

# REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

# REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

**Thursday**, January 26, 2023 — 9:15 a.m. to 12:15 p.m., only

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

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

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

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

**Part I** contains 28 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

**Part II** contains two sets of constructed-response questions (CRQ). Each constructed-response question set is made up of two documents accompanied by several questions. When you reach this part of the test, enter your name and the name of your school on the first page of this section. Write your answers to these questions in the examination booklet on the lines following these questions.

**Part III** contains one essay question based on five documents. Write your answer to this question in the essay booklet.

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

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

## Part I

### Answer all questions in this part.

*Directions (1–28):* For each statement or question, record on your separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

Base your answers to questions 1 and 2 on the passage below and on your knowledge of social studies.

The Edo period followed many years of political and social upheaval. The previous division of Japanese history known as the Sengoku period (warring states period) was dominated by wars fought between various political and religious factions for the control of the country. These wars came to an end with the unification of Japan by the great generals Oda Nobunaga and Toyotomi Hideyoshi and eventually Tokugawa Ieyasu who formed Japan's final Shogunate.

Ieyasu consolidated his power through a series of social changes including the introduction of a strict class system and the tight control of the ruling daimyo families from the capital city Edo. Individuals had no legal rights and the family became very important at all social levels....

Source: Hokusai online

- |                                                                                                                                                                                                                                                                                               |  |                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 Based on this passage, what was one way the Tokugawa shogunate affected Japanese society?</p> <ul style="list-style-type: none"><li>(1) They unified Japan.</li><li>(2) They promoted trade.</li><li>(3) They modernized industry.</li><li>(4) They eliminated social classes.</li></ul> |  | <p>2 Based on this passage, which political idea evolved during the Tokugawa shogunate?</p> <ul style="list-style-type: none"><li>(1) democracy</li><li>(2) absolutism</li><li>(3) socialism</li><li>(4) oligarchy</li></ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
- 

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

### Headlines of the 18th Century

- A. “Economic Uncertainty Grips Society”
- B. “King Ignores Equal Representation For All”
- C. “King Executed, Terror Begins”
- D. “Tax System Seen As Unfair”

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3 Which claim about the French Revolution is best supported by the information included in these headlines?</p> <ul style="list-style-type: none"><li>(1) The revolution was unexpected as the Estates General met regularly.</li><li>(2) King Louis XVI was killed because of his belief in consent of the governed.</li><li>(3) The revolutionary spirit grew out of frustration with the Old Regime.</li><li>(4) Nobility and clergy were the only victims of the Terror.</li></ul> |  | <p>4 Which headline is most closely associated with the radical stage of the French Revolution?</p> <ul style="list-style-type: none"><li>(1) A</li><li>(2) B</li><li>(3) C</li><li>(4) D</li></ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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Base your answers to questions 5 and 6 on the documents below and on your knowledge of social studies.

**Excerpt from the Declaration of the Rights of Man and of the Citizen, 1789**

Articles

1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
2. The aim of all political association is the preservation of natural and imprescriptible [inalienable] rights of man. These rights are liberty, property, security, and resistance to oppression.
3. The principle of all sovereignty resides essentially in the nation. No body nor individual may exercise any authority which does not proceed directly from the nation....

Source: The Avalon Project at Yale Law School

**Excerpt from the Declaration of the Rights of Woman and Female Citizen, 1791**

- I. Woman is born free and remains equal to man in rights. Social distinctions can only be founded on common service.
- II. The aim of all political associations is to preserve the natural and inalienable rights of Woman and Man: these are rights to liberty, ownership, safety, and, above all, resistance to oppression.
- III. The principle of sovereignty resides in essence in the Nation, which is only the coming together of Woman and Man: authority emanating elsewhere can be exercised by no body or individual....

Source: Olympe de Gouges

- |                                                                |                                                                |
|----------------------------------------------------------------|----------------------------------------------------------------|
| 5 Both documents argue in favor of a government that           | 6 Whose ideas most influenced the creation of these documents? |
| (1) blocks the formation of political parties                  | (1) John Locke                                                 |
| (2) protects the rights of citizens                            | (2) Adam Smith                                                 |
| (3) is controlled by religious organizations                   | (3) Catherine the Great                                        |
| (4) abolishes distinctions between social and economic classes | (4) Maximilien Robespierre                                     |
-

Base your answers to questions 7 and 8 on the passage below and on your knowledge of social studies.

...Ivory and slaves had been the Congo's main exports, but Leopold focused on rubber. The mass marketing of bicycles and automobiles in the 1890s greatly increased the demand for rubber and sent prices soaring. When a rubber producing vine was discovered in the rainforests of Congo in 1890, Leopold forced out the competition and acquired a monopoly on the scarce commodity. By one estimate, the Congo was producing 20,000 tons of crude rubber a year at a 900 percent profit. The high return was due largely to cheap labor...

Source: Michael Parker, *Mission Crossroads*, Spring 2017

- 7 The information in this passage would be most useful to an economist researching
- (1) motivations for European imperialism in Africa
  - (2) employment strategies used in Europe
  - (3) reasons for European interest in ivory
  - (4) importation of European raw materials to Africa
- 8 Which event contributed to the situation described in this passage?
- (1) passage of the British Abolition Act
  - (2) creation of the Sadler Report
  - (3) meeting of the Berlin Conference
  - (4) establishment of the Napoleonic Code

Base your answers to questions 9 and 10 on the passage below and on your knowledge of social studies.

...Equally important to English agriculture was the development of new ways of raising crops and animals. About the same time that Townshend was experimenting with turnips and clover, an English farmer, Jethro Tull, introduced a new way of planting seed. In the past, farmers had scattered seed over the surface of a plowed field. Much of this seed was eaten by birds or did not take root.

Tull instead proposed planting each seed deeply into the ground and then hoeing around it. The result was a heavy crop yield because more seeds survived and flourished. Tull increased the efficiency of this process by doing the planting with horse-drawn seed drills and hoes...

This agrarian revolution, as it has been called, was every bit as important as the industrial revolution. The availability of good food, combined with improved infant survival and the disappearance of epidemics, helped more young live to adulthood and allowed adults to live longer. This meant that, by the middle of the eighteenth century, more people were having more children, and the population grew quickly thereafter...

Source: James A. Corrick, *The Industrial Revolution*, Lucent Books, 1998

- 9 Which situation was a result of the events described in this passage?
- (1) migration of people to rural areas
  - (2) population increase
  - (3) development of Marxist ideals
  - (4) famine in Ireland
- 10 Which event brought about similar agricultural changes to those described in this passage?
- (1) Ukrainian Holodomor
  - (2) desertification of the Sahara/Sahel
  - (3) construction of the Aswan Dam
  - (4) Green Revolution

Base your answers to questions 11 and 12 on the photograph below and on your knowledge of social studies.

### Mahatma Gandhi Spinning Yarn in the Late 1920s



Source: Carnegie Council for Ethics in International Affairs, January 15, 1929

- |                                                           |                                                          |
|-----------------------------------------------------------|----------------------------------------------------------|
| 11 This photograph is most often associated with the term | 12 Gandhi's activity in this photograph is a reaction to |
| (1) appeasement                                           | (1) British imperialism of India                         |
| (2) containment                                           | (2) Russia's invasion of South Asia                      |
| (3) boycott                                               | (3) India's nonalignment during the Cold War             |
| (4) segregation                                           | (4) South Asian famines                                  |
-

Base your answers to questions 13 and 14 on the passage below and on your knowledge of social studies.

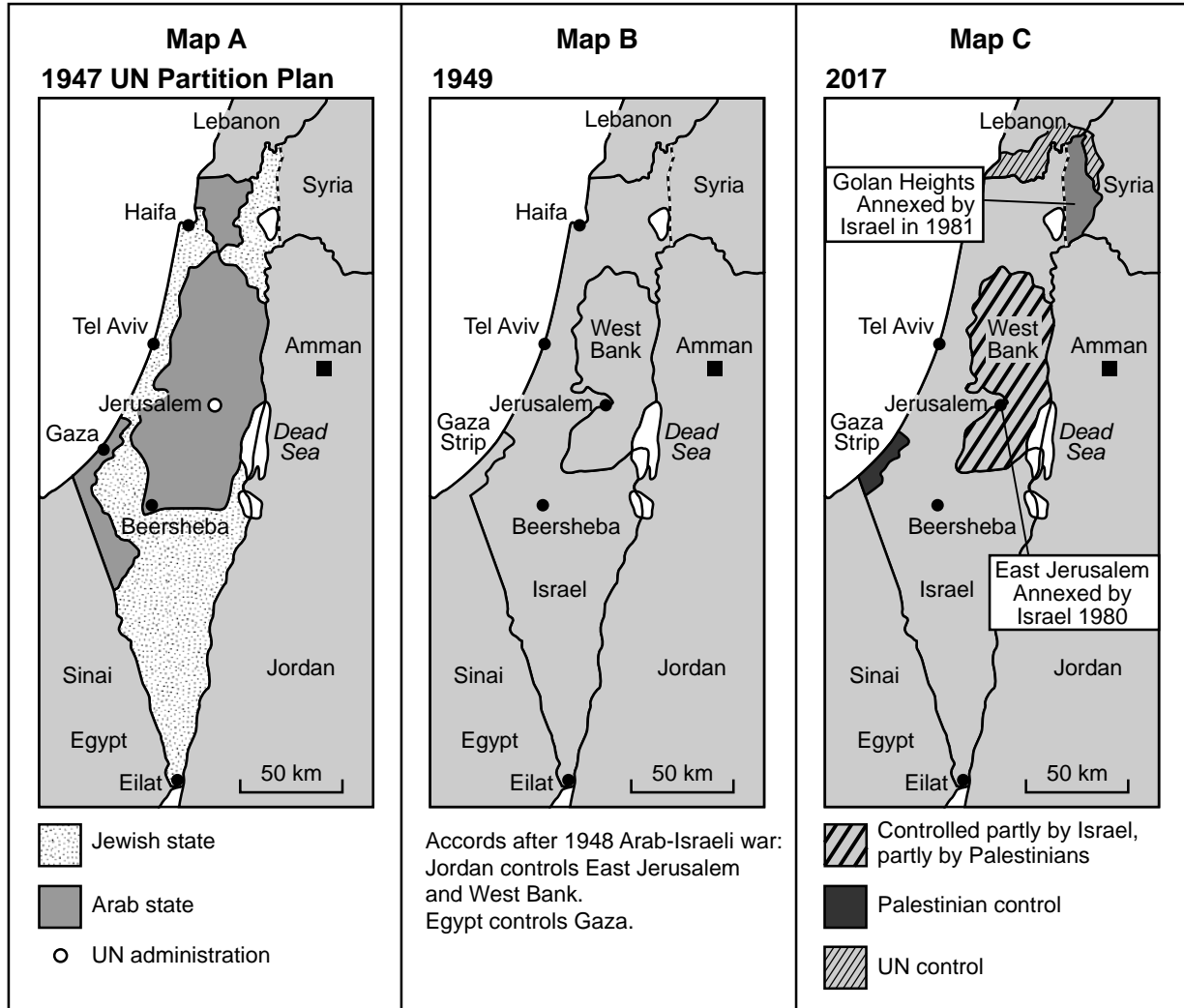
...Lives were indeed about to be sacrificed for the sake of the hat. As for the veiling of women, it was officially discouraged, but not banned. In any case, veiling had been largely a middle-class custom, and the middle classes discarded it. The generality of women wore long headscarves, which they drew across their faces in the presence of male strangers. The government of the republic banned headscarves in official premises, including schools, under civil service regulations. Elsewhere they were tolerated and they have remained a feature of the Turkish scene to this day, while the ban on women's headscarves in official premises is challenged every time that official pressure is relaxed....

Source: Andrew Mango, *Atatürk*, The Overlook Press

- |                                                                                  |                                                                   |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------|
| 13 Which change resulted from Kemal Atatürk's actions described in this passage? | 14 Which claim is best supported by the evidence in this passage? |
| (1) adoption of anti-Semitism                                                    | (1) Reforms were not universally accepted.                        |
| (2) rejection of modernization                                                   | (2) Freedom of dress was allowed in schools.                      |
| (3) westernization of Turkey                                                     | (3) Respect was given to middle-class women.                      |
| (4) promotion of Islamic traditions                                              | (4) Clothing styles were considered unimportant.                  |
-

Base your answers to questions 15 and 16 on the maps below and on your knowledge of social studies.

### Israel's Changing Borders



Source: *Daily Mail*, February 18, 2017 (adapted)

15 Which historical event most directly influenced the development of the 1947 plan shown on Map A?

- (1) Russian pogroms
- (2) the fall of the Austro-Hungarian Empire
- (3) Paris Peace Conference
- (4) the Holocaust

16 Which group benefitted the most from the changes shown on these maps?

- (1) Zionists and Jewish immigrants
- (2) the government of Jordan
- (3) Palestinian nationalists
- (4) the citizens of Lebanon

Base your answers to questions 17 and 18 on the speech excerpt below and on your knowledge of social studies.

...There is one sign the Soviets can make that would be unmistakable, that would advance dramatically the cause of freedom and peace. General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization: Come here to this gate! Mr. Gorbachev, open this gate! Mr. Gorbachev, tear down this wall!...

Source: Ronald Reagan, "Remarks on East-West Relations at the Brandenburg Gate in West Berlin," June 12, 1987

- 17 Which topic could best be studied by analyzing this excerpt?
- (1) World War I                      (3) World War II  
(2) Russian Revolution          (4) Cold War
- 18 The wall referred to in this excerpt was used to
- (1) encourage the spread of capitalism  
(2) limit the movement of people  
(3) promote imperialism  
(4) prevent military cooperation
- 

Base your answer to question 19 on the speech excerpt below and on your knowledge of social studies.

For centuries, Europeans dominated the African continent. The white man arrogated [claimed] to himself the right to rule and to be obeyed by the non-white; his mission, he claimed, was to "civilise" Africa. Under this cloak, the Europeans robbed the continent of vast riches and inflicted unimaginable suffering on the African people....

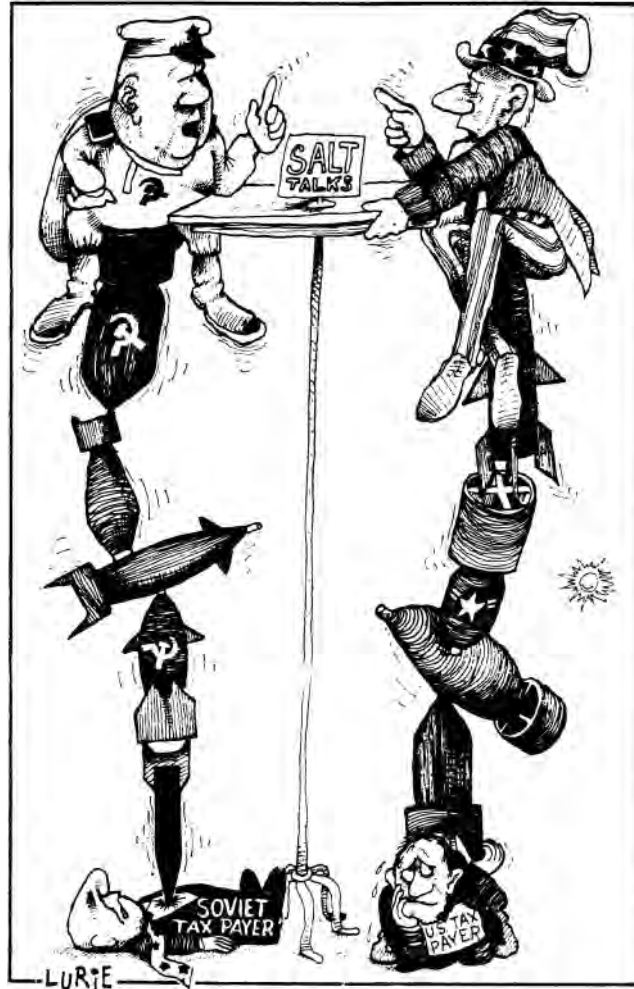
It is clear that we must find an African solution to our problems, and that this can only be found in African unity. Divided we are weak; united, Africa could become one of the greatest forces for good in the world....

Source: Kwame Nkrumah, *I Speak of Freedom*, 1961

- 19 Which circumstance most likely influenced this 1961 speech by Kwame Nkrumah?
- (1) rapid industrialization of Africa  
(2) the establishment of Islamic republics in Africa  
(3) Africans' growing support for European colonial expansion  
(4) European political and economic control of the African continent
-



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



Ranan Lurie. 1970.

Source: *A Cartoon History of United States Foreign Policy, 1776-1976*

20 Which viewpoint is expressed in this 1970 political cartoon?

- (1) The Soviet Union had fewer nuclear weapons than the United States.
- (2) The United States paid more for their nuclear weapons.
- (3) Cost and instability resulted in arms control talks.
- (4) Both Soviet and American citizens desired production of more weapons.

21 Which action was a direct result of the event depicted in this cartoon?

- (1) The Soviet Union sold nuclear weapons to India and Pakistan.
- (2) The power of the United Nations security council increased.
- (3) Limits were placed on the number of missiles in the United States and the Soviet Union.
- (4) China obtained additional nuclear weapons under Mao Zedong.

Base your answers to questions 22 and 23 on the passage below and on your knowledge of social studies.

In this interview Deng Xiaoping discusses changes to the Chinese economy.

“There is no fundamental contradiction between socialism and a market economy. The problem is how to develop the productive forces more effectively. We used to have a planned economy, but our experience over the years has proved that having a totally planned economy hampers the development of the productive forces to a certain extent. If we combine a planned economy with a market economy, we shall be in a better position to liberate the productive forces and speed up economic growth.”...

Source: Selected Works of Deng Xiaoping, Vol. 3

- |                                                     |                                                |
|-----------------------------------------------------|------------------------------------------------|
| 22 Which problem is best described in this passage? | 23 Which response is proposed in this passage? |
| (1) poverty of factory workers                      | (1) creating a mixed economy                   |
| (2) limitations of a market economy                 | (2) rejecting all communist policies           |
| (3) slow pace of economic growth                    | (3) returning to a traditional economy         |
| (4) domination of foreign investors                 | (4) favoring capitalism over socialism         |
- 

Base your answers to questions 24 and 25 on the quotation below and on your knowledge of social studies.

...“Our march to freedom is irreversible. We must not allow fear to stand in our way. Universal suffrage on a common voters’ role in a united democratic and non-racial South Africa is the only way to peace and racial harmony.”...

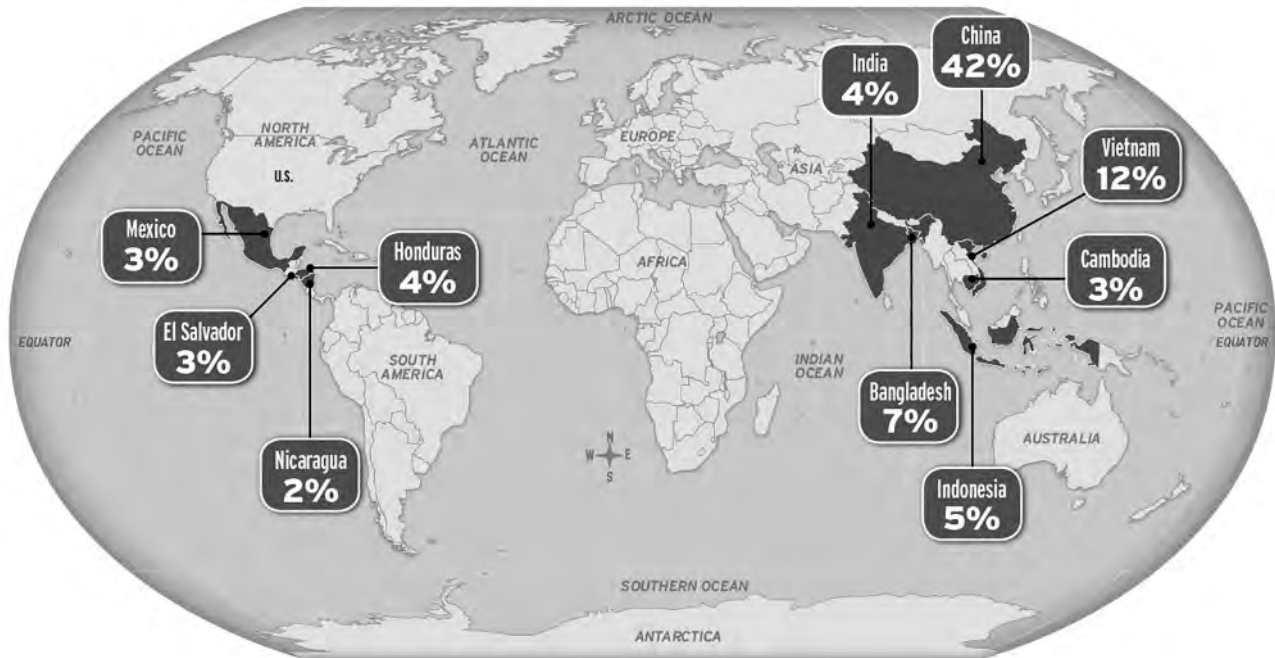
Source: Excerpt of Nelson Mandela’s speech upon his release from prison, February 11, 1990

- |                                                                               |                                                                    |
|-------------------------------------------------------------------------------|--------------------------------------------------------------------|
| 24 In this quotation, Nelson Mandela is referring to the end of which policy? | 25 Mandela’s support for universal suffrage in South Africa led to |
| (1) self-determination                                                        | (1) an end to white minority control                               |
| (2) forced migration                                                          | (2) mass emigration                                                |
| (3) apartheid                                                                 | (3) membership in the United Nations (UN)                          |
| (4) urbanization                                                              | (4) confiscation of private farms                                  |
-

Base your answers to questions 26 through 28 on the map below and on your knowledge of social studies.

### Where Your Clothes Were Made

In 2016, the United States imported almost 27 billion articles of clothing. Here are the top 10 countries those clothes came from.



Source: *New York Times Upfront Magazine*

- 26 Which type of social scientist is most likely to use the information shown on this map?
- (1) economist
  - (2) anthropologist
  - (3) historian
  - (4) sociologist
- 27 Which statement is best supported by the information shown on this map?
- (1) Many African nations manufacture large quantities of clothing for export.
  - (2) Many Asian nations lack the technology necessary for industrialization.
  - (3) United States clothing imports come primarily from Asia.
  - (4) Central America imports the majority of its clothing from India.
- 28 Based on the information shown on this map, what can be inferred from the fact that 42% of imported clothing is made in China?
- (1) Chinese governmental policies support manufacturing for export.
  - (2) The Chinese government enforces strict regulations protecting factory workers.
  - (3) China has strong legal measures in place to protect the environment near factories.
  - (4) The Chinese government encourages exportation to Central America.

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Write your answers to questions 29–34b in the spaces provided. Use a pen with black or dark-blue ink to answer these questions.

**Part II**

**SHORT-ANSWER CONSTRUCTED RESPONSE QUESTIONS (CRQ)**

These questions are based on the accompanying documents and are designed to test your ability to work with historical documents. Each Constructed Response Question (CRQ) Set is made up of 2 documents. Some of these documents have been edited for the purposes of this question. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

In developing your answers to Part II, be sure to keep these explanations in mind:

**Identify**—means to put a name to or to name.

**Explain**—means to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of something.

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**Short-Answer CRQ Set 1 Structure**

- Question 29 uses Document 1 (Context)
- Question 30 uses Document 2 (Source)
- Question 31 uses Documents 1 and 2 (Relationship between documents)

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**Short-Answer CRQ Set 2 Structure**

- Question 32 uses Document 1 (Context)
  - Question 33 uses Document 2 (Source)
  - Questions 34a and 34b use Documents 1 and 2 (Relationship between documents)
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**CRQ Set 1 Directions (29–31):** Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 29 on Document 1 below and on your knowledge of social studies.

**Document 1**

Robert Ley held several positions in Germany. He was Reich Organization Leader, responsible for much of internal party education. He was also head of the German Labor Front, the Nazi “union.” This speech was given on November 3, 1936.

We have accomplished enormous things in the over three years that we have been in power. I do not believe this evening would be long enough to list all the great successes that we have had. Two facts stand out: The German today has become an entirely different person! Whether worker, craftsman, farmer, or member of the middle class, we are all entirely new people! There are a few holdovers from past times, there always have to be museum pieces, after all. They will gradually die out. The broad, large, and great mass of our people has changed thoroughly. They have been transformed....

Germany has been born anew. The Führer [Hitler] said at the last party rally, as he always says, that for him the greatest miracle of the age is how people have changed. Once there was hopelessness, today there is joy and affirmation, once there was general desperation, today there is resurrection and reawakening. Once each was the enemy of his neighbor. Envy, mistrust, and hatred were everywhere; today, everyone tries to do something good for the next person, even if sometimes with too much energy and enthusiasm. Each wants to be a good comrade, loyal, friendly....

Source: Robert Ley, “Fate — I believe!,” November 3, 1936

29 Explain the historical circumstances that led to the developments described in this excerpt from Robert Ley’s speech. [1]

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Score

Base your answer to question 30 on Document 2 below and on your knowledge of social studies.

**Document 2**

The Nuremberg Trials were held from November 20, 1945 to October 1, 1946. Judges and prosecutors from the Allied Powers, Great Britain, France, the Soviet Union, and the United States presided over the hearings of 22 Nazi officials. The proceedings were observed by 325 newspaper, radio, and newsreel correspondents from 23 countries.

...The fact of the war and the course of the war, which is the central theme of our case, is history. From September 1st, 1939, when the German armies crossed the Polish frontier, until September 1942, when they met epic resistance at Stalingrad, German arms seemed invincible. Denmark and Norway, the Netherlands and France, Belgium and Luxembourg, the Balkans and Africa, Poland and the Baltic States, and parts of Russia, all had been overrun and conquered by swift, powerful, well-aimed blows. That attack on the peace of the world is the crime against international society which brings into international cognizance [understanding] crimes in its aid and preparation which otherwise might be only internal concerns. It was aggressive war, which the nations of the world had renounced. It was war in violation of treaties, by which the peace of the world was sought to be safe-guarded.

This war did not just happen—it was planned and prepared for over a long period of time and with no small skill and cunning. The world has perhaps never seen such a concentration and stimulation of the energies of any people as that which enabled Germany 20 years after it was defeated, disarmed, and dismembered to come so near carrying out its plan to dominate Europe....

Source: Robert H. Jackson, "Opening Statement before the International Military Tribunal"

30 Explain how audience affected what Robert Jackson included in his opening statement, based on this excerpt. [1]

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Score

Base your answer to question 31 on **both** Documents 1 and 2 and on your knowledge of social studies.

**Cause**—refers to something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development.

**Effect**—refers to what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.

- 31 Identify **and** explain a cause-and-effect relationship between the events and/or ideas found in these documents. Be sure to use evidence from **both** Documents 1 and 2 in your response. [1]

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Score



**CRQ Set 2 Directions (32-34b):** Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 32 on Document 1 below and on your knowledge of social studies.

**Document 1**

This poem entitled “War Girls” was published in England in 1916.

There’s the girl who clips your ticket for the train,  
    And the girl who speeds the lift [elevator] from floor to floor,  
There’s the girl who does a milk-round in the rain,  
    And the girl who calls for orders at your door.  
    Strong, sensible, and fit,  
    They’re out to show their grit,  
And tackle jobs with energy and knack.  
    No longer caged and penned up,  
    They’re going to keep their end up  
Till the khaki soldier boys come marching back.

There’s the motor girl who drives a heavy van,  
    There’s the butcher girl who brings your joint of meat,  
There’s the girl who cries ‘All fares, please!’ like a man,  
    And the girl who whistles taxis up the street.  
    Beneath each uniform  
    Beats a heart that’s soft and warm,  
Though of canny mother-wit [common sense] they show no lack;  
    But a solemn statement this is,  
    They’ve no time for love and kisses  
Till the khaki soldier-boys come marching back.

Source: Jessie Pope, “War Girls,” Poetry Foundation, 1916

32 Explain the historical circumstances that led to the roles women played as expressed in this poem. [1]

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Score

Base your answer to question 33 on Document 2 below and on your knowledge of social studies.

**Document 2**

The German National Socialist Women’s League was created in 1931. In 1936, Emilie Muller-Zadow, a member of the National Socialist Women’s League, wrote this essay.

There is a growing recognition that mothers carry the destiny of their people in their hands and that the success or ruin of the nation depends on their attitude toward the vocation of motherhood.

Nation and race are facts of creation, which we, too, are called upon to share in forming and preserving. Therefore a national leadership that respects and honors its mothers is on a sound and healthy path...

The place that Adolf Hitler assigns to woman in the Third Reich corresponds to her natural and divine destiny. Limits are being set for her, which earlier she had frequently violated in a barren desire to adopt masculine traits. The value and sanctity of goals now being set for her have been unrecognized and forgotten for a long time; and due respect is now being offered to her vocation as mother of the people, in which she can and should develop her rich emotions and spiritual strengths according to eternal laws. This wake-up call of National Socialism to women is one more indication that in Germany today it is not arbitrary laws that are being issued, but rather a nation is returning to essential, eternal rules of order.

It is therefore not at all surprising that the state and party claim the education of mothers as exclusively their task and insist that all training be carried out only by National Socialists and according to the principles of National Socialism. For the way a mother sees her child, how she cares for, teaches, and forms him, the principles that she instills in him, the attitude that she demands of him, all of this is crucial for the national health, for a German morality, and for the unified overall mind-set of the future nation. . . .

Source: Emilie Muller-Zadow, “Mothers Who Give Us the Future,” 1936

33 Identify the point of view of the German National Socialist Women’s League regarding motherhood, based on this essay. [1]

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Score

**Similarity**—tells how something is alike or the same as something else.

**Difference**—tells how something is not alike or not the same as something else.

34a-34b Using evidence from **both** Documents 1 and 2 and your knowledge of social studies:

- a) Identify a similarity **or** a difference between the societal expectations of women in England in 1916 and women in Germany in the 1930s. [1]
- b) Explain the similarity **or** difference you identified using evidence from both documents. [1]

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Score

**Part III**  
**(Question 35)**

**ENDURING ISSUES ESSAY**

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

**Directions:** Read and analyze each of the five documents and write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Support your response with relevant facts, examples, and details based on your knowledge of social studies and evidence from the documents.

**An enduring issue is a challenge or problem that has been debated or discussed across time. An enduring issue is one that many societies have attempted to address with varying degrees of success.**

**Task:**

- Identify *and* explain an enduring issue raised by this set of documents
- Argue why the issue you selected is significant *and* how it has endured across time using your knowledge of social studies and evidence from the documents

**In your essay, be sure to**

- Identify the enduring issue based on a historically accurate interpretation of *at least three* documents
- Explain the issue using relevant evidence from *at least three* documents
- Argue that this is a significant issue that has endured by showing:
  - How the issue has affected people or has been affected by people
  - How the issue has continued to be an issue or has changed over time
- Include relevant outside information from your knowledge of social studies

In developing your answer to Part III, be sure to keep these explanations in mind:

**Identify**—means to put a name to or to name.

**Explain**—means to make plain or understandable; to give reasons for or causes of; to show logical development or relationship of something.

**Argue**—means to provide a series of statements that provide evidence and reasons to support a conclusion.

## Document 1

### Bread and the French Revolution

...As they became more common, grain riots could have powerful repercussions. During the winter and spring of 1789, bread riots were especially common. In fact, the riots that resulted in the fall of the Bastille on 14 July 1789 and helped move forward the early stages of the French Revolution began as a search for arms and grain. Parisians had rightly suspected that some people had hoarded grain in anticipation of higher prices and they had taken to the streets to protest this hoarding.

In the early stages of the French Revolution, rising bread prices were a major concern; the new government, worried about what the people might do if they could not get access to bread, quickly responded to complaints about prices, accusations of hoarding, and other, similar concerns.

These riots and, even more simply, the threat of rioting helped propel the revolution forward and make it increasingly radical.

The rioters even tried to set price controls for bread and other essentials. But inflation continued to be a problem alongside grain shortages....

Source: Michael R. Lynn, "Riots and Rye: Bread and the French Revolution," The Ultimate History Project online

## Document 2

...The Luddite disturbances started in circumstances at least superficially similar to our own. British working families at the start of the 19th century were enduring economic upheaval and widespread unemployment. A seemingly endless war against Napoleon's France had brought "the hard pinch of poverty," wrote Yorkshire historian Frank Peel, to homes "where it had hitherto [before] been a stranger." Food was scarce and rapidly becoming more costly. Then, on March 11, 1811, in Nottingham, a textile manufacturing center, British troops broke up a crowd of protesters demanding more work and better wages.

That night, angry workers smashed textile machinery in a nearby village. Similar attacks occurred nightly at first, then sporadically [irregularly], and then in waves, eventually spreading across a 70-mile swath [broad area] of northern England from Loughborough in the south to Wakefield in the north. Fearing a national movement, the government soon positioned thousands of soldiers to defend factories. Parliament passed a measure to make machine-breaking a capital offense.

But the Luddites were neither as organized nor as dangerous as authorities believed. They set some factories on fire, but mainly they confined themselves to breaking machines. In truth, they inflicted less violence than they encountered. In one of the bloodiest incidents, in April 1812, some 2,000 protesters mobbed a mill near Manchester. The owner ordered his men to fire into the crowd, killing at least 3 and wounding 18. Soldiers killed at least 5 more the next day....

Source: Richard Conniff, "What the Luddites Really Fought Against," *Smithsonian Magazine*, March 2011

### Document 3

The Galway Starvation Riots occurred a few years before the potato crop failure. The Irish Potato Famine began in 1845.



#### ATTACK ON A POTATO STORE.

Source: "Ireland, Attack on a Potato Store – The Galway Starvation Riots,"  
*The Illustrated London News*, June 25, 1842,  
text and scan by Philip V. Allingham, The Victorian Web

Under the heading "The Galway Starvation Riots," *The Illustrated London News* for the week ending Saturday, 25 June, 1842, described how the desperation of the Irish poor had driven them on the 13th to attack a potato store in the town of Galway, another month remaining before the next harvest and possible alleviation [reduction] of their misery, occasioned by hunger. Although the attackers were led by starving women and children, at the rear of the mob were a party of formidable Claddagh fishermen. The mob dared to attack the local sheriff accompanied by a strong force of police and members of the 30th regiment as they moved to plunder a storehouse for ground oatmeal. After their victory (owing to the fact that the troops refused to fire on women and children) the fishermen insisted that the church bells be rung and windows be illuminated in the town before they put out to sea. Similar disturbances are reported as having occurred at Loughrea.

## Document 4

One person was killed and six others were injured during a food riot inside a camp that houses Chadian refugees in the Sudanese region of Darfur, the United Nations High Commissioner for Refugees (UNHCR) reports.

The agency said the incident occurred on Tuesday morning at the camp in Um Shalaya, about 70 kilometres southeast of El Geneina, the capital of West Darfur state.

Hundreds of stick-bearing women demonstrated noisily against a temporary reduction in the availability of sorghum,\* which is widely consumed in both Chad and Sudan, because of logistical problems. Continued insecurity has made it difficult to safely transport food from El Geneina to the camp at Um Shalaya.

UNHCR reports that some members of the crowd took on local police and assaulted one of them, despite efforts by aid workers at the scene to calm the refugees. The police fired warning shots in the air and, in the confusion, a 26-year-old male refugee was hit in the chest and later died....

“The incident is very regrettable and first and foremost we express our sympathies to the persons and families of both the refugee community and the police who were injured,” said Chrysantus Ache, UNHCR’s representative in Sudan.

“We urge calm and restraint by all parties,” Mr. Ache said. “We are currently conducting a proper investigation into the incident with the Government and we hope that, together with the refugees, we can quickly reach an understanding on how to avoid such incidents in the camp in the future.”

About 6,600 refugees live in Um Shalaya, with new asylum-seekers arriving each month as they flee violence in their home areas of eastern Chad, where rebels have been fighting Government forces for months....

This week’s food riot has occurred amid mounting UN concern about repeated attacks against humanitarian convoys throughout Darfur, a vast and impoverished region on Sudan’s western flank....

Source: “Food riot at refugee camp in Darfur kills one, injures six others – UN,”  
UN News online, September 4, 2008

\* sorghum is a cereal grain eaten by humans and livestock in sub-Saharan Africa

## Document 5

BEIJING – The factory riot that hit one of the world’s largest electronics manufacturers this week in northern China was rooted in growing economic pressure and impatience with poor work conditions among the country’s vast pool of migrant workers, analysts say, adding that if grievances remain unaddressed, such incidents are likely to increase.

The riot, which began late Sunday, involved nearly 2,000 workers at a facility of Foxconn, a Taiwan-based manufacturing giant, which temporarily shut down the factory in response. The latest unrest coincides with signs of a slowdown in the Chinese economy, as well as the launch of a new iPhone by Apple, which depends on Foxconn as its main Chinese supplier.

“Such riots have become in some ways inevitable,” said Liu Kaiming, a labor expert in Shenzhen, the hub of China’s manufacturing plants. “It’s no longer simply a matter of raising the wages.”...

The young migrant workers whose labor has fueled much of the growth of China’s economy and the global manufacturing sector have begun to change in demographics and desires. That labor pool is shrinking, according to experts, as workers from China’s provinces have become better educated and hold higher expectations for their lives....

But the heavy demands of the factory jobs have not changed with the demographics, leaving many frustrated. Most of the jobs require little education or, in many cases, skill — only intensity.

“The companies haven’t figured out how to manage that intensity,” Gallagher said. “It’s intense because of the precision required. It’s intense because of how quickly technology changes and newer models are demanded. And while the number of workers is shrinking, you have the pressures on them mounting.”...

Source: William Wan, “Foxconn riot in China unlikely to be the last, experts say,”  
*The Washington Post*, September 25, 2012



## OPTIONAL PLANNING PAGE

### Enduring Issues Essay Planning Page

You may use the Planning Page organizer to plan your response if you wish, but do NOT write your essay response on this page. Writing on this Planning Page will **NOT** count toward your final score.

My Enduring Issue is: \_\_\_\_\_

Essay Requirements	Yes	Circle documents that apply	One or two possible ideas for outside information
Is this an issue supported by <i>at least three</i> documents?  Which documents support this issue?	<input type="checkbox"/>	1   2   3   4   5	
Which documents can be used to develop the explanation for this issue?	<input type="checkbox"/>	1   2   3   4   5	
Has this issue significantly affected people or been affected by people?  In which document or documents do you see this?	<input type="checkbox"/>	1   2   3   4   5	
Has this issue endured across time or changed over time?  In which document or documents do you see this?	<input type="checkbox"/>	1   2   3   4   5	

Refer back to page 20 to review the task.

Write your essay on the lined pages in the essay booklet.





# REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

**January 2023 Regents Exam in Global History and Geography II**

**Scoring Key: Part I (Multiple-Choice Questions)**

<b>Examination</b>	<b>Date</b>	<b>Question Number</b>	<b>Scoring Key</b>	<b>Question Type</b>	<b>Credit</b>	<b>Weight</b>
GHG II	January '23	1	1	MC	1	1
GHG II	January '23	2	2	MC	1	1
GHG II	January '23	3	3	MC	1	1
GHG II	January '23	4	3	MC	1	1
GHG II	January '23	5	2	MC	1	1
GHG II	January '23	6	1	MC	1	1
GHG II	January '23	7	1	MC	1	1
GHG II	January '23	8	3	MC	1	1
GHG II	January '23	9	2	MC	1	1
GHG II	January '23	10	4	MC	1	1
GHG II	January '23	11	3	MC	1	1
GHG II	January '23	12	1	MC	1	1
GHG II	January '23	13	3	MC	1	1
GHG II	January '23	14	1	MC	1	1
GHG II	January '23	15	4	MC	1	1
GHG II	January '23	16	1	MC	1	1
GHG II	January '23	17	4	MC	1	1
GHG II	January '23	18	2	MC	1	1
GHG II	January '23	19	4	MC	1	1
GHG II	January '23	20	3	MC	1	1
GHG II	January '23	21	3	MC	1	1
GHG II	January '23	22	3	MC	1	1
GHG II	January '23	23	1	MC	1	1
GHG II	January '23	24	3	MC	1	1
GHG II	January '23	25	1	MC	1	1
GHG II	January '23	26	1	MC	1	1
GHG II	January '23	27	3	MC	1	1
GHG II	January '23	28	1	MC	1	1

MC = Multiple-choice question

## January 2023 Regents Exam in Global History and Geography II

### Scoring Key: Parts II and III

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
GHG II	January '23	<b>Part II - 29</b>	-	CRQ	1	1
GHG II	January '23	<b>Part II - 30</b>	-	CRQ	1	1
GHG II	January '23	<b>Part II - 31</b>	-	CRQ	1	1
GHG II	January '23	<b>Part II - 32</b>	-	CRQ	1	1
GHG II	January '23	<b>Part II - 33</b>	-	CRQ	1	1
GHG II	January '23	<b>Part II - 34a</b>	-	CRQ	1	1
GHG II	January '23	<b>Part II - 34b</b>	-	CRQ	1	1
GHG II	January '23	<b>Part III - 35</b>	-	ES	5	3

CRQ = Constructed Response Question      ES = Essay

The chart for determining students' final examination scores for the **January 2023 Regents Exam in Global History and Geography II** will be posted on the Department's web site at <https://www.nysedregents.org/ghg2/> on the day of the examination. Conversion charts provided for the previous administrations of the Regents Exam in Global History and Geography must NOT be used to determine students' final scores for this administration.

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# FOR TEACHERS ONLY

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

## GLOBAL HISTORY AND GEOGRAPHY II

Thursday, January 26, 2023 — 9:15 a.m. to 12:15 p.m., only

### RATING GUIDE FOR PART II (Short-Answer Constructed Response Questions) AND PART III (Enduring Issues 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.nysed.gov/state-assessment/high-school-regents-examinations> 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** Short-Answer Constructed Response (open-ended) questions:

- A question-specific rubric

For **Part III** Enduring Issues Essay:

- A content-specific rubric
- Prescored answer papers. Each score level has one paper. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

General:

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

## Mechanics of Rating

The procedures on pages 2 and 3 are to be used in rating papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in Global History and Geography II*.

### Rating the CRQ (open-ended) Questions

- (1) Follow your school's procedures for training raters. This process should include:  
*Introduction to the task—*
  - Raters read the task
  - Raters identify the answers to the task
  - Raters discuss possible answers and summarize expectations for student responses
- (2) The CRQ questions are to be scored by one rater.
- (3) The scores for each CRQ question must be recorded in the student's examination booklet and on the student's answer sheet. The letter identifying the rater must also be recorded on the answer sheet.
- (4) Record the total Part II score if the space is provided on the student's Part I answer sheet.

### Rating the Enduring Issues 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 (CRQs, Enduring Issues Essay) on this exam after each question has been rated the required number of times as specified in the rating guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately. Teachers may not score their own students' answer papers.**

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score.

The conversion chart for this examination is located at <http://www.nysed.gov/state-assessment/high-school-regents-examinations> and must be used for determining the final examination score.

**Global History and Geography II**  
**Part II Question-Specific Rubric**  
**Constructed Response Questions**  
**January 2023**

**CRQ Set 1:**

**Document 1**

Robert Ley held several positions in Germany. He was Reich Organization Leader, responsible for much of internal party education. He was also head of the German Labor Front, the Nazi “union.” This speech was given on November 3, 1936.

We have accomplished enormous things in the over three years that we have been in power. I do not believe this evening would be long enough to list all the great successes that we have had. Two facts stand out: The German today has become an entirely different person! Whether worker, craftsman, farmer, or member of the middle class, we are all entirely new people! There are a few holdovers from past times, there always have to be museum pieces, after all. They will gradually die out. The broad, large, and great mass of our people has changed thoroughly. They have been transformed....

Germany has been born anew. The Führer [Hitler] said at the last party rally, as he always says, that for him the greatest miracle of the age is how people have changed. Once there was hopelessness, today there is joy and affirmation, once there was general desperation, today there is resurrection and reawakening. Once each was the enemy of his neighbor. Envy, mistrust, and hatred were everywhere; today, everyone tries to do something good for the next person, even if sometimes with too much energy and enthusiasm. Each wants to be a good comrade, loyal, friendly....

Source: Robert Ley, “Fate — I believe!,” November 3, 1936

**29 Explain the historical circumstances that led to the developments described in this excerpt from Robert Ley’s speech.**

**Score of 1:**

- Correct response

*Examples:*

- Germany suffered under the terms of the Treaty of Versailles;
- the Great Depression contributed to the decline of Germany’s economy;
- the Nazi Party focused on remilitarizing and creating jobs/public works;
- the death of President Hindenburg led to the opportunity for Hitler to rise to power/to become the Führer;
- Germany’s defeat in World War I led to the rise of Hitler;
- the Nazi Party was elected/Hitler was appointed chancellor in 1933, promising hope/return to glory for the German nation;
- inflation in Germany as a result of reparations and economic hard times led to the rise of the Nazi Party;
- totalitarianism under Hitler transformed Germany;
- fascism grew in Europe to address economic woes;
- Hitler ignored the Treaty of Versailles and remilitarized, thereby creating jobs;
- the Nazi Party used propaganda to gain favor among the people and rise to power;
- *Mein Kampf* laid the blueprint for the rebuilding/transformation of German society;
- the Nazi Party had ambitions to create an empire/Reich as early as 1930

**Score of 0:**

- Incorrect response

*Examples:*

- communists came to power in Germany;
- the Nazis accomplished enormous things;
- Germany was transformed;
- the Führer had a party rally;
- there was desperation/hopelessness;
- Germany was dismembered;
- mistrust and hatred were everywhere;
- Germany started World War II;
- World War I;
- Germans were a different people;
- Germans were enemies of their neighbors

- No response

## Document 2

The Nuremberg Trials were held from November 20, 1945 to October 1, 1946. Judges and prosecutors from the Allied Powers, Great Britain, France, the Soviet Union, and the United States presided over the hearings of 22 Nazi officials. The proceedings were observed by 325 newspaper, radio, and newsreel correspondents from 23 countries.

...The fact of the war and the course of the war, which is the central theme of our case, is history. From September 1st, 1939, when the German armies crossed the Polish frontier, until September 1942, when they met epic resistance at Stalingrad, German arms seemed invincible. Denmark and Norway, the Netherlands and France, Belgium and Luxembourg, the Balkans and Africa, Poland and the Baltic States, and parts of Russia, all had been overrun and conquered by swift, powerful, well-aimed blows. That attack on the peace of the world is the crime against international society which brings into international cognizance [understanding] crimes in its aid and preparation which otherwise might be only internal concerns. It was aggressive war, which the nations of the world had renounced. It was war in violation of treaties, by which the peace of the world was sought to be safe-guarded.

This war did not just happen—it was planned and prepared for over a long period of time and with no small skill and cunning. The world has perhaps never seen such a concentration and stimulation of the energies of any people as that which enabled Germany 20 years after it was defeated, disarmed, and dismembered to come so near carrying out its plan to dominate Europe....

Source: Robert H. Jackson, "Opening Statement before the International Military Tribunal"

### 30 Explain how audience affected what Robert Jackson included in his opening statement, based on this excerpt.

#### Score of 1:

- Correct response

#### *Examples:*

- Jackson wants the world to know the crimes the Germans have committed;
- since there is an international audience, Jackson mentions German actions against different countries/places in Europe and Africa;
- Jackson wants the audience to know not only the role of the German military, but also the role of the German leaders in crimes committed;
- Jackson wants the world to know the aggressive nature of the war waged by Germany;
- Jackson wants the world to understand that Germany violated treaties/world peace;
- Jackson wants the world to know that Germany planned for war over a long period of time;
- Jackson repeatedly acknowledges how Germany threatened world peace;
- Jackson focuses his remarks on German army attacks on European powers because the justices are from the United States and Europe;
- Jackson wants the Germans to understand that the situation they faced because of the Treaty of Versailles not going to be repeated at Nuremberg;
- Jackson wants the defendants to understand that the situation/hardship Germany faced because of the Treaty of Versailles cannot be used in defense of their efforts to dominate Europe;
- due to the worldwide audience, Jackson includes a timeline of German aggression;
- Jackson wants to convince his world audience that the defendants are guilty;
- Jackson knows the world is watching and wants to create a precedent for war crime trials;
- Jackson wants the world to know that German leadership incited war;
- The newsreels could convey Jackson's message regarding German war guilt to the world/public

**Score of 0:**

- Incorrect response

*Examples:*

- the audience includes the international media/the world;
- the international military tribunal heard Jackson’s speech;
- there were 3,000 tons of documents used;
- there were no judges from Germany;
- it was only the Allied powers;
- Jackson was outlining his argument;
- Holocaust;
- Jackson wants to create a precedent for war crimes;
- genocide;
- threatened world peace;
- it was an aggressive war;
- they wanted to dominate Europe;
- the news could carry his message

- No response

## Documents 1 and 2

**31 Identify *and* explain a cause-and-effect relationship between the events and/or ideas found in these documents. Be sure to use evidence from *both* Documents 1 and 2 in your response.**

### Score of 1:

- Correct response

#### *Examples:*

- Ley says Germany was born anew under the Nazis, which led to Germany coming close to dominating Europe;
- Nazi nationalism led to Germany committing war crimes in World War II;
- Germany rose to power, committed war crimes, and its leaders were placed on trial;
- the Fuhrer promised hope after World War I, and as a result, Germany expanded in violation of treaties;
- German leaders were prosecuted for crimes against humanity after Nazi leaders rose to power and tried to dominate Europe;
- Nazis brought great success to Germany, leading to German armies crossing into Poland and other places with swift, powerful, well-aimed blows;
- fascists/the Nazi leaders demanded obedience/manipulated their people and were later put on trial at Nuremberg for their actions;
- Germany had been transformed, which incited them to go to war

### Score of 0:

- Incorrect response

#### *Examples:*

- Germany was born anew;
- Hitler stood trial at Nuremberg;
- Germany was transformed;
- Hitler rose to power;
- World War II led to World War I;
- both documents reference Germany's defeat in war;
- Document 1 talks about the Fuhrer and Document 2 talks about war crimes trials;
- German armies invaded in Europe;
- both documents are about Germany;
- Germans were put on trial if they did not obey the Nazis;
- violation of treaties threatened the peace of the world

- No response

## CRQ Set 2:

### Document 1

This poem entitled “War Girls” was published in England in 1916.

There's the girl who clips your ticket for the train,  
And the girl who speeds the lift [elevator] from floor to floor,  
There's the girl who does a milk-round in the rain,  
And the girl who calls for orders at your door.  
Strong, sensible, and fit,  
They're out to show their grit,  
And tackle jobs with energy and knack.  
No longer caged and penned up,  
They're going to keep their end up  
Till the khaki soldier boys come marching back.

There's the motor girl who drives a heavy van,  
There's the butcher girl who brings your joint of meat,  
There's the girl who cries 'All fares, please!' like a man,  
And the girl who whistles taxis up the street.  
Beneath each uniform  
Beats a heart that's soft and warm,  
Though of canny mother-wit [common sense] they show no lack;  
But a solemn statement this is,  
They've no time for love and kisses  
Till the khaki soldier-boys come marching back.

Source: Jessie Pope, “War Girls,” Poetry Foundation, 1916

**32 Explain the historical circumstances that led to the roles women played as expressed in this poem.**

#### Score of 1:

- Correct response

##### *Examples:*

- World War I started;
- men were drafted and left jobs unfilled;
- men went to war while women served on the home front;
- total war required women to fill men's jobs;
- women showed their patriotism by working men's jobs;
- World War I changed the type of jobs women did;
- Women were beginning to fight for more rights;
- World War I started and men were drafted to fight in trenches;
- England militarized;
- women showed their nationalism by taking men's jobs;
- England felt nationalism and went to war;
- England had to defend its alliance, so men went to war;
- Pankhurst and others used the war to fight for women's rights;
- jobs in transportation became open to women during the war;
- the Industrial Revolution led to a change in the role of women in the workforce

**Score of 0:**

- Incorrect response

*Examples:*

- the Industrial Revolution;
- women were no longer caged/penned up;
- women wore uniforms;
- khaki soldier boys came marching home;
- women lost their jobs;
- trench warfare;
- women were allowed to work;
- labor unions

- No response



## Document 2

The German National Socialist Women's League was created in 1931. In 1936, Emilie Muller-Zadow, a member of the National Socialist Women's League, wrote this essay.

There is a growing recognition that mothers carry the destiny of their people in their hands and that the success or ruin of the nation depends on their attitude toward the vocation of motherhood.

Nation and race are facts of creation, which we, too, are called upon to share in forming and preserving. Therefore a national leadership that respects and honors its mothers is on a sound and healthy path....

The place that Adolf Hitler assigns to woman in the Third Reich corresponds to her natural and divine destiny. Limits are being set for her, which earlier she had frequently violated in a barren desire to adopt masculine traits. The value and sanctity of goals now being set for her have been unrecognized and forgotten for a long time; and due respect is now being offered to her vocation as mother of the people, in which she can and should develop her rich emotions and spiritual strengths according to eternal laws. This wake-up call of National Socialism to women is one more indication that in Germany today it is not arbitrary laws that are being issued, but rather a nation is returning to essential, eternal rules of order.

It is therefore not at all surprising that the state and party claim the education of mothers as exclusively their task and insist that all training be carried out only by National Socialists and according to the principles of National Socialism. For the way a mother sees her child, how she cares for, teaches, and forms him, the principles that she instills in him, the attitude that she demands of him, all of this is crucial for the national health, for a German morality, and for the unified overall mind-set of the future nation. . . .

Source: Emilie Muller-Zadow, "Mothers Who Give Us the Future," 1936

### 33 Identify the point of view of the German National Socialist Women's League regarding motherhood, based on this essay.

#### Score of 1:

- Correct response

#### *Examples:*

- Women had a duty to marry and raise a family;
- motherhood is vital to Germany's success;
- being a mother is more important than working/getting an education;
- motherhood is the number one priority of women;
- a woman's entire education/development/vocational pursuit/position within the Volk must be directed toward motherhood;
- the nation's source of life is women having children;
- motherhood is a physical/spiritual task;
- motherhood is the way in which a pure race is created;
- motherhood is vital to the Aryan race;
- it is the duty of women within the Volk/German community;
- the international women's movement has lost its appreciation of motherhood;
- motherhood is the appropriate way to channel women's energies;
- it is needed in Germany;
- motherhood is a necessity;
- it is a woman's role;
- everything a woman does should be directed toward being a mother;
- women need to be reeducated to be mothers;
- women should still be mothers in the machine age;
- women should not let work outside the home interfere with motherhood;
- it is rooted in women's souls;
- it is a fundamental principle;
- it is a great transformational process

**Score of 0:**

- Incorrect response

*Examples:*

- Women are competitive with/equal to men;
- it prohibits them from performing their duty;
- it stops them from being equal to men;
- education;
- the democratic-liberalistic-international women's movement;
- marriage and family;
- it equips them;
- women are competitive;
- officially integrates them;
- nationhood;
- it is a term of marriage

- No response

**34a Identify a similarity *or* a difference regarding societal expectations of women in England in 1916 and women in Germany in the 1930s.**

**Score of 1:**

- Correct response

*Similarities:*

- women would work outside the home depending on the circumstances;
- women served important functions in their nations;
- women were expected to support men;
- expectations in both societies were changing;
- they were expected to put the nation first;
- societal expectations for women were shaped by political forces within each nation;
- they expect women to be strong;
- women would play political roles under certain circumstances

*Differences:*

- the societies had different priorities regarding motherhood;
- women had different roles;
- women’s main job is different;
- traditional versus nontraditional roles;
- they expect women to be awakened/be empowered in different ways;
- expected to support society in different ways;
- expectations of women’s participation in the women’s movement differed

**Score of 0:**

- Incorrect response

*Examples:*

- expected women to be different;
- both documents show women are competitive;
- both documents are about women;
- Document 1 is a poem and Document 2 is a set of guidelines

- No response

**34b Explain the similarity *or* difference you identified in 34a using evidence from both documents.**

**Score of 1:**

- Correct response

*Examples:*

- in England, women worked in trains/elevators/milk delivery/door to door sales/butcher shops/motor vans to support the war effort, and in Germany they were integrated into the workforce unless it interfered with motherhood;
- in England, women took jobs when men went to war, and in Germany women worked to serve the nation;
- in Document 1 it explains that they were no longer penned up/caged up and in Document 2 it explains that the women’s movement is misguided;
- in England, women worked outside the home, and in Germany they were encouraged to work in traditional roles/motherhood;
- in England, women were expected to do men’s jobs until the men came home from the war, and in Germany a woman’s main duty was to be a wife and mother;
- Document 1 acknowledges women’s mother wit but asks her to put it on hold during the war, and Document 2 explains that a nation’s strength depends on motherhood;
- women in both England and Germany put their nation first, in England by working jobs while the men were at war, and in Germany by becoming mothers and supporting their children;
- English women were valued as strong/sensible/fit/having grit, and in Germany the physical aspect of motherhood was identified and valued;
- as expectations changed, women tackled new jobs in England while women needed to be reeducated to be guardians of the nation in Germany;
- in Document 1, women should no longer be caged up and in Document 2, women’s main place is in the home;
- in England, the focus was not on love and kisses for women, but in Germany the focus was on marriage and motherhood

**Score of 0:**

- Incorrect response

*Examples:*

- both show women taking men’s jobs when the men go to war;
- one is about World War I and one is about World War II;
- one expects women to write poetry and one expects women to write printed guidelines;
- Document 1 is about women working and Document 2 is guidelines for women;
- Document 1 says that women have no wit and Document 2 says that women need to be reeducated;
- Document 1 and 2 look at women;
- both expected women to be equal to men;
- Document 1 expects girls to call for orders and Document 2 expects women to take orders

- No response

**Global History and Geography II**  
**Part III Content-Specific Rubric**  
**Enduring Issue Essay**

**Task:**

- Identify *and* explain an enduring issue raised by this set of documents
- Argue why the issue you selected is significant *and* how it has endured across time

**In your essay, be sure to**

- Identify the enduring issue based on a historically accurate interpretation of *at least three* documents
- Explain the issue using relevant evidence from *at least three* documents
- Argue that this is a significant issue that has endured by showing:
  - How the issue has affected people or has been affected by people
  - How the issue has continued to be an issue or has changed over time
- Include relevant outside information from your knowledge of social studies

**Scoring Notes:**

1. Some examples of enduring issues that students may identify in *at least three* documents are provided. However, other issues may be identified if they are supported by accurate facts and examples from both the documents and outside information.
2. The discussion of the issue must be related to the documents, accomplish the task, and be supported by accurate facts and examples.
3. The identification and explanation of the enduring issue may be included in the discussion of why the issue is significant and how it has endured across time.
4. Information used to discuss how the enduring issue affected people or has been affected by people may also be used to discuss how the issue has endured across time.
5. The enduring issue may be discussed from different perspectives as long as the position taken is supported with accurate historical facts and examples.
6. A specific time period or era need not be identified as long as it is implied in the discussion.
7. A response may discuss either how the enduring issue affected people *or* has been affected by people *or* both.
8. A response may discuss either continuity *or* change regarding the selected enduring issue *or* both.
9. While not required, a student may include relevant information from the 9th grade social studies framework.
10. While the United States should not be the focus of the argument, issues related to the United States may be used to address the task as long as information used relates to the enduring issue selected from these documents.
11. While the focus of the response should be on the enduring issue that is identified, additional enduring issues may be referenced as part of that discussion. However, if two or more enduring issues are addressed in separate discussions only the first one should be scored.

**Score of 5:**

- Clearly identifies and accurately explains *one* enduring issue raised in *at least three* documents (See Explanation and Evidence from Documents on page 19)
- Develops an even, thoughtful, and in-depth argument about how the enduring issue has affected people *or* has been affected by people **and** how the issue continues to be an issue *or* has changed over time
- Is more analytical than descriptive
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from *at least three* documents
- Richly supports the task by incorporating substantial relevant outside information
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

**Score of 4:**

- Identifies and accurately explains *one* enduring issue raised in *at least three* documents
- Develops a thoughtful argument in some depth about how the enduring issue has affected people *or* has been affected by people **and** how it continues to be an issue *or* has changed over time *or* develops the argument somewhat unevenly by discussing one aspect of the argument more thoroughly than the other
- Is both descriptive and analytical
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from *at least three* documents
- Supports the task by incorporating relevant outside information
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

**Score of 3:**

- Identifies and explains *one* enduring issue raised in the documents
- Develops both aspects of the argument with little depth *or* develops only one aspect of the argument with some depth; may include minor inaccuracies
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Includes some relevant evidence that includes facts, examples, and details from some of the documents
- Includes limited relevant outside information
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

**Score of 2:**

- Identifies, but does not clearly explain, *one* enduring issue raised in the documents
- Minimally develops both aspects of the argument *or* develops one aspect of the argument in little depth; may include minor inaccuracies
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details from the documents or consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may lack an introduction or a conclusion

**Score of 1:**

- Identifies, but does not explain, *one* enduring issue raised in the documents
- Minimally develops one aspect of the argument; may include minor inaccuracies
- Is descriptive; may lack understanding or application
- Includes some vague, unclear references to the documents *or* includes minimal relevant facts, examples, and details copied from the documents; may include some inaccuracies
- Presents no relevant outside information
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may lack an introduction and a conclusion

**Score of 0:**

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

**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.**

## Issues found in documents

**Document 1:** Conflict; use of violence; lack of food security; inflation; economic inequalities; riots; scarcity; revolution; protests; impact of cooperation

**Document 2:** Protests; unemployment; use of violence; scarcity; lack of food security; inflation; conflict; economic inequalities; vigilantism; impact of industrialization; poverty; riots; impact of cooperation

**Document 3:** Starvation; poverty; scarcity; lack of food security; riots; conflict; use of violence; economic inequalities; impact of cooperation

**Document 4:** Conflict; scarcity; lack of food security; riots; protests; impact of migration; refugees; impact of cooperation; use of violence; poverty; economic inequalities

**Document 5:** Poor working conditions; riots; protests; economic stagnation/slowing economy; impact of industrialization; economic inequalities; conflict; impact of cooperation

This chart suggests enduring issues that might be found in *at least three* documents. It is not meant to be a comprehensive list and students may identify enduring issues not included in the chart.

Possible Enduring Issues in the Documents	Documents associated with Enduring Issue
Conflict	1, 2, 3, 4, 5
Lack of food security	1, 2, 3, 4
Economic inequalities	1, 2, 3, 4, 5
Protests	1, 2, 4, 5
Riots	1, 2, 3, 4, 5
Use of violence	1, 2, 3, 4
Scarcity	1, 2, 3, 4
Impact of cooperation	1, 2, 3, 4, 5
Poverty	2, 3, 4



## Example Issue: Lack of Food Security

### *Identify and Explain:*

A lack of food security occurs when a group or society has less food than they require or fears a decrease in or a loss of their food supply. This scarcity and instability can lead to hunger, malnutrition, starvation, and riots.

### *Evidence from the Documents to support the explanation:*

**Document 1:** In 18th-century revolutionary France, Parisians were concerned about both grain shortages and the anticipation of rising bread prices. Resulting riots led to the fall of the Bastille and their complaints were quickly addressed by the new government.

**Document 2:** In industrial England, Luddites faced both scarcity and inflation of food prices coupled with widespread unemployment that led to rioting at factories and smashing of textile machinery.

**Document 3:** In Ireland in 1842, a mob led by starving women and children attacked a potato store, a force of police, members of the 30th regiment, and plundered a storehouse for ground oatmeal in the town of Galway.

**Document 4:** At a refugee camp in Darfur, Chadian refugees participated in a food riot because of the reduction in the availability of sorghum as a result of the inability to safely transport food.

### Example Issue: Lack of Food Security

Document Information	Outside Information
How issue affected people/how people affected issue	How issue affected people/how people affected issue
<p><b>Doc 1</b>—Search for arms and grain resulting in riots leading to early stages of French Revolution                      Revolution propelled forward and made increasingly radical by threat of rioting                      Protests by Parisians in streets because of suspicion that some people had hoarded grain in anticipation of higher prices                      Response of new government to complaints about prices, accusations about hoarding, and similar concerns                      Efforts of rioters to set price controls for bread and other essentials</p> <p><b>Doc 2</b>—Crowd of protesters demanding more work and better wages broken up by British troops                      At start of 19th century British working families enduring economic upheaval</p> <p><b>Doc 3</b>—Attack on potato store in town of Galway by desperate Irish poor                      Attackers led by starving women and children                      Storehouse plundered for ground oatmeal by mob                      Local sheriff accompanied by police and members of 30th regiment attacked by mob</p> <p><b>Doc 4</b>—One person killed and six injured during a food riot inside a refugee camp in Darfur                      Noisy demonstrations by hundreds of stick-bearing women against temporary reduction in availability of sorghum                      Difficult to transport food to the camp safely because of continued insecurity                      Local police taken on by some members of crowd (one killed; six injured)                      Repeated attacks against humanitarian convoys throughout Darfur</p>	<p>Concerns over a lack of food supply by economists such as Malthus as result of population growth during Industrial Revolution                      From 1845 Irish Potato Famine (blight; British export policies; laissez-faire; rural congestion)                      Rationing on home front adopted by countries engaging in total war                      Scarcity of food supplies faced by vulnerable populations when targeted by those violating human rights (Armenians; Ukrainians during Holodomor; victims of Holocaust; Cambodians)                      Berlin blockade attempt by Soviet Union to restrict basic necessities, including food, in an effort to consolidate control of Berlin                      Famine as a result of Mao’s attempt to increase food production during Great Leap Forward                      Efforts of Green Revolution to increase global food supply to meet needs of population growth especially in developing countries                      Widespread health problems faced by people in North Korea as result of chronic malnourishment</p>

### Example Issue: Lack of Food Security

Document Information	Outside Information
How issue continued/changed over time	How issue continued/changed over time
<p><b>Continuity:</b>  <b>Doc 1</b>—Continuation of inflation as a problem alongside grain shortages despite efforts by rioters to set price controls for bread and other essentials  <b>Doc 2</b>—Enduring economic upheaval and widespread unemployment faced by Luddites  <b>Doc 3</b>—Existence of food insecurity in Ireland in 1840s  <b>Doc 4</b>—Continuation of food rioting in refugee camps in Darfur despite efforts by aid workers</p> <p><b>Changes:</b>  <b>Doc 1</b>—Concern about what people might do without access to bread            Response of new government in France to complaints about prices and accusations of hoarding  <b>Doc 2</b>—Poverty brought to Britain by endless war against Napoleon’s France            Food scarce and rapidly becoming more costly  <b>Doc 4</b>—Demonstrations in Darfur by hundreds of women because of temporary reduction in availability of sorghum</p>	<p><b>Continuity:</b>            Violence and protest often incited by scarcity of food (Russia; Somalia)            Access to food often limited by totalitarian regimes as way of inciting fear, inflicting punishment, and requiring dependence on central authority            Prevention of progress in other areas of society in developing world with food security issues that demand priority attention</p> <p><b>Changes:</b>            Increase in availability of food for vulnerable populations in developing world with introduction of new technologies and techniques            Identification and crises addressed around the world by government and nongovernment organizations assisting with hunger-related issues (local food pantries; Feeding America; Meals on Wheels; Rice Bowl; UNICEF; Feed the Children)</p>

Throughout history, various ethnic and social groups have faced inequality. This inequality can take many forms, but most frequently it involves the oppression of a select group within a population. This oppression sometimes leads to riots or protests, still, equality can be achieved when the oppressed unite and demand a change. This can be seen in 18th century France among the Third Estate, in a 21st century refugee camp in Darfur, and in a modern Chinese factory. Each of these cases resulted in uprisings and conflict fueled by unequal circumstances.

18th Century France was a time of tremendous turmoil in which peasants and other members of the Third Estate experienced unfair pay, government corruption and economic policies that put the needs of the few over those of the many. For example, the first and second estate that were comprised of both the clergy and the autocracy were exempt from paying taxes. This meant the Third Estate was burdened by all the taxes. Also, the unfair voting system that allowed each estate one vote in the Estates General perpetrated the systems that allowed for inequities between the three Estates. Another example of this inequality was the construction of the Palace of Versailles. This extravagant home for the King of France put the entire nation further in debt, leaving peasants hungry, and spreading poverty while the monarchy and nobles lived a luxurious lifestyle. As a result of this situation, riots began to spread throughout the country (Doc 1). As stated in the Document, these protests alarmed French leaders and were signs of the impending French Revolution. If not for inequality and the dogmatic rule of the Nobility, the Third Estate might never have united to create a more Enlightened form of government.

Similarly, 20th century Russia also faced uprisings from the peasantry and the working class. While the Romanov's appeared to live a lavish lifestyle, the masses struggled with poor working conditions and lack of food. They felt Nicholas was uncaring and unreceptive to their pleas for help. This led to the Bolshevik Revolution. Both of these movements stemmed from a disparity of wealth and power between the monarchy and the masses and both resulted in the overthrow of oppressive monarchies and the installation of new governments.

While unity under the banner of change can bring great success, it often comes at a cost. During a conflict in Chad, refugees were held in a neighboring Sudanese camp, where they faced food insecurity. This also caused inequality. Refugees often flee their homes with little more than what they can carry. They have few possessions or money and rely on the camp for all their necessities. While this is a very different situation than in France, China, or England, the refugees have nothing and depend upon those in power – that is the camp workers and directors. This creates inequality that the refugee population can see as oppressive. A protest in the Darfur camp emerged during a shortage of the grain sorghum, which the refugees viewed as a valuable resource. The incident brought about more serious consideration into the circumstances surrounding refugee camps. It also shows the sacrifice that often comes as a result of fighting against inequality. Unfortunately, we continue to see refugee crises around the world. As droves of people flee conflicts in their homelands many end up in camps similar to those in Darfur. Many times people in these camps struggle to have their basic necessities covered. In

response, organizations such as the United Nations Refugee Agency have stepped in to provide humanitarian assistance to those in need.

While it has been more than 200 years since such protests as the French Revolution, the problem of inequality can still be felt throughout the world today. In 2012 for example, a group of factory workers rioted due to poor working conditions and unfair treatment in Chinese factories. These workers felt they were being oppressed and exploited in high-intensity jobs with little pay. As a result of this riot, factories were shut across China, resulting in a slowdown of the Chinese economy. This change in pace for the citizens of modern China shows just how powerful a protest against inequality can still be. This is not a situation that is new in history. During the Industrial Revolution working class people in England faced very difficult circumstances, different than those of the upper classes. The working class faced unsafe work environments, low wages, long hours, and children working in factories instead of attending school. Their home lives typically involved living in overcrowded filthy tenement buildings. In contrast the upper class could afford a more affluent lifestyle with nicer homes and children able to attend private schools. The men of the upper classes typically owned and oversaw the factory work of the masses. It would take decades for legislation to pass that would address some of the issues raised by the working class. Without leaders who are willing to address unfair circumstances & demand change, nothing would ever get done, and the world would be a very rigid place. It is through movements such as these that good people can achieve freedom, and use their experiences for the betterment of society.

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**Anchor Paper – Enduring Issues Essay—Level 5**

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Inequality is an enduring issue that has plagued many groups throughout our history and this continues through today. But if there's one thing we can learn from our past experiences with inequality, it is that such circumstances may inspire unity, and a change for the greater good of society, no matter the cost along the way.

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## Anchor Level 5

### The response:

- Clearly identifies and accurately explains *inequality* as an enduring issue raised in the documents (faced by various ethnic and social groups throughout history; most frequently involves oppression of a select group within a population which sometimes leads to riots or protests; equality can be achieved when oppressed unite and demand change)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (both French Revolution and Bolshevik Revolution stemmed from a disparity of wealth and power between monarchy and masses, and both resulted in overthrow of oppressive monarchies and installation of new governments; protest in Darfur camp brought more serious consideration into circumstances surrounding refugee camps and also shows sacrifice that often comes as result of fighting against inequality; workers in Chinese factories felt being oppressed and exploited in jobs with little pay; when factories shut down across China resulting in a slowdown in economy it showed how powerful a protest against inequality can still be; without leaders willing to address unfair circumstances and demand change nothing would ever get done; movements help good people achieve freedom and use their experiences for betterment of society)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 1, 4, and 5
- Richly supports the task by incorporating substantial relevant outside information (18th century France time of tremendous turmoil in which peasants and other members of Third Estate experienced unfair pay, government corruption, and economic policy that put needs of few over those of the many; First and Second Estate comprised of both clergy and aristocracy exempt from paying taxes; unfair voting system that allowed each estate one vote in Estates General perpetrated systems that allowed for inequities; construction of Palace of Versailles, extravagant home of King of France further put entire nation in debt, leaving peasants hungry and spreading poverty while monarchy and nobles lived in a luxurious lifestyle; as Romanov's appeared to live a lavish lifestyle masses struggled with poor working conditions, lack of food, and felt Nicholas uncaring and unreceptive to their pleas for help leading to Bolshevik Revolution; refugees have few possessions or money and rely on leaders and workers of camps for necessities creating an inequality that oppresses refugee population; during Industrial Revolution working class people in England faced very different circumstances than those of upper classes; working class faced unsafe work environments, low wages, long hours, and children working in factories instead of attending school; home lives typically involved living in overcrowded filthy tenements; men of upper class typically owned and oversaw factory work of masses; would take decades for legislation to pass that would address some of issues raised by working class)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 5. Relevant outside information and analytic statements are integrated throughout the discussion and effectively support the recognition that sacrifice occurs as a result of fighting against inequality. A strong evaluative basis is established to assess that inequality remains an issue that needs to be addressed.



Throughout time the desperation of working lower classes has remained. The lengths that people will go to in order to survive and initiate political change can be extreme. As are the actions governments take to silence their people. The class struggle within society is often made worse during times of economic upheaval and unemployment. An enduring issue shown throughout history is the lack of political representation of the working class. Across the world and throughout time, lower classes have been ignored by their govt. From 1700s France and 1800s England to modern day China and Chad, people have fought for their basic human needs with varying results.

The French Revolution in part began as a search for arms and grain. Grain and bread riots had powerful repercussions during this time and have sent a message to both the monarchy and even after with the new government. The pre-revolutionary government consisted of an absolute monarch, Louis XVI who controlled the economy, political system, and society as a whole. However, debts partially because of the building of Versailles by Louis XIV as well as wars and other spending led to massive economic problems in France. This along with the political system targeted and caused harm to the lower classes and the bourgeoisie causing many to be angry with the government. The bourgeoisie wanted greater representation in government as well as fewer taxes. France at this time had an Estate system and only the 1st and 2nd Estates had power. The problem with this system was that the vast majority of working class people as well as the bourgeoisie were in the underrepresented third Estate. The threat of bread and grain riots both before and during the revolution led to

more radical behavior which helped to propel the revolution forward. The pre-revolutionary bread and grain riots helped lead to a series of steps that eventually toppled the monarchy and ushered in the radical phase of the revolution. However, problems were not completely solved by the arrest and eventual death of the King and Queen. More shortages of grain and continued lack of representation in government as well as inflation caused more problems for working class people to meet their basic needs during the revolution which led to more and more radical government.

This is also a significant issue endured by many societies and cultures throughout time. While in France the lack of political representation affected the third Estate, in England it affected the factory workers during the Industrial Revolution. British working families endured economic upheaval and massive unemployment at the start of the 19th century. For many, the increase in the population brought poverty, causing food to be increasingly scarce, and rapidly becoming more expensive. The people that suffered most were the factory workers who worked on tedious tasks for long hours and little pay. Protesters began fighting the system, demanding more work and better wages. Some, like the Luddites, destroyed machinery and burned factories. The working class was not being represented in the British government. Doc 2 states, Parliament passed a measure to make machine-breaking a capital offense, rather than improving conditions for their under-paid, impoverished working class. Although, the French riots and British protests had different motives, they both just wanted basic human needs, such as food and to be represented in their government.

The motives of many revolting working classes throughout time are similar. People want to be able to feed their families, work in a safe environment, and be paid a fair amount. The French, English, and Irish all revolted to some extent for food. The Galway Starvation Riots show the desperation of the poor Irish people even before the Irish Potato Famine. Over a series of years, many Irish lost their farmland to absentee British landlords. They had little land left to grow food for themselves so they became overly reliant on potatoes. Once the potato crop failed starting in the 1840s, many Irish had little food or not enough money to buy food. Many rioted against these unfair conditions. Their basic human rights were being denied by the British government. The situation got even worse, leading to one of the greatest mass migrations and famines in history. The Irish Potato Famine killed or forced millions to move away from their homeland. The radical protests did eventually lead to change but it took many more decades and the loss of millions for Ireland to finally achieve independence.

Although, all three of these instances are in the 18th and 19th centuries, many of the same conditions remain throughout time. In modern day China workers are rioting due to growing economic pressure and impatience with poor work conditions. The number of workers is shrinking for a variety of reasons including an aging population as well as a growing educated labor pool which only worsened the treatment and pressure on factory employees. In Beijing the heavy demands of the factory jobs have not changed, and the problems cannot be easily solved by simply raising wages. The factory workers are demanding changes that the owners are having a

difficult time managing. This is definitely a problem that is not easy to solve. Doc 5 shows that the treatment of the working class has not drastically improved as one may think from the 1700s and 1800s to the present day.

The impoverished region of Sudan and Chad has experienced many violent outbreaks concerning food. One person was killed and another 6 injured during a food riot inside a camp that housed Chadian refugees. Doc 4 says that about 6,600 refugees live in Um Shalaya and more asylum-seekers arrive each month. The economic upheaval and lack of food have caused people to take drastic measures to meet their basic needs. The enduring issue even applies to modern day Chad, where the government is not aiding their own people. The U.N. is aiding the regions refugees.

In conclusion, the enduring issues of mistreatment of lower/working classes in government has lasted through centuries and across the world. From the French Revolution to iPhone manufacturers in China, lower classes have been oppressed and taken advantage of by their governments. The lengths people will go to to survive, protect their families, and create political change can be extreme and can result in revolution or violence. However, the lack of representation is what causes vastly impoverished and oppressed groups of people.

## Anchor Level 4

### **The response:**

- Identifies and accurately explains *class struggle* as an enduring issue raised in the documents (people will go to extreme lengths to survive and initiate political change; often made worse during times of economic upheaval and unemployment; across the world and throughout time lower classes lacked political representation and been ignored by their government)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (debts along with political system targeted and caused harm to lower classes and bourgeoisie in France causing many to be angry with government; British working families endured economic upheaval and massive unemployment at start of 19th century; for many surplus of population brought poverty causing food to be increasingly scarce and more expensive; factory workers worked on tedious tasks for long hours and little pay during Industrial Revolution; Parliament passed a measure to make machine breaking a capital offense rather than improving conditions for underpaid impoverished working class; both French rioters and British protesters had different motives but both wanted basic human needs such as food and to be represented in their government; in Beijing heavy demands of factory jobs have not changed and problems cannot be easily solved by simply raising wages; economic upheaval and lack of food in Darfur caused people to take drastic measures to meet their basic needs)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from all the documents
- Supports the task by incorporating relevant outside information (pre-revolutionary French government consisted of absolute monarch, Louis XVI who controlled economy, political system, and society as a whole; debts partially because of building of Versailles by Louis XIV as well as wars and other spending led to massive economic problems; bourgeoisie wanted greater representation in government as well as fewer taxes; only First and Second Estates had power; problems in France not completely solved by arrest and eventual death of King and Queen; over a series of years many Irish lost their farmland to absentee British landlords; Irish little land left to grow food for themselves so became overly reliant on potatoes; basic human rights being denied by British government; Irish potato famine killed or forced millions to move away from their homeland; radical protests in Ireland eventually led to change but took many more decades for Ireland to finally achieve independence; in China number of workers shrinking for a variety of reasons including an aging population as well as a growing educated labor pool)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. Historical details are integrated with relevant outside information and establish a good foundation to demonstrate how the needs of the lower classes have been ignored by governments. The discussion of the oppression of the working class in the modern societies of China and Chad would have benefited from additional supporting facts and details.

There has been conflict for most of history and in every part of the world because people have different interests and because a few people hold power over the many. In this situation, there is a large group of people that are not getting the necessary things to live. This promotes unrest, and furtheres conflict between the people. This issue of conflict has gone on through time, showing up in many different places and times such as in France during the French Revolution, the Industrial Revolution in Britain, in Chinese factories, and even in refugee camps in Darfur in the 2000s. There is conflict in every war and revolution, and in strike. Conflict between groups shows that one of the groups is being treated unfairly, or is missing something they need to survive.

There is conflict between the people and the monarchy leading up to the French Revolution. The monarchy abused the people forcing them to pay taxes and causing high food prices. The high prices especially for bread made it difficult for the common people to get bread, something they need to survive. The conflict between the King and the people of France and later on between the revolutionary government and the people contributed to the buildup of tensions before and during the French Revolution, and showed that the people need change. They began protesting these high prices, trying to show the monarchy and the revolutionary government that there needed to be change. The threat of rioting brought the revolution to the forefront, and the government was eventually overthrown.

In industrial societies there is often conflict between the government and business owners and the working class. This is true whether it is in Britain in the 1700s-1800s, the U.S. in the 1800s, or

in China today. The workers in China often work in very poor conditions in order for the factory owners to increase their profit. In China they spoke up in the form of a riot. The poor working conditions and economic pressures were promoting factors for this protest. Similar to the issues during the Industrial Revolution in Great Britain, where poor working conditions and low wages led to conflict and rioting, the workers at Foxconn led a riot. In an attempt to gain better working conditions and proper wages during the Industrial Revolution, strikes were held by factory workers, prompting labor laws to be passed which addressed many of the problems such as low wages, poor working conditions, unfair wages, and long hours along with many other problems. When the group of Foxconn workers were not receiving what they needed to survive, in this case money from fair wages, conflict began to bubble between the groups and led to an eventual riot. As workers began to hold themselves to a higher standard and want to improve their lives with better wages and working conditions, unrest and conflict grew in the imbalance of power between the factory workers and factory owners. But while many of the problems during the Industrial Revolution were addressed, the conditions for workers in China remain poor. This may be because this issue is still ongoing because given the demographic, technological, and educational changes that exist in China something more will have to be done to change the working conditions.

Conflict is also shown in refugee camps. People go to refugee camps when conflict exists. People feel that they have to flee their homes to go somewhere more safe. Unfortunately these refugee camps, as is true for many refugee camps, are located in places where there is a great

scarcity of goods. Because of a scarcity of resources, the refugees either have to do without or protest. The scarcity of an important grain, sorghum, led to desperation between the refugees because it is a major food source. As it becomes more difficult to transport the food from El Geneina to the refugee camp because of conflict in the country, there was more of a scarcity of a very important grain. The conflict and confusion led to a riot which left six people injured and one dead. If basic needs are not met by the people in power, there will be riots and consequently more conflict. Conflict breeds more conflict, and the more reasons a group of people is given to revolt, the more inclined they will be to revolt.

The enduring issue of conflict can be seen everywhere. Throughout time, all over the world, there is conflict. The scarcity of resources or a division of power could be a main cause of conflict. In any case, conflict may not be preventable. It has led to death, or the ousting of people from power such as in the French Revolution. Conflict can also be caused by disagreements, leading to wars. These wars cause death, and may leave many injured. Although you may not be able to prevent conflict, it can be ended by the group of people receiving what they needed, whether it be food or better working conditions. Conflict continues to be an issue, even in today's modern world. Even today, there are still riots and protests that go on between groups of people, or sometimes even conflict between nations that leads to war. Conflict may be inescapable, but we can still work to end conflict before it becomes too serious and ends up leaving people dead or injured. In today's world, conflict can lead to nuclear wars. Although we cannot prevent conflict, we can try to find peaceful solutions that satisfy all parties and do not leave any soldiers or people dead.



### Anchor Level 3

#### **The response:**

- Identifies and explains *conflict* as an enduring issue raised in the documents (conflict for most of history and in every part of world because people have different interests and because a few people hold power over the many; conflict in every war and revolution and in every strike and protest)
- Develops both aspects of the argument with some depth
- Is more descriptive than analytical (people in France protested high prices trying to show monarchy and revolutionary government there needed to be change; the government eventually overthrown; poor working conditions and economic pressures in China promoting factors for protest at Foxconn when group of workers not receiving what they needed to survive; as workers began to hold themselves to a higher standard unrest and conflict grew in imbalance of power between workers and factory owners; while many of problems during Industrial Revolution addressed, conditions for workers in China remain poor; difficult to transport food to refugee camp in Darfur because of conflict within country; if basic needs not met by people in power there will be riots and consequently more conflict; may not be able to prevent conflict but can be ended by group of people receiving what they need, whether it be food or better working conditions)
- Includes relevant evidence that includes facts, examples, and details from Documents 1, 2, 4, and 5
- Includes relevant outside information (monarchy in France abused people forcing them to pay taxes and causing high food prices; in industrial societies often conflict between government and business owners and working class; in attempt to gain better working conditions and proper wages during Industrial Revolution strikes held by factory workers prompting labor laws to be passed which addressed many of problems such as poor working conditions, unfair wages, and long hours along with many other problems; workers in China often work in very poor conditions for factory owners to increase their profits spoke up in form of riot similar to Industrial Revolution in Britain; conditions for workers in China remain poor maybe because of demographic, technological, and educational changes; people go to refugee camps when conflict exists; unfortunately many refugee camps located in places where a greater scarcity of goods; in today's world conflict even more dangerous because with increased technology it can lead to nuclear war)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. Interpretation of document information frames the response and is supported by relevant outside information, but limited development weakens the application to different aspects of the task. Although somewhat repetitive, elements of comparison and some well-explained conclusions strengthen the discussion.

A reoccurring enduring issue present throughout the documents is poverty. Poverty can be described as a state of a country being intensely poor, and with a lack of necessities it's people need to survive, such as food. This issue has been present through history, and can still be seen today in many countries.

One of the most well known cases of poverty in history was the spark for the French Revolution. The people of France during this time were experiencing major inflation on food prices, and a shortage of food. The people of France became very angry with these circumstances and began to riot. As shown in document 1, in the early stages of the revolution there was a rise in prices. This rise initiated the riots that led to the revolution. A similar case of this was the Russian Revolution in which the people rebelled because of the terribly run government and terrible prices.

Another case of poverty in history was in Great Britain during war's against Napoleon's France. The people in factories became outraged by the rise in food prices and unemployment as stated in document 2. As many people lost their jobs and the prices rose on food, many people were starving. This state of the people caused an uproar and a chain of riots, much like the French Revolution where starvation and poverty fueled the fire of rebellion.

The Irish attack on a potato store during a severe food shortage is another excellent example of poverty. While the poor Irish people were starving and angry, the women and children banded together to form a mob to get the food they desperately needed as explained in document 3. This is very similar to the circumstances of the Irish potato Famine that occurred a few years later. During this famine

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**Anchor Paper – Enduring Issues Essay—Level 2**

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there was little to no food for the Irish to live off of and this made them angry with the British who had taken most of their crops and didn't provide much aid during the famine.

A reoccurring trend through history is when poverty strikes, riots and rebellions occur. Throughout history people have continuously rebelled against this state and demanded changes. This still happening today in third world countries. Poverty has been a very prominent issue throughout history and has caused people to rebel and demand government change.

**Anchor Level 2****The response:**

- Identifies and explains *poverty* as an enduring issue raised in the documents (can be described as a state of a country being intensely poor and with a lack of necessities its people need to survive, such as food; issue present through history and still seen today in many countries)
- Minimally develops both aspects of the argument
- Is primarily descriptive (poverty provided the spark for the French Revolution; people of France experiencing major inflation on food prices and a shortage of food which initiated riots that led to revolution; during Napoleonic Wars in France people in British factories became outraged by rise in food prices and unemployment; as many people in Britain lost their jobs and food prices increased people were starving causing an uproar and a chain of riots much like in France; in Ireland women and children banded together to form a mob to get the food they desperately needed similar to circumstances of Irish potato famine that occurred a few years later; throughout history people have continuously rebelled against poverty and demanded changes, such as in the government)
- Includes few relevant facts, examples, and details from Documents 1, 2, and 3
- Presents little relevant outside information (Russian Revolution similar to French Revolution as people rebelled because of poorly run government and high prices; during Irish potato famine little to no food for Irish to live off making them angry with British who had taken most of their crops and did not provide much aid during the famine)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. Most of the discussion focuses on a basic interpretation of document information that addresses all aspects of the task, although the continuation of poverty as an enduring issue is limited to a few general statements that lack development. The Russian Revolution is mentioned as relevant outside information but is only loosely-connected to the task and lacks supporting facts and details.

Enduring Issues are often very serious actions that have taken place over a period of time. There are many Enduring Issues in this world today, and most people don't even recognize them. In Documents 1, 3, and 4, there was one Enduring Issue that really stands out, world hunger. Starving families have been a really big issue and it's been around forever. This issue is also very significant because starvation has killed so many people on Earth. In Document 1, the text describes how people began riots over grain. It also discusses how bread prices were rising and that people would not be able to afford it. "In fact, the riots resulted in the fall of the Bastille of July 14th 1789 and helped move forward the early stages of the French Revolution, began as a search for arms and grain." Document 3 shares information about a starvation riot that occurred at a potato store on June 25, 1842. There were many poor Irish people that were in desperate need of food. "Although the attackers were led by starving women and children, at the rear of the mob were a party of formidable Claddagh fisherman." Document 4 also depicts angry people that have no food. Many women armed themselves with sticks and even took on local police officers. Starvation is a big deal across the world. All 3 of these documents demonstrated how hunger can effect people and the way they handle situations.

## Anchor Level 1

### **The response:**

- Identifies and explains *hunger* as an enduring issue raised in the documents (starving families have been a really big issue and it has been around forever; starvation has killed many people on Earth)
- Minimally develops both aspects of the argument
- Is descriptive (in France people began riots over grain because bread prices rising and people could not afford it; riots helped move forward early stages of French Revolution; French Revolution began as a search for arms and grain; many poor Irish people in desperate need of food; attackers led by starving women and children although a party of formidable Claddaugh fishermen were at the rear of the mob; in Darfur many women armed themselves with sticks and even took on local police officers)
- Includes minimal relevant facts, examples, and details from Documents 1, 3, and 4
- Presents no relevant outside information
- Demonstrates a weakness in organization as the response is one paragraph; includes introductory and concluding sentences

**Conclusion:** Overall, the response fits the criteria for Level 1. Brief statements that summarize the documents are used in the discussion and demonstrate a basic understanding of the task. It is implied that hunger continues to be an issue, but the statements lack supporting explanations and details.

Throughout history, many societies have had to face a variety of enduring issues. An enduring issue can be defined as a challenge or problem that exists over time and place and often is addressed in different ways. These issues often have a negative impact on the societies they affect. One such issue is inequity. Inequity occurs when a person or group of people are treated harshly or unfairly often by others in a position of power or of a higher social class. Inequity can be seen throughout time affecting different societies such as in France during the Revolution, Britain during the industrial era, and in modern China.

During the French Revolution the Estate system highlighted the economic inequities that existed in French society. The third estate was treated unjustly by the first and second estates as they lacked power and a voice in the government. The first estate was comprised of the clergy and the second of the nobility. Both of these estates had economic privileges including not having to pay taxes. In contrast, the third estate comprised of nearly everyone else in French society had the burden of paying all the taxes to finance the state and the lavish lifestyles of the upper classes. Many members of the third estate lacked access to food, especially as poor harvests and hoarding occurred and inflation rates spiked in France. In response to bread shortages members of the third estate began to protest these conditions in France. Despite government intervention the revolution strengthened as inflation and bread prices continued to rise. In addition to economic inequity the third estate also demanded more equal political rights. When they took the Tennis court oath the National Assembly comprised largely of members of the third estate

pledged to create a constitution that would provide and protect rights for the people and therefore begin to address inequity. The ideas that went into documents such as the Declaration of the Rights of Man and Citizen and the Constitution of 1791 stemmed from the Enlightenment. In many ways the French Revolution was a direct result of political and economic inequity. Though some of the developments during the Revolution addressed this situation, in some ways the Revolution led to little change in French society.

The enduring issue of inequity also existed in Britain in the 19th century. During the industrial revolution, many of the working class were treated unfairly by the entrepreneurs of the upper classes. Business owners knew that many industrial workers desperately needed jobs and took advantage of this situation. Members of the working class earned little pay, worked long hours, and faced unsafe working conditions. They lived in urban areas and also experienced overcrowding and the filth of city life. One group known as the Luddites was formed, demanding greater pay and improved working conditions. The Luddites were skilled artisans who were displaced and were now working as unskilled laborers on machines at the time. They began to protest in Nottingham, a textile manufacturing center, British troops suppressed the protestors who were challenging their wages and working conditions. Later the Luddites started smashing textile machinery in a nearby village. The government responded in an effort to defend factories. There was little change during the industrial period until reform bills were passed and unions were formed in the mid to late 19th century. Some factory owners responded with oppression and were responsible for the death and

injury of workers who were protesting. Like the Third Estate, the Luddites challenged the economic inequalities they faced through protest and sometimes violence.

The issue of inequity has also negatively impacted China throughout history. Chinese factory workers are treated poorly similar to the Luddites in industrial Britain. Rioting among these factory workers has increased as workers face poor conditions and heavy demands. There have been fewer people available and willing to work in Chinese factories as many young people have sought an education and employment in other sectors. The pressure to keep up with global product demands in Chinese factories has overwhelmed those workers who are left in the labor pool. In response, factories have sometimes had to close down. Again it is economic inequity that has led to these conflicts.

The enduring issue of inequity has remained a constant problem throughout history. This is evident in these examples from French and British history as in modern China. Other examples of political and economic inequity have led to protest as seen in Tianamen square. This peaceful protest turned violent when tanks opened fire on many of the protesters that were there to advocate for democratic rights. Earlier in Russia in 1905 workers petitioned Czar Nicholas for economic reforms grieving poor working conditions and low wages. The response of the government was to open fire on these peaceful protesters. Many were injured or killed. Ultimately the failure to address these issues led to the 1917 Russian Revolution. Inequity still exists today in many places despite the efforts of individuals, governments, and organizations.



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**Enduring Issues Essay—Practice Paper – B**

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There are multiple issues that have endured across time and across the world affecting the people of the region in similar ways. Food shortages and the riots held to get food have been an issue as far back as the 1700's and still are happening today.

Doc. 1 shows how long riots have been occurring when it says "During the winter and spring of 1789, Bread riots were especially common." This quote shows that even over 200 years ago people rioted because they didn't have enough food to survive because of rising prices and shortages caused by the French Revolution. Another instance where food shortages caused riots is shown in Doc. 2 "Then, on March 11, 1811, in Nottingham, a textile manufacturing center, British troops broke up crowd of protesters demanding more work and better wages." This quote shows nearly 20 years later people in a different area of the world were protesting for the enduring issue of food shortages. The industrial revolution was taking place in Britain this same time period so many people worked in textile factories where they were paid unfair, unlivable wages which caused them to not be able to make or afford food. By rioting or damaging the textile factories the people showed the government they would fight for change and destroy a large part of the British economy at the time if necessary.

Again in Ireland some 50 years after the initial riots in France and nearly 30 years after the riots in Britain the Irish Rioted in protest of food shortages. In Doc. 3 the picture shows a group of poor Irish attacking a potatoe store because there was another month remaining until the next harvest and they had already begun starving. An event like this wasn't uncommon in Ireland during the

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**Enduring Issues Essay—Practice Paper – B**

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potatoe famen that later devastated the country. The issue of food shortages has endured hundreds of years and recently plagued the people of Darfur, Sudan. Refugee camps filled with people escaping civil war and a genocide have already suffed numerous human rights violations but also have to worry about having enough food. Doc 4. shows food riots have happened inside the camps and have caused multiple injuries, even death when it says "one person was killed and 6 others were injured during a food riot inside a camp that houses Chadien refugees..." This quote also shows how riots have been an issue, causing injuries and deaths over time.

Food shortages and riots can be caused by many different things, from civil war, to Revolutions, to inflated prices and have taken place on multiple continents and cities around the world. food shortages have been an induring issue since the 1700's and still occur today, hundreds of years later. lack of food is a significant issue because it has caused so much destruction and hardship to many people across many years.

One of the basic necessities for life is food. Without food humans can not survive. However, in many cases throughout history the public has been denied food by the government. The main causes are usually crop failures and sometimes the government simply denies the public food. When food is scarce or food prices get too high there are often food protests that can get violent. These have been happening since food was cultivated up until present day. Government can help but if they don't these protests can sometimes turn into revolutions.

Food riots have occurred at different times in history and in different places. One occurred during the French Revolution when there were bread shortages and the protests that followed helped to further the French Revolution. Food riots have often led to violence and the government is forced to react. The food riots that occurred in 1789 helped lead to the fall of Bastille on 14 July 1789 and helped move forward the early stages of the French Revolution. (doc 1). People who need food are willing to put their lives on the line and use violence to ensure their families are fed. The food protests got so intense at this time that it helped cause the overthrow of the King and the creation of a new government. The French Revolution would not have been the same without the food revolts. Even though the French government got control over the food prices, it still was not enough to stop further economic problems because it led to inflation and greater economic problems. (doc 1). The core problem of the shortage of food caused prices to increase leading to failures in the economy and more unrest. During the French Revolution revolutionary governments formed and stability was not regained until Napoleon took over and instituted major changes which included ensuring that people have their needed

food.

Similarly to the French, the Irish were having problems feeding its people. However in this case, Britain's government was taking much of the food away because they wanted it for their own people. This left the Irish starving, leading to food riots. The Irish were starving because they were waiting for the next harvest and because of British policy. The drawing in document 3 demonstrates a food riot in a potato store leading up to the potato famine. It shows women and children fighting the workers for food because they knew that the men wouldn't harm or shoot the women. This situation was made much more serious a few years later when the potato crop failed causing one of the only plentiful food crops for the Irish to eat to not be available. The Irish could not access many of the other crops they grew because they went to Britain meaning they were left to starve or emigrate out of Ireland. This led the Irish to be even angrier at the British government and led them to want and fight for independence.

Another example of a government keeping food from people was during Joseph Stalin's rule in Russia. During his rule he set up communal farms for a large group of farmers to work and the government had full control over food production. The farmers were not allowed to keep any of the food they produced. In Ukraine, this led to many people starving because the government took all of their food from them. This is considered a "forced famine" because it was not a result of crop failures but rather a government plan to starve the people in the Ukraine.

Today most of the world's starvation problems should not exist given our technology and how much food we grow. However, political

problems and the lack of safety often leads to starvation. The riots that have occurred in Darfur got more violent because of the increased need for food with depleting resources. As late as 2008 there were people starving in the refugee camps in Darfur where the people had not been given enough food to survive. Food riots broke out and one person was killed and six others were injured (doc 4) because of a demonstration against the temporary reduction in the availability of sorghum in the camp. In this situation people fled their homes looking for safety only to be faced with another danger – starvation. The rioting will only continue to worsen if these problems continue.

From the beginning of the domestication of crops food shortages have been a problem and still are today because availability of food is not completely reliable. Rioting seems to worsen as the need for food intensifies. The way governments handle the food shortages will determine the severity of the riots and the severity of the famines. Food is a basic staple for human life and always will be needed. It is up to the government to provide food for people or face violent rebellions and maybe overthrows of the government.

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## Enduring Issues Essay—Practice Paper – D

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An enduring issue is a challenge or problem that has been debated or discussed across time. An enduring issue raised by these set of documents is scarcity. Scarcity is the issue of not having enough of something.

The issue of scarcity is shown in document 2 where it states, "food was scarce and rapidly becoming more costly." This shows scarcity because there was not enough food for British families. The enduring issue of scarcity is also shown in document 3 where it states, "The desperation of the Irish poor had driven them to attack a potato store in the town of Galway." This quote exemplifies scarcity because there was not enough food for the starving Irish citizens which led them to riot and attack the potato store.

The issue of scarcity is significant because it can lead to the death and starvation of many people. It can also lead to food riots. This is exemplified in document 4 where it states, "one person was killed and six others injured at a food riot". This demonstrates scarcity's significance and some effects. The issue of scarcity has continued over time. An example of this is the potato famine in Ireland in the 1850s. A shortage of food cause the starvation and deaths of many people.

Scarcity has been addressed by methods such as redistribution of food, and by the Agricultural and Green revolutions.

History has been plagued by many an issue that caused the common populous to suffer. These common problems often impact the populous negatively and cause people to react, often violently. An issue that has had widespread disastrous effects is food scarcity. Food scarcity has existed for much of history, from the bread riots in pre-revolutionary France, the famine years in Ireland, and refugee camps in Darfur, Sub-Saharan Africa, and Somalia. Food scarcity does not pick and choose its victims but often impacts the most vulnerable such as the poor, refugees, and the powerless, often leading people to fight to gain more of life's necessities.

A shortage of food is bound to make anyone angry but the consequences can be even worse when a country is already collapsing in on itself. Such is no more evident than during the French Revolution. Many riots were caused by the rising prices and unavailability of bread. These riots helped result in the fall of the Bastille and the start of the French Revolution (Doc 1). Several months later, women violently stormed Versailles, rioting over the high price of bread. The story goes that Marie Antoinette hearing that these women were starving and needed bread to feed themselves and their families supposedly said "Let them eat cake." Although the story was probably fiction it fed the anger of the Third Estate who already believed that the King and Queen along with the First and Second Estates were abusing the Third Estate and were out of touch with the needs and lives of the French people. During this time the people of Paris rightly feared that some people in their city were hoarding grain as a result of the shortage of grain and the rising grain prices and wanted to especially punish those that withheld food from them such

as members of the First and Second estates. The high prices of bread, food scarcity, and rising inflation fanned the flames of the revolution and therefore leading to the end of the estates system and the monarchy.

Food scarcity did not only strike within countries in the midst of revolution, however, hitting too the unfortunate colonies of industrial powerhouses. England controlled Ireland and English Protestant settlers owned much of Ireland's farm land as absentee landlords. The English forced the Irish to produce agricultural products for export to England, leaving the Irish with little arable land to grow their own food. This led to an over-reliance on potatoes. However, once the potato blight hit the potato crop millions of people were left hungry. It was not only because of a catastrophic environmental disaster that impacted all the crops, but also because Ireland was still growing food crops for export that the Irish, mostly poor Catholic farmers, starved. A combined pressure to provide for the 'mother country' and lack of the potato harvests led the Irish people to riot in front of stores who still had food. The Irish poor were desperate for food even before the blight, and attacked a potato store in Galway and other locations that had food. Violent riots showed the anger and discontent towards the English and helped fuel growing demands for independence. Many were so desperate that they had to leave their homeland and become refugees. More than one million had to flee their homes in search of a better life in places such as the United States and Canada. The insensitive approach of the British and the continued exporting of crops would continue to ravage the Irish, even through their continued protests.

Famine and food shortages are not a thing of the past, despite



many hoping for them to be. They still occur in modern day society often affecting some of the most vulnerable and needy such as those living in refugee camps in central Africa. In 2008, thousands of Chadians had to flee their homes because of fear of violence by militia groups. Many who fled their homes now live in refugee camps in Darfur, Sudan. These camps are meant to be temporary but due to instability and lack of safety at home, many refugee camps exist for years and even decades. Refugees depend on the camp for their basic needs such as food, shelter, and education. However, when the camp cannot provide for these needs, especially food, violence breaks out as was seen in the Um Shalaya camp. Hundreds of hungry women demonstrated against shortages in the availability of the cereal grain sorghum (Doc 4). The shortage of food led to anger amongst the refugees within the camp. Violent outbreak that occurred shortly after the start came from widespread confusion and anger. And this is not an uncommon sight. Many food shortages and famines are caused by unwise planning or a sudden influx of mouths to feed without their basic needs being met, living in constant fear and instability.

Food shortages continue to be an issue throughout the world, especially as populations continue to rise and the amount of arable land decrease in size. If uneducated planning and unwise decisions continue, the issue of food scarcity and famine will only grow worse and plague more undeserving citizens of the world, and it is important to understand how to prevent or handle famine now rather than later because the lack of basic necessities often leads people to violently react causing needless deaths to occur and even more government instability.

## Practice Paper A — Score Level 4

### The response:

- Identifies and accurately explains *inequity* as an enduring issue raised in the documents (occurs when a person or group of people treated harshly or unfairly often by others in a position of power or of a higher social class)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (in response to bread shortages members of Third Estate began to protest conditions in France; despite government intervention revolution strengthened as inflation of bread continued to rise; during Industrial Revolution many of British working class treated unfairly by entrepreneurs of upper classes as knew many workers desperately needed jobs; some factory owners responded to Luddites with oppression and were responsible for death and injury of workers; like the Third Estate, Luddites challenged economic inequalities through protest and sometimes violence; rioting among Chinese factory workers increased as workers face poor conditions and heavy demands; fewer people available and willing to work in Chinese factories as many young people have sought an education and employment in other sectors; pressure to keep up with global product demands in Chinese factories overwhelmed workers left in labor pool causing factories to sometimes shut down)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 1, 2, and 5
- Supports the task by incorporating relevant outside information (Third Estate treated unjustly by First and Second Estates as lacked power and a voice in government; Third Estate comprised of nearly everyone else in French society bore burden of paying all the taxes to finance the state and lavish lifestyle of upper classes; many members of Third Estate lacked access to food especially as poor harvests and hoarding occurred and inflation rates spiked in France; in addition to economic inequity Third Estate also demanded more equal political rights; when took Tennis Court Oath National Assembly comprised largely of members of Third Estate pledged to create a constitution to provide and protect rights for people and address inequity; British workers lived in urban areas and experienced overcrowding and filth of city life; little change during Industrial period in Britain until reform bills passed and unions formed; peaceful protests in Tiananmen Square turned violent when tanks opened fire on protesters advocating for democratic rights; in 1905 in Russia workers petitioned Czar Nicholas for economic reforms grieving poor working conditions and low wages and government opened fire ultimately leading to 1917 Russian Revolution)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. Relevant outside historical details support document interpretation that explains how inequity can become a negative problem that societies must deal with. The inclusion of additional supporting facts and details would have added depth to the overall development of the task.

## Practice Paper B — Score Level 2

### **The response:**

- Identifies and explains *riots over food shortages* as an enduring issue raised in the documents (food shortages and riots held to get food an issue as far back as the 1700s and still happening today; people rioted because they did not have enough food to survive)
- Minimally develops both aspects of the argument
- Is primarily descriptive (protestors in Britain demanding more work and better wages broken up by British troops; people working in textile factories in Britain paid unfair unlivable wages causing them not to be able to make or afford food; by rioting or damaging textile factories people showed government they would fight for change even if it meant destroying a large part of British economy if necessary; food riots in Darfur refugee camps caused multiple injuries, even deaths; food shortage and riots can be caused by many different things, from civil war to revolutions to inflated prices and have taken place on multiple continents and cities around the world; lack of food a significant issue because it has caused so much destruction and hardship to many people across many years); includes weak application (people in France rioted because French Revolution caused rising prices and shortages)
- Includes few relevant facts, examples, and details from Documents 1, 2, 3, and 4
- Presents little relevant outside information (Industrial Revolution taking place in Britain; event such as the attack on potato store in Ireland not uncommon during potato famine that devastated country; refugee camps in Darfur filled with people suffering numerous human rights violations when escaping civil war and a genocide)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. Reiteration of document information and interpretation of that information demonstrates an understanding of the task. Some relevant outside information is mentioned but lack of application and explanation weakens the effort.

## Practice Paper C — Score Level 3

### The response:

- Identifies and defines *food scarcity* as an enduring issue raised in the documents (without food humans cannot survive; in many cases throughout history public denied food by government; main causes usually crop failures; when food scarce or food prices get too high often food protests violent)
- Develops both aspects of the argument with little depth
- Is more descriptive than analytical (protests that followed bread shortages helped to further French Revolution and lead to fall of Bastille; food riots often lead to violence and government forced to react; people who need food willing to put lives on the line and use violence to ensure families fed; women and children fought workers for food because knew men would not harm or shoot women; today most of world's starvation problems should not exist given our technology and how much food we grow; riots in Darfur got more violent because of increased need for food with depleting resources; starvation; from beginning of domestication of crops food shortages a problem and still are today because availability of food not completely reliable; up to government to provide food for people or face violent rebellions and maybe overthrows of the government)
- Includes relevant evidence that includes facts, examples, and details from Documents 1, 3, and 4
- Includes relevant outside information (food protests got so intense that they helped cause overthrow of King and creation of new government in France; during French Revolution revolutionary governments formed and stability not regained until Napoleon took over and instituted major changes ensuring people had food they needed; Irish starving because waiting for next harvest and because of British policy; situation in Ireland made worse when potato crop failed causing one of only plentiful food crops for Irish to eat to not be available; Irish even angrier at British government and led them to fight for independence; Joseph Stalin ruler of Russia set up communal farms for large group of farmers to work in which government had full control over food production; in Ukraine this led to many people starving in a "forced famine" because not a result of crop failures but rather a government plan to starve the people)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. The response addresses all aspects of the task with relevant facts and details and some good outside information. However, isolated analysis and limited development weaken the discussion.

## Practice Paper D — Score Level 1

### **The response:**

- Identifies and explains *scarcity* as an enduring issue raised in the documents (it is the issue of not having enough of something; can lead to death and starvation of many people)
- Addresses both aspects of the argument
- Is descriptive (in Britain food scarce and rapidly becoming more costly; not enough food for British families; not enough food for starving Irish citizens which led them to riot and attack the potato store)
- Includes minimal relevant facts, examples, and details from Documents 2, 3, and 4
- Presents minimal relevant outside information (potato famine in Ireland in 1850s resulted in a shortage of food and caused starvation and deaths of many people; scarcity addressed by Agricultural and Green Revolutions)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. Minimal interpretation of quoted document information demonstrates a basic understanding of the task. Limited explanation of the potato famine in Ireland as an example of how scarcity continued over time detracts from the effort

## Practice Paper E — Score Level 5

### **The response:**

- Clearly identifies and accurately explains *food scarcity* as an enduring issue raised in the documents (issue caused common populace to suffer and be impacted negatively which caused them to react, often violently; widespread disastrous effects; existed for much of history; does not pick and choose its victims but often impacts most vulnerable such as poor, refugees, and powerless people leading people to fight to gain more of life's necessities)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (rising prices and unavailability of bread helped result in start of French Revolution; people of Paris rightly feared some people in their city hoarding grain as result of shortage and rising grain prices and wanted to punish them especially members of First and Second Estates; high prices of bread, food scarcity, and rising inflation fanned flames of revolution leading to end of estates system and monarchy; insensitive approach of British and continued detriment of crops continued to ravage Irish even through their continued protests; famine and food shortages not a thing of past despite many hoping them to be, as still continue in modern day often affecting some of most vulnerable and needy such as those living in refugee camps in central Africa; important to understand how to prevent or handle famine now rather than later because lack of basic necessities often leads people to violently react causing needless deaths and even more government instability)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 1, 3, and 4
- Richly supports the task by incorporating substantial relevant outside information (women violently stormed Versailles rioting over high price of bread; Third Estate already believed King and Queen along with First and Second Estates abusing Third Estate and were out of touch with needs and lives of French people; once blight hit potato crop millions of people left hungry not because of catastrophic environmental disaster that impacted all crops but because Ireland still growing food crops for export and because government policy allowed Irish, mostly Catholic poor farmers, to starve; violent riots in colonies showed anger and discontent towards English and helped fuel growing demands for independence; more than one million had to flee their homes in search of a better life in places such as United States and Canada; thousands of Chadians had to flee their homes because of fear of violence by militia groups; many refugee camps or poor countries suffer from constant food shortages and spreading famine caused by unwise or makeshift planning or a sudden influx of mouths to feed without their basic needs being met and living in constant fear and instability; food shortages continue to be an issue throughout the world, especially as populations continue to rise and amount of arable land decreases in size)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 5. Substantive historical details and analytic connections to relevant outside information provide a good context to support food scarcity as an enduring issue. Document information is employed as a basis for the discussion, but a critical appraisal of that information leads to thoughtful conclusions.

**The *Chart for Determining the Final Examination Score for the January 2023 Regents Exam in Global History and Geography II* will be posted on the Department's web site at:**

**<http://www.nysed.gov/state-assessment/high-school-regents-examinations>**

**on the day of the exam. Conversion charts provided for the previous administrations of any Global History and Geography examinations 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.nysed.gov/state-assessment/teacher-feedback-state-assessments>.
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.

## January 2023 Regents Exam in Global History and Geography II

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

To determine the total score for Part I and Part II, add the total number of Part I multiple-choice questions answered correctly to the total credits received for Part II. For example, a student answering 22 multiple-choice questions correctly on Part I and receiving 5 credits on Part II would have a total score for Part I and Part II of 27:  $22 + 5 = 27$ .

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part II score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 3.5 and a total Part I and Part II score of 27 would receive a final examination score of 80.

### Part III Essay Score

		0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5
Part I and Part II Score	0	0	5	9	14	18	22	26	30	34	38	41
	1	3	8	12	17	21	25	29	33	37	40	44
	2	6	11	15	19	24	28	32	35	39	42	46
	3	9	14	18	22	26	30	34	38	41	45	48
	4	12	17	21	25	29	33	37	40	44	47	50
	5	15	19	24	28	32	35	39	42	46	49	52
	6	18	22	26	30	34	38	41	45	48	51	54
	7	21	25	29	33	37	40	44	47	50	53	56
	8	24	28	32	35	39	42	46	49	52	55	58
	9	26	30	34	38	41	45	48	51	54	57	60
	10	29	33	37	40	44	47	50	53	56	59	61
	11	32	35	39	42	46	49	52	55	58	60	63
	12	34	38	41	45	48	51	54	57	60	62	65
	13	37	40	44	47	50	53	56	59	61	64	66
	14	39	42	46	49	52	55	58	60	63	66	68
	15	41	45	48	51	54	57	60	62	65	67	69
	16	44	47	50	53	56	59	61	64	66	69	71
	17	46	49	52	55	58	60	63	66	68	70	72
	18	48	51	54	57	60	62	65	67	69	72	74
	19	50	53	56	59	61	64	66	69	71	73	75
	20	52	55	58	60	63	66	68	70	72	74	76
	21	54	57	60	62	65	67	69	72	74	76	78
	22	56	59	61	64	66	69	71	73	75	77	79
	23	58	60	63	66	68	70	72	74	76	79	81
	24	60	62	65	67	69	72	74	76	78	80	82
	25	61	64	66	69	71	73	75	77	79	81	83
	26	63	66	68	70	72	74	76	79	81	83	85
	27	65	67	69	72	74	76	78	80	82	84	86
	28	66	69	71	73	75	77	79	81	83	86	88
	29	68	70	72	74	76	79	81	83	85	87	89
	30	69	72	74	76	78	80	82	84	86	89	91
	31	71	73	75	77	79	81	83	86	88	90	93
	32	72	74	76	79	81	83	85	87	89	92	94
	33	74	76	78	80	82	84	86	89	91	93	96
	34	75	77	79	81	83	86	88	90	93	95	98
35	76	79	81	83	85	87	89	92	94	97	100	

Scale Scores to Performance Levels				
Level 1: 0 - 54	Level 2: 55 - 64	Level 3: 65 - 78	Level 4: 79 - 84	Level 5: 85 - 100