

# FOR TEACHERS ONLY

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

VOLUME  
**1** OF **2**  
THEMATIC ESSAY

## TRANSITION EXAM IN GLOBAL HISTORY AND GEOGRAPHY—GRADE 10

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

### RATING GUIDE FOR PART II (THEMATIC ESSAY)

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

#### Contents of the Rating Guide

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

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

General:

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

## Mechanics of Rating

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

### Rating the Essay Question

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

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

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

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

**Transition Exam in Global History and Geography—Grade 10**  
**Content-Specific Rubric**  
**Thematic Essay**  
**August 2019**

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

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

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

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

**You are *not* limited to these suggestions.**  
**Do *not* use an example from the United States in your answer.**

**Scoring Notes:**

1. This thematic essay has a minimum of *two* components (for *each* of *two* governments, groups, and/or individuals that have used transportation or communication technologies, discussing how a specific government, group, and/or individual used transportation *or* communication technologies to unify *and/or* control a society or region).
2. The same transportation or communication technology may be used in the discussion, e.g., the use of propaganda by both Mao and Stalin, but the facts and details will differ.
3. The response may also include an explanation of how a government’s loss of control of a region enabled other groups to use the transportation or communication technology to control the region.
4. How a specific government or group unified and/or controlled a society or region using transportation or communication technology may be discussed from different perspectives as long as the position taken is supported by accurate historical facts and examples.
5. If more than two governments, groups, and/or individuals that have used transportation or communication technologies are discussed, only the first two may be scored.
6. The response may include a topic drawn from the 9th-grade curriculum as long as the response meets the requirements of the task, e.g., Luther’s use of the printing press and/or Roman or Inca use of roads.

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

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

### Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing how **two** specific governments, groups, and/or individuals used transportation **or** communication technologies to unify *and/or* control a society or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *Great Britain's use of railroads in India*: connects the movement of British troops and supplies in times of crises, the transport of Indian raw materials from the interior to the coast, and the movement of manufactured goods to the interior of the Indian subcontinent to the maintenance of British control of the region and the use of the railroads by Indian nationalists in their efforts to gain independence; *Great Britain's use of the Suez Canal*: connects British control of the Suez Canal, the consolidation of British authority in South Asia, increases in profits and reduction of costs, reduced travel time, and the dangers of sea travel to the strengthening of the British empire, the eventual rise of Egyptian nationalism, and regional conflict after Egypt's independence
- Richly supports the theme with relevant facts, examples, and details, e.g., *Great Britain's use of railroads in India*: thousands of miles of track; "Crown Jewel"; cotton; tea; movement of newspapers, magazines, and mail; partition; migration of refugees after partition; *Great Britain's use of the Suez Canal*: "crossroads of the world"; Mediterranean Sea; Red Sea; Ferdinand de Lesseps; Queen Victoria; increase in worldwide trade; Nasser; Suez crises; Middle East tensions
- 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 government, group, and/or individual that has used transportation or communication technology more thoroughly than the other
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *Great Britain's use of railroads in India*: discusses how railroads helped the British maintain colonial rule of India by moving troops and food where needed and how this promoted British economic and political interests at the expense of Indian interests, highlighting the social, economic, and political impacts on the people of India; *Great Britain's use of the Suez Canal*: discusses numerous advantages gained by the British from control of the Suez Canal that strengthened their control of the empire and their impact on the region after Egyptian independence
- 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
- 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** government, group, and/or individual that has used transportation or communication technologies to unify and control societies or regions and the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

**Score of 2:**

- Minimally develops *all* aspects of the task *or* discusses only *one* government, group, or individual that has used transportation or communication technology 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

Technology has impacted the world in many ways. Technology includes the creation of communication and transportation innovations such as the printing press, railroads, canals and cellphones. There are many governments, groups, and individuals that have utilized technologies to their advantage in an attempt to unify or control regions and societies. The British government once utilized railroads in India as a way to control the region. Many years later Gandhi used mass media to take control from Britain so that India could escape colonialism.

Great Britain colonized many regions following the Industrial Revolution. Their natural resources of coal and iron ore allowed them to create machines that could mass produce materials quicker and more efficiently, allowing Great Britain to flourish economically. Britain chose to colonize other regions so that they could acquire more resources and develop a trading system which benefitted their growing empire. One of the regions colonized by Great Britain was India. Great Britain promoted a system of mercantilism by which Britain took natural resources from India, which they used to manufacture products that were later sold back to India for profit. This favorable balance of trade greatly benefitted Great Britain's economy as well as led to increased influence in India.

Mercantilism was one way Great Britain established its control over India. One thing that helped them accomplish this was new technologies. The railroad system was developed in India by Great Britain to assist with the transportation of goods and people in order to better control the economy to benefit the British. The railroads would transport the raw materials from all around India to the coastlines

where the materials would be easily shipped to Great Britain. Great Britain also made use of the railroads to transport British manufactured products across India so that they could be sold and the profits could go back to Britain. Railroads served to not only economically benefit the British, but also served political purposes as well. Internal rebellions were easily suppressed. If troops needed to be deployed, railroads provided rapid relocation. As a result, Great Britain was able to maintain control of the subcontinent. Due to Great Britain's development of the railroad system, Great Britain had control over the transportation of goods, people and their resources, ultimately establishing their dominance over India.

Mohandas Gandhi was a European educated Indian who was also a lawyer. He believed that the British were oppressing the Indians by taking their resources and exploiting the nation to benefit Britain. Gandhi decided it was time for change and began a nonviolent nationalist movement to take control back from Britain and unify India. He understood that he would not only need the support of Indians, but also sought to inform other countries so that the world became aware of how India and its people were suffering under the British. This is what led Gandhi to utilize mass media as a way to help unify India. Using the media, Gandhi publicized protests that ultimately led to his arrest multiple times. However, these protests were effective partly since the news of them spread all around the world. People from many other countries learned of Gandhi and his noncooperation campaign, and they began to respect and support him. This support generated sympathy when Gandhi would fast for days to discourage violence or when he was sent to prison by British

authorities. The news would spread all over the world and soon Gandhi found good use of the media around him to document his actions. There were a variety of mediums Gandhi used to share his message. His writings in newspapers and pamphlets were disseminated to a wide audience during the independence movement. Additionally, international reporters used radio, the telegraph and film footage to share the brutality experienced by Indians by the British hand. Similar to future activists like Mandela, international pressure mounted and led to a successful campaign for change. Gandhi's movement was largely successful due to his use of the media. Eventually, Gandhi's use of technology worked in forcing Britain out, giving Indians independence.

Clearly, technology has been used for many advancements over the course of history. Many governments, groups, and individuals have used technology to benefit themselves in taking control of a region or by unifying regions. For example, Great Britain used railroads in India to enforce merchantilism that would give Britain control over India and its economy. Gandhi fought back with Britain through the use of mass media to unify the people as well as pushing foreign influence out of the region so that they could develop as their own nation.

## Anchor Level 5

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing Great Britain's use of railroads in India and Gandhi's use of mass media and how they were used to unify and control societies and regions
- Is more analytical than descriptive (*Great Britain*: natural resources allowed them to create machines to mass-produce materials; colonized other regions to develop trade systems to benefit their empire; established control over India; railroads served to economically and politically benefit the British; result of being able to suppress internal rebellions was control over subcontinent; *Gandhi*: believed the British were oppressing Indians by taking their resources and exploiting the nation; understood he would need the support of Indians, but also wanted to inform countries around the world; used mass media as a way to help unify India; international reporters used footage to share brutality experienced by Indians; similar to future activists, international pressure mounted and led to successful campaign for change)
- Richly supports the theme with relevant facts, examples, and details (*Great Britain*: Industrial Revolution; coal and iron; mercantilism; profits; rapid relocation; subcontinent; raw materials; coastlines; manufactured products; *Gandhi*: European educated lawyer; nonviolent; nationalist movement; protests; arrests; noncooperation campaign; fasting; newspapers and pamphlets; Mandela; independence)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond restatements of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. The response analyzes how technology was used to colonize India and also as a means of resistance toward independence. The response shows good understanding of chronology and the historical circumstances surrounding the use of railroads and mass media in India.

Throughout history, technology has been used by powerful figures to maintain, unify or control a society. Communication technologies have allowed for leaders to create a public persona to ensure loyalty and approval. For example, in China, following WWII, Mao utilized mass media technology to lessen resistance and increase support. Stalin also utilized communication technologies to maintain his power throughout his reign in U.S.S.R.

Mao utilized communication technologies to censor any opposing views in all forms of news media available to China's citizens. This allowed him to paint a grand picture of himself as a God-like figure. He used propaganda to remind people of the hardships faced & glories obtained during China's communist revolution & the Long March. This also allowed for him to gain public support throughout China, even when things weren't going well. One example is when Mao's power began to slip after The Great Leap Forward, in which Mao played a large role in the worst man-made famine in history. His use of propaganda led to the establishment of the Red Guard, which was essentially an army of students that enforced Mao's ideology and attacked those he saw as a threat to the revolution. Utilizing new radio and printing technology, this army supported Mao in a way that countered his opposition and painted his image as a great veteran and leader. The country still has memorials to Mao as some still venerate this leader.

Stalin also used communication technologies to maintain a good public image. Following Lenin's death, Stalin became a totalitarian leader. He was able to purge nearly all opposing parties and deterrents to his power, within the first few years of his rule. His

public image was maintained with propaganda – such as posters, artwork, slogans and speeches that would paint a picture of him as a beloved nationalistic figure. Propaganda videos were created to counter the negative affects of the 5 year plans and the collectivization of agriculture. The films and other propaganda depicted lush, happy farm life. In reality, Stalin's collectivization and harsh policies contributed to the massive famine in Ukraine. In Stalin's totalitarian regime even when living standards were low there was little opposition due to fear of being killed, jailed, or tortured. The use of print media allowed Stalin to spread communist doctrine and gain growing support for the state. Stalin created buy-ins in this way for state goals of increasing industrial and agricultural production. Without the ability to openly challenge the government, and with strict censorship policies, dissidents were few in number. At the end of the day, mass media served as a way to promote Stalinism and mask the true brutality of his rule.

Clearly, the use of communication technologies in totalitarian regimes, such as communist China & the U.S.S.R, allowed for leaders to create the support necessary to control their citizens and alleviate most opposition. As technology evolved, it sometimes allowed people to access other ideas and in time, challenge the practices of these oppressive regimes.

## Anchor Level 4

### **The response:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing Mao Zedong's use of mass media and Stalin's use of propaganda and how they were used to unify and control societies and regions
- Is both descriptive and analytical (*Mao Zedong*: used communication technology to censor opposing views; messages of previous hardships and glories were promoted; new technology allowed army of students to promote Mao as a hero; the country still has memorials to Mao; *Stalin*: used communication technology to promote his image; propaganda videos created to counter negative effects of collectivization; even when living standards were low there was little opposition due to fear of death or imprisonment; spread communist doctrine and grew support for the state; created buy-in for state goals of production; mass media served as a way to promote Stalinism and mask brutality)
- Supports the theme with relevant facts, examples, and details (*Mao Zedong*: public support; Great Leap Forward; famine; Red Guard; communist revolution; Long March; radio and printing technology; *Stalin*: Lenin, totalitarian leader; posters, artwork, slogans, and speeches; five-year plans; famine in Ukraine; industrial and agricultural production; dissidents; Stalinism, brutality)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond restatements 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. Connections between the use of propaganda by both Mao and Stalin add to the strength of the response.

Technology has developed throughout World History in many regions and nations. Transportation and communication technology has been used by groups, individuals and governments to control and unify regions and nations. Great Britain installed railroads in India which helped them to control and unify the subcontinent. Likewise, Adolf Hitler used mass media to appeal to Germans and to control what was going on in Germany. Germany was being controlled by Hitler and India was flourishing as a colony of the British Empire.

Great Britain colonized India and created the East India Company. Both were very important to Britain and the Indian colony soon became known as the "jewel in the crown." India was one of the biggest producers of raw materials, that would be sold in British markets. As the new technology emerged, the British installed railroads in India. These railroads helped British mercantilism flourish and modernized colonial infrastructure dramatically. Indian regions were now able to be connected to other areas within the subcontinent which promoted trade and more goods for British markets. Railroads allowed for Indian resources to be moved more quickly to coastal regions to be shipped back to Britain. This allowed for faster production and the eventual sale of British products. With railroads came other technologies like telegraph lines, and irrigation systems which helped with further modernizing India. Britain also controlled India by implementing regulations. Indian goods were not permitted to compete with British goods, as the British needed their goods to be sold for profit.

The German nation was disgraced by the terms of the Treaty of Versailles. Many felt the terms were unfair to the Germans because

they had to pay war reparations, give up territory, and take the blame for the cause of World War One. Adolf Hitler was a fascist leader who used this anger to appeal to the Germans. He later became the leader of Germany. Hitler used mass media and media sensationalism to govern and unify his people. Examples of mass media technology Hitler utilized included mass printing of pro-Nazi imagery, the use of radio to broadcast fiery speeches, and the censorship of all media that challenged his positions. As an example when people watched film, Hitler would sensationalize it and fill it with propaganda he would want you to watch. This resulted in the masses only knowing what he wanted them to know. Partly due to the fact that he used mass media to control what his people saw, learned and watched, he was able to better control them.

In conclusion, both of these technologies helped unify countries and colonies. Adolf Hitler unified his country by using mass media and media sensationalism. On the other hand Great Britain unified India by introducing railroad systems which resulted in modernization. Many leaders used transportation or communication technology to unify and control nations and regions.

### Anchor Level 3

#### **The response:**

- Develops all aspects of the task with little depth by discussing Great Britain's use of railroads in India and Hitler's use of mass media and how they were used to unify and control societies and regions
- Is more descriptive than analytical (*Great Britain*: colonized India; India was one of the biggest producers of raw materials sold in British markets; installed new technology of railroads; modernized colonial infrastructure; Indian regions connected which promoted trade; Indian resources could be moved quicker to coastal regions; Indian goods not permitted to compete with British goods; *Hitler*: German nation disgraced by terms of Treaty of Versailles; used anger to appeal to Germans and became leader; used mass media and sensationalism to govern and unify; mass media technology included radio, printing, and censorship; masses were controlled by Hitler)
- Includes some relevant facts, examples, and details (*Great Britain*: East India Company; jewel in the crown; subcontinent; telegraph lines; irrigation systems; regulations; *Hitler*: war reparations; blamed for cause of World War I; fascist; pro-Nazi imagery; fiery speeches)
- Demonstrates a satisfactory plan of organization; includes an introduction that is slightly beyond a restatement of the theme and a conclusion that is beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response develops all aspects of the task with relevant facts and details. The response demonstrates solid historical knowledge surrounding both technologies; however, the use of analysis is at times brief or underdeveloped.

Transportation and communication technologies have been used by governments, groups, and individuals to unify and control societies and regions. Unfortunately these powerful tools can empower leader that push to abuse human rights; Stalin and Hitler.

Joseph Stalin, leader of Russia, used propaganda through media to control the Russian people and conceal events as well. For example, Stalin used music, movies, television, and books to portray him in a positive light. These forms of media also influenced people to support the totalitarian government they were under. Stalin created sources of fake news to conceal the great famine and poverty that went on under his rule (5-year plans). These tactics worked to keep Stalin in power and control, another forceful leader used them to do the same thing.

Adolf Hitler, dictator of Germany, was able to unify Germany and control many other regions under Nazi Rule by using propaganda and mass media. Hitler and the Nazi Party showed antisemitism within flyers, books, and media to encourage the tension and hatred within Germany. He also portrayed a strong sense of nationalism which unified people—to support him and their country. The support allowed Hitler to take control and enforce more ideas. Propaganda that painted Hitler in a positive light was spread through the masses. And just like Stalin; movies, songs, television and more—was used to unite German people (not Jewish) and encouraged antisemitism. By gaining so much support by a unified group, and power, Hitler was able to control and create the Holocaust (genocide of Jewish).

Still to this day, individual people as well as governments and groups/parties use communication through media to encourage their intentions, control, and unite others.

## Anchor Level 2

### **The response:**

- Minimally develops all aspects of the task by discussing both Stalin's and Hitler's use of mass media and how they were used to unify and control societies and regions
- Is primarily descriptive (*Stalin*: leader of Russia used propaganda to control people and conceal events; music, movies, television, and books were used to portray Stalin in a positive light; tactics worked to keep Stalin in power and in control; *Hitler*: dictator of Germany who was able to control many regions using propaganda and mass media; Hitler and Nazi party showed anti-Semitism within fliers, books, and media to encourage tension and hatred; portrayed a strong sense of nationalism to gain support; propaganda that painted Hitler in a positive light used to unite German people)
- Includes few relevant facts, examples, and details (*Stalin*: totalitarian government; five-year plans; *Hitler*: genocide; Holocaust)
- Demonstrates a general plan of organization; contains an introduction and a conclusion that are restatements of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The discussion consists of a general narrative that shows a basic understanding of the task, but lacks supporting details. In addition, the response offers only isolated analysis in the treatment of both technologies.

Transportation and communication technologies have been used by governments, groups, and individuals to unify and control societies and regions. In Germany, Hitler used mass media as a way to grab people's attention. In Russia, Stalin also used propaganda as a way to make people be interested in him.

Hitler did many things to grab people's attention. In this case he used mass media for that. From posters to speeches in front of a lot people. Which did catch their attention just how he wanted it to be. He brainwashed many people to begin with. Once he got what he wanted which was power, he did many horrible things. In fact I'll give an example of what he did. He put Jews into a concentration camps and killed them alive. He persuaded people to give him what he wanted and that's what they got in return.

Another individual that used propaganda to control the society was Stalin. He was a dictator of the Soviet Union. Once he had power he collectivized farming and had potential enemies executed or sent to forced labor camps. The propaganda made him seem as if he were a brilliant and kind, all knowing person that would be a good leader just for the power. But after he got what he wanted he wasn't so good after all.

In conclusion, many leaders and dictators used propaganda for many reasons. In the case Hitler and Stalin both used mass media for power which they got.

## Anchor Level 1

### **The response:**

- Minimally develops some aspects of the task
- Is descriptive (*Hitler*: used mass media to get people's attention; brainwashed people to get power and did many horrible things; put Jews in concentration camps and killed them; persuaded people to give him what he wanted; *Stalin*: dictator of Soviet Union; once he had power he executed enemies or sent them to labor camps; propaganda made him seem brilliant, kind, and all-knowing)
- Includes few relevant facts, examples, or details (*Hitler*: posters; speeches; *Stalin*: collectivized farming)
- Contains an introduction that is a restatement of the theme and a weak conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The response shows a limited understanding of the task and mentions technologies used by both Hitler and Stalin. However, it lacks details as well as any clear connections to how the technologies were used to control or unite the regions discussed.

Throughout global history, many different individuals, groups, & nations have used communication & transportation technology as a way to unite or control a nation or region. Hitler's rise to power and continuation of power had a lot to do with how he used communication technology. The disagreements between nations over the Suez Canal has also been related to transportation technology.

After World War I, Germany was in a great deal of trouble. Germany was in debt because of paying reparations for the war, spirits were low after being forced to take the blame for the start of World War I, and they were upset with their leaders for causing all of these problems by signing the unfair Treaty of Versailles. The people of Germany were desperate for change and were willing to listen to anybody that promised them just that. These circumstances provided an ideal time for Adolf Hitler to step in & make his mark.

Hitler was an excellent speaker who promised Germany a better future, one with food, prosperity, and a stable government. So as Hitler rose to power, he gained more & more followers & therefore a larger audience to impose his ideas onto. Hitler used public speeches and new radio technology as a means of communication and his ideas spread like wildfire. Some of Hitler's ideas included false accusations against a scapegoat in the form of the Jewish people. This led to the spread of Anti-Semitism. His thoughts on Jewish people quickly spread throughout Germany via radio, public speeches, & newspapers. Hitler used these technologies to his advantage to gain and maintain power.

Another area greatly impacted by transportation technology was the Suez Canal. In North East Africa, Egypt to be exact, lies the

Suez Canal which is geographically a vital spot for the transportation of goods. Its location made trade easier and quicker by greatly shortening world trade routes. Additionally, whoever controlled it could charge fees for its use and gain wealth from controlling it.

The Suez Canal became an area of conflict, especially between Great Britain & Egypt. When the British controlled the canal, they heavily taxed others to use it and they also had a quicker and easier way for transportation of goods & soldiers to & from India, a nation they colonized. Egypt also wanted control of the canal, as it was part of their country and could benefit them economically with the amount of trade that goes through the canal. Despite this conflict and continued protests by Egyptians, the British maintained control of the Suez. Ultimately, this helped Britain to maintain its position as a dominant world Empire. The canal served as a means of transport for both products and troops. Economically, Britain benefitted by reducing the costs of trade. Additionally British troops could travel with ease for new territorial expansion or to suppress rebellion. The Suez canal was a much wanted area, by Great Britain & Egypt primarily, as a means for transportation technology.

Both Hitler's use of mass media and Great Britain's use of the Suez Canal shows how nations and people use technology to gain power. It is evident under both of these circumstances that technologies served as a way to control or unify a certain region or group of people. Often times, there are benefits for some groups while drawbacks for others.

Throughout history, technology and communication methods have evolved and spread around the world. Many governments, groups, and individuals such as Gandhi and Hitler have used this technology to unify or control societies and regions. Both these men used mass media to achieve their very different objectives. Technology has greatly impacted and influenced the regions that these men lived within.

Gandhi used new mass media technologies to help unify India. In the 1900's, Indians faced unfair conditions due to British colonization. In an effort to rid India of the British, Gandhi used mass media to unify Indian society which consisted of both Hindus and Muslims. Mass media allowed Gandhi to expose the nation to motivational speeches, which supported a common goal of reaching independence. For example, Gandhi used mass media to India's advantage by publicizing the Salt March. Newspapers documented the mass movement of nationalists to the Indian Ocean and subsequently published British attacks on salt makers and merchants. Gandhi also established his own newspaper called Indian Opinion. In its initial phases Indian Opinion was created to address the issues of discrimination in South Africa. After moving back to India, Gandhi wrote articles calling out British abuses and advocating for an end to the imperial world. News of Gandhi's passive resistance spread around the world, bringing light to the denial of human rights Indians were facing at the hands of the British, and even shame to the British Empire. In a post-WWII world, most of the world was in favor of practicing, enforcing, and respecting human rights. This exposure painted the British in a bad light, and helped India gain independence.

Hitler also used mass media as a tool to control Nazi Germany.

After WWI, Germany faced hardship as a consequence of the Treaty of Versailles. Devastation of the physical environment, war reparations, hyperinflation, loss of colonies, and global depression led to Germans looking for the promise of uplift. He also controlled the mass media, by censoring it, as a way to strengthen his influence over the public. Hitler also used mass media to convince people to idolize his own image. Hitler promoted positive imagery and associations of himself with slogans that appealed to the public. Perhaps most notably, Hitler used mass media to skew the public's perception of the Jewish people. Hitler used a variety of media tactics to build his fascist, nationalist platform, and to target Jewish people. Radio broadcasts, publicizing speeches and rallies and producing programs to promote the Nazi platform were used. Additionally, the Nazi Youth Movement saw the production of children's books and educational programs to indoctrinate them with Anti-Semitic ideas. When Jews were later placed in labor camps, Hitler commissioned propaganda films to be made showcasing the "positive" production to the war effort these places were having. He demonized them, turning the public against them, and this manipulation of the public left much power and influence in Hitler's hands. This influence eventually led to World War II and the Holocaust.

Overall, technology can be used for good or for evil. It is a powerful tool, and we must be careful of who is to use it, as well as how they use it. While Gandhi utilized technology to advocate against British abuses, Hitler used technology to rationalize his brutal agenda. It is no surprise that technology and communication have impacted history as much as it has.

Beginning with the Industrial Revolution in Britain, technology has grown and advanced societies, impacting the way people live. Through communication technology and transportation technology, governments, groups or individuals have united societies and promoted their ideas. Mass media technologies have been used for propaganda, uniting people, and maintaining control. Without these, history would not be the same.

After the Korean War, Korea was split in two states, North Korea and South Korea. North Korea was ruled by a communist regime. Overtime, the North Korean government has become increasingly secretive and manipulative. The regime's current leader, Kim Jong Un, exploits communication technology, to relay his propaganda. In previous wars or conflicts, propaganda has been used to sway the opinions of others, and convince them to support a certain cause. The North Korean government uses billboards, posters, parades, and loudspeakers to promote loyalty to their Great Leader. Loudspeakers, for example, frequently broadcast speeches by Kim Jong Un declaring how great North Korea is. Propaganda has become a huge part of society in North Korea, as has censorship.

Adolf Hitler was the leader of the Nazi Regime in Germany. He easily manipulated Germans who were hopeless and vulnerable after World War I. At the end of World War I, Germany was blamed for starting the conflict and faced reparations for all the damage caused, leading to a collapse of the German economy. When Hitler first began campaigning, he promised that he would make Germany great once again. Many supported his efforts, and Hitler began to use mass media technology to further promote his agenda. Hitler needed a scapegoat to place blame for Germany's devastating defeat in World War I. Hitler

chose the Jews among others as the reason for Germany's economic downfall. As a result, most of his propaganda was racist and hateful towards the Jews in particular. Posters, movies, songs, and political cartoons were all based on the antisemitism which Hitler promoted. Due to the emerging technologies in the film industries, Hitler hired professionals to produce propaganda films. These films showcased labor camps as productive places supporting the war effort and intentionally avoided the actual horrors that transpired there. There were even board games and children's books that the German children had and ingrained these ideas further. Hitler even instituted curriculum in school that taught about antisemitism and promoted German greatness and victories.

Both the North Korean government and the Nazi regime used communication technology to unite society. These methods allowed Hitler to gain seats and eventual control over the Reichstag and ultimately the Third Reich. Additionally, Hitler was revered in Germany in a similar fashion as Kim Jung Um in North Korea. Ultimately, almost all of Germany was united under Hitler because of his use and promotion of mass media. North Korea is a very secretive place. The government doesn't allow foreign films, radio stations, or internet content unless it is approved by the North Korean government. By doing this, the government is able to instill certain ideas and beliefs in many citizen's minds, and maintain control. Technology is more powerful than most people realize. It can promote an idea (good or bad), help people form opinions, and unite a society with a common goal. North Korea and the Nazi regime are just two of the many groups, governments, and individuals that have taken advantage of technology to achieve their objectives.

Transportation and communication technologies have been used by governments, groups, and individuals to unify and control societies and regions. Gandhi's use of mass media and Hitler's use of mass media both used their large media to communicate to individuals and groups of people their ideas.

Gandhi, an individual who wanted change for India, communicated to many individuals that change must be brought to India. India at the time was controlled by Great Britain and unfairly taxed. However, Gandhi wanted to bring change and in order to bring change, he decided that it should be done in a peaceful matter.

Gandhi's use of peaceful protests stood out, this was a great way to be heard and attempt to bring change to India. In addition, one of Gandhi's popular protest called the Salt March, led to India being heard about unfair taxing that was occurring. In addition, the fact that this protest was done through a peaceful matter made this more efficient and helped in India's independence.

To add on, Hitler was another individual who used mass media to communicate to his people. Hitler used propaganda to get to peoples emotions and convince them to do as he said. In addition, Hitler made himself seem like a God, which made his public view him as someone superior who knew what he was doing. Hitler was able to control Germany by giving Germans a sense of hope that Germany was going to recuperate and become great again. The genocide against Jews also helped Hitler greatly because since people were already against the Jewish population, Hitler accomplished the peoples needs. Hitler was basically in control of Germany.

Moreover, Hitler and Gandhi both were influential individuals.

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**Thematic Essay—Practice Paper – D**

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However, Hitler used his influence and power to do more bad than any good through genocide against Jews. Gandhi, on the other hand, was able to bring reforms to India however he did it through protest and peaceful matter which was effective and stood out.

Transportation and communication technologies have been used by governments, groups, and individuals to unify and control societies and regions. Great Britians use of railroads in India/Africa and Stalins use of propaganda both helped them control societies and regions.

Great Britain used railroads to quickly supply their bases or areas their people area. The trians can carry parts, food, clothes, animals, people, and etc. So if Indians started a fight in one of the cities or towns the british can just send troops over. Use of railroads is faster than cars and people. Great Britian also used steam engines to power their boats and cars so transportation was even faster than riding on a horse or walking. Steam engines also powered their factorys so it made their economy even stronger. Since they had better transporation it wasn't hard to explore India and Africa. Indians and Africans didn't have the same advanced tech as the british so they weren't hard to take over and control.

Stalins use of propaganda helped him control the russian people. He took away free speech, you couldn't talk against him or the secret police will get you and put you in jail. If the people couldn't talk bad about you or think of even trying they will be easier to control. Stalin took land from farmers for his 5 year plan whitch actually boosted the economy of Russia. But it cost people hours of working in farms for the government. He limited the media's use of what they can say about him. Stalin use of the secret police or kbg would get anyone who speaks against what Stalins doing so this put fear into the people. whitch lead to people not trying to start a revolution against him. Stalins use of propaganda did help him him control Russia.

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**Thematic Essay—Practice Paper – E**

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In concution Great Britians use of railroads made their economy boom after than other nations witch made it easier to control them. Like india and Africa who still use bows and spears while the british had guns and cannons. Stalins use of propaganda helped him control the Russian people. If they can't thin or say anything bad about they won't try to go againt your rule.

### Practice Paper A—Score Level 3

**The response:**

- Develops all aspects of the task with little depth by discussing Hitler’s use of mass media and Great Britain’s use of the Suez Canal and how they were used to unify and control societies and regions
- Is more descriptive than analytical (*Hitler*: after World War I, Germany was in debt, spirits were low, and Germans were upset with their leaders; Hitler was an excellent speaker and promised a better future; used speeches and radio technology to spread his ideas; promoted false accusations against the Jewish people; led to the spread of anti-Semitism; *Suez Canal*: in Northeast Africa the Suez Canal is a geographically vital location for transportation of goods; location made trade easier and quicker by shortening trade routes; control of Suez Canal allowed for profits and became a source of conflict between Britain and Egypt; Britain made money by taxing others for use of canal; Egypt wanted to control canal; British troops could travel with ease for expansion or to suppress rebellion)
- Includes some relevant facts, examples, and details (*Hitler*: reparations; Treaty of Versailles; prosperity and stable government; scapegoat; *Suez Canal*: protests; dominant empire; economic benefits)
- Demonstrates a satisfactory plan of organization; includes an introduction that is slightly beyond a restatement of the theme and a conclusion that is beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The discussion of both Hitler’s use of mass media and the Suez Canal contains a factual narrative that demonstrates an understanding of the task. However, use of generalizations and lack of development weaken the response.

## Practice Paper B—Score Level 5

### **The response:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing both Gandhi's and Hitler's use of mass media and how they were used to unify and control societies and regions
- Is more analytical than descriptive (*Gandhi*: Indians faced unfair conditions due to British colonization; used mass media to unify Indian society; mass media allowed Gandhi to expose the nation to speeches; news of Gandhi's passive resistance spread around the world and brought light to situation in India and shame to the British; exposure painted Britain in a bad light and helped India gain independence; post-World War II world was in favor of respecting human rights; *Hitler*: after World War I Germany faced hardship due to treaty; used mass media to skew people's perception of the Jewish people; Nazi youth programs worked to indoctrinate children; made propaganda films to highlight the imagined benefit of work camps; influence led to World War II and the Holocaust)
- Richly supports the theme with relevant facts, examples, and details (*Gandhi*: Hindus and Muslims; motivational speeches; Salt March; newspapers, nationalists, Indian Ocean; *Indian Opinion*; *Hitler*: war reparations; hyperinflation; global depression; Treaty of Versailles; censorship; slogans; fascist; radio broadcasts; speeches and rallies; anti-Semitic)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond restatements of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. The response analyzes and provides insight into two uses of mass media for very different purposes. Framing the discussion in the context of historical circumstances and the addition of supporting details are the strength of this comparative response.

## Practice Paper C—Score Level 4

### The response:

- Thoroughly develops all aspects of the task in depth but does so somewhat unevenly by discussing Hitler’s use of mass media more fully than Kim Jung Un’s use of propaganda and how they were used to unify and control societies and regions
- Is both descriptive and analytical (*North Korea*: after Korean War, the nation was split; over time the North Korean government has become secretive and manipulative; Kim Jung Un exploits communication technology; propaganda used to sway opinions and convince others to support a cause; North Korean government uses propaganda to promote loyalty to their great leader; *Hitler*: manipulated hopeless and vulnerable Germans after World War I; used mass media to further promote his agenda; needed someone to blame for devastating defeat in Germany; propaganda was hateful and racist toward Jews in particular; hired professionals to make propaganda films using new technology)
- Supports the theme with relevant facts, examples, and details (*North Korea*: North Korea and South Korea; Communist regime; billboards, posters, parades, and loudspeakers; broadcast speeches; censorship; *Hitler*: Nazi regime, reparations; collapse of German economy; scapegoat; posters, movies, songs, and political cartoons; anti-Semitism; labor camps; board games; children’s books)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond restatements of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. Treatment of both topics is detailed, though the discussion of Hitler is more analytical and supported by more relevant examples. The response draws some parallels between the use of mass media in Nazi Germany and modern North Korea.

## Practice Paper D—Score Level 1

### The response:

- Minimally develops some aspects of the task
- Is descriptive (*Gandhi*: wanted change in India and communicated this to many people; India was controlled by Great Britain and unfairly taxed; wanted to bring change peacefully; protests led to India being heard about; *Hitler*: used mass media and propaganda to get to people’s emotions and convince them to do what he said; public viewed him as superior/as a god; gave a sense of hope that Germany would be great again; was in control of Germany)
- Includes few relevant facts, examples, or details (*Gandhi*: Salt March; independence; *Hitler*: genocide)
- Contains an introduction that is a restatement of the theme and a weak conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The response demonstrates only a very basic understanding of the task. The technology used is briefly mentioned with a few details, but overgeneralizations and inaccuracies limit the response’s effectiveness.

## Practice Paper E—Score Level 2

### The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Great Britain*: used railroads to quickly supply their bases or areas; British could react to Indian unrest; better transportation made it easier to explore India and Africa; Indians did not have the same technology so were easily taken over and controlled; *Stalin*: use of propaganda helped him control Russian people; took away free speech; people were easier to control due to fear to resist; took land from farmers for his five-year plans; limited the media's use of what could be said of him)
- Includes few relevant facts, examples, and details (*Great Britain*: troops; steam engines; *Stalin*: secret police; jail); includes an inaccuracy (*Stalin*: Stalin's use of KGB)
- Demonstrates a general plan of organization; contain some digressions; contains an introduction and a weak conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The response demonstrates a general understanding of the task and provides an overview of both technologies. Inclusion of more supporting facts and details would have enhanced the response.

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

## 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, 9, 11, 12, 13, 15, 16, 17, 19, 20, 21, 24, 27, 28, 29, 30
3—Geography	1, 7, 10, 14, 25, 26
4—Economics	8, 22, 23
5—Civics, Citizenship, and Government	2, 5, 18

## Parts II and III by Theme and Standard

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

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

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

**The *Chart for Determining the Final Examination Score for the August 2019 Transition Exam in Global History and Geography—Grade 10* will be posted on the Department’s web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Transition Exam in Global History and Geography must NOT be used to determine students’ final scores for this administration.**

### **Submitting Teacher Evaluations of the Test to the Department**

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

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.