

FOR TEACHERS ONLY

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

TRANSITION EXAM IN GLOBAL HISTORY AND GEOGRAPHY—GRADE 10

Tuesday, June 5, 2018 — 9:15 a.m. to 12:15 p.m., only

VOLUME
1 OF **2**
MC & THEMATIC

SCORING KEY FOR PART I AND RATING GUIDE FOR PART II (THEMATIC ESSAY)

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

Scoring the Part I Multiple-Choice Questions

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

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

Part I			
1 1	8 2	16 4	24 4
2 3	9 2	17 1	25 1
3 2	10 4	18 1	26 3
4 1	11 1	19 3	27 4
5 3	12 3	20 1	28 3
6 2	13 1	21 4	29 3
7 4	14 1	22 4	30 4
	15 2	23 2	

Contents of the Rating Guide

For **Part I** (Multiple-Choice Questions):

- Scoring Key

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

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

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

Transition Exam in Global History and Geography—Grade 10
Content-Specific Rubric
Thematic Essay
June 2018

Theme: Culture and Intellectual Life

Intellectuals, philosophers, and leaders have often recorded their ideas in written works. These ideas have been used throughout history to guide societies and influence the course of national and regional development.

Task: Select *two* intellectuals, philosophers, *and/or* leaders and a writing associated with that person and for *each*

- Describe the historical circumstances surrounding this writing
- Describe a main idea found in this writing
- Discuss how this idea has influenced the development of a nation or region

You may use any intellectuals, philosophers, or leaders from your study of global history and geography. Some suggestions you might wish to consider include:

John Locke—*Two Treatises on Government*

Adam Smith—*Wealth of Nations*

Olympe de Gouges—*The Declaration of the Rights of Woman*

Karl Marx—*Communist Manifesto*

Theodor Herzl—*On the Jewish State*

Adolf Hitler—*Mein Kampf*

Elie Wiesel—*Night*

Mao Zedong—*Little Red Book*

Nelson Mandela—*Long Walk to Freedom*

You are *not* limited to these suggestions.

Do not use any intellectual, philosopher, or leader from the United States in your answer.

Scoring Notes:

1. This thematic essay has *six* components (discussing the historical circumstances surrounding the writing associated with *each* of *two* different intellectuals, philosophers, and/or leaders, a main idea found in *each* writing, and how *each* idea influenced the development of a nation or region).
2. For each written work, the main idea described should be used in discussing the influence of that idea on the development of a nation or region.
3. A nation or region does not need to be specifically identified as long as it is implied in the discussion.
4. The same nation or region may have been influenced by the ideas of different intellectuals, philosophers, and leaders, e.g., both John Locke and Adam Smith had an influence on Great Britain and/or on Europe.
5. As is the case with many historical topics, what constitutes an influence on a nation or region may be discussed from a variety of perspectives as long as the position taken is supported with accurate historical facts and examples.
6. If more than two written works are discussed, only the first two may be scored.
7. The response may include treatment of a topic drawn from the ninth-grade curriculum as long as the response meets the requirements of the task, e.g., Martin Luther—*Ninety-five Theses*.
8. While the intellectual, philosopher, or leader may not be the writer of a particular work, the writing paired with an individual must represent that person's ideas, e.g., Confucius and the *Analects*.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the historical circumstances surrounding the writing associated with **each** of **two** different intellectuals, philosophers, and/or leaders, a main idea found in **each** writing, and how **each** idea has influenced the development of a nation or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information) e.g., *Karl Marx—Communist Manifesto*: connects the abuses of the Industrial Revolution in the factory system, Marx’s development of the concept of scientific socialism, and Marx’s analysis of private property to the idea of inevitable victory by the proletariat in a class war and the adaptation of Marxism by Lenin and Stalin in the Soviet Union; *Mao Zedong—Little Red Book*: connects Mao’s desire to revitalize the communist revolution and remove those promoting the old ways to the promotion of a cult of personality, the elevation of Mao’s views on power, the empowering of the Red Guards, the purging of capitalist roaders, and chaos
- Richly supports the theme with relevant facts, examples, and details, e.g., *Karl Marx—Communist Manifesto*: capitalism; Friedrich Engels; utopian socialism; class struggle; *Das Kapital*; Communist International; five-year plans; *Mao Zedong—Little Red Book*: Cultural Revolution; the four olds; reeducation camps; battle against traditional culture and the party establishment; book burnings; destruction of Western objects and Chinese temples; brutality against teachers and bureaucrats
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one individual’s writing more thoroughly than the other individual’s writing *or* by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Karl Marx—Communist Manifesto*: discusses how abuses during the Industrial Revolution contributed to the development of Marx’s ideas, how the idea of redistributing property appealed to industrial workers, and how Lenin claimed he was implementing Marx’s ideas in Russia; *Mao Zedong—Little Red Book*: discusses how Mao’s concerns about the health of the Communist Party was tied to the Cultural Revolution, how Mao’s sayings about power and the Party promoted a cult of personality, and how China suffered a period of purging and chaos
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

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

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

Throughout history, intellectuals, philosophers, and leaders have often recorded their ideas in written works. Two intellectuals/philosophers include Adam Smith and his work, *Wealth of Nations* and Karl Marx and his work, *The Communist Manifesto*.

Adam Smith was an Enlightenment thinker that thought differently during his time. During this time, economies of western Europe were controlled by absolute monarchs and they practiced mercantilism. Mercantilism was the economic system of exporting more than you import, maintaining a favorable balance of trade, and accumulating reserves of gold and silver. This was almost always accompanied with colonies b/c they provided resources and a market for selling finished goods. This was designed to strengthen absolute monarchs. Strict regulations were imposed by monarchs. For example, the Spanish colonies of Latin America were under the supervision of viceroys and audiencias. The colonies could only sell to their mother-country. They could not without consequences violate any mother-country's monopoly, and couldn't establish new factories without permission. Adam Smith thought that all these rules and control interfered with an efficiently run economy. He thought the best way for a country to produce wealth was to abide by natural laws like supply and demand. Out of this grew the popular belief that the gov't should take a hands-off approach and not intervene with people's sources of wealth. This came to be called *laissez-faire* capitalism. Ironically, Smith's *Wealth of Nations* was published in 1776, the same year as the American revolution. It became a handbook for a free market revolution in Britain that eventually spread to the world.

In the name of free market capitalism great abuses occurred in the

mines and factories of Britain. While unchecked capitalism released great productive forces the price was often child labor abuses, dangerous working conditions, low wages and long hours. Labor abuses in turn brought calls for change.

One example of opposition to unchecked capitalism was Karl Marx and his Communist Manifesto. He saw nations turn capitalistic and exploit the workers during the first half of the nineteenth century. He also saw groups like the utopian socialists and trade unionists try a peaceful approach which Marx rejected. Marx agreed that low wages, long hours, and harsh working conditions were problems but also saw that governments did nothing to improve conditions. His solution required a radical approach. Marx believed that an economy should be converted to communism where workers would live in a classless society. Ideally, the means of production would be controlled by the workers and wealth would be distributed equitably. This would be preceded by socialism, where a dictatorship of the proletariat would take control until the revolution was fully successful. Karl Marx's work influenced Russia.

Contrary to Marxist theory, the dictatorship of the proletariat was not temporary in nations like Russia and China. Lenin was the first to lead a Marxist inspired revolution but had to fight a civil war to hold on to power. He justified the use of terror as necessary to preserve the revolution. Stalin would later kill millions through purges and forced famine, basically saying this was part of becoming and staying communist.

Throughout history, there have been many people who have recorded their ideas in written works. These people would sometimes have a profound effect on the future of nations.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Adam Smith and Karl Marx, discussing the historical circumstances surrounding *Wealth of Nations* and *Communist Manifesto*, a main idea in each written work, and how each idea has influenced the historical development of a nation or region
- Is more analytical than descriptive (*Wealth of Nations*: mercantilism was an economic system of exporting more than you import; colonies provided resources and a market for selling finished goods; colonies could not without consequences violate any mother-country's monopoly or establish new factories; Adam Smith thought these rules and control interfered with an efficiently run economy; best way for country to produce wealth was to abide by natural laws like supply and demand; government should take a hands-off approach and not intervene with people's sources of wealth; book became handbook for a free-market revolution in Britain that eventually spread to the world; in name of free-market capitalism, great abuses occurred in the mines and factories of Britain; unchecked capitalism released great productive forces; *Communist Manifesto*: one example of opposition to unchecked capitalism was Karl Marx and his *Communist Manifesto*; Marx rejected peaceful approach of Utopian Socialists and trade unions; saw that governments did nothing to improve conditions; Marx believed economy should be converted to communism where workers would live in a classless society; means of production would be controlled by workers and wealth would be distributed equitably; would be preceded by socialism where dictatorship of proletariat would take control until revolution was successful; dictatorship of proletariat was not temporary in nations like Russia and China; Lenin justified use of terror as necessary to preserve the revolution; Stalin would kill millions through purges and forced famine)
- Richly supports the theme with relevant facts, examples, and details (*Wealth of Nations*: Enlightenment thinker; economies controlled by absolute monarchs; colonies could only sell to mother country; laissez-faire capitalism; child labor abuses; dangerous working conditions, low wages, and long hours; *Communist Manifesto*: low wages; long hours; harsh working conditions; Marx's solution required a radical approach; Lenin first to lead Marxist-inspired revolution but had to fight civil war to hang onto power)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 5. The impact of the ideas in *Wealth of Nations* and *Communist Manifesto* is demonstrated through descriptions of and analyses of Smith's and Marx's challenges to existing economic systems. The response contrasts free-market capitalism with command systems providing strong evidence of understanding.

History's most significant figures often write down their ideologies in books or pamphlets. Karl Marx and his "Communist Manifesto" and Adolf Hitler and his book "Mein Kampf" (meaning "My Struggle") are examples of this. The ideologies of these men, recorded in books, have had a profound impact on regions in the world.

Hitler wrote "Mein Kampf" during the aftermath of the First World War. It was a time when Germany was facing an economic downturn of incredible proportions. Germany was hit by runaway inflation where it was said "it was cheaper to burn German currency than use it to purchase firewood." Despite this situation, Germany had somewhat recovered when they and the rest of the world were plunged into the Great Depression. Many Germans blamed the levels of poverty in Germany on the unfair terms of the Treaty of Versailles, signed by the Weimar government. The treaty forced Germany to take the full blame for the entire war and included reparations, loss of territory, and severe limitations that were placed on the military, causing German resentment. Germany was weak, angry and scared for its future; Hitler used these common sentiments in conjunction with his book to bring many Germans to his cause.

In "Mein Kampf" Hitler drew upon anti-semitism and his own hatred for the Jewish people to create a scapegoat which could be blamed for all Germany's problems. He stated that the Great War and the economic downturn of Germany were the fault of the Jews, who he said manipulated events from the highest levels to serve their own needs. His book frequently repeated the idea that Germany was "stabbed in the back" by the Weimar government, communists and Jews. He espoused solutions to the problems facing Germany such as violating

the terms of the Treaty of Versailles, and creating a large military. The popularization of "Mein Kampf" helped promote a massive wave of anti-semitism among Germans and inspired many to join the National Socialist German Workers (or Nazi) Party. With this, Hitler was elected to the Reichstag and was appointed German Chancellor. He soon became dictator by dissolving the other political parties. From there, Hitler created the Third Reich, with himself as its Führer. With the support of his party, Hitler began campaigns against the Jews in his country. Beginning in 1939 with his invasion of Poland, the campaign against the Jews was extended to other European societies. This coincided with the outbreak of World War Two in Europe and ultimately led to the Holocaust. Jews in Germany and German-occupied territories were forcibly isolated in ghettos and then transported to concentration camps and death camps. Here the Nazis carried out one of history's greatest crimes against humanity. The evils of forced labor and deliberate murder were revealed in 1945 when Allied troops liberated these camps. Hitler and the Nazis' actions showed the effects of blatant anti-semitism. The Nuremberg Trials and the Universal Declaration of Human Rights were attempts to deal with Nazi ideology and the Holocaust.

Karl Marx, in conjunction with Friedrich Engels, wrote the "Communist Manifesto" in 1848 during the Industrial Revolution. During this time the rise of the factory system made machines the most important factor of production. Workers moved from the countryside into the city and became the new working class. Marx dubbed factory owners and other rich capitalists, the "bourgeoisie". Marx saw that the industrial workers, the "proletariat" were working

long hours, receiving low wages, and living overall unsatisfactory lives. He and Engels argued that the bourgeoisie were living well at the proletariat's expense. This exploitation was the basis for the ideology Marx and Engel discussed in the "Communist Manifesto."

In the "Communist Manifesto", Marx states his belief that the bourgeoisie are running the world by controlling its means of production. He further argues that throughout history a class struggle was taking place between "the haves and the haves nots" over ownership of property. At this point in history, he believed that struggle was going on between the bourgeoisie and the proletariat. He predicts that there will soon come a time when the proletariat will reject the exploitation of their capitalist masters and rise up in a revolution. The Manifesto states that the proletariat will revolt against the bourgeoisie and seize the means of production for themselves. With control of the means of production, the proletariat will then have control over their own lives and be able to live in an ideal communist society.

Communism in Marx's Manifesto and Communism applied to the real world are vastly different however. Marx's ideology became the basis for many revolutions in the twentieth century. Marxist leaders used Marx's ideas about communism to mobilize their followers. Many hoped that Marxism would free them from exploitations. Instead, the proletariat found themselves under strict control of authoritarian regimes, who espoused Communist ideals but followed more totalitarian practices to maintain power for themselves. This could be seen in Russia with Lenin, who proposed that the proletariat was not ready to rule themselves, and instead substituted secret police

Anchor Paper – Thematic Essay—Level 5 – B

and one party rule. Lenin was followed by Stalin who purged the Communist Party and the military all in the name of a Marxist revolution. Ultimately, the people suffered under these communist governments as they had suffered under the Russian czars.

In both cases, the writings of Marx and Hitler had their greatest impact in the twentieth century. Both focused their writings on the economic conditions of their times. Marx's predictions became the basis for communism in Russia and later in China, Eastern Europe and Cuba. Hitler's plan led to Nazi rule in Germany as well as in Europe and North Africa until they were defeated in 1945. Both writings are associated with brutal periods of totalitarian rule.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Adolf Hitler and Karl Marx, discussing the historical circumstances surrounding *Mein Kampf* and *Communist Manifesto*, a main idea in each written work, and how each idea has influenced the historical development of a nation or region
- Is more analytical than descriptive (*Mein Kampf*: cheaper to burn German currency than use it to purchase firewood; Germany weak, angry, and scared for its future; book repeated idea Germany was “stabbed in the back” by Weimar government, communists, and Jews; Hitler drew upon anti-Semitism and his own hatred for the Jewish people to create a scapegoat; stated Great War and economic downturn fault of Jews; *Mein Kampf* helped to inspire many to join the National Socialist German Workers Party; Jews in Germany isolated in ghettos and then transported to concentration camps and death camps; Nazis carried out one of history’s greatest crimes against humanity; forced labor and deliberate murder revealed in 1945 when Allied troops liberated camps; Nuremberg Trials and Universal Declaration of Human Rights attempt to deal with Nazi ideology and the Holocaust; *Communist Manifesto*: workers moved from countryside into the city and became the new working class; Marx’s belief that bourgeoisie were running the world by controlling its means of production; class struggle was taking place between “haves” and “have nots” over ownership of property; predicts proletariat will reject exploitation by capitalist masters and rise up in revolution; with control of means of production, proletariat will have control over their own lives and be able to live in an ideal communist society; communism in Marx’s *Manifesto* and communism applied to the real world are vastly different; Marxist leaders used communism to mobilize their followers; many felt that Marxism would free them from exploitation; Lenin in Russia proposed the proletariat was not ready to rule themselves and instead substituted secret police and one-party rule; Stalin purged Communist Party and military all in the name of a Marxist revolution)
- Richly supports the theme with relevant facts, examples, and details (*Mein Kampf*: written during aftermath of First World War; Germany facing an economic downturn of incredible proportions; Great Depression; Treaty of Versailles; reparations, loss of territory, severe limitations on military; Third Reich; Führer; 1939 invasion of Poland; World War II; Holocaust; *Communist Manifesto*: Friedrich Engels; Industrial Revolution; rise of factory system; rich capitalists; low wages and unsatisfactory lives; ideology became basis for many revolutions)
- 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 5. The response includes numerous details and provides analysis in the discussion of Marx and Hitler. Discussing how their ideas were used to promote and establish totalitarian governments in the 20th century demonstrates a strong understanding of the task.

“Mein Kampf” by Adolf Hitler and the “Communist Manifesto” by Karl Marx would introduce radical ideas that would be seen with the rise of communist nations and in the rise of a Hitler led fascist state in Germany. These two writings, products of their time, would later represent turning points in world history.

By the mid-19th century in Great Britain, the Industrial Revolution was well under way. Mines and factories dominated the economic landscape. Large urban centers reshaped people’s way of life. The rising middle class, owners and operators of industries were prime beneficiaries of this economic growth. However, not everybody shared in prosperity. The Sadler Report identified extensive abuses of child labor in dangerous circumstances. When Marx visited the industrial city of Manchester, he observed the miserable living conditions workers had to suffer. Seeing the damage of the Industrial Revolution, Marx decided to share his view of the history of the world and the struggle of the proletariat. According to Marx history was a series of class struggles, and importantly, the oppressed proletariat class would soon rise up against the cruel conditions of Industrialized Britain and Germany and that a new, better economic system would be put in place, communism. Workers would seize the means of production, farms and factories, and abolish private property. This would be carried out by an inevitable revolution. While Marx was wrong about a coming revolution in Germany and Britain, his ideas did have great influence on other communist revolutions, such as in Russia. Though Russia was largely unindustrialized, Vladimir Lenin adapted Marxist theory. Russia may not have been the country Marx expected to have a communist revolution, but his philosophy of an oppressed

class rising up against those who controlled the means of production did come to fruition. Marx wrote in the 19th century, and although he lived in both Germany and Britain, countries which had been the first to industrialize, he never was convinced that a capitalist led government would be able to improve the situations faced by workers.

Another controversial person, Adolf Hitler wrote his ideas in his book "Mein Kampf" or "My Struggle". Hitler wrote his book from the confines of prison. He was influenced by the recent end of World War I and the harsh penalties towards Germany levied by the Treaty of Versailles when he wrote. One aspect of the Treaty that was a key source of resentment was the war guilt clause which placed full blame for the war on Germany. Hitler built on the harshness of the Treaty of Versailles and made the claim that Germany's weak willed leaders were at fault because they had signed the Treaty and Germany never really lost the war. Though Hitler's writing didn't catch on immediately, two post-World War I economic disasters hit Germany and was one cause of massive inflation. Now people were looking for answers. One of the main ideas he preached was that Jews were almost solely to blame for Germany's struggles. Hitler, being a brilliant orator, was able to spread these radical ideas mentioned in Mein Kampf and he became dictator of a newly fascist Germany. Hitler proclaimed the glory of Germany by rebuilding the military and expanding Germany's boundaries. This violated the Versailles Treaty. Due to the policy of appeasement by the leaders of Western Europe, he was able to gain even more territory including Austria and Czechoslovakia. Without Hitler, World War II (at least along the Western Zone) would not have happened the way it did. Due to Germany's defeat at the

hands of the allies, Germany was split into East and West. The Soviets occupied and controlled the East and supported the erection of the Berlin Wall, which stood until 1989. The divide between West and East Germany played a major role in the Cold War. The Western section influenced by the United States became more industrialized than the East did under Soviet communist influence. Had Hitler and his radical ideas never gained support, Germany's path might've been altered.

Hitler and Marx, controversial as they were, introduced radical ideas through their writings. Marx and Hitler both contributed to the rise of totalitarian states (the Soviet Union and Germany respectively) that led to great fear among other nations. Once these radical ideas gained a foothold they dramatically changed the course of history.

Anchor Level 4-A

The response:

- Develops all aspects of the task but discusses the historical circumstances surrounding Karl Marx's *Communist Manifesto* and Adolf Hitler's *Mein Kampf* and a main idea of each writing more thoroughly than discussing how their ideas influenced the development of nations and regions
- Is both descriptive and analytical (*Communist Manifesto*: Industrial Revolution well underway in Great Britain in mid-19th century; Sadler Report identified extensive abuses of child labor in dangerous circumstances; history was a series of class struggles; oppressed proletariat class would soon rise up against cruel conditions of industrialized Britain; new and better economic system would be put in place; workers would seize means of production and abolish private property; though Russia was largely unindustrialized, Lenin adapted Marxist theory; Russia may not have been country Marx expected to have a communist revolution; his philosophy of an oppressed class rising up against those who controlled the means of production did come to fruition; Marx was never convinced a capitalist-led government would be able to improve the situations faced by workers; *Mein Kampf*: key source of resentment was the war guilt clause in Treaty of Versailles that placed full blame for war on Germany; one main idea was Jews had almost solely led to Germany's struggles; made the claim that Germany's weak-willed leaders were at fault because they had signed the Treaty and Germany never really lost the war; post-World War I economic disasters hit Germany; due to appeasement by leaders of western Europe, Hitler was able to gain more territory; due to Germany's defeat at hands of the Allies, Germany was split into East and West)
- Supports the theme with relevant facts, examples, and details (*Communist Manifesto*: large urban centers; rising middle class; miserable living conditions when Marx visited Manchester; industrial Germany; ideas had great influence on other revolutions; *Mein Kampf*: written in prison; Hitler influenced by recent end of World War I; spread radical ideas; became dictator of newly fascist Germany; Austria and Czechoslovakia)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response is supported with good historical details and features some analysis. The connection between the idea discussed from *Mein Kampf* and the influence of that idea is not well developed. The discussion is more about the effect of Hitler's government on Germany and Europe than about the effect of Hitler's ideas.

Intellectuals and philosophers have recorded their experiences and ideas into written works for all people to read. Elie Wiesel's "Night" was a record of his experiences in Auschwitz concentration camp during WWII. Mao Zedong's "Little Red Book" presented his communist beliefs to his citizens. "Night" has been used to inform future generations of the power of evil. The "Little Red Book" was used to restore Mao's status after the Great Leap Forward.

Elie Wiesel was a devout Jew who lived during WWII and the persecution of Jews by Adolf Hitler. He came from humble beginnings in Romania and lived a peaceful life until the German forces entered his town. He and his family were deported to concentration camps to perform hard labor and eventually be killed. The intent of the "Final Solution" was to gather the Jewish men, women, children, and elders like cattle and place them in camps to die from starvation, exhaustion or execution. Hitler wanted to exterminate "non-Aryans or inferior races," especially Jews.

Through his memoir, Wiesel wanted to share his life before the concentration camps, inside the concentration camp, and after surviving the concentration camp. "Night" depicts the cruelty imposed on those chosen to work until the point of exhaustion, knowing they were to eventually be killed. It illustrated the mental fatigue he had to endure while trying to survive. He explained that he could not forget the screams he heard and the smoke that filled the sky that was his fallen brethren. By writing his experiences he shows the world true pain. The message of his work was to urge people to never forget the tragedy called the Holocaust and its estimated twelve million victims. He hoped such evil would never be repeated.

After World War II the wartime allies attempted to eliminate the Nazi ideology and punish Nazi leaders through the Nuremberg Trials. The creation of the United Nations and the Declaration of Human Rights were supposed to help make sure the Holocaust never happened again. In a way, "Night" suggests that even these efforts by themselves are not enough. Everyone, everywhere, all the time must guard against such inhumanity. Wiesel's message was "never again."

Mao Zedong's peasant army was victorious in China's civil war in 1949. Jiang Jieshi, the leader of the nationalist party, fled to the island of Taiwan after losing to Mao and the communists. Under Mao's leadership there was only one political party, the Communist Party and everyone had to support communism. One of Mao's goals was to industrialize rapidly through five year plans but his Great Leap Forward was a failure and millions starved. Mao's power was questioned and he lost status for several years as a result. Mao attempted to restore his status through the Cultural Revolution. The "Little Red Book" was used to indoctrinate the people of China.

Mao's "Little Red Book" included the ideals, rules, and actions necessary to become a perfect Mao follower. The "Little Red Book's" purpose was to ensure everyone followed and worshiped Mao Zedong. The main idea was to maintain the spirit of China's Communist Revolution through the quotations of Chairman Mao. "The Little Red Book" became the revolutionary manual for the young followers of Mao known as the Red Guard.

Citizens had to own and carry a copy of Mao's "Little Red Book" to display their support for the revolution. Any one who did not carry the book or support communism could be imprisoned, killed or sent to the

Anchor Paper – Thematic Essay—Level 4 – B

countryside to be re-educated. Schools closed and disputes between rival groups in factories slowed production. The Red Guard terrorized those they called enemies of the revolution, including teachers and factory managers. After Mao died and Deng-Xiao-ping came to power, the Cultural Revolution ended leaving deep wounds. People's faith in Mao was shattered.

Mao Zedong was a strong and forceful leader who wanted power and to be worshiped. Elie Wiesel was a Jewish boy that lived during the Holocaust. Both wrote literary pieces to share information. However, "Night" was written in the hope of preventing future tragedies and Mao's "Little Red Book" was written to dictate what Chinese people should believe and do.

Anchor Level 4-B

The response:

- Develops all aspects of the task for Elie Wiesel’s *Night* and Mao Zedong’s *Little Red Book*
- Is descriptive and analytical (*Night*: used to inform future generations of the power of evil; intent of the Final Solution was to gather Jewish men, women, children, and elders like cattle and place them in camps to die from starvation, exhaustion, or execution; Hitler wanted to exterminate non-Aryans or inferior races, especially Jews; Wiesel wanted to share his life before, inside, and after surviving the concentration camps; depicts cruelty imposed on those chosen to work, knowing they would eventually be killed; illustrated the mental fatigue he had to endure; he shows the world true pain; message was to urge people to never forget its estimated twelve million victims; wartime allies attempted to eliminate Nazi ideology and punish Nazi leaders; creation of United Nations and Declaration of Human Rights supposed to help make sure Holocaust never happened again; *Night* suggests these efforts by themselves are not enough; everyone must guard against such inhumanity; *Little Red Book*: under Mao, there was only one political party, the Communist Party; one of Mao’s goals was to industrialize rapidly through five-year plans; Great Leap Forward was failure and millions starved; Mao’s power was questioned; Mao attempted to restore his status through the Cultural Revolution; purpose of book to ensure everyone followed Mao Zedong; main idea was to maintain spirit of China’s Communist Revolution; anyone who did not carry the book or support communism could be imprisoned, killed, or sent to countryside to be reeducated; Red Guard terrorized enemies of the revolution; after Mao died and Deng Xiaoping came to power, the Cultural Revolution ended)
- Supports the theme with relevant facts, examples, and details (*Night*: Wiesel was devout Jew; Adolf Hitler; Nuremberg Trials; “never again”; *Little Red Book*: Mao Zedong’s peasant army victorious; Jiang Jieshi, leader of the Nationalist Party; revolutionary manual for young followers of Mao; people’s faith in Mao shattered)
- 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 communicates Wiesel’s message of the power of evil embodied in the Holocaust with well-placed analytic statements. Although good historical facts are provided, the discussion of Mao’s idea is more descriptive than analytic.

Through out history, many phisophers and thinkers have had ideas and written works that greatly impacted the world, for better or for worse. Two examples of these thinkers are Martin Luther, and his 95 thesis, along with Karl Marx and the communist manifesto. Both intellectuals, like many others, seeked to make change, and they succeeded.

In europe, during the early reniassance, the church and pope had an immense amount of power. The church dictated how people should practice christianity, and essentially had power over everyone maybe even the king. The catholic church then started selling indulgences, which were a way for people to pay to go to heaven when they died and for the church in Rome to pay for building and decorating churches. Martin Luther, a monk who believed that all christains should rely more on the bible, wrote the 95 thesis in response to the sale of indulgences. The 95 thesis was a paper posted on the door of the church at wittenberg that presented Luther's criticisms of the catholic church. He believed that faith and not the buying of indulgences were the path to heaven. At the time, the printing press had just been invented, and it allowed his idea, salvation by faith, to be widely spread throughout europe. This led to the protestant reformation which meant Christianity was split into many sects. This division was most intense in the german states among german princes who gained political power by following Luther. The catholic church's response to the spread of protestantism was to hold the Council of Trent where the church decided to make some reforms. Sadly, the religious change brought about by Luther's ideas led to wars and caused destruction and death in the german states and other parts of Europe.

Another writer with immense impact is Karl Marx, coauthor of the communist manifesto. In the early 1800's, Europe was being industrialized, with steam powered machines and mass producing factories. Even farms were changing with the new inventions. This created a new social class: the working class, that Marx called the proletariat. Farmers no longer needed on the farms sought jobs in factories in the city. However, their factory work was immensely dangerous, and they were paid just barely enough to survive. Even worse, children were put to work for long periods of time without breaks. In response to this exploitation of workers, Marx and Engels wrote the communist manifesto. This book explained that the working class would one day seize the means of production and work for the common good. He also wrote about how unrestricted capitalism benefitted only the bourgeoisie (owners and investors) and that the wage gap between the rich and poor would only grow. His ideas were deemed radical largely because he predicted the overthrow of the bourgeoisie. His ideas had immense impact on the world as a whole. People like Lenin in Russia, and Mao Zedong in China were inspired by his ideas and led communist revolutions. In these countries, the new leaders used force to achieve the Marxist ideals of collective ownership of property. Stalin's five year plans in the Soviet Union and Mao's great leap forward in China cost the lives of millions. The differences between communism and capitalism also led to the Cold War between the U.S.S.R and the United States.

While Martin Luther and Karl Marx had completely different ideas, the ideas of both writers led to immense change and had an impact in the world. It shows how powerful a few ideas can be.

Anchor Level 4-C

The response:

- Develops all aspects of the task for Martin Luther's *Ninety-five Theses* and Karl Marx's *Communist Manifesto* although the idea in Martin Luther's work is not discussed as thoroughly as other aspects of the task
- Is both descriptive and analytical (*Ninety-five Theses*: indulgences were way for people to go to heaven and for the church in Rome to pay for building and decorating churches; Church essentially had power over everyone; Luther believed all Christians should rely more on the Bible; wrote in response to sale of indulgences; presented Luther's criticism of the practices of the Catholic Church; Luther believed that faith was the path to heaven; Christianity split into many sects; division most intense in German states; German princes gained political power; Catholic Church's response was to hold the Council of Trent where the Church decided to make some reforms; religious change brought wars and caused destruction and death in the German states and other parts of Europe; *Communist Manifesto*: Europe was being industrialized; industrialization created new social class, the working class that Marx called the proletariat; written in response to exploitation of workers; working class would seize the means of production and work for the common good; unrestricted capitalism benefitted only the bourgeoisie; ideas were deemed radical because Marx predicted the overthrow of the bourgeoisie; Lenin in Russia and Mao Zedong in China led communist revolutions; new leaders used force to achieve Marxist ideals of collective ownership of property; Stalin's five-year plans in the Soviet Union and Mao's Great Leap Forward in China cost lives of millions)
- Supports the theme with relevant facts, examples, and details (*Ninety-five Theses*: early Renaissance; Wittenberg; printing press; salvation by faith; Protestant Reformation; *Communist Manifesto*: factory work dangerous; children work for long periods of time; wage gap)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Numerous facts, examples, and details are applied in discussing these written works that promoted challenges to existing systems. The inclusion of additional analytical statements would have strengthened the response. Although the *Ninety-five Theses* is not within Units Five through Eight of the 10th-grade curriculum, discussion of this 9th-grade subject meets the criteria required in the task.

Adolf Hitler's "Mein Kampf" and Olympe de Gouges "Declaration of the rights of women" were intended to address the situations occurring as the time they were written. There was political and social unrest in Germany and France. Hitler pursued a nationalistic perspective and argued for less toleration, while de Gouges argued for more tolerance, urging that freedoms should be given to both genders. Hitler's book promoted anti-semitic viewpoints between World War 1 and the coming World War 2 in order to unite a nation disenfranchised by a weak democracy, leading to further policies targeting Jewish peoples. De Gouges, on the other hand, argued that women like the men rebelling in the French Revolution, should enjoy the enlightenment ideas of equality that men used to justify their actions – ushering in future waves of feminism.

Hitler wrote "Mein Kampf" in Germany in the 1920s in between the two world wars to foster a support for him that would unite the nation and blamed the Jews for Germany's misfortunes. In WWI, Germany was on the losing side and faced harsh reparations as well as the sole blame for the war from the international community. As a result, Germans lost faith in the democratic Weimar Republic that had signed the treaty that blamed them. Germans began to lean towards Hitler's fascist, nationalist and patriotic pro German rhetoric that promised improvement. A large part of this rhetoric was promoting the Aryan German race as the only "pure" one, and Jews as subhuman, as written in Mein Kampf. A common way to build pride in a people, in this case Germans, is to put down another. The fascist views Hitler set forth in Mein Kampf encouraged and promoted incredible anti-semiticism and foreshadowed the cruel policies against

Jews that Hitler would institute as Germany expanded its control throughout Europe. Beginning with Kristalnact, the night of broken glass, when Jewish homes and stores were destroyed and continuing through the Final solution when millions of Jews would be sent to death camps, Hitler's views were put into practice.

De Gouges was a feminist during the French Revolution, who's declaration called for the enlightenment ideas driving the French revolution to be applied to women in a riff off of the guiding "Declaration of the rights of man" created at the time. The late 1700s was a time guided by enlightenment ideas of individuality, inalienable rights of the individual and equal and fair representation for all. The French revolution was fought to gain these rights. In France at the time, there was an incredible disparity between the voting rights and taxes on the working class and clergy and landowners or nobles. In response, the French people rose up in anger. De Gouges declaration argues that women felt the same sense of injustice as men. She argues that everyone should also stand up for the rights of women – who should enjoy the same rights as men. While de Gouges ideals were not immediately understood by the French or global governments, they opened up conversation on the roles and rights of different genders. De Gouges helped introduce feminist ideas to Western Europe that are still being fought for and are very much disputed in contemporary times.

While Hitler and de Gouges advocated different ideas, they both had an impact on society and policy over time with their writing. Hitler's anti-semiticism unfortunately stays a part of culture. De Gouges feminism fortunately stays a part of culture as well.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth for Adolf Hitler's *Mein Kampf* and Olympe de Gouges' *Declaration of the Rights of Woman*
- Is more descriptive than analytical (*Mein Kampf*: promoted anti-Semitic viewpoints to unite a nation disenfranchised by a weak democracy; Germany on losing side in World War I and faced harsh reparations as well as sole blame for the war from international community; common way to build pride in a people is to put down another; racist views of Hitler encouraged incredible anti-Semitism and foreshadowed cruel policies against Jews that Hitler would institute; Final Solution when millions of Jews would be sent to death camps; *Declaration of the Rights of Woman*: de Gouges called for Enlightenment ideas driving French Revolution be applied to women; guided by ideas of individuality, inalienable rights, and equal and fair representation for all; incredible disparity between voting rights and taxes on working class, clergy, and nobles; women felt same sense of injustice as men; ideals not immediately understood by the French or global governments; opened up conversation on roles and rights of different genders; helped introduce feminist ideas that are still fought for and disputed in contemporary times)
- Includes some relevant facts, examples, and details (*Mein Kampf*: World War II; democratic Weimar Republic; fascist, nationalist, and patriotic pro-German rhetoric; Aryan German race; Kristallnacht, night of broken glass; *Declaration of the Rights of Woman*: feminist during French Revolution; introduced ideas to western Europe)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The historical circumstances for *Mein Kampf* and the *Declaration of the Rights of Woman* are developed in some depth. Although the idea from each work and its influence is included in the response, further development, particularly for the *Declaration of the Rights of Woman*, would have enhanced the discussion.

Many philosophers, intellectuals, and leaders have used their ideas to affect the world and to shape public opinion. These ideas have changed societies in huge ways. Adolf Hitler and Karl Marx have both influenced Europe with their works of "Mein Kampf" and "The Communist Manifesto".

Adolf Hitler was the German Nazi leader from 1933 to his death in 1945. Hitler's work of "Mein Kampf" was written while he was in prison in the 1920's. Germany had been crippled by the Treaty of Versailles ending World War I and Hitler felt resentment towards the allied powers. Hitler blamed Germany's defeat on the same people he attacked in Mein Kampf – Communist, Jews, and the Weimar government. Hitler had a hunger for power and resentment towards minority groups; specifically Jews. Hitler's book had many ideas written in it but the main idea was that Germans were like the "Aryan Race", people who are considered to be superior. Clearly he wanted to restore Germany to a position of world power, making it Great Again. When Hitler came to power he gradually "tested the waters" to see how the Europeans would react to the annexation of Austria and Czechoslovakia. These actions were a way to expand militarily, violate the Versailles Treaty, and appear powerful and superior. European leaders condemned Hitler's actions but did nothing to "punish" Germany. Leaders, like Neville Chamberlain had attempted to use the policy of appeasement to keep Hitler at bay with the Munich Pact, but Hitler continued his imperialist expansion and expanded Germany into a "Global superpower". When Germany invaded Poland, the allied powers knew that the policy of appeasement didn't work, they went to war. Hitler kept on expanding Germany and while he was doing this,

he spreaded his ideas that were outlined in his book "Mein Kampf" that attacked Jews and other minorities. He had changed European society through his hateful ideas and actions. Hitler negatively influenced all the regions his armies expanded into.

Karl Marx was a German philosopher who worked with Friedrich Engles to produce the book "The Communist Manifesto". Marx promoted this piece of writing during the industrial revolution. Marx saw what he called "the horrors of capitalism" when pay was low and hours were long and living conditions were poor. He believed these laissez-faire practices hurt workers. He claimed a "fairer" economic system would result from class struggle. He called his doctrine "scientific socialism", otherwise known as communism. Marx's writing had many ideas contained within it but the one that is the basis for this work is that the workers of the world would unite and have a revolution. Marx thought that when the proleteriat or working class, stood up to the "evil" capitalists and had a worldwide revolution, then they would institute communism and make the world a better place. Karl Marx's idea of communism influenced several regions. One of the main ones he influenced was Russia following the Bolshevik revolution. After the revolution and civil war, the Soviet Union (U.S.S.R) was formed. They claimed to use Karl Marx's ideas to produce a communist society. This was not for the better. The communist system in the U.S.S.R caused the economy to plummet. The implementation of communism was poorly thought through and it caused more problems then it solved. It caused millions of peasants to starve and especially under Joseph Stalin it caused severe inequality among its peoples even though the main idea of communism is to

Anchor Paper – Thematic Essay—Level 3 – B

have everybody equal. Karl Marx's work even influences the world today. The Peoples Republic of China today is communist and derives their ideas from Marx's writings.

Many regions, societies, and countries were influenced by Adolf Hitler and Karl Marx. Their writings of "Mein Kampf" and "The Communist Manifesto" have influenced the world we live in today.

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

- Develops some aspects of the task with some depth for Adolf Hitler's *Mein Kampf* and Karl Marx's *Communist Manifesto*
- Is more descriptive than analytical (*Mein Kampf*: Germany crippled by the Treaty of Versailles ending World War I; Hitler blamed Germany's defeat on communists, Jews, and Weimar government; main idea was that Germans were like the Aryan race, people considered to be superior; wanted to restore Germany to position of world power; changed European society through his hateful ideas and actions; negatively influenced all the regions his armies expanded into; *Communist Manifesto*: Marx saw the horrors of capitalism—low pay, long hours, and living conditions were poor; believed laissez-faire practices hurt workers; claimed a fairer system would result from class struggle; called his doctrine scientific socialism; idea was that workers of the world would unite and have a revolution; when working class stood up to evil capitalists, they would institute communism and make the world a better place; Soviet Union claimed to use Karl Marx's ideas to produce communist society; communist system not for the better; implementation of communism poorly thought out and caused more problems than it solved)
- Includes some relevant facts, examples, and details (*Mein Kampf*: Neville Chamberlain; appeasement; Munich Pact; annexation of Austria and Czechoslovakia; *Communist Manifesto*: Friedrich Engels; Industrial Revolution; proletariat; Bolshevik Revolution; millions of peasants starved; Joseph Stalin)
- Demonstrates a satisfactory 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 3. The discussion of *Mein Kampf* and *Communist Manifesto* is a factual narrative that demonstrates an understanding of the task; however, generalizations used to discuss each work's idea and its influence lack development.

The world has been built on the minds of great thinkers.

Philosophers have developed ideas over the course of the world's history to keep society going. John Locke's *Two Treatises on Government* and Adam Smith's *Wealth of Nations* have served as guides to developing certain societies.

John Locke's *Two Treatises on Government* contained a rather powerful idea for the time. This writing came during the Enlightenment in England and much of Europe, when absolute monarchs like the Stuart Kings of England and Louis XIV, XV, and XVI of France held firmly onto their power. Democratic ideals were very revolutionary during the time of divine right monarchy. Locke, in this document, argued that the people gave the government the right to rule. If the government abuses this right, according to Locke, the people have the right to overthrow the government. This was called the social contract theory of government. Locke's writings were precursors to democracy and parliamentary rule in England. His work argued for, and eventually helped result in, an end to absolute monarchy in Britain. John Locke's *Two Treatises on Government* later influenced American colonists to rebel against the British and the ending of absolute rule in France.

Adam Smith's *Wealth of Nations* served as a precursor to laissez-faire capitalism. His work came at a time when his British homeland engaged in mercantilism with its colonies. This meant that the British would harvest raw materials from its colonies and then process the materials in the home country. Smith argued that laissez-faire capitalism, or a free market with little to no government restriction, would lead to great wealth for the country. The desire by individuals to

Anchor Paper – Thematic Essay—Level 3 – C

make a profit was an incentive for that individual to take a risk and invest. Wealth invested in machines, factories, and transportation funded the Industrial Revolution in England. Profit motives influenced how much workers were paid and their treatment. Smith's writings aided in the establishment of free market capitalism in England and in other parts of the world. Adam Smith's *Wealth of Nations* accounted for the rise of capitalism in England.

Great thinkers have pushed the world forward.

Anchor Level 3-C

The response:

- Develops all aspects of the task in little depth for John Locke's *Two Treatises on Government* and Adam Smith's *Wealth of Nations*
- Is more descriptive than analytical (*Two Treatises on Government*: absolute monarchs held firmly onto their power; Locke argued that people gave government the right to rule; if government abuses this, the people have the right to overthrow the government; called the social contract theory of government; writings precursor to democracy and parliamentary rule in England; ideas helped result in an end to absolute monarchy in Britain; influenced American colonists to rebel; *Wealth of Nations*: came at a time when British homeland engaged in mercantilism with its colonies; Britain would harvest raw materials from its colonies and process materials in home country; Smith argued that a free market with little to no government restriction would lead to great wealth for the country; desire by individuals for profit was incentive for individuals to take a risk and invest; profit motives influenced how much workers were paid)
- Includes some relevant facts, examples, and details (*Two Treatises on Government*: Enlightenment; democratic ideals revolutionary; Stuart kings; *Wealth of Nations*: laissez-faire capitalism; Industrial Revolution in England)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The strength of the response lies in the relevant facts, examples, and details employed in the discussion of the idea. Further development of the influence of the idea and additional analytic statements would have enhanced the response.

Throughout global history there have been many individuals who have recorded their ideas in written works. Two of these individuals are Adam Smith & Karl Marx. These individuals ideas have been used throughout history & had effected the societies in positive and/or negative ways.

During the Industrial revolution people faced many problems. There was air pollution, child labor, long hours of working & low pay. The economy was corrupted. Karl Marx a german philosopher found a theory named "scientific socialism". Karl Marx was a communist who wanted a classless society. He wanted to everyone get paid equally. No matter how hard you worked or didn't work at all by the end of the day you will be paid equally as everyone else. Karl Marx wrote a book named Communist Manifesto. In that book he talked about communism & made some points such as: There is always a class struggle between the rich & the workers.

— The working class should rise up & throw the bourgeoisie.

— The capitalists are taking advantage of the working class, to get profit. Moreover, there were points about how to be a communist.

While Karl Marx wanted to fix the economy through communism, Adam Smith who was also a philosopher, completely disagreed with Karl Marx. Adam Smith was a capitalist & he was following a policy named Laissez-faire. According to this theory the government had little or no interference in the economy. Adam Smith believed that capitalism would work best for economy. He believed that if one person works harder than the other person that person should get paid more. They also could own private lands & business. He wrote a book named the "wealth of nations" in which he give points on capitalism. The

Anchor Paper – Thematic Essay—Level 2 – A

capitalism focused on people's rights while communism focused on society more.

Futhermore, people used both ideas throughout history. For example In China, Mao Zedong used Karl Marx's ideas & it didn't worked well. The economy was corrupt. The idea of Adam Smith was used as well which worked well & had a positive effect on society.

Throughout the global history there have been many individuals like Adam Smith & Karl Marx whose ideas have effected the society in positive and/or negative way & continues to do so today.

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

- Develops some aspects of the task in some depth for Karl Marx's *Communist Manifesto* and Adam Smith's *Wealth of Nations*
- Is primarily descriptive (*Communist Manifesto*: always a class struggle between the rich and the workers; working class should rise up; capitalists taking advantage of working class to get profit; *Wealth of Nations*: according to theory, government had little or no interference in the economy; person could own private lands and business); includes faulty analysis and application (*Communist Manifesto*: economy was corrupted; no matter how hard you worked or did not work at all, by the end of the day you will be paid equally as everyone else)
- Includes few relevant facts, examples, and details (*Communist Manifesto*: Industrial Revolution problems: air pollution, child labor, long hours of working, low pay; scientific socialism; *Wealth of Nations*: capitalist; laissez-faire); includes an inaccuracy (*Wealth of Nations*: Adam Smith completely disagreed with Karl Marx)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The main idea for Karl Marx's *Communist Manifesto* and for Adam Smith's *Wealth of Nations* is developed in some depth. Although a basic knowledge of these written works is evident, the listing of details for historical circumstances for the *Communist Manifesto* and the lack of development of the influences of both works weaken the response.

Intellectuals, philosophers, and leaders have often recorded their ideas in written works. These ideas have been used in history to guide societies and influence the course of national and regional development. Leaders such as John Locke and Elie Weisel have been influential figures in their own individual eras due to their written works, each idea holding an impact in their environment politically or socially and were written in response to that.

Thomas Jefferson, the man who would draft the Declaration of Independence originally was inspired by a philosopher of the enlightenment, John Locke. The enlightenment was an era of ideas spreading about the government and what it should be as well as the individual's place in their society. Philosophers such as Locke bought the ideas of inalienable individualistic rights. It would be these ideas that would inspire Thomas Jefferson later on in history. A prime example of written works by leaders, philosophers, and intellectuals. The Two Treatises on Government by John Locke reinvented the idea of Government and its relationship with the people, so that the quote by Thomas Jefferson was brought to life "A society in which people fear the government, is when there is tyranny but in a society where the government fears the people their is democracy."

Written works continue to guide newer or more recent societies politically, socially, etc. It is from history that a wisdom can be achieved, history often repeats itself. John Lock's written works would also lead to a sort butterfly effect. It would reinspire the American Revolution, which would contribute to the French revolution and the revolutions in southern/Latin America as well as Haiti where T'oussaint L'Overture would be a leader for the revolution. History

repeating itself as people overthrow their tyrannical or oppressive Government. Overall the written works of John Locke including his "Two Treatises on Government" would shape a newer image on a Government that would give more power to the people and thus it would fear them.

As History continues to repeat itself people continue to remake the same mistakes, including Genocide, the systematic killing of one group of people to exterminate them. Genocide was first given a definition after the Holocaust and World War Two. In which Adolf Hitler, and his political party Nazi came to power and followed a policy of the Final Solution. After failing to relocate the group of people they were prosecuting against, Jewish people, Hitler followed through with his policy of the Final Solution. The extermination of the Jewish people and all he degraded as sub-humans (for example Gypsies).

The world promised "Never Again". However it is not a promise to be kept. Genocide would continue to thrive in Rwanda as well as other areas around the world. It would be from the violations of Human rights that Elie Wiesel would speak out against in his book "Night."

Anchor Paper 2-B

The response:

- Develops some aspects of the task in some depth for John Locke's *Two Treatises on Government* and in little depth for Elie Wiesel's *Night*
- Is primarily descriptive (*Two Treatises on Government*: ideas would inspire Thomas Jefferson; reinvented the idea of government and its relationship with the people; Locke's written works would inspire American Revolution, which would contribute to the French revolution and revolutions in Latin America; works of Locke would shape a newer image of government that would give more power to the people; *Night*: genocide given definition after the Holocaust and World War II; Adolf Hitler and his political party followed a policy of the Final Solution; extermination of Jewish people and all he degraded as sub-humans; the world promised "Never Again," however not a promise to be kept; genocide would continue to thrive in Rwanda)
- Includes few relevant facts, examples, and details (*Two Treatises on Government*: Locke was a philosopher; Declaration of Independence; Haiti; Toussaint L'Ouverture; *Night*: Nazi Party; violation of human rights); includes an inaccuracy (*Two Treatises on Government*: where government fears the people there is democracy)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The treatment of the main idea and the impact of the idea for *Two Treatises on Government* and the historical circumstances for *Night* include relevant facts, examples, and details in some depth. Repetition, insufficient development, and some lack of clarity characterize the discussion of the remaining aspects of the task.

Intellectuals, Philosophers, and leaders throughout history have recorded their ideas in written works. These ideas have guided societies and have influenced the course of national and regional development. Two of these people are Karl Marx who wrote the Communist Manifesto, and John Locke who wrote Two Treatises on Government. The works of Karl Marx has led to the creation of communist states. John Locke's ideas have lead to the creation of democracies.

The world was industrializing, economies were becoming stronger. More money was going to the rich while the workers were given practically nothing except ridiculous and cruel hours. Karl Marx was repulsed by this aspect of life and thought the power and money should be given to the masses and the workers, not the elite. So with this thought in mind he wrote the Communist Manifesto, with the main idea of power to the workers. Marx's manifesto has influenced the development of many nations including Russia with the Bolshevik Revolution. As well as China with Mao Zedong's rise to power. The Communist Manifesto has played a major role throughout history, whether it helped create or destroy nations.

Even toward the end of Feudalism's long reign it was still a powerful form of government and all of the power was in the Monarchs and the church. The serfs had no basic rights or a choice as to how they were governed. John Locke did not enjoy this thought, he believed that the people should have a choice of government. While writing "Two Treatises on Government" Locke's main idea was the thought that the people have the right to choose their government as well as the right to life liberty, and property. These ideas lead to the development of the United States. Two Treatises on Government has unified nations and

Anchor Paper – Thematic Essay—Level 2 – C

created democracies.

written works created by intellectuals, philosophers, and leaders have lead to the creation or destruction of nations. unified and divided people.

Anchor Paper 2-C

The response:

- Minimally develops all aspects of the task for Karl Marx’s *Communist Manifesto* and John Locke’s *Two Treatises on Government*
- Is primarily descriptive (*Communist Manifesto*: world was industrializing; economies were becoming stronger; workers given nothing except ridiculous and cruel hours; Marx thought power and money should be given to masses and workers; main idea of power to the workers; influenced the development of many nations; *Two Treatises on Government*: feudalism was a powerful form of government; Locke believed people have right to choose their government as well as the right to life, liberty, and property; ideas led to the development of the United States; unified nations and created democracies)
- Includes few relevant facts, examples, and details (*Communist Manifesto*: Russia with Bolshevik Revolution; China with Mao Zedong’s rise to power; *Two Treatises on Government*: power in monarchs and Church; serfs had no basic rights)
- Demonstrates a general plan of organization; includes an introduction that is slightly beyond a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. In this response, all aspects of the task are mentioned although not fully addressed. Lack of details and overgeneralizations characterize this response.

Throughout history leaders, philosophers and intellectuals have written pieces that describe what their perfect society, or government and these pieces have had lasting impact on the governments and historians for that matter. Two writing pieces and people that stand out are The Communist Manifesto by Karl Marx, the founder of communism, and Mein Kampf by Adolph Hitler, the leader of the Nazi party in Germany. These two pieces sparked societies to plunge into chaos and often genocide.

Adolph Hitler wrote Mein Kampf about his life and how he wanted a perfect race of people the Aryan race people with blue eyes and blonde hair and he wrote this at a time when Germany wasn't stable because of the Treaty of Versailles after World War I all the blame was put on Germany and their economy and politics suffered immensely. The Nazi party was starting up and soon thereafter Hitler joined and took control and eventually instated fascism as Germany's government and committed countless acts completely violating human rights.

The Communist Manifesto by Karl Marx and lesser known Friedrich Engels was the start of the ideals of communism and how specifically the proletariat class will overthrow the bourgeoisie in all countries and that everyone would be equal, there were to be no social classes.

The Communist Manifesto and Marx had great ideas and they could have possibly worked but leaders that chose communism as their economy but the original ideas way out of shape and blew certain ideas way out of proportion and others blew right out of the water.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task
- Is descriptive (*Mein Kampf*: Hitler wanted a perfect race of people, the Aryan race; German government was not stable because of the Treaty of Versailles; instated fascism as German government; committed countless acts violating human rights; *Communist Manifesto*: proletariat class will overthrow bourgeoisie in all countries; everyone would be equal)
- Includes few relevant facts, examples, or details (*Mein Kampf*: World War I; all blame put on Germany; economy and politics suffered; Nazi Party; *Communist Manifesto*: Friedrich Engels; start of ideal of communism; no social classes)
- Demonstrates a general plan of organization; includes an introduction that is slightly beyond a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The strongest part of the response is the series of statements about Adolf Hitler's *Mein Kampf*. The main idea of Karl Marx's *Communist Manifesto* is mentioned, but development of the rest of the task is lacking.

Many people in the past have written things down in some type of way that has been used throughout history. Some are more known than others and have influenced the course of national and regional development.

“Night” is a book written by Elie Wiesel. He talks about what it was like to grow up in the time of the Holocaust being a Jew. He describes some days being much worse than others. He recalls being starved and worked everyday. He tried to tell the readers through his words that this event was horrible and should never happen again. No one has forgotten this event and he has inspired more people to share their experiences, he caused many people to speak out.

A man named Martin Luther also wrote something that influenced a nation. This was known as the 95 Theses. It was a list of complaints about the Roman Catholic Church. It was posted on the door of a church in Wittenburg, Germany. He complained about Priests being unholy and collecting way too much tax money. He was meant to speak out against the government and the Church for what he believed was wrong. He wanted other people to follow him in this movement. This caused newspapers to be printed and spread across the country and all over Europe! Everyone heard about it and caused people to question the Church and its power.

This is how some writings of people from the past have influenced history. This is also just two examples and there are many more.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task
- Is descriptive (*Night*: talks about what it was like to grow up in time of the Holocaust being a Jew; tried to tell readers that this event was horrible and should never happen again; has inspired more people to share their experiences; *Ninety-five Theses*: list of complaints about the Roman Catholic Church; complained about priests being unholy)
- Includes few relevant facts, examples, or details (*Night*: starved and worked every day; *Ninety-five Theses*: posted on the door of Church in Wittenberg, Germany); includes inaccuracies (*Ninety-five Theses*: complained about priests collecting way too much tax money; caused newspapers to be printed and spread all over Europe)
- Demonstrates a general plan of organization; includes an introduction and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response demonstrates a very basic understanding of the task. The main idea of both written works is provided as are a few other details; however, overgeneralizations and inaccuracies limit the response's effectiveness. Although the *Ninety-five Theses* is not within Units Five through Eight of the 10th-grade curriculum, discussion of this 9th-grade subject meets the minimum requirements of the task.

Certain individuals are able to bring about change in a society, in both secular and religious aspects. Justinian and Martin Luther are examples of individuals who successfully influenced their respective societies through writings.

In 1517, Martin Luther published the 95 theses and tacked it on the Wittenberg church door. The 95 theses consisted of problems and complaints Luther had with the Roman Catholic Church. Simony, the selling of church offices, and indulgences, or payments to the Church that in return would guarantee forgiveness of sins, according to the church, were among these. Luther disagreed with the Church's actions and strongly believed that Christians should focus on scripture (the Bible) as those were considered holy and the word of God. For Luther, faith and not the authority of the Pope was the means of salvation. He believed Christians had an individual relationship to God. Luther's 95 theses were easily reproduced due to the invention of the printing press by Johannes Gutenberg. Since reproduction was easily facilitated, the copies of the 95 theses were easily distributed throughout Germany, Luther's place of origin.

Many people agreed with Luther. Since Luther had been excommunicated, as he refused to take back what he said in the 95 theses, the Protestant revolution commenced, and Lutheranism formed as a new version of Christianity. This caused conflict all over Europe, because now different rulers were seeking benefit from the revolution. Many nations faced divisions among their people based on religious preferences, for example, Germany to this day has regions with populations that are more Protestant or more Catholic. Luther's 95 theses not only caused a split between Christians, but division

Thematic Essay—Practice Paper – A

between or within nations.

With the fall of the western Roman empire in the 500's A.D. Justinian tried to unify the eastern Roman empire through codification of Roman law. In a way, he attempted to preserve the idea of a Roman empire as various tribes conquered the west. With his law code, "the Body of Civil Law" Justinian codified, or had scribes write down, law codes such as the Roman Empire's 12 tables, jury rulings and existing laws that had not been written down in a single collection. These assembled legal writings provided a code of law that could be used to unify the Byzantine empire. It applied to everyone in the empire regardless of where people lived in the empire or what the local laws were. Justinian's code include things like property rights, laws about marriage and children.

In the short run, Justinian's Code helped solidify his rule. In the long run, it preserved Roman Law and served as the foundation for many legal codes throughout Europe.

Both Martin Luther and Justinian had an impact on secular and religious aspects through their writings.

History shows that a number of Philosophers, Intellectuals, & Leaders have ideas & opinions on how society should operate, & many have recorded it. Whether the ideas were bad or good, it affected the surrounding regions with a Great Impact. Leaders like Adolf Hitler, & his work, Mein Kampf, & John Locke & his work, Two Treaties on Government, have greatly influenced Society & have left their mark on history.

After WWI, Europe is left in ruins & the allies are pointing their fingers at Germany to blame them for the war. Under the Treaty of Versailles, Germany is forced to pay a large sum as reparation in a relatively short period of time, & lost land as well. This left a bitter feeling in the hearts of the German people, including Adolph Hitler, who served as a soldier in the German army. After the war, Hitler decided to join a small political party that was eventually called Nazi. A few years after the war, Hitler was arrested for trying to overthrow the German government. In his times in prison, he decided to write the book, Mein Kampf in which he described his goal of a unified, more powerful Germany. This was based on his idea of the "Aryan people" his incorrect reference to the people of Germany who supposedly, were the superior race. He demonstrated his hatred of the Treaty of Versailles & promised to tear it up. A lot of economic problems plagued Germany because of reparations, resulting in inflation and massive unemployment. The value of the mark was almost nothing, & prices of foods & common household items shot up. America tried to help by giving loans to Germany, but when the Great Depression struck, all the American loans to Germany were halted. Germany was in some rough times. Hitler blamed the Jews for being the cause of all of

Germany's political & economic problems. Once out of prison, Hitler made his way up in the German government to Chancellor. As Chancellor, he expanded Nazi persecution of German Jews while regaining land lost in the Treaty of Versailles. With all of his success, this caused many to follow Hitler's lead. In 1939, Hitler invaded Poland, starting WWII. He imprisoned many of Europe's Jews in concentration camps and Hitler expanded this brutality to the mass murder of Jews and others by overworking, starving, shooting, and gassing them to death. This brutality became known as the Holocaust. Concentration camps have been turned into museums so that no one forgets.

During the enlightenment, many philosophers & intellectuals began recording their ideas about the best way for a government & society to work. At the time, most European governments were characterized by absolute monarchs who were supported by nobles and clergy. Writers of the enlightenment took the idea of natural laws from the Scientific Revolution and applied them to the economic, political and social conditions of society. They hoped to improve society. One of the writers was John Locke. In his book, *Two Treatises of Government*, Locke expresses his thoughts on human nature, & government & its duties. Locke believed man was born with 3 natural rights: life, liberty & property, & it was the duty of the government to protect them. If the government failed to do so, it was the right of the people to overthrow the government & start a new one that would protect those rights. He also believes the government's power came from the people governed. Many of his beliefs helped spark future revolutions & were used in future declarations and constitutions. The first time this

Thematic Essay—Practice Paper – B

concept was applied was in the American Declaration of Independence which declared natural rights were inalienable. From the French Revolution through all of the Latin American revolutions, John Locke ideas of liberty and the will of the people are evident. To this day, many of his ideas stand in modern governments.

In conclusion, society has been greatly affected by intellectual, philosophers, & leaders & their written ideas.

Thematic Essay—Practice Paper – C

Intellectuals, philosophers, and leaders have often recorded their ideas in written works. These ideas have been used throughout history to guide societies and influence the course of national and regional development.

There are many, many leaders in history. Two very important people in history are Adolf Hitler and Joseph Stalin. Adolf Hitler was a large part of world war two. He violated many human rights laws and was the leader of the Nazi army. Germany was under Hitlers rule, and world war two came to an end partly because of his death. Joseph Stalin was part of the Soviet Union and communism. Stalins plan was to take over the world and he played a large role in the cold war and world war two. One of the causes of the cold war was communism vs capitism. The fear of communism spread through America due to Stalin.

Clearly these two leader had a very large impact during the time and they are still important to learn about today.

Thematic Essay—Practice Paper – D

Written works and their writers often greatly affect the political and economic climate around them. Adolf Hitler's *Mein Kampf* and John Locke's *Two Treatises on Government* are among these. Both Hitler's and Locke's works greatly affected the history of Europe.

Adolf Hitler used the ideas in his book *Mein Kampf* (My Struggle) to turn Germany into a global power in the 1930's and 1940's. At the time of its writing, Germany was controlled by the Weimar Republic. This government accepted Allied demands in the Treaty of Versailles creating widespread resentment among the people. Germany was plunged into vast debt, inflation, and unemployment making Germans angry with their leaders and the results of World War I. Many Germans desired revenge and this allowed dictatorial leaders, like Hitler and the Nazis to take power.

The main idea of *Mein Kampf* was the desire for power and prosperity for the Aryan, or German, peoples. Specifically, Hitler advocated for *Lebensraum* or living space. Hitler wanted Germans to inhabit all of the Northern European Plain, from France to Russia. Hitler planned on doing this by a series of invasions and annexations. From the annexation of Austria to Operation Barbarossa, this plan was set in place.

Hitler's idea of German power, prosperity and *Lebensraum* led to persecutions of many groups such as Jews, communists, gypsies, and many more, to create more space and fewer non-Aryans. This included events like *Krystalnacht* and culminated in the Holocaust. *Krystalnacht*, or the Night of Broken Glass was the beginning of full persecution of the Jews and the Holocaust was a systematic genocide of "unfit" individuals and groups.

Thematic Essay—Practice Paper – D

Next, John Locke was a British essayist during the Enlightenment. Locke lived at a time where absolutist and oppressive governments controlled European regions. Leaders such as King Louis XIV of France wielded awesome power and proclaimed divine right rule. John Locke rejected this while others, such as Thomas Hobbes advocated absolute rule.

John Locke's Two Treatises on Government had a simple central idea of three "unalienable" rights. Life, Liberty, and Property. Locke's ideas summed up liberal Enlightenment thinking. Locke believed these unalienable rights were guaranteed to all and the government could not alter or take away these rights.

In advocating for this, Locke altered western thought dramatically. Locke and his supporters put a liberal swing on western European politics. Locke's natural rights resonate in the United States' Declaration of Independence and the French Declaration of the Rights of Man and the Citizen.

Intellectuals, philosophers, and leaders have often recorded their ideas in written works. These ideas have been used throughout history to guide societies and influence the course of national and regional development. Two people who have written works regarding their ideas are Elie Wiesel – “Night” and Mao Zeng – “Little Red Book”. Their works have historical circumstances surrounding their writing and have definitely influenced the development of a nation or region.

“Night” is a book written by Elie Wiesel which explains in great detail his horrific experiences during the Holocaust. Elie was taken away from his home and from his family. He was taken to concentration camps in Germany where he witnessed incredibly gruesome events like watching mass killings and people being tortured. Elie himself was overworked, starved, physically and mentally abused, and separated from his family. The main idea found in his book is that Jews have struggled so much due to Adolf Hitler and Nazi’s in Germany. The Holocaust is one of the biggest genocides in history, nearly completely wiping out the Jews. This written work has influenced so many people and has influenced so many countries. Almost anyone reading this book would be heartbroken due to the horrific actions that have happened. This event is something that will hopefully never happen again.

“Little Red book” is a written book by Mao Zedong. Like the laws we have today, the “Little Red book” is a book of codes and laws that Mao wrote for his people. His historical circumstances behind this book is that Mao wanted to strengthen his nation and provide order and stability. He wanted his people to follow his laws.

Recorded ideas in written works have helped improve and develop

Thematic Essay—Practice Paper – E

societies in different regions and nations. Elie Wiesel's "Night" have shown people the horrific actions that took place in Germany during the Holocaust. Mao Zedong's "Little Red Book" helped him organize his nation and stabilize his people.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth for Martin Luther’s *Ninety-five Theses* and Justinian’s *Body of Civil Law*
- Is more descriptive than analytical (*Ninety-five Theses*: consisted of problems and complaints Luther had with the Roman Catholic Church; Luther strongly believed Christians should focus on scripture; faith and not the authority of the Pope was the means of salvation; believed Christians had individual relationship with God; caused conflict all over Europe; many nations faced divisions among their people based on religious preferences; Germany today has regions with populations that are more Protestant or more Catholic; caused split between Christians and divisions between or within nations; *Body of Civil Law*: after fall of western Roman Empire in 500s, Justinian tried to unify eastern Roman Empire through codification of Roman law; attempted to preserve idea of Roman Empire as various tribes conquered the west; applied to everyone in empire; helped solidify his rule; served as the foundation for many legal codes throughout Europe)
- Includes some relevant facts, examples, and details (*Ninety-five Theses*: simony, selling church offices; indulgences, payments to Church that guarantee forgiveness of sins; printing press; Johannes Gutenberg; Protestant Revolution; Lutheranism; *Body of Civil Law*: Twelve Tables, jury rulings, and existing laws that had not been written down in a single collection; included property rights; laws about marriage and children)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of Luther’s *Ninety-five Theses* includes good information related to the historical circumstances and develops the key idea. The discussion of Justinian’s *Body of Civil Law* is more basic and lacks development. Although the written works selected are not within Units Five through Eight of the 10th-grade curriculum, discussion of these 9th-grade subjects meets the requirements of the task.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task for Adolf Hitler’s *Mein Kampf* and John Locke’s *Two Treatises on Government*
- Is both descriptive and analytical (*Mein Kampf*: in Treaty of Versailles, Germany forced to pay large sum as reparations in relatively short period of time; left bitter feeling in hearts of German people; “Aryan people” was Hitler’s incorrect reference to people of Germany who were supposedly the superior race; when Great Depression struck, American loans to Germany halted; blamed Jews for being cause of all Germany’s political and economic problems; expanded Nazi persecution of German Jews while regaining land lost in Treaty of Versailles; imprisoned many of Europe’s Jews in concentration camps; Hitler expanded this brutality into the mass murder of Jews; *Two Treatises on Government*: European governments characterized by absolute monarchs, supported by nobles and clergy; writers of Enlightenment took the idea of natural laws from the Scientific Revolution; applied idea of natural laws to economic, political, and social conditions; Locke believed man was born with three natural rights: life, liberty, and property; duty of government to protect natural rights; if government failed, people had right to overthrow government and start new one; believed government’s power came from the people)
- Supports the theme with relevant facts, examples, and details (*Mein Kampf*: Allies blame Germany; Hitler decided to join small political party called Nazi; inflation and massive unemployment; German Chancellor; invaded Poland in 1939, starting World War II; Holocaust; *Two Treatises on Government*: used in future constitutions; American Declaration of Independence; French Revolution; Latin American revolutions)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Most of the analytical aspects of the response occur in the discussion of John Locke, while the treatment of Adolf Hitler is more descriptive. A clear understanding of the role of ideas in history is evident, demonstrating an understanding of the task.

Practice Paper C—Score Level 0

The response:

Fails to develop the task and includes no relevant facts, examples, or details

Conclusion: The response fits the criteria for Level 0 because it does not include the historical circumstance, the main idea, and impact of the main idea for two written works as specified in the task.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth for Adolf Hitler’s *Mein Kampf* and John Locke’s *Two Treatises on Government*
- Is more descriptive than analytical (*Mein Kampf*: Hitler used ideas in his book to turn Germany into global power in 1930s and 1940s; Germany plunged into vast debt, inflation, and unemployment making Germans angry with their leaders and the results of World War I; allowed dictatorial leaders like Hitler to take power; main idea was desire for power and prosperity for the Aryan, or German, peoples; advocated for Lebensraum or living space; idea led to persecution of many groups; Holocaust was the systemic genocide of “unfit” individuals and groups; *Two Treatises on Government*: absolutist and oppressive governments controlled European regions; central idea of three inalienable rights—Life, Liberty, and Property; ideas summed up liberal Enlightenment thinking; inalienable rights guaranteed to all and government could not alter or take away these rights; put a liberal swing on western European politics)
- Includes some relevant facts, examples, and details (*Mein Kampf*: Weimar Republic; Treaty of Versailles; Nazis; Northern European Plain; annexation of Austria; Operation Barbarossa; Kristallnacht; Jews, communists, gypsies; *Two Treatises on Government*: British essayist; Louis XIV of France; divine right rule; Hobbes advocated absolute rule; United States Declaration of Independence; French *Declaration of the Rights of Man and of the Citizen*)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates a clear understanding of the significance of both historical works. Overgeneralizations and lack of development, particularly for the influence of these works, weaken the response.

Practice Paper E—Score Level 1

The response:

- Minimally develops some aspects of the task
- Is descriptive (*Night*: explains horrific experiences during Holocaust; taken from home and family; witnessed incredibly gruesome events like watching mass killings and people being tortured; main idea is that Jews have struggled due to Adolf Hitler and the Nazis in Germany; this event is something that will hopefully never happen again; *Little Red Book*: Mao wanted to strengthen his nation)
- Includes few relevant facts, examples, or details (*Night*: one of biggest genocides in history, nearly wiping out the Jews; has influenced many people and countries); includes inaccuracies (*Night*: Wiesel taken to concentration camps in Germany; *Little Red Book*: book of codes and laws)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The treatment of Elie Wiesel’s *Night* minimally discusses circumstances and the main idea. The discussion of Mao Zedong’s *Little Red Book* demonstrates a lack of knowledge of the book and of the Cultural Revolution.

Transition Exam in Global History and Geography—Grade 10 Specifications June 2018

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Culture and Intellectual Life	Standards 2, 4, and 5: World History; Economics; Civics, Citizenship, and Government
Document-based Essay	Change; Conflict; Imperialism; Movement of People and Goods; Economic Systems; Political Systems; Power; Science and Technology; Human and Physical Geography; Environment and Society; Human Rights	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

Scoring information for Part I and Part II is found in Volume 1 of the Rating Guide.

Scoring information for Part III is found in Volume 2 of the Rating Guide.

The *Chart for Determining the Final Examination Score for the June 2018 Transition Exam in Global History and Geography—Grade 10* will be posted on the Department’s web site at: <http://www.p12.nysed.gov/assessment/> no later than June 22, 2018. 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.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.