's gates as a means of propaganda to have people change their traditional ways; Peter used force to make the people dress and appear European; Peter the Great's government had social impacts; the power of the nobility was undermined; *Adolf Hitler*: people were forced to hide their true opinions in public for fear that they could be considered a threat to the government; Hitler's government had intellectual and religious impacts; atrocities of the Holocaust caused people's entire belief systems to change; Hitler made people believe that killing innocent people was for the good of Germany)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (*Peter the Great*: Peter used force and propaganda to westernize the population of Russia because the Mongol occupation had prevented the Renaissance culture of the West from reaching the masses; *Adolf Hitler*: atrocities of the Holocaust caused people's entire belief systems to change)
- Includes some relevant facts, examples, and details (*Peter the Great*: force was used to make all classes of Russians join the army; for the most part, only the nobility was affected by the introduction of Western ideas; *Adolf Hitler*: Nazis used propaganda to control the youth)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that establish the premise that while the governments of Peter the Great and Hitler used the same methods, the effects were quite different

Conclusion: Overall, the response fits the criteria for Level 3. Some good elements of comparison are included; however, reliance on document information, repetitiveness, and lack of explanation make some of the comparisons somewhat superficial and detract from the essay. Illustration of the relationship between the ability of the government to control ideas and the impact of those ideas on people's behavior demonstrates a satisfactory understanding of the task.

Many governments throughout history have taken their power beyond reason. These governments began to control the people of their nation. Two governments that did this were that of Peter the Great of Russia and Adolph Hitler of Germany. The effects of this totalitarianism caused great change to each country's society.

Peter the Great of Russia created a very controlling government. Peter the Great wanted to turn Russia into a western style nation. To do this he forced all lords, government officials, and men of property to provide themselves with Hungarian or German style craftsmen (1A). Peter also commanded men to wear waistcoats, breeches, gaiters, boots, and a hat in French or German style (1B). To increase his army, Peter the Great spread military obligations to all classes (2A). Peter the Great's reforms had major effects on the Russian society. Because obligations were spread to all classes, Russian nobles were no longer completely dominant in the army. (2B). Society became more westernized as Peter's reforms encouraged nobles to speak languages of Western Europe including French and German. Russian dress, food, manners, education, attitudes and language were mostly all converted to European style due to Peter the Great (3).

Adolph Hitler created another totalitarianism dictatorship in Germany. To purify the German culture and control what the German people read, the Nazi party removed hundreds of

Thousands of books and burned them (4A). Young children were a major part of the Nazi army. To brainwash them the Nazis gave them training in the use of weapons and gave them lectures on Nazi ideology. (4B). As a result of the complete control of the German people, German society had been filled with complete lies about the actions of the Nazi regime (5). The German society as a whole had been brainwashed by Nazi propaganda in a society based on terror (6).

The governments of Peter the Great of Russia and Adolph Hitler of Germany were without a doubt totalitarianism regimes. Their main goal was to control not only the nation but the people in the nation. These government used many tactics to try and control the citizens. An effect of these tactics, the society as a whole was completely changed.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task by describing efforts of governments under the rule of Peter the Great and Adolf Hitler to control their people and by discussing impacts of these governments' efforts
- Is primarily descriptive (*Peter the Great*: Peter the Great wanted to turn Russia into a Western-style nation; military obligations were spread to all classes; Russian nobles were no longer completely dominant in the army; nobles were encouraged to speak the languages of Western Europe; *Adolf Hitler*: books were burned to purify the German culture and control what the German people read; children were brainwashed); includes faulty and weak application (*Peter the Great*: Russian dress, food, manners, education, attitudes, and language were mostly all converted to European style; *Adolf Hitler*: young children were a major part of the Nazi army; German society was filled with complete lies about the actions of the Nazi regime)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents little relevant outside information (Hitler created a totalitarian dictatorship in Germany; governments of Peter the Great and Adolf Hitler were without a doubt totalitarian regimes because their main goal was to control not only the nation but the people within the nation)
- Includes few relevant facts, examples, and details (*Peter the Great*: all loyals, government officials, and men of property were forced to provide themselves with Hungarian or German style caftans; men were commanded to wear waistcoats, breeches, gaiters, boots, and a hat in French or German style; *Adolf Hitler*: hundreds of thousands of books were burned by the Nazi party; children were given training in the use of weapons and given lectures on Nazi ideology)
- Demonstrates a general 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 2. The premise of the response is that the governments of Peter the Great and Adolf Hitler were totalitarian and the few historical facts and details support this theme. However, the inclusion of some faulty conclusions weakens the response.

Throughout history, governments have sometimes attempted to control the thoughts and actions of the people. Two such examples of this would be the rule under Peter the Great and the rule of Hitler and the Nazi Party. The efforts of these governments have greatly affected the societies and changed the traditional ways and culture.

Under the rule of Peter the Great, Russia experienced westernization. Peter attempted to westernize the upper classes of Russian society. He forced them to acquire western technology and education (doc. 3). The Russian nobility also became accustomed to European culture including language and style. Peter the Great forced the Russians to cut off their beards and wear western clothing, like petticoats, waistcoats and gaiters (doc. 1). Peter also reformed the military (doc. 2). He reorganized it so that "military obligations [spread] to all classes [of society]." This greatly affected

the ~~military~~ nobility. Because of the military reforms, many other reforms will come about. and because of his attempted adoption of European style and culture, Russia becomes a more westernized.

under the rule of Hitler, the Nazi Party took power. This party tried to purify Germany by doing away with anyone or anything 'un-German' (doc. 4). Nazis hosted book burnings and sent Jews to concentration camps. During Hitler's rule, the newspapers and press were censored (doc. 5). Anything read in the papers was considered a lie but the people could not speak out against it. The Nazi Party also spread propa-
propaganda to promote its political party and German nationalism.

The Hitler Youth movement was developed for young boys and girls to be trained in weaponry and learn about Nazi ideology (doc. 4b). Because of all this, the "decent and courageous [element] of the German people was annihilated" (doc. 6).

During the course of history, governments play a major role in impacting and controlling the thoughts and actions of the people. The rules of both Hitler and Peter the Great were two good examples in that both leaders used methods to control the population.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task by describing efforts of governments to control the people under the rule of Peter the Great and Adolf Hitler and by mentioning impacts of these governments' efforts
- Is primarily descriptive (*Peter the Great*: Peter attempted to westernize the upper classes of Russian society; Russian nobility became accustomed to European culture; military reforms led to other reforms; *Adolf Hitler*: Nazi Party tried to purify Germany by doing away with anyone or anything "un-German"); includes weak application (*Peter the Great*: Russians were forced to cut off their beards and wear western clothing; upper classes were forced to acquire western technology and education; *Adolf Hitler*: anything read in the newspapers was considered a lie but the people could not speak out against it)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents little relevant outside information (*Adolf Hitler*: Jews were sent to concentration camps; Nazi Party spread propaganda to promote German nationalism)
- Includes few relevant facts, examples, and details (*Peter the Great*: the military was reformed; *Adolf Hitler*: Nazis hosted book burnings; newspapers and press were censored; Hitler Youth movement was developed for young boys and girls to be trained in weaponry and learn about Nazi ideology)
- 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. Some statements from the documents are quoted and not explained. Application of Peter the Great's reforms to all Russians and overgeneralizations of information from Document 5 weaken the response. Minimal explanations are strengthened by the inclusion of a few good descriptive statements.

Whenever governments try to control the people they govern, it is usually the result of efforts made by the leader. One key example is Adolf Hitler who created the Nazi party and changed the German's way of thinking. Another leader is Mao Zedong who created the Red Guard to unify Chinese thinking. Without these leaders, their respective countries probably would have maintained their traditional way of life.

In order for the Nazi party to prosecute the Jews, they needed the support of the German people. As seen in document 4a, the Nazis went so far as to burn all non-German books just so that Germans would have no outside sources to influence their thinking or their actions.

Youth groups were very popular in influencing ways of thinking in both Germany and China. The Hitler Youth (document 4b) and the Red Guard (document 7) were small legions of children who went around preaching about their respective leaders and ideas. This method was so successful because children are so impressionable - if they joined their youth group at a young age, then they believe everything they hear and feel the need to share it with everyone.

All the propaganda and movements ~~was~~^{created} by Mao Zedong and Adolf Hitler ~~ultimately~~ ultimately had a negative effect on their countries. In China, those involved in the Red Guard never received an education - As seen in document 9, they are considered "the last generation"

because all they knew was associated with Mao and the Little Red Book. In Germany, people could not speak their minds in public. If they did not agree with Nazi ideas, they had to pretend to or risk severe punishment - the Nazi government "silenced discordant voices" (document 6).

The efforts of governments to create uniform thinking usually involve violence and end badly (as seen with Germany and China). The leaders who attempt this are generally bad influences on their societies and should never have done so in the first place.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task by mentioning efforts of Adolf Hitler and Mao Zedong to control their people and an impact of these efforts
- Is both analytical and descriptive (in order for the Nazi Party to persecute the Jews they needed the support of the German people; German people had to pretend to agree with Nazi ideas or risk severe punishment; propaganda and movements created by Adolf Hitler and Mao Zedong ultimately had a negative effect on their countries; Red Guard are considered the "lost generation" because all they knew was associated with Mao and the Little Red Book); includes weak application and analysis (all non-German books were burned so that Germans would have no outside sources to influence their thinking or actions; Hitler Youth and the Red Guard were small legions of children; those involved in the Red Guard never received an education)
- Incorporates limited relevant information from documents 4, 5, 6, 7, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Hitler Youth was formed; German people could not speak their minds in public; Red Guard was organized)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that mention the negative effect of governments that try to create uniform thinking

Conclusion: Overall, the response fits the criteria for Level 2. The attempt to combine the discussions of Hitler and Mao Zedong lacks the historical facts and details needed to support the statements of comparison, despite the inclusion of a few analytical conclusions. In addition, the outside information that is included is not relevant to the task.

Mao Zedong from ~~China~~ and Adolf Hitler from Germany both tried to control the thoughts and actions of their people.

Both Mao Zedong and Adolf Hitler used propaganda to try to control their people [Document 5, Document 8]. They also both burned books [Document 4a, Document 7]. They burned books that they didn't want their people to read because they wanted to control what their people thought and read. Mao Zedong also told them which clothes they were allowed to wear [Document 7].

The Nazis also lectured the German people on Nazi Ideology [Document 4b]. ~~Then~~ Adolf Hitler controlled what the Nazis were learning by doing this.

Both Mao Zedong of China and Adolf Hitler of Germany tried to control what their people thought and did by using propaganda, burning books, and saying what clothes they could wear and saying what they could learn.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by mentioning efforts of governments under the rule of Adolf Hitler and Mao Zedong to control their people
- Is descriptive (propaganda was used to try to control the people; they wanted to control what their people thought and read)
- Makes references to documents 4, 5, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (books were burned that Hitler and Mao did not want their people to read; Mao Zedong told the people what clothes to wear; Nazis lectured the German people on Nazi ideology)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a brief conclusion summarizing the essay

Conclusion: Overall, the response fits the criteria for Level 1. Although the limited discussion is superficial and the response lacks supporting historical facts and details, the comparison of Hitler and Mao does demonstrate a minimal understanding of the task.

Throughout history, governments have sometimes attempted to control the thoughts and actions of their people. Three such governments include Peter the Great of Russia, Adolf Hitler of Germany, and Mao Zedong of China. The efforts of these rulers greatly affected their societies.

Document 1 describes the two ways Peter the Great controlled the actions of his people. One way is people who came at the gates in traditional dress except peasants were permitted after paying a fine. Another way is Peter the Great instructed the guards at the city gates to force all visitors to arrive in long traditional coats.

Document 2 describes how Peter the Great spread military obligations to classes, and how by making serfs and serants join the new army making the old army change.

Document 3: Describes the long term effect Peter's reform had on the upper classes of Russian society. The effect was forcing the nobility to acquire technical knowledge of Western Europe and to adopt European styles of dress and manner.

Document 4a: Describes one way the Nazi party attempted to control the thoughts of German people. They did this by purging libraries, working from lists of books authored by ~~the~~ non-Jewish people. Document 4b: Describes one method used by the Nazi party to influence the thinking of people in Germany. The method used was they received training in the use of weapons and heard lectures on Nazi ideology.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by mentioning efforts of governments under the rule of Peter the Great and Adolf Hitler to control their people and impacts of the government's efforts under the rule of Peter the Great
- Is descriptive (*Peter the Great*: military obligations were spread to all classes; serfs and servants were made to join the new army which changed the old army; nobility achieved technical knowledge of western Europe and adopted European styles of dress and manner); lacks understanding and application
- Includes limited relevant information from documents 1, 2, 3, and 4
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Peter the Great*: people who came to the gates in traditional dress, except for peasants, were permitted in after paying a fine; *Adolf Hitler*: libraries were purged; people were trained in the use of weapons and heard lectures on Nazi ideology); includes inaccuracies (*Peter the Great*: guards at the city gates were instructed to force all visitors to arrive in long traditional coats; *Adolf Hitler*: Nazis worked from lists of books authored by non-Jewish people)
- Demonstrates a weakness of organization; includes an introduction that copies the historical context and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The attempt to summarize information from the documents is often inaccurate. However, the inclusion of some relevant information minimally addresses the task.

Throughout history there were many rulers of the good and bad but the rule of Adolf Hitler was one of the worse rulers.

In document 4a the Nazi party stormed the night of May 10, 1933 to burn books of libraries and universities. Nazi students accompanied by Nazi professors burned books for bonfires. In document 4b young kids didn't really have a good childhood because of recruiting them to war, that's all they know. They were taught ~~that they were~~ "We were born to die for Germany" and that meant that these young ~~kids~~ kids train to fight in war with weapons. These kids were boys and girls as young as 10 years old. In document 5 Horst Kruger was a German author and prisoner of war and he learned that an impact of Nazi government on German society was that what was read in the papers wasn't true. Document 6 discusses about effects on the Nazis government and its actions on its German society. It is said that with resistance driven underground the Nazi had the German state in its own hands. Adolf Hitler was the reason for all the deaths of the Jewish people and he didn't care about no one besides himself. He didn't care who ~~the~~ died or who got killed.

Throughout history, governments and rulers alike, have attempted to control the actions and beliefs of their people in a quest to control all aspects of their domain. These governments were ready to meet this goal by any means necessary, and in many cases, would need to greatly repress their people. It was the primary task of ~~these~~ these governments to control all aspects of life, and leave little room for free thought in order to prevent the possibility of revolution in their domain. In the 1930's, 1940's, Hitler began his brain washing of the people of Germany, resulting in one of the most horrific time periods known to man. In China, the ruthless Mao Zedong and his communist government persecuted thousands for what they considered "disident beliefs".

When Hitler became Chancellor of Germany, he wasted little time before he began to try to control the thoughts and actions of the people. Through mainly propaganda and his Youth Movement, he was able to achieve this easily. Hitler spread ideas about the parties greatness through newspapers unrelentingly, in a scale greater than the world had ever seen. (Noc6) Horst Krüger, a German author, ~~he said~~ he believed that under Hitler's reign, he had never read a true statement in a ~~the~~ German newspaper. He

was astonished at his first free German paper after the fall of the Nazi's because it actually told the truth. (Doc 5) The Nazi's also burned books in order to eliminate all non-Nazi ideal books. They would burn a numerous Jewish and non Jewish books at this time. This burning of books would eliminate many aspects of German culture at the time. (Doc 4a) Hitler also saw the importance of controlling the future generations of Germans, so he implicated his Youth movement. Hitler's ~~government~~ gave lectures to children on Nazi ideology as early as 10 years old. As a result of these actions by Hitler, the people became afraid to question the government to any degree.

In China, Mao Zedong adopted a similar approach to Hitler in which to control the people. Zedong ^{was} portrayed as the "Reddest Red Sun" in the people's hearts of China. (Doc 8) Zedong forced people to carry around what was called, the Little Red Books, which was a collection of his ideas and quotes. People without these books were persecuted by the government readily. People in China were also persecuted if they dressed in clothes the government deemed "unfit." (Doc 7) Zedong also commonly burnt books much like Hitler, that he felt went

Document-Based Essay—Practice Paper – B

against Chinese ideology, (Doc 7) As a result of ~~these~~ this "Cultural Revolution" in China, many people failed to get an adequate education. An entire generation of people in China were uneducated at this time (Doc 9)

In both of these governments, the leaders attempted to control every aspect of the lives of their people. They were dominating in ~~the~~ affecting their people's minds and actions.

* * * * *

Document-Based Essay—Practice Paper – C

Peter the Great's attempts at Westernization in the early 1700's and Adolf Hitler's regime in Germany about two and a half centuries later are both exemplary examples of the way in which governments sought to gain control over their people and how their efforts resulted in a societal change of the respective region. Peter the Great's hopes to accelerate Russia's culture to meet Western European standards of that time were stunted by the opposition of the nobility. Hitler's elimination of dissent in Germany and the uniformity he instituted throughout the country had devastating effects on the ability of Germans to act independently. Both Peter the Great of Russia, and Adolf Hitler in Germany implemented drastic methods within their countries to catch up to the surrounding areas of the world, or even surpass them.

As a young man, Peter spent many years in Western Europe, where he worked at ports in order to learn trading habits and further understand the Western use of labor. Peter realized that Russia was greatly lagging behind the Western European nations, partly because serfdom had been a major economic and political unit of his country for many years because of the isolation imposed by the Mongols during their rule.

When Peter returned to Russia, after personally adopting many Western ways, he decided to begin his nation's modernization. After war with Sweden, he forced the peasants to build the city of St. Petersburg, which became a city of cultural renewal and revival. He built it on the Baltic Sea not only to be a window to the west but also to take power away from the nobility who typically lived in areas near Moscow.

Peter's efforts to maintain control over the thoughts and actions of the Russian people took place as his extensive Westernization laws rooted. According to documents 1A and B, Peter forced nobles to cut off their coveted long beards and wear waistcoats, breeches, garters and boots which were similar to Western style. Without their beards, most of the men feared that they would be shunned to hell upon their deaths, and begged to be buried with their facial hair beside them.

As a result of Peter's actions, pride of noble Russians in their home country dwindled, since the languages of French and German had pervaded and dominated upperclass society. (Doc. 3). Document 2 describes the supposed deterioration of the elitist position of the nobility, as serfs and servants were able to enlist in the army. The reorganization

of the military was supposed to create a sense of equality amongst the nobility and the peasants, but the upper class came to resent these changes and continued to treat the lower classes as their ~~unpaid~~ unpaid labor force. Even though Peter the Great supported Westernization and a reorganization of the class system, the changes he imposed did not change Russia that much. Serfdom continued for many years.

Adolf Hitler's steady rise to power as the leader of the Nazi Party in Germany came at an opportune time for his country's history. Hitler emerged on the heels of the signing of the Treaty of Versailles for World War I. Many Germans were displeased with the reparations that their nation was required to pay to the Allies. Hitler's regime claimed a fascist front, one which supported the expansion of military strength and the extension of national borders. Its fascist characteristics also included the bolstering of individual big businesses, which the Nazis later used to fund their operations. Overall, the Nazis were extremely anti-Communist and saw Communist nations, such as Russia, as a threat that needed to be eliminated.

One of Hitler's major reforms occurred on May 10, 1933, as his censorship of opposing literature reached its peak (Doc. 4a). Novels and books considered to be "un-German" were immediately burned in order to remove dissent against Nazi views. The extent of Hitler's efforts to ensure his staying power and secure the beliefs of Nazism is demonstrated in Doc. 4b, which states that over 3 million children aged 10 years and older became members of Hitler's movements by 1935 and were taught to live by slogans such as "We were born to die

for Germany." Girls and boys were separated and taught the beliefs of Nazism. While the boys prepared for war, the girls were taught domestic skills so they could become mothers and increase the Aryan race.

The major effect of Hitler's actions was the fear of Germans to publicly voice their opinions and beliefs. In Doc. 5 Horst Kruger writes of his experience of not being able to believe anything that was printed in German newspapers. Upon the fall of Hitler's regime, it came as a shock to Germans that they were able to speak their views outside of their homes and not be arrested or killed. Secrecy had become common during the Nazi rule because the truth could not be spoken in public. The suppression of individualism and the stunting of the growth of unique personalities was evident as a result of Hitler's supreme rule in all affairs during his leadership. Even after Hitler's death, the appeal of the uniformity of Nazism helped increase the popularity of Neo-Nazi groups not only in Germany but throughout the world.

The reign of Peter the Great in 18th century Russia and Adolf Hitler's Nazi Party in Germany from the mid-1930's to the end of World War II were the epitome of governments that attempted to control public thought and action. The impacts of their countless efforts have affected their respective regions for many years following their rule. While Peter the Great and Adolf Hitler were initially successful in making changes in their respective countries, both failed in implementing their ultimate goal of permanently surpassing other countries.

Different civilizations try to control their people way 2 much, they think that they own them or have authority over them for no reason.

For example like Document 2 people were told what to wear because that was the style. Peter the Great tried to make his people do stupid things like what they looked like somewhere if it was bad they would have to pay a fine (except peasants they were turned away).

A second example would be Mao he made his people do 'unspeakable' things like kept them uneducated so most of China had no knowledge. Mao thought his people like him.

A third example is that the Nazis hated Germany, the Nazis burned most of German books they hit libraries and stole all the books. People were rude and mean and still are today and it should stop.

Through out history, rulers have sought to control their subjects. The authority controlled their subjects by winning their affection or buying loyalty earlier on in history. As time progressed, people became harder to fool and politics complicated. This led to the introduction of propaganda. Propaganda ^{is information} ~~is~~ distributed in hopes of misleading or controlling people's judgement. Propaganda can come in all forms of media or even be enforced as a law. Two leaders which have used propaganda in such a way are Peter the Great and Mao Zedong.

In an attempt to advance and "westernize" Russia, Peter the Great used a series of laws to alter Russian society. People were told to shave their beards and wear western clothes to make themselves more western. Some western ideas were introduced into the education of Russian children. These changes bred a western Russian nobility that dressed, spoke and even thought in a western European fashion in contrast with the other Russian classes. Mao Zedong ~~to~~ used similar methods to secure ~~and~~ ^{to} exercise his power.

Mao Zedong was the leader of a communist movement in China and eventually seized power. To ensure his power and doctrine, the Chinese people were ~~doused with~~ ^{flooded} with propaganda. Posters depicting Zedong ^{mao} in a God-like manner were made. People were forced to wear clothes the ~~guard~~ Red

Guard approved of to create a feeling of uniformity among the people. Private property was confiscated and owners were told all property belonged to the government not individuals. People were also forced to carry the Little Red Books which consisted of raw propaganda. Mao worship was also practiced. As a result, the newer generation of Chinese lost many traditional values, aspects of their own culture and proper educations due to book burnings. The youth turned to western ideals to fill in these vacant spaces the ~~ideals~~ traditions left behind.

Both leaders left lasting impressions on their subjects. Peter the Great created a new nobility by completely ~~change~~ westernizing this way of life. As a result, Russia was able to modernize and compete with Western countries. Mao ~~Jedong~~^{Jedong}'s doctrine was extremely oppressing and unforgiving of the Chinese. The outcome of ~~Jedong~~^{Mao}'s rule resulted in a generation without proper educations and a lack of tradition. A feeling of oppression and displacement still echo among the Chinese today. Propaganda, as demonstrated in the reign of Peter the Great and Mao Jedong, can have either a positive or negative effect on their people but nonetheless leave a long-term impression on the minds of their respective societies and history.

Practice Paper A—Score Level 1

The response:

- Minimally develops some aspects of the task by describing efforts of the Nazi government to control the people and mentioning impacts of the government's efforts
- Is descriptive (all kids knew was training for war; the impact of the Nazi government on German society was that what was read in the papers was not true; with German resistance driven underground, the Nazis had the German government in its own hands); lacks understanding and application (kids really didn't have a good childhood because of recruiting them for war; kids were taught that they were born to die for Germany and that meant they had to fight in war with weapons)
- Incorporates limited relevant information from documents 4, 5, and 6
- Presents little relevant outside information (Jewish people were killed)
- Includes few relevant facts, examples, and details (Nazi students accompanied by professors burned books from libraries and universities in bonfires; boys and girls as young as 10 years old were recruited)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that assesses the rule of Hitler

Conclusion: Overall, the response fits the criteria for Level 1. Some relevant statements are made, but weak conclusions and lack of development detract from their effectiveness. A disjointed selection of facts from the documents demonstrates a minimal understanding of the task.

Practice Paper B—Score Level 2

The response:

- Minimally develops all aspects of the task by describing efforts of governments under the rule of Adolf Hitler and Mao Zedong to control their people and by mentioning an impact of these governments' efforts
- Is primarily descriptive (*Adolf Hitler*: greatness of the Party was spread through the newspapers; burning of books would eliminate many aspects of German culture; Hitler saw the importance of controlling future generations of Germans; people became afraid to question the government to any degree; *Mao Zedong*: people were forced to carry the *Little Red Book*; people were persecuted if they dressed in clothes that were deemed unfit; many people in China failed to get an adequate education because of the Cultural Revolution); includes weak application (Mao Zedong commonly burnt books that he felt went against Chinese ideology; an entire generation of people in China were uneducated)
- Incorporates limited relevant information from documents 4, 5, 7, 8, and 9
- Presents little relevant outside information (*Adolf Hitler*: Hitler began brainwashing his people resulting in one of the most horrific time periods known to man; Hitler became chancellor of Germany; *Mao Zedong*: his communist government persecuted thousands for what they considered dissident beliefs)
- Includes few relevant facts, examples, and details (*Adolf Hitler*: Jewish and non-Jewish books were burned; children were given lectures on Hitler's government; *Mao Zedong*: Mao was pictured as the Reddest Red Sun; the *Little Red Book* was a collection of Mao's ideas and quotations)
- Demonstrates a general plan of organization; includes an introduction and a conclusion, stating that leaders' attempts to control the actions and beliefs of their people are part of their quest to control all aspects of their domain

Conclusion: Overall, the response fits the criteria for Level 2. Statements that support the theme are not followed with historical facts and details. The limited connection between details leads to a listing of each government's efforts to control its people and a brief concluding sentence about the impact of each government's efforts.

Practice Paper C—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing efforts of governments under the rule of Peter the Great and Adolf Hitler to control their people and by discussing impacts of these governments' efforts
- Is more analytical than descriptive (*Peter the Great*: elitist position of the nobility supposedly deteriorated; reorganization of the military was supposed to create a sense of equality among the nobility and the peasants; changes imposed by Peter the Great did not change Russia that much because serfdom continued for many years; *Adolf Hitler*: Hitler's elimination of dissension in Germany and the uniformity he instituted throughout the country had devastating effects on the ability of Germans to act independently; suppression of individualism and the stunting of the growth of unique personalities were evident as a result of Hitler's supreme rule)
- Incorporates relevant information from documents 1, 2, 3, 4, and 5
- Incorporates substantial relevant outside information (*Peter the Great*: St. Petersburg was built to take power away from the nobility who typically lived in areas near Moscow; nobles begged to be buried with their facial hair next to them; the upper-class came to resent changes and continued to treat the lower classes as their unpaid labor force; *Adolf Hitler*: Nazis bolstered individual big businesses to fund their operations; Nazis were extremely anticommunist and saw communist nations, such as Russia, as a threat that needed to be eliminated; while boys prepared for war, girls were taught domestic skills so they could become mothers and increase the Aryan race; even after Hitler's death, the appeal of the uniformity of Nazism helped increase the popularity of neo-Nazi groups not only in Germany but throughout the world)
- Richly supports the theme with many relevant facts, examples, and details (*Peter the Great*: nobles were forced to cut off their long beards and wear Western-style clothes; languages of French and German pervaded and dominated upper-class society; *Adolf Hitler*: over three million children aged ten years and older became members of Hitler's movements by 1935 and were taught to live by slogans; nothing that was printed in the German newspapers could be believed; it came as a shock to Germans that they could express their views outside their homes and not be arrested or killed after Hitler's death)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how both Peter the Great and Adolf Hitler implemented drastic methods to catch up to or surpass surrounding areas and a conclusion that states while their methods were initially successful ultimately they were a failure

Conclusion: Overall, the response fits the criteria for Level 5. While much of the response is centered on a thorough discussion of document information, relevant outside information and extensive background information add to the narrative. Insights on the impacts of the policies of Peter the Great and Hitler are strengthened by the references to their continued influence on their respective countries.

Practice Paper D—Score Level 0

The response:

Only refers to the theme in a general way

Conclusion: Overall, the response fits the criteria for Level 0. Although there is a general plan of organization, most of the discussion is used to express opinions which lead to overgeneralizations and a misinterpretation of document information.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task with little depth by describing efforts of governments under the rule of Peter the Great and Mao Zedong to control their people and by discussing impacts of these governments' efforts
- Is more descriptive than analytical (*Peter the Great*: a series of laws was used to alter Russian society; *Mao Zedong*: Mao's doctrine was extremely oppressive and unforgiving of the Chinese; a feeling of oppression and displacement still echoes among the Chinese today); includes some overgeneralizations (*Peter the Great*: created a new nobility by completely westernizing their way of life; as a result of Peter the Great's rule, Russia was able to modernize and compete with Western countries; *Mao Zedong*: a newer generation of Chinese lost many traditional values, aspects of their own culture, and proper education due to book burnings)
- Incorporates some relevant information from documents 1, 3, 7, 8, and 9
- Incorporates limited relevant outside information (propaganda is information distributed in hopes of misleading or controlling people's judgment; *Peter the Great*: some Western ideas were introduced into the education of Russian children; *Mao Zedong*: people were forced to wear clothes that the Red Guard approved of to create a feeling of uniformity among the people; private property was confiscated; owners were told that all property belonged to the government not individuals)
- Includes some relevant facts, examples, and details (*Peter the Great*: people were told to shave their beards and wear Western clothes; Russian nobility dressed, spoke, and even thought in a Western European fashion; *Mao Zedong*: posters depicting Mao in a God-like manner were made; people were forced to carry the *Little Red Book* which consisted of raw propaganda; Mao worship was also practiced; youth turned to Western ideals to fill in the vacant spaces traditions left behind)
- Demonstrates a satisfactory plan of organization; includes an introduction that defines propaganda and discusses how it was used by Peter the Great and Mao and a conclusion that discusses the impact of both Peter the Great and Mao's actions

Conclusion: Overall, the response fits the criteria for Level 3. Although the discussion of Peter the Great is limited, the discussion of Mao Zedong is strengthened by the integration of document information and outside information. However, the few good analytical statements are offset by the inclusion of several overgeneralizations.

Global History and Geography Specifications Grid

January 2008

Part I Multiple Choice Questions by Standard

Standard	Question Numbers
1—US and NY History	N/A
2—World History	5, 7, 9, 10, 12, 14, 15, 16, 18, 19, 24, 27, 28, 30, 31, 34, 35, 37, 40, 41, 42, 44, 45, 46, 50
3—Geography	1, 2, 4, 6, 11, 13, 17, 26, 29, 36, 38, 39, 49
4—Economics	3, 21, 25, 33, 47, 48
5—Civics, Citizenship, and Government	8, 20, 22, 23, 32, 43

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Change; Science and Technology	Standards 2 and 4: World History; Economics
Document-based Essay	Power; Political Systems	Standards 2 and 5: World History; Civics, Citizenship, and Government

The *Chart for Determining the Final Examination Score for the January 2008 Regents Examination in Global History and Geography* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

1. Go to <http://www.emsc.nysed.gov/osa/exameval>.
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.