

Comparing the GHG II Enduring Issues Essay Rubric to the current Global History and Geography DBQ Essay Rubric

Similarities

- The 3rd bullet on the draft GHG II Enduring Issues Essay Rubric is the same as the 2nd bullet on the current Global History and Geography DBQ Essay Rubric. These bullets assess the extent to which the student utilizes higher order thinking skills in his/her essay.
- The 6th bullet on the draft GHG II Enduring Issues Essay Rubric and the 6th bullet on the Global History and Geography DBQ Essay Rubric are very similar. Both bullets assess the extent to which the student has organized and developed a social studies essay.

Differences

- Bullets 1 and 2 on the draft GHG II Enduring Issues Essay Rubric assess the extent to which the student has accomplished the task.
In the current Global History and Geography DBQ Essay Rubric, only bullet 2 assesses how well the student has accomplished the task.
- Bullets 4 and 5 on the draft GHG II Enduring Issues Essay Rubric assess the extent to which students incorporate relevant facts, examples, and details from the documents and from outside information.
In the current Global History and Geography DBQ Essay Rubric, bullets 3, 4, and 5 are used to assess the extent to which the students incorporate relevant facts, examples, and details from the documents and outside information.

COMPARISON OF DBQ TO EI

REVISED DOCUMENT-BASED QUESTION GENERIC SCORING RUBRIC 2004

Score of 5:

- Thoroughly develops all aspects of the task evenly and in depth
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information)
- Incorporates relevant information from at least xxx documents
- Incorporates substantial relevant outside information
- Richly supports the theme with many relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops all aspects of the task but may do so somewhat unevenly
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information)
- Incorporates relevant information from at least xxx documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

ENDURING ISSUE GENERIC SCORING RUBRIC 2018

Score of 5:

- Clearly identifies and accurately defines *one* enduring issue raised in *at least three* documents
- Develops an even, thoughtful, and in-depth argument about how an enduring issue has affected people *or* has been affected by them *and* how the issue continues to be an issue *or* has changed over time
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information)
- 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 that includes facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Score of 4:

- Identifies and accurately defines *one* enduring issue raised in *at least three* documents
- Develops a thoughtful argument in some depth about how an enduring issue has affected people *or* has been affected by them *and* how the issue 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 (applies, analyzes, evaluates, and/or creates* information)
- 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 that includes facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Score of 3:

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

Score of 2:

- Minimally develops all aspects of the task or develops some aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents or consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 3:

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

Score of 2:

- Identifies, but does not clearly define, *one* enduring issue raised in the set of documents; may contain errors
- Minimally develops both aspects of the argument or develops one aspect of the argument in little depth
- 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; may include some inaccuracies
- Presents little or no relevant outside information; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may lack an introduction or a conclusion

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents or consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

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

Score of 1:

- Identifies, but does not define, *one* enduring issue raised in the documents
- Minimally develops one aspect of the argument
- Is descriptive; may lack understanding, application, or analysis
- Makes some vague, unclear references to the documents and 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

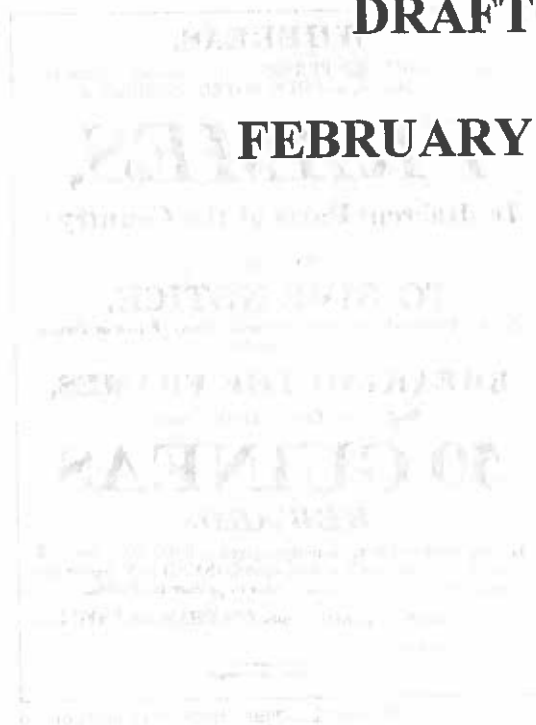
GLOBAL HISTORY AND GEOGRAPHY II REGENTS EXAMINATION

RUBRICS FOR PART III

SAMPLE ENDURING ISSUES ESSAY

DRAFT

FEBRUARY 2018



**Global History and Geography
Content-Specific Rubric
Sample Enduring Issues Essay
Draft 2018**

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 define an enduring issue raised by this set of documents
- Using your knowledge of social studies and evidence from the documents, argue why the issue you selected is significant and how it has endured across time

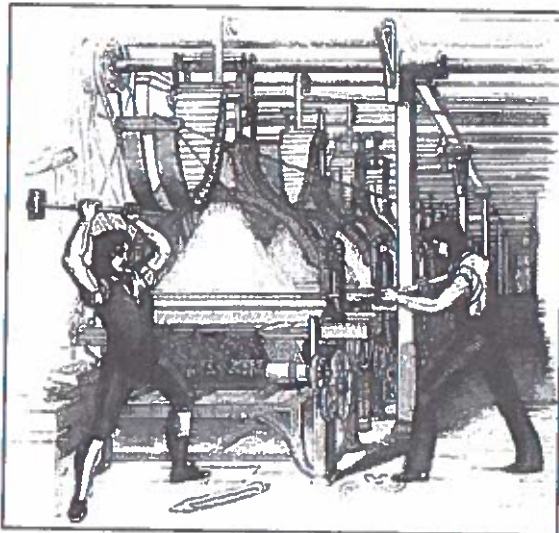
Guidelines:

- Identify the enduring issue based on a historically accurate interpretation of *at least three* documents
- Define the issue using 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 outside information from your knowledge of social studies and include evidence from the documents

Document 1

Between 1811 and 1813, workers in textile districts in England often violently protested against social, economic, and political conditions they were experiencing. The poster on the right was published in 1811.

Luddites



Source: "Luddites," Robinson Library online

WHEREAS,
Several EVIL-MINDED PERSONS have assembled together in a riotous Manner, and DESTROYED a NUMBER of
FRAMES,
In different Parts of the Country :
THIS IS
TO GIVE NOTICE,
That any Person who will give Information of any Person or Persons thus wickedly
BREAKING THE FRAMES,
Shall, upon CONVICTION, receive
50 GUINEAS
REWARD.
And any Person who was actively engaged in RIOTING, who will impeach his Accomplices, shall, upon CONVICTION, receive the same Reward, and every Effort made to procure his Pardon.
Information to be given to Messrs. COLDHAM and ENFIELD.
Newington, March 28, 1811.

Source: "Luddites," Robinson Library online

Document 2

This excerpt discusses Japanese education as it developed during the Meiji period.

...The fad for things Western was strongest during the 1870s and early 1880s. Starting around the mid 1880s, however, there developed some conservative tendencies that began emphasizing Japanese or "Eastern" traditions. What resulted was a blending of Western and Eastern traditions. One of the best examples of this trend can be found in the area of education. When the Meiji government introduced a modern education system in 1872, the basic structure of education was based on the French model with a curriculum heavily influenced by the United States. In the 1880s, conservative elements in the government exerted their influence and added Shinto and Confucian based morals to the compulsory education curriculum. In 1890, the "Imperial Rescript on Education" (that is, the Emperor's words to students) was issued and became the basic moral guideline until the end of the WWII. This imperial rescript clearly contained elements of State Shinto, stating: "Our Imperial Ancestors have founded Our Empire on a basis broad and everlasting" and "should emergency arise, offer yourselves courageously to the State; and thus guard and maintain the prosperity of Our Imperial Throne coeval [of the same age] with heaven and earth." It also emphasized the Confucian virtues of filial piety, loyalty, faithfulness, etc. What began to emerge was a Western-style education system with a uniquely Japanese twist. . . .

Source: Masako N. Racel, "Motivations for the 'Westernization' of Meiji Japan: A sin of omission in world history survey textbooks," *World History Bulletin*, Spring 2009 (adapted)

Document 3

Many of Iran's people experienced economic dissatisfaction during the 1960s and 1970s. It was a period of growing Iranian discontent.

...In 1963, a cleric named Ayatollah Ruhollah Khomeini began to criticize the regime in his sermons and articles. Khomeini opposed the shah's close relations with the United States, Iran's sale of oil to Israel, the corruption of the regime, and Iran's failure to help its masses of poor people. Other Iranians bemoaned [lamented] Iran's dependence on the West in general and on the United States in particular.

"Today we stand under that [Western] banner, a people alienated from ourselves; in our clothing, shelter, food, literature, and press. And more dangerous than all, in our culture. We educate pseudo*-Westerners and we try to find solutions to every problem like pseudo-Westerners."

—Jalal-al-e Ahmad,
"Plagued by the West," 1962

Source: *Iran Through the Looking Glass: History, Reform, and Revolution*,
The Choices Program, Watson Institute for International Studies,
October 2009

* pseudo: fake

Document 4

In this passage, experts in Chinese history discuss difficulties China faced in opening the country to economic relationships with foreigners.

... Foreign economic policy is always closely linked with domestic economics and politics. Mao's self-reliant development model was based on capital accumulated by repressing living standards and political freedoms. Deng's open-door policy brought in foreign capital and trade, but at the cost of greater vulnerability to Western influence not only in the economy but in culture and politics.

Deng's reforms encountered opposition, but in time they gained wide support. With each new step of reform imports surged, foreign exchange tightened, inflationary pressures mounted, and conservatives complained about the loss of cultural and ideological discipline. In response Deng decreed retrenchments in 1979, 1986, and 1988. Each retrenchment reduced inflation and tightened discipline, but slowed growth and provoked protests from pro-reform officials in the regions and bureaucracies that profited most from the open door. Each retrenchment soon gave way to a new phase of reform and accelerated growth that benefited wider circles of the population.

The 1989 democracy movement was sparked in part by public opposition to the inflation and corruption associated with the open-door policy. But the policy survived the suppression of the movement and gained new momentum in 1992 when Deng Xiaoping made a symbolic tour of the southern open zones to reaffirm his commitment to reform and opening. . . .

Source: Nathan and Ross, *The Great Wall and the Empty Fortress*, W.W. Norton, 1997

Document 5

McDonald's Celebrates 26 Years in Russia



One of the world's biggest chains of fast-food restaurants marked its 26th anniversary of business in Russia Saturday, Jan. 31. The first McDonald's was opened in 1990 on Pushkin Square in Moscow, one year before the collapse of the Soviet Union, and became a pioneer for the many foreign food chains that flooded Russia afterward. The restaurant was temporarily closed by the state food safety watchdog in August last year [2015], and reopened in November. Nowadays 471 McDonald's restaurants serve more than 950,000 customers per day in Russia.

Source: McDonald's Celebrates 26 Years in Russia,"
The Moscow Times online, February 2016

Detailed Directions for Training Raters to Score Responses to Enduring Issues Essay

In training raters to score responses to the Part III Enduring Issues Essay of these examinations, follow the procedures outlined below:

1. Introduction to the Enduring Issues Essay—
The introduction to the Enduring Issues Essay may take place once the administration of the examination has begun.
 - a. Raters read the documents for the Enduring Issues Essay.
 - b. Raters identify the issues presented in the documents.
 - c. Raters discuss possible issues and summarize expectations for responses.
2. Introduction to the Content-Specific Rubric—
The introduction to the content-specific rubric may take place once the Uniform Statewide Admission Deadline has passed and the scoring key and rating guide have been obtained from the Department's website.
 - a. Trainer leads review of the specific rubric with reference to the task.
 - b. Trainer reviews procedures for assigning holistic scores, i.e., by matching evidence from the documents to the rubric.
 - c. Trainer leads discussion of scoring criteria.
 - d. Trainer leads review of each anchor paper and commentary.
3. Practice Individual Scoring
 - a. Raters score a set of papers independently without looking at the scores and commentaries provided.
 - b. Trainer leads discussion of scores until raters feel confident enough to move on to actual rating.
4. Each Enduring Issues Essay is to be scored by two raters; a third rater will be needed to resolve scores that differ by more than one point.

Scoring Notes:

1. The Outcomes Charts provide examples of enduring issues that students may identify in *at least three* documents. 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 enduring issue may be discussed from different perspectives/points of view as long as the discussion is supported with accurate historical facts and examples.
4. While not required, nothing prohibits a student from including information from the 9th grade social studies framework.
5. While the United States should not be the focus of the argument, issues related to the United States may be used to address that part of the task as long as information used relates to the enduring issue selected from these documents.
6. A specific time period or era need not be identified as long as it is implied in the discussion.
7. Although not required, a response may discuss both continuity and change regarding the selected enduring issue.

Generic Rubric

Score of 5:

- Clearly identifies and accurately defines *one* enduring issue raised in *at least three* documents
- Develops an even, thoughtful, and in-depth argument about how an enduring issue has affected people *or* has been affected by them **and** how the issue continues to be an issue *or* has changed over time
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information)
- 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 that includes facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Score of 4:

- Identifies and accurately defines *one* enduring issue raised in *at least three* documents
- Develops a thoughtful argument in some depth about how an enduring issue has affected people *or* has been affected by them **and** how the issue 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 (applies, analyzes, evaluates, and/or creates* information)
- 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 that includes facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Score of 3:

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

Score of 2:

- Identifies, but does not clearly define, *one* enduring issue raised in the set of documents; may contain errors
- Minimally develops both aspects of the argument or develops one aspect of the argument in little depth
- 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; may include some inaccuracies
- Presents little or no relevant outside information; may include some inaccuracies
- 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 define, *one* enduring issue raised in the documents
- Minimally develops one aspect of the argument
- Is descriptive; may lack understanding, application, or analysis
- Makes some vague, unclear references to the documents and 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

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

Issues found in documents

(This list of issues is not meant to be comprehensive.)

Document 1: Acceptance or rejection of new ideas; tension between traditional culture and change; impact of industrialization; discontent; power; conflict; protest; impact of technology; inequality; threats to job security; resistance to change

Document 2: Acceptance or rejection of new ideas; impact of Westernization; tension between traditional culture and change; power; impact of foreign interaction; conflict; impact of reform; impact of cultural diffusion; resistance to change; impact of nationalism; impact of cultural/economic imperialism

Document 3: Acceptance or rejection of new ideas; impact of Westernization; tension between traditional culture and change; impact of foreign interaction; discontent; power; conflict; protest; impact of reform; impact of cultural diffusion; impact of commerce; inequality; resistance to change; impact of nationalism; impact of cultural/economic imperialism; economic downturn; government corruption

Document 4: Acceptance or rejection of new ideas; impact of Westernization; impact of foreign interaction; discontent; power; conflict; protest; impact of reform; impact of cultural diffusion; impact of commerce; inequality; resistance to change; economic downturn; tension between communism and capitalism; inflation

Document 5: Acceptance or rejection of new ideas; impact of Westernization; impact of foreign interaction; impact of cultural diffusion; impact of commerce; impact of cultural/economic imperialism; tension between communism and capitalism; collapse of Soviet Union; impact of globalization

This list suggests enduring issues that might be found in *at least three* documents. It is not meant to be a comprehensive list.

Possible Enduring Issues in the documents	Documents associated with Enduring Issue
Acceptance or rejection of new ideas	1, 2, 3, 4, 5
Impact of Westernization	2, 3, 4, 5
Tension between traditional culture and change	1, 2, 3
Impact of foreign interaction	2, 3, 4, 5
Discontent	1, 3, 4
Power	1, 2, 3, 4
Conflict	1, 2, 3, 4
Impact of reform	2, 3, 4
Impact of cultural diffusion	2, 3, 4, 5
Impact of commerce	3, 4, 5
Impact of cultural/economic imperialism	2, 3, 5
Protest	1, 3, 4

Rubric for *Acceptance or Rejection of New Ideas*

Score of 5:

- Clearly identifies and accurately defines *acceptance or rejection of new ideas* as *one* enduring issue raised in *at least three* documents (See Definition and Evidence from Documents on page 11)
- Develops an even, thoughtful, and in-depth argument about how *acceptance or rejection of new ideas* has affected people *or* has been affected by them and how the issue continues to be an issue *or* has changed over time
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., connects the introduction of new ideas, technologies, or ways of doing things in societies to embracing, blending, or rejecting these new ideas, technologies, or ways by various groups in these societies
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from *at least three* documents (persons damaging/breaking frames; Japanese government decides that education will reflect Western ideals along with Japanese elements; some Iranians bemoaned Iran's dependence on the West; supporters of Mao's ideals related to communism and to self-reliance disagreed with Deng's open-door policy; foreign food chains becoming popular in Russia)
- Richly supports the task by incorporating substantial relevant outside information that includes facts, examples, and details (Tokugawa shogunate; Catherine the Great; Enlightenment ideals; suffrage; French Revolution; Marxism and the Bolsheviks; fascism and totalitarianism; Gandhi and the homespun movement; perestroika and glasnost; social media and the Green Revolution)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Score of 4:

- Identifies and accurately defines *acceptance or rejection of new ideas* as *one* enduring issue raised in *at least three* documents
- Develops a thoughtful argument in some depth about how *acceptance or rejection of new ideas* has affected people *or* has been affected by them and how the issue 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 (applies, analyzes, evaluates, and/or creates* information), e.g., discusses how new ideas, technologies, or ways of doing things in societies leads to embracing, blending, or rejecting these new ideas, technologies or ways by various groups
- 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 that includes facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Score of 3:

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

Score of 2:

- Identifies, but does not clearly define, *one* enduring issue raised in the set of documents; may contain inaccuracies
- Minimally develops both aspects of the argument or develops one aspect of the argument in little depth
- 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; may include some inaccuracies
- Presents little or no relevant outside information; may include some inaccuracies
- 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 define, *one* enduring issue raised in the documents
- Minimally develops one aspect of the argument
- Is descriptive; may lack understanding, application, or analysis
- Makes some vague, unclear references to the documents and 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

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

Issue: Acceptance or Rejection of New Ideas

Identify and Define:

Societies often face decisions that are brought about by the introduction of new ideas, technologies, or ways of doing things. These decisions may lead to adoption of, adaptation of, discarding of, or some form of compromise about these new ideas, technologies, or ways of doing things.

Evidence from the Documents to support the definition:

During the Industrial Revolution in England, workers in textile districts violently protested against new technology. Innovative machines were used for manufacturing, but also brought about many unwelcome changes to the social, economic, and political conditions experienced by workers. (Doc 1) During the Meiji Period in Japan, the choice to combine Western educational practices with traditional Shinto and Confucian teachings affected Japanese education and culture for decades. (Doc 2) Some critics of the regime in Iran in the 1960s opposed the Shah's embrace of the United States, which they said came at the expense of alienating the Iranian people from their own culture. (Doc 3) The change in China's leadership from Mao to Deng divided those in favor of accepting a new open-door policy from conservatives who complained about the loss of culture and ideology. (Doc 4) In the 1990s, the Russians accepted the opening of many foreign food chains. (Doc 5)

Issue: Acceptance or Rejection of New Ideas

How issue affected people/how people affected issue using Document Information	How issue affected people/how people affected issue using Outside Information
<p>Doc 1—Persons damaging/breaking frames Posters distributed that offered rewards in support of manufacturers</p> <p>Doc 2—Japanese government decided that education would reflect Western ideals along with Japanese elements Conservatives advocated for Shinto and Confucian morals to be included in Japanese education</p> <p>Doc 3—Khomeini criticized Shah's ties to the West, specifically the United States Some Iranians bemoaned Iran's dependence on the West Critics of the Shah claim Iranians are becoming "pseudo-Westerners"</p> <p>Doc 4—Supporters of Mao's ideals related to communism and to self-reliance disagreed with Deng's open-door policy Communist conservatives complained about the loss of culture/ideology Conflict arose between Deng and pro-reform officials when he issued retrenchments Reformers advocating democracy protested against inflation and corruption associated with Deng's open-door policy</p> <p>Doc 5—McDonald's opens restaurant one year before Soviet Union's collapse Foreign food chains flood Russia and are accepted by the people</p>	<p>Tokugawa shogunate enforces an insular society to prevent the corruption of culture via foreign interaction Catherine the Great transforms the Russian court as an "enlightened despot"</p> <p>French revolutionaries seize upon Enlightenment ideals (liberty, equality, fraternity) as the basis for their uprising Reformers and revolutionaries embrace Enlightenment ideals to launch progressive movements (abolition of slavery, suffrage) and violent anti-colonial revolutions in Latin America</p> <p>Rapid adoption of technology/inventions in communication and transportation transform societies touched by the Industrial Revolution Introduction of Marxism and Leninism in 20th century divided Russians into Tsarists and Socialists New concept of total war has devastating impact during World War I/World War II</p> <p>Societies devastated by war and economic upheaval become receptive to totalitarian rule (Italy, Germany, Russia) Introduction of Gorbachev's policies of perestroika and glasnost led to the breakup of the Soviet Union Gandhi's rejection of Western ways and technologies contributes to Indian movement for independence Embrace of Zionism leads to Jewish settlement of Palestine Details on recent conflicts between modernization and traditional society Details on recent conflicts over globalization Choice of current governments to allow or restrict the use of social media</p>

Issue: Acceptance or Rejection of New Ideas

How issue continued or changed over time using Document Information	How issue continued or changed over time using Outside Information
<p>Continuity:</p> <p>Doc 1—Business owners sought to prevent damage from being done to their new factory equipment and to ensure factories would continue to contribute to the economy</p> <p>Doc 3—Conflict between those in favor of the Shah's embrace of Western ideas and those opposed remained throughout the 1960s</p> <p>Doc 4—Tension continues among officials within the Chinese government as to how much economic and political reform to enact (retrenchments)</p> <p>Doc 5—McDonald's has been an economically viable business in Russia for 26 years</p> <p>Changes:</p> <p>Doc 1—Introduction of the factory system using large machines for manufacturing led to changes in working conditions that resulted in clashes between factory owners and factory workers</p> <p>Doc 2—Japan introduced a Western-influenced education system in the Meiji period that created tension with some conservatives</p> <p>The clash between those who accepted and rejected a Western-style education system led to a compromise in which the Japanese government agreed to blend Western and Eastern traditions</p> <p>Doc 3—Khomeini and his supporters began to criticize the introduction of Western culture under the Shah's rule</p> <p>Doc 4—Deng introduces an open-door policy in the period after Mao's rule, creating opposition</p> <p>Doc 5—Western-style restaurants such as McDonald's were introduced in Russia</p> <p>Collapse of the Soviet Union led to an increase in foreign food chains opening in Russia</p>	<p>Continuity:</p> <p>People who feel threatened by new ways of doing things often disagree with those who introduce change</p> <p>Introduction of new machinery can produce hardships for workers while providing profits for business owners that can sometimes contribute to class-based struggle</p> <p>Discussion and decisions about how to adjust or reject the introduction of new Western elements remains a source of tension for non-Western groups (Africans, other Asians, Middle Easterners, Latin Americans)</p> <p>Changes:</p> <p>New technologies have been introduced and accepted by more professions over time</p> <p>Introduction of Western culture into Africa, Asia, and Latin America posed challenges to traditional cultures and/or cultural identities and therefore were met with resistance</p> <p>American and other foreign-based food chains have increased their presence in other parts of the world (Kentucky Fried Chicken, Taco Bell, Pizza Hut, Pepsi products, Coca Cola products)</p> <p>Food chains increasingly adjust their menus to reflect local customs and/or to respect local traditions in foreign countries</p> <p>Shah's government was overthrown in the Iranian Revolution (1979)</p> <p>Opening of Japan marked a shift from Tokugawa isolationism (limited access to Western ideas) to a more open selective borrowing of Western ideas</p>

Rubric for *Impact of Westernization*

Score of 5:

- Clearly identifies and accurately defines *impact of Westernization* as *one* enduring issue raised in *at least three* documents (See Definition and Evidence from Documents on page 16)
- Develops an even, thoughtful, and in-depth argument about how *impact of Westernization* has affected people *or* has been affected by them **and** how the issue continues to be an issue *or* has changed over time
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., connects the interaction with the West to cultural diffusion and the responses of societies to Western ideas, technologies, and/or products
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from *at least three* documents (Meiji government introduces Western education model; Shinto and filial piety remain despite Western influence; Khomeini opposes the Shah's interactions with the United States; Chinese open-door policy under Deng led to Western economic reforms; Western fast-food restaurants expand to Russia)
- Richly supports the task by incorporating substantial relevant outside information that includes facts, examples, and details (Japanese reaction to Western imperialism; adoption of German-style government by Japan; Japanese adoption of Western dress and Western instruments; adoption of Latin alphabet in Turkey; Iranian Revolution 1979; Sharia; Koran; Deng's Four Modernizations; Tiananmen Square; perestroika and glasnost under Gorbachev; British Raj in India; Opium Wars)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Score of 4:

- Identifies and accurately defines *impact of Westernization* as *one* enduring issue raised in *at least three* documents
- Develops a thoughtful argument in some depth about how *impact of Westernization* has affected people *or* has been affected by them **and** how the issue 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 (applies, analyzes, evaluates, and/or creates* information), e.g., discusses how Western influence led to the cultural diffusion of Western ideas, technologies, and/or products and the various responses of other cultures
- 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 that includes facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Score of 3:

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

Score of 2:

- Identifies, but does not clearly define, *one* enduring issue raised in the set of documents; may contain inaccuracies
- Minimally develops both aspects of the argument *or* develops one aspect of the argument in little depth
- 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; may include some inaccuracies
- Presents little or no relevant outside information; may include some inaccuracies
- 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 define, *one* enduring issue raised in the documents
- Minimally develops one aspect of the argument
- Is descriptive; may lack understanding, application, or analysis
- Makes some vague, unclear references to the documents and 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

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

Issue: Impact of Westernization

Identify and Define:

The impact of Westernization includes the spread of elements of Western culture including ideas, technologies, and products and the response of non-Western societies to that cultural diffusion.

Evidence from the Documents to support the definition:

In Japan under the Meiji, Western educational practices were adopted, although conservatives sought to preserve their own culture and added Shinto and Confucianism to the curriculum (Doc 2). In Iran, close relations with the United States brought Western clothing, shelter, food, literature, and press that sparked a backlash against Westernization (Doc 3). In the late 20th century, Deng's adoption of Western economic practices led to disagreement over what some believed was a loss of cultural and ideological discipline (Doc 4). The transition from the Soviet Union to Russia coincided with the arrival of McDonald's fast-food restaurants which have expanded in the decades that followed (Doc 5).

How issue affected people/how people affected issue using Document Information	How issue affected people/how people affected issue using Outside Information
<p>Doc 2—Meiji government introduced a Western education model (French model with curriculum influenced by United States)</p> <p>Conservatives advocated for traditional Shinto and Confucian values to be added to curriculum</p> <p>“Imperial Rescript on Education” issued that blended Western and traditional principles</p> <p>Doc 3—Khomeini opposed the Shah's interactions with the United States</p> <p>Iranians resented Western dependency because of inequities</p> <p>Resentment emerged in reaction to the loss of traditional Iranian culture and the adoption of Western culture</p> <p>Doc 4—Deng's willingness to engage economically with the West led to changes in Chinese economics, politics, and culture</p> <p>Both opposition and support stemmed from Deng's reforms</p> <p>Economic and political protests occurred while some sought greater freedom</p> <p>Doc 5—McDonald's expanded from the West to Soviet Union around the time of its collapse</p> <p>Russia opened to other foreign restaurants after the collapse of the Soviet Union</p>	<p>Japan's constitution and Diet modeled after Germany's constitution and Parliament</p> <p>Japanese adopt Western-style dress, business practices, musical instruments, architecture, weaponry, technologies</p> <p>Nationalism developed in Japan to counter Western influence</p> <p>Details about Western Christian missionaries in Japan</p> <p>Japanese imperialism developed to gain power and to gain the respect of the West</p> <p>Details about Kemal Atatürk's Westernization of Turkey</p> <p>Details about the Iranian Revolution in 1979</p> <p>Islamic traditions and customs in various cultures (Sharia law)</p> <p>China lacks openness to foreign trade and cultivates self-sufficiency under Mao</p> <p>Details about Deng's Four Modernizations</p> <p>1989 Tiananmen Square incident and continued foreign interactions (most-favored nation status for China by the United States)</p> <p>Special Economic Zones (SEZ) established</p> <p>Gorbachev introduced policies of perestroika and glasnost</p> <p>Traditional Russian food preserved</p> <p>Details about the end of Cold War</p> <p>Details about Russian oligarchs, Russian startups, Russian oil</p> <p>British Raj in India and the development of infrastructure</p> <p>Colonial education efforts, public services, health and disease control</p> <p>Details about colonial policies in Africa</p> <p>Opium Wars and the opening of Chinese spheres of influence</p> <p>United States support for foreign regimes including those in Latin America</p>

Issue: Impact of Westernization

How issue continued or changed over time using Document Information	How issue continued or changed over time using Outside Information
<p>Continuity: Doc 2—Japan maintained traditional cultural practices and beliefs (Shinto, Confucianism) Doc 3—Iran maintained Islamic traditions and beliefs Iranians continue to express discontent with Western imperialism and Western ideas Doc 4—China continues to maintain features of communist government despite increased trade with the West Tension continues between conservatives and reformists over Westernization Doc 5—Foreign food chains continue to expand</p> <p>Changes: Doc 2—Conservatives added a Japanese twist to the Western-style education system introduced under the Meiji government Doc 3—Protests that challenge the Shah’s reliance on the West increased Doc 4—Power shifts from Mao, who was more isolationist-oriented, to Deng, who sought greater economic interaction with capitalist countries Western political, economic, and cultural influence in China increases Doc 5—McDonald’s and other foreign food chains/restaurants were introduced Number of customers patronizing Western food chains increased Soviet Union collapsed causing a rise in the number of foreign restaurants/food chains</p>	<p>Continuity: Western governments sometimes support non-Western governments to maintain regional or international balance of power (United States influence in South Korea; Great Britain’s influence in Hong Kong) American popular culture expands globally (restaurant chains, foods, toys, music, dress, movies, television programs) Trade with the West continues to be accompanied by cultural diffusion</p> <p>Changes: Member countries of NATO issue sanctions in an attempt to change a country’s behavior (North Korea, Iran, Cuba, South Africa, Iraq) In contrast to Mao’s government’s efforts to purge Western influence during the Cultural Revolution, Deng embraced Western economic influences Gorbachev used perestroika and glasnost to open the Soviet Union to more interactions with the West Atatürk’s reforms opened Turkey to Western influence Opening of Japan marked a shift from Tokugawa isolationism to selective borrowing of Western ideas Responses to Westernization have emerged that range from decolonization movements and revolts (Zulu uprising) to international political activism (pan-Africanism) and anti-Western terrorist organizations</p>

All sample student essays in this rating guide are presented in the same 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.

Anchor Level 5-A

Throughout history governments, ideas, and ways of life were always changing. An enduring issue that has existed overtime is the tendency of societies to oppose change. Some people greatly opposed change and wanted life to stay as it was. Opposition can take many forms. This can be seen in the Luddites, Japanese education in the Meiji period, Iran in the late 1960's, the reforms of Deng, and the welcoming of foreign business to the Soviet Union. In industrial England, the Luddites opposed the introduction of new machinery in the factories (Doc. 1). In the late 1960's, some Iranians began to speak out against the increasing diffusion of western culture (Doc. 3). During the Meiji period, Japan began to change its education system to be more like the west, yet conservatives insisted on preserving traditional beliefs (Doc. 2).

During the early 19th century, England was experiencing the Industrial Revolution which excited some people while upsetting others. One change that was not always welcome was the use of machine power for textile production. This upset a group of experienced artisans who would become the Luddites. In response to these problems, the Luddites would break into factories at night so they could destroy the machines that replaced them. (Doc 1) The new machines produced more goods, more quickly than humans could. This change greatly benefited the factory owner at the expense of their employees. In addition to the way machines threatened jobs, industrialization led to other negative effects on society. The new factory system employed large numbers of unskilled laborers. Those laborers also faced long hours, poor ventilation, a lack of safety measures, and low wages. Children were often employed and mistreated as well. The spread of industry led to poor conditions in the cities where laborers tended to live. These conditions included overcrowding, poor sanitation, pollution, disease, and poverty. Yet the issue of new machinery replacing laborers is still around today. Many skilled laborers are still being replaced by machines. Modern technology in the form of computers, software and robots continues to replace skilled and unskilled workers in a variety of fields. Today, cashiers are being replaced by machines with touchscreens that customers can use to check themselves out. Despite the benefit of these changes, many people fear the impact this technology may have.

Another group that opposed change were some Iranians in the late 1960's after an economic downturn. They blamed this downturn on the opening of economic relations with the West, specifically the U.S. They opposed the Iranian Shah's decision to maintain "close relations with the United States, Iran's sale of oil to Israel, the corruption of the regime, and Iran's failure to help its masses of poor people" (Doc 3). These Iranians believed their culture was changing drastically which threatened their

traditional clothing, shelter, food, literature, and press. (doc 3) Tensions grew as these problems prevailed. This would eventually lead to the Iranian Civil War, between those Iranians who supported and those who opposed the U.S. backed Shah and his policies. The Shah would eventually be overthrown by Khomeini and his supporters and relations with the U.S. worsened. Tensions between the U.S. and Iran have continued to the present time. Iran has remained resistant to U.S. attempts to limit its nuclear program. Similarly, relations between the U.S. and Cuba worsened after the overthrow of the U.S.-backed Cuban president Batista in the late 1950s. This led to a strained relationship between the two countries that has continued since that time.

Another region in which societies opposed change was in Japan in terms of its educational policy during the Meiji period. With the U.S. pressuring the opening of Japan, the nation moved away from Tokugawa isolationism and Japanese leaders struggled with the question of how much western influence to accept. Meiji rulers saw benefits from quickly adopting western industrialization, but were also concerned over losing Japanese culture. In the 1870's and 1880's western educational practices were being used in Japan, but some Japanese began to oppose this, by calling for more traditional content. Both "Shinto" and "Confucian" ideals and morals were being blended with the new western curriculum in schools. Students also followed the "Imperial Rescript on Education," which stated that one must give everything they have in order to protect their nation. This policy reflected a traditional way of thinking, similar to the samurai code of honor, Bushido. This made one loyal and honorable. The Meiji Restoration caused Japan to examine how much change they would accept or oppose and in many cases resulted in a blend. Another case where a native culture had to decide how much change to accept from foreigners would be during the British Raj in India. While Indians saw benefits from new technology such as the railroad, they also recognized drawbacks in loss of cultural identity. In his efforts to achieve independence and maintain traditional Indian culture, Mohandas Gandhi encouraged opposition to British trade and culture with the homespun movement, boycotts, and demonstrations like the Salt March.

Many new ideas introduced into a society have been met with intense opposition or have led to change. Responses range from slow and gradual reform to sudden and total revolution. Oftentimes, the effects of opposition to change can have a deep and lasting impact on the social, economic, and political aspects of the societies where that opposition takes place.

Anchor Level 5-A

The response:

- Clearly identifies and accurately defines *opposition to change* as an enduring issue raised in the documents (some people greatly opposed change and wanted life to stay as it was)
- Develops an even, thoughtful, and in-depth argument about how *opposition to change* has affected people and has been affected by them and how it continues to be an issue and has changed over time
- Is more analytical than descriptive (machines threatened jobs; spread of industry led to poor conditions in the cities; Luddites would break into factories at night so they could destroy the machines that replaced them; new machines benefited the factory owner at the expense of their employees; modern technology continues to replace skilled and unskilled workers in a variety of fields; tensions between the United States and Iran have continued; similar to Iran, relations between the United States and Cuba worsened after the overthrow of the United States-backed president; Meiji rulers saw benefits from adopting Western industrialization but were concerned over losing Japanese culture; this policy reflected a traditional way of thinking similar to the samurai code of honor; while Indians saw benefits from new technology, they recognized drawbacks in loss of cultural identity; Mohandas Gandhi encouraged opposition to British trade and culture)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from documents 1, 2, and 3 (Luddites opposed the implementation of changes to the factory system; Iranians in the late 1960s blamed an economic downturn on the opening of economic relations with the West; Iranians believed their culture was changing which threatened their traditional clothing, shelter, food, literature, and press; Japanese began to oppose the use of Western educational practices by calling for more traditional content)
- Richly supports the task by incorporating substantial relevant outside information that includes facts, examples, and details (Industrial Revolution; artisans; long hours, poor ventilation, lack of safety measures, low wages; overcrowding, poor sanitation, pollution, disease, poverty; computer software and robots; Iranian civil war; overthrow of the Shah; nuclear program; Batista; Tokugawa isolationism; opening of Japan; Bushido; railroads; homespun movement, boycotts, and demonstrations like the Salt March)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. The response shows depth of understanding of the opposition by discussing change raised in the documents and discussing other similar historical circumstances outside the documents. Strong analytic statements highlight the sources of tension within societies that led to opposition to change.

Anchor Level 5-B

Many historians often note the large differences in culture that have developed between the West (Europe and the U.S.) and the East (Middle East and Asia) over long periods of time. As the world became more connected, and the trend of globalization began, these civilizations that differed greatly in many ways came into contact. The issue of accepting or rejecting western ideas has shaped modern developments and affected societies in varying ways and to varying degrees. In some cases, diffusion occurred between both cultures, but, in others, this set up a large clash between those who favored acceptance and adoption and those who remained strict adherents to older ideas. In Iran, the rejection of western influence led to an overthrow of the Iranian Shah (Doc. 3). Significant disagreements emerged in Deng's China over the implementation of Western economic practices (Doc. 4). In Russia, the acceptance of Western-style fast food restaurants coincided with the fall of the Soviet Union (Doc. 5).

The question of whether, and to what degree, to accept Western ideas and economic integration with the West has troubled the East for quite some time. In some cases it led to governmental change and sometimes, the stifling of a nation's growth. In Iran, as Shah Reza Pahlavi became closer to the United States and Israel, nationalist sentiment rose. Ayatollah Khomeini, wrote, in opposition to the West that the Iranian people were ceding their culture and morality for closeness with the West. Jalal-al-e Ahmad wrote that this closeness left the Iranians "alienated from ourselves" (Doc 3). This was apparent in fashion trends that Iranians displayed in public before and after the revolution in 1979. Prior to the revolution, western-style skirts were worn instead of the more conservative clothing that covers arms and legs worn after the revolution. The Iranian revolution sparked by Khomeini made Iran a staunch enemy of the West and established the nation as a theocratic Muslim state. While China would not experience revolution of this kind, there was conflict over policies that stymied economic growth. When Deng Xiaoping attempted to make China's economy more favorable to a free market (Western economic) principles, there was some backlash from conservatives, who "complained about the loss of cultural and ideological discipline" (Doc 4). Prior to Deng, Mao Zedong was in power and implemented a communist system where all agricultural and industrial production was managed by the state. During the Cultural Revolution, Mao banned western music and stories, targeting people considered imperialists. In contrast, Deng's Four Modernizations allowed for some capitalist enterprise. He established special economic zones to trade with Westerners and allowed Chinese citizens to attend Western universities. This led to tensions between strict Maoists and those more open to Western ideas. At times, Deng was forced to retract some of his reforms in order to help the nation grow further. Even

today, while China has one of the world's largest and fastest growing economies, it still finds relations with the West can be challenging. In this way, the degree of acceptance or rejection of Western ideas has led to the reshaping of governmental and economical policies within the East. Though the introduction of Western ideas was cause for concern in Iran and China, the situation was different in Russia. While in many ways, the Iranian government remains the same as the one established during the revolution, Iran continues trying to define what modern means in its own way. Russia's government has drastically changed since the Cold War. By 1991, the Soviet Union was ready to collapse in part due to the rapid implementation of Gorbachev's policies of perestroika and glasnost. Together with the economic hardships felt by average Russians, there was an increased demand for reform. After decades of policies that viewed the West and its companies as untrustworthy, chains such as McDonald's were welcomed in Russia. By 2016, there were "471 McDonald's restaurants serving more than 950,000 customers per day in Russia." (Doc 5). The popularity of McDonald's in Russia is one example of a worldwide trend. Western fast food restaurants can be found in major countries such as Japan, Egypt, and South Africa. It is evident that the degree to which nations have accepted or rejected Western ideas has shaped societies for better or worse.

The West has sought to impose its policies and culture on these societies since the mid-1800s. Indians, Africans, and the Japanese have struggled to maintain their cultures while deciding whether to adopt or adapt new technologies and ways of life. Oftentimes, the degree of acceptance or rejection divided populations between conservatives and those wanting change. In Meiji Japan, samurai traditions clashed with modern Western ways. This tension between Western influence and cultural identity continued throughout the 20th century in places such as Iran and China (Docs. 3 & 4). Russia was more accepting of Western culture. The fall of the Soviet Union led to the wider introduction of Western food, music, and fashion trends in Russia. In the open market, these items were available to all who could afford them. Prior to this, some of these items had only been available on the Soviet black market. In the same way, the collapse of the Ottoman Empire and rise of Turkey under Kemal Atatürk led him and his followers to the embrace of Western clothing, language, education, and more open attitudes toward women.

Over time, societies have had to weigh the benefits and drawbacks of accepting or rejecting Western culture. These decisions have resulted in a variety of outcomes, including revolution, reform, and cultural blending. The response to accepting or rejecting Western ways by those in power can play a role in determining their nation's success or failure.

The response:

- Clearly identifies and accurately defines *acceptance or rejection of Western ideas* as an enduring issue raised in the documents (in some cases, diffusion occurred between both cultures, but in others, this set up a large clash between those who favored acceptance and adoption and those who remained strict adherents to older ideas)
- Develops an even, thoughtful, and in-depth argument about how *acceptance or rejection of Western ideas* has affected people and has been affected by them and how it continues to be an issue and has changed over time
- Is more analytical than descriptive (the rejection of Western influence led to an overthrow of the Iranian Shah; significant disagreements emerged in Deng's China over the implementation of Western economic practices; acceptance of Western-style fast food restaurants coincided with the fall of the Soviet Union; as Shah Reza Pahlavi became closer to the United States and Israel, nationalist sentiment rose; the Iranian Revolution sparked by Khomeini made Iran a staunch enemy of the West; capitalist enterprise led to tension between strict Maoists and those more open to Western ideas; collapse of Soviet Union due in part to the rapid implementation of Gorbachev's policies; economic hardships felt by average Russians caused an increase in demand for reform)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from documents 3, 4, and 5 (Khomeini wrote that the Iranian people were ceding their culture and morality for closeness with the West; Ahmad wrote that this closeness left the Iranians "alienated from ourselves"; when Deng Xiaoping attempted to make China's economy more favorable to free market principles, there was some backlash from conservatives; by 2016, 471 McDonald's restaurants serving more than 950,000 customers per day in Russia)
- Richly supports the task by incorporating substantial relevant outside information that includes facts, examples, and details (Iranian Revolution of 1979; theocratic Muslim state; Mao Zedong and the Cultural Revolution; communist system; Four Modernizations; special economic zones in China; Chinese attend Western universities; Cold War, Gorbachev, perestroika, glasnost; Age of New Imperialism; samurai tradition; Western music and fashion trends; Ottoman Empire; Kemal Atatürk; Western clothing, language, calendar, education, and attitudes toward women)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. The evaluation of the degree to which different societies have accepted or rejected Western ideas is the strength of this response. Statements of comparison are integrated reflecting an analytical understanding of the acceptance or rejection of Western ideas. The focus is on how people have been affected and how the issue has affected people and has changed over time.

Anchor Level 4-A

As global societies grew to become more modernized and industrialized, the world also developed more links and connections between countries which promoted cultural diffusion. Many cultures are affected by new ideas or foreign influence which receives some negative and some positive reactions from people and societies. In Britain, the Luddites acted against the Industrial Revolution, Japanese education was composed of both traditional values and those of foreign cultures, and Iranians, like Khomeini, resented the involvement of the United States in their country's affairs. These instances all reflect the impact of an enduring issue, the conflict between conservatives who sought to preserve traditional values and those who accepted change.

The Industrial Revolution which began in Britain in the 18th century, saw domestic systems transformed into factory systems, and many people flocking from the countryside to urban areas in hopes of finding employment. With the introduction of new technologies like the steam engine and the machines in industries, goods were able to be produced faster and more efficiently than with manual labor. When the Luddites, skilled textile workers feared they would lose their jobs and be replaced by machines, they developed a hatred for the industrial revolution and sought to destroy the machines that were taking their jobs and lowering their wages. They hoped that the methods of traditional manual labor would return in the textile industry. To their dismay, posters were published in an attempt to apprehend those reacting against industrialization through the destruction of machines. In this way, the enduring issue of supporting traditional aspects of society are found in the Luddites' response to the Industrial Revolution [Doc 1]. Concerns about the industrial revolution and the changes it brought continued in places like Germany, where Karl Marx wrote *The Communist Manifesto*. In this text, Marx criticizes industrialization and capitalism for causing a gap of inequality between owners and workers. Despite efforts by the Luddites, Marxists, and others, the Industrial Revolution continued to influence wages and power structures in societies around the world.

The desire to preserve traditional values can also be found in Meiji Japan, in which the modern education system was introduced in 1872. It was composed of both Japanese traditions and aspects of Western culture. Its structure was based on the French model and its curriculum was heavily influenced by the United States. However, conservatives wished to add Shinto and Confucian based morals to this compulsory education system. Furthermore, the "Imperial Rescript on Education" issued in 1890 contained elements of State Shinto and emphasized Confucian values of filial piety, loyalty, and faithfulness, all of which could be categorized under Japanese traditions. The issue of preserving

traditional values and accepting new or foreign aspects are identified in Japan's Western-style education with a little twist [Doc 2]. This blending continued into the 20th century as Japan increasingly modernized its industry and military by borrowing from the West, while maintaining elements of their traditional culture at the same time. In the Russo-Japanese War and World War II, Japan demonstrated a commitment to national identity and a willingness to learn from the West and adapt Western-style military tactics and technology. This was an effort by the Japanese to build nationalism at home while showing the West they were worthy of respect as an equal.

In the nation of Iran in the 1960s, there was conflict over foreign influence and involvement. In 1963, a cleric named Ayatollah Ruhollah Khomeini criticized Iran's involvement with foreign nations like the United States and Israel, and conveyed discontent with Iran's dependence on the West in general. Jahal-al-e Ahmad in his "Plagued by the West" argued, "we educate pseudo-Westerners and we try to find solutions to every problem like pseudo-Westerners." This implies that some Iranians developed strong feelings of distrust against foreign influence and were more supportive of Iran's Islamic traditions. [Doc 3]. This distrust grew into a revolutionary movement that eventually resulted in Khomeini's overthrow of the Shah. Today, there is still division under the current leadership which supports strict Islamic rule and young protesters who are calling for a less restrictive society open to Western democratic reforms.

The issue of balancing traditional values against accepting new ideas can be found in various global societies. There is often disagreement between those wanting to preserve traditions and do what has always been done and those wanting to adopt new ways of doing things. Fear of new ideas and concerns about how it will affect the people usually sparks this conflict. This issue emerges when foreign ideas spread to a region.

Anchor Level 4-A

The response:

- Identifies and accurately defines *conflict between those who want to preserve traditional values and those who accept change* as an enduring issue raised in the documents (disagreements between those wanting to do what has always been done because of fear and distrust and those wanting to adopt new ways of doing things)
- Develops a thoughtful argument in some depth about how an enduring issue has affected people and has been affected by them and how the issue continues to be an issue and has changed over time
- Is both descriptive and analytical (with machines in industries, goods were produced faster and more efficiently than with manual labor; Marx criticizes industrialization and capitalism for causing a gap of inequality; blending continued as Japan increasingly modernized while maintaining traditional culture; efforts by Japanese to show they were worthy of the West's respect; some Iranians developed distrust against foreign influence and were more supportive of Iran's Islamic traditions; still division in Iran between current leadership which supports strict Islamic rule and young protesters calling for a society open to Western democratic reforms)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from documents 1, 2, and 3 (posters were published to apprehend those reacting against industrialization through the destruction of machines; the introduction of an educational system in Japan based on the French model curriculum heavily influenced by the United States; "Imperial Rescript on Education" contained elements of state Shinto and emphasized Confucian values; Khomeini criticized Iran's involvement with foreign nations)
- Supports the task by incorporating relevant outside information that includes facts, examples, and details (Industrial Revolution; domestic systems transformed; flocking to urban areas; introduction of steam engine; Karl Marx; *Communist Manifesto*; Russo-Japanese War; World War II; Japanese nationalism; overthrow of the Shah)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The strength of the response is in the recognition of how conflict due to fear and distrust is often an effect of the introduction of new technologies and ideas. The response offers depth in describing the Industrial Revolution and analysis in terms of addressing continuities surrounding the regions discussed.

Anchor Level 4-B

Throughout history, the idea of imperialism is one that has been characterized by direct political control of nations by stronger powers. However, especially in the last two centuries, this colonial form of imperialism has virtually disappeared. Instead of giving rise to true independence, though, the decrease in direct colonization has led to an increase in other forms of imperialism, specifically, cultural and economic imperialism. Even today, the cultural and economic influence of Western countries on their non-Western counterparts is prevalent, and this form of imperialism is one that has drawn significantly different reactions from various affected populations.

The idea of cultural and economic imperialism at first seems somewhat less drastic than political imperialism. However, in reality, the impact on people's daily lives can be just as dramatic. This form of imperialism is most often characterized by the spreading of Western businesses, goods, fashions, and customs into a non-Western culture, usually one that is drastically different from that of a typical Western country. An example of this can be seen in Document 5, where a Western chain business seems out of place in what was then the Communist Soviet Union. The presence of a McDonalds at that time speaks to the vulnerability of the Soviet regime, as the restaurant was opened only a year before the Soviet Union fell. This restaurant represents the beginning of the opening of Soviet culture to that of the West. Despite the totalitarian nature of Russia's political atmosphere, today, the cultural influence of the West is prevalent, as well as the economic influence of Western businesses. Although many Westerners see the current Russian regime as fundamentally different from Western culture, the influence of Western economic and cultural imperialism on the daily life of the Russian people has been significant.

Commodore Perry arrived in Japan in 1853 and sparked the Meiji Restoration. Even before this time, concerns over cultural imperialism existed in Japan and increased with the growth of globalization. The responses to these circumstances have been varied, but Western imperialism has had vast effects on not only the economic and cultural, but also on the political atmospheres of the affected countries. In Japan, the arrival of Western culture was largely embraced, and was supported by the newly formed Meiji government as a means to an end. They did not want the West to carve them into spheres of influence as had been done in China. However, Japan did not solely adopt Western culture, but instead began to develop a new form of Japanese culture, taking the best elements of both. This can be seen in Document 2, an account of the education system under the Meiji, which reads, "When the Meiji government introduced a modern education system in 1872, the basic structure of education was based

Anchor Level 3-C

In the 19th and 20th century, in the rise of Western power and globalization, the West extended its influence, reshaping the education, technology, culture, and economy of several countries.

In Japan, during the Meiji restoration, the West greatly reshaped its educational system (Doc 2). Switching to a French model with teaching curriculum influenced by the United States, many Japanese conservatives pushed to keep certain aspects of Japanese education, such as Confucianism in the curriculum (Doc 2). While the Japanese dealt with this enduring issue of the impact of western influence by adopting western-education and mixing it with their own teachings, other places, such as Iran, handled things differently. Rather than blending western education with their own, some Iranians felt their education and culture had been abandoned and they were becoming “pseudo-Westerners,” (Doc 3). Some Iranians detested westernity, thinking of it as being “plagued by the West” (Doc 3).

Without western education, however, western technology would not have spread. Industrialization developed in the West during the turn of the 19th century and during the Meiji restoration it spread to Japan (Doc 2). As one of the first industrialized non-western countries, Japan progressively flourished.

As new technologies spread and an era of global industry emerged, the West took root as a dominating economic power. By the 1960s, Iran depended on relations with the United States and trading oil with Israel (Doc 3). The dependence on western relations gave rise to anti-western sentiments in Iran. On the other hand, Russia welcomed foreign American food chain, McDonald’s (Doc 5). Within a few years, about 471 McDonald’s existed in Russia (Doc 5). A continued acceptance of new western food chains in Russia exemplifies the nation’s eagerness to allow western businesses. In China, after years of Mao’s communist, self-reliant economic model, people felt their living standards were repressed (Doc 4). Influenced by global trade, China initiated Deng’s open-door-policy, which greatly boosted China’s economy (Doc 4). However, western influence on global trade impacted Chinese culture and politics (Doc 4). In response to opposition, China took steps to retrench (Doc 4).

As exemplified in China’s economic actions, western culture has heavily influenced the economy but its government is still communist. Japan integrated western culture into its own during the Meiji restoration (Doc 2). In Iran, western culture was adopted, but became negatively viewed and some considered western culture to be problematic (Doc 3). China, like Iran, saw the threat of western culture to their own, and took cautious measures. However, economic prosperity of globalization ultimately led to greater western influence in China, as they opened their economy (Doc 4). In Russia, western institutions, such as McDonald’s were welcomed, facilitating the spread of western culture (Doc 5).

As western power spread, influencing education, technology, culture, and economy, nations handled westernization differently. Some, like Japan and China, wished to preserve their own cultures, while also integrating western principles. Others, such as Iran, rejected the West. And a few, like Russia, greeted the west with little resistance, quickly adopting western institutions. As the era of globalization continues to expand, the endured issue of the impact of western influence persists. Countries continue to struggle between adopting aspects of westernity, and preserving their unique cultures.

Anchor Level 3-C

The response:

- Identifies and defines *impact of Western influence* as an enduring issue raised in the set of documents (reshaping the education, technology, culture, and economy of several countries)
- Develops one aspect of the argument in some depth
- Is more descriptive than analytical (as one of the first industrialized non-Western countries, Japan flourished; the dependence on Western relations gave rise to anti-Western sentiments in Iran; Russia welcomed foreign American food chain McDonald's; nations handled Westernization differently; Japan and China wished to preserve their own cultures while integrating Western principles)
- Incorporates some relevant evidence that includes facts, examples, and details from documents 2, 3, 4, and 5 (Japanese conservatives pushed to keep certain aspects of Japanese education in the curriculum; some Iranians felt their education and culture had been abandoned and they were becoming pseudo-Westerners; Iran depended on relations with the United States and trading oil with Israel; within a few years, about 471 McDonald's existed in Russia; China initiated Deng's open-door policy which boosted China's economy)
- Incorporates limited relevant outside information that includes facts, examples, and details (in China, Western culture has heavily influenced the economy but its government is still communist; era of globalization continues)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates an understanding of the task and discusses the impact of Western influence relying on information from the documents. The cursory use of outside information, limited development, repetition of information, and the vague treatment of change weaken the response.

Anchor Level 2-A

Modernization is a process that societies have tried to keep up with throughout history. Many societies have spent centuries trying to modernize themselves so that they can compete on a global scale with the other modernized states. This modernization has occurred over different time periods such as the industrial revolution and continue today. Russia since peter the great, Europe during the industrial revolution and China have all undergone reforms for modernizing their countries.

Russia's modernization goes back to when Czar Peter the Great realized that Russia was primitive compared to the western European nations. To try and modernize Russia he created a beard tax to modernize his government. During Soviet Russia in the 1900's Stalin implemented 5 year plans and created communes for farming so that industrial output would try and match that of the modern industrial nations. Both reforms either failed or were not enough to modernize Russia. Only until recently after Soviet Russia was dissolved did modernization come to Russia. In document 5, the opening of a commercial McDonald's in Russia during the 1990's showed their efforts to allow western modernization to come to Russia. Since the first McDonalds, 471 have been opened. This modernization issue has caused struggle for Russian people who starved to death during Russias Feudal past and were extremely poor while western nations undergoing modernization were getting rich and were not tied to land. However, the European nations that were modernizing experienced many issues.

The industrial revolution in Europe in 1750's created long term problems for the workers of the new modernization. The poor conditions that came from trying to modernized caused many people to die from injuries, develop dangerous medical conditions, or be worked to exhaustion. This was because of the policy of laissez-faire where the government and the economy stayed separate. The poor workers rebelled against the factories because of the poor conditions that came with modernization. "textile districts in England often violently protested against social, economic, and political conditions." (Document 1). The issues of modernization drove Europeans to rebel and demand changes in society. In China, similar issues were created when modernization began.

The Chinese had been stuck in its dynastic era with little modernization and extreme foreign influence under the treaty of Nanjing. The Communist Rebellion in China under Mao Ze dong tried to modernize China and rebel foreign rule. The great Leap forward created more poverty for China and weakened their economic output. It was not until Deng Xiopeng opened economic zones that modernization started to happen in China. The economic zones pleased many but also angered some because of their loss of cultural tradition, "conservatives complained about the loss of cultural and

ideological discipline" (document 4). The modernization that happened in China occurs in designated areas and limits the rest of the population that cannot be a part of it. Today, the effects of modernization in China impact workers who work for long hours a day with low pay and poor conditions.

For some countries modernization is quick and easy and for others it creates long term problems for the people of the society. Today a majority of the world is still facing the consequences of what European modern empires did in terms of exploitation.

Anchor Level 2-A

The response:

- Identifies, but does not clearly define, *modernization* as an enduring issue raised in the documents
- Minimally develops both aspects of the argument
- Is primarily descriptive (the Industrial Revolution in Europe in the 1750s created long-term problems for workers; the Great Leap Forward created more poverty for China and weakened their economic output); includes faulty, weak analysis and application (only after Soviet Russia was dissolved did modernization come to Russia; extreme foreign influence under Treaty of Nanjing)
- Includes few relevant facts, examples, and details from documents 1, 4, and 5 (the opening of a commercial McDonald's in the 1990s showed Russia's efforts to allow Western modernization; the poor workers rebelled against the factories because of poor conditions that came with modernization)
- Incorporates relevant outside information (Peter the Great tried to modernize Russia and created a beard tax; Stalin implemented five-year plans and created communes for farming; poor conditions caused people to die from injuries and develop dangerous medical conditions; laissez-faire; Deng opened economic zones); includes an inaccuracy (modernization has caused a struggle for Russian people who starved to death during Russia's feudal past and were extremely poor while Western nations undergoing modernization were getting rich)
- Demonstrates a general plan of organization; lacks focus; contains digressions

Conclusion: Overall, the response fits the criteria for Level 2. Examples of modernization creating problems are sprinkled throughout the response; however, modernization is not clearly defined. The inclusion of outside information referring to events and people associated with and affected by modernization demonstrate a basic understanding of the task. Limited use of document information, overly simplified explanations, and inaccuracies weaken the response.

Anchor Level 2-B

Throughout global history there has been many enduring issues over time. One issue that can be seen in the documents is the influence the west has on other societies around the world. Western society has had an impact on countries like Japan, China, and Iran.

Western ideas have impacted Japan heavily specifically in their education. As seen in document two the French and the U.S. have affected Japans education. It states that the basic structure of Japanese education came from the French model. It also states that the curriculum was heavily influenced by the U.S. Therefore western education gave Japanese education many of their ideas.

Western ideas have also impacted China too. China's open door policy was created and allowed for western influence to seep into China. In document 4 it states that this policy faced much opposition and caused inflation. People in China worried that they were losing touch with their culture. Western influence caused people in China to reject their leaders for this open door policy.

Finally western influence has impacted Iran's development. Document 3 states that Ayatollah Khomeini opposed the previous Shah because of his opinion towards foreign influence. The Shah had close relations with the U.S. and Khomeini disapproved that. Also Iran sold oil to Israel, which most areas did not recognize as a country at that time only Egypt did under the Camp David Accords. Iranians hated how they depended on the west.

Most areas were influenced by the west in one way or another. In some ways this hurt the country by causing distrust or fear. In others, like Japan, it helped them develop into the country they are today.

Anchor Level 2-B

The response:

- Identifies, but does not clearly define, *influence of the West* as an enduring issue raised in the documents
- Develops one aspect of the argument in little depth
- Is primarily descriptive (the French and the United States have affected Japan's education; China's open-door policy allowed Western influence to seep in)
- Includes few relevant facts, examples, and details from documents 2, 3, and 4 (Japanese curriculum was heavily influenced by the United States; the Shah had close relations with the United States and Khomeini disapproved; Iran sold oil to Israel)
- Presents little relevant outside information (only Egypt recognized Israel under the Camp David Accords)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response uses relevant but limited information from the documents to provide examples of the influence the West had in Japan, China, and Iran. Although a basic understanding of the task is demonstrated by addressing how people were influenced by the West and how this influence can sometimes hurt a country by causing fear or distrust, the response fails to provide an understanding of the historical context for events being discussed.

Anchor Level 2-C

Westernization is countries to the East, typically Asia, becoming more like European or Western powers. It occurs frequently throughout history, and often warrents great change.

One early example of westernization is Peter the Great in Russia. He implimented taxes & regulations to modernize his country. Since then, many more countries have followed suit. In document 2, it is shown that Japan westernized its education system... "In 1872, the basic structure of education was based on the French model, with a cirriculum heavily influenced by the United States." Japan eventually added their own culture, but the hints of Westernization are undeniable.

Another example of westernization appears in Document 4. The open-door policy implemented by Deng allowed western influence through trade. Eventually, there was a movement for democracy, but by 1992 Deng had regained support.

However some conservatives dispute Westernization. This is seen in document 3.

In Iran, people despised western influence, as it was changing their culture. "...a people alienated from ourselves." Conservatives believed that the foreign influence was making them "pseudo-westerners", and should be resisted. Many people in the Middle East believe that today even.

Westernization is an enduring issue, as it has been around for centuries. People have resisted and followed it, and it has changed laws and even culture in Eastern countries. It continues even today, and shows no signs of stopping.

Anchor Level 2-C

The response:

- Identifies, but does not clearly define, *Westernization* as an enduring issue raised in the documents
- Develops one aspect of the argument in little depth
- Is primarily descriptive (Japan eventually added their own culture but the hints of Westernization are undeniable; the open-door policy implemented by Deng allowed Western influence through trade)
- Includes few relevant facts, examples, and details from documents 2, 3, and 4 (basic structure of Japan's education was based on the French model; in China, there was a movement for democracy; Iran's conservatives believed that the foreign influence was making them pseudo-Westerners)
- Presents little relevant outside information (Peter the Great implemented taxes and regulations to modernize his country)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Relevant, but limited, information is copied from the documents, showing a basic understanding of the task. The response alludes to how people were influenced by the West, but it fails to demonstrate an understanding of the historical context for the events being discussed.

Anchor Level 1-A

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. Through time countries have accepted ideas or new technologies from foreign places but sometimes they are not accepted. These ideas can either help or hurt a nation.

As Japanese education developed during the Meiji period they had accepted western ideas but began to “emphasize the Japanese tradition” (doc 2). They based their education system on a French model that was heavily influenced by the United States and added Shinto and Confucian morals. This helped the Japanese adopt new ideas but they still kept some tradition.

Iran experienced a period of discontent in the 1960s. Iran had plenty of oil and began to trade making them rich. Ayatollah Ruhollah Khomeini opposed this trade because they had lost their tradition. China had also opened their doors for trade with other countries and benefited from it but they also started to lose their tradition. Iran and China did not benefit from trade as much as it hurt their traditions.

Anchor Level 1-A

The response:

- Identifies, but does not clearly define, *the acceptance or rejection of foreign ideas* as an enduring issue raised in the documents
- Minimally develops one aspect of the argument
- Is descriptive (Khomeini opposed the oil trade because they lost their tradition; Iran and China did not benefit from trade as much as it hurt their traditions)
- Includes some vague references to documents 2, 3, and 4 and includes minimal relevant details (Japan based their education system on a French model that was heavily influenced by the United States and added Shinto and Confucian morals)
- Presents no relevant outside information
- Demonstrates a weakness in organization; includes an introduction; lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response demonstrates a limited understanding of the task. Repetitive statements combined with a lack of detail detract from the response.

Anchor Level 1-B

The issue of Westernization has been a widespread issue across many different regions overtime. Though Japan did not completely forget their traditional culture, they did allow for western influence to blend with their traditional ideas to form a new culture. On the other hand, the Chinese were not lenient as to who could indirectly influence their culture through trade. Finally, despite Russia being a communistic country mainly based off of their own traditions, they allowed for Mcdonald's, a very westernized fast food chain, to enter their country in 1990.

Japan, as said in document 2, was recognized as "a blending of Western and Eastern traditions." This region wanted to Westernize so badly that they had a few Japanese people actually travel to Europe and observe the ways of the West. A prime example of western influence in Japan can be seen through Japan's education system. Like the Chinese, the Japanese placed a huge importance on the value of education through Confucian ideas; however, education was also "based on the French model with a curriculum heavily influenced by the United States" (Doc 2). As a result, "what began to emerge was a Western-style education style with a uniquely Japanese twist . . ." (Doc. 2).

Contrastingly, the Chinese were not open to the idea of having westerners alter their way of life. Though the Chinese had eventually agreed to opening up partially for trade, they did so knowing that they had "a greater vulnerability to Western influence not only in the economy but in culture and politics" (Doc. 4). Despite this fear, the West still did not have much influence on the Chinese, in fact, the Chinese rejected westernization to the point where it was causing them to fall behind in modern technology and weaponry.

In the modern age, Russia can be seen allowing for Western influence as they open up a Mcdonald's on Pushkin square in Moscow, Russia. Russia was and continues today to be a communistic country, meaning that Russia's government has control of and owns everything in Russia. Russia mainly kept to itself, having strong political ideas. However, the opening of a Mcdonald's, a very American tradition, shows that in Russia too the culture was somewhat affected by the West.

In conclusion, westernization obviously has been a issue and continues to be an issue in the modern world.

Anchor Level 1-B

The response:

- Identifies, but does not define, *Westernization* as an enduring issue raised in the documents
- Minimally develops one aspect of the argument
- Is descriptive (like the Chinese, the Japanese placed a huge importance on the value of education through Confucian ideas); lacks understanding (the Chinese rejected Westernization to the point where it was causing them to fall behind in modern technology and weaponry)
- Makes some references to documents 2, 4, 5 and includes minimal relevant facts, examples, and details copied from the documents (what began to emerge was a Western-style education style with a uniquely Japanese twist; opening of a McDonald's shows that in Russia the culture was somewhat affected by the West)
- Presents little relevant outside information (they had a few Japanese people actually travel to Europe to observe the ways of the West); includes an inaccuracy (Russia continues today to be a communistic country, meaning that Russia's government has control of and owns everything in Russia)
- Demonstrates a general plan of organization; includes an introduction and a concluding statement

Conclusion: Overall, the response fits the criteria for Level 1. The response is strongest when discussing the impact of Westernization on Japan and is limited in its treatment of Russia and China. Some document information is misinterpreted and the response lacks detail and development.

**GLOBAL HISTORY AND GEOGRAPHY II
REGENTS EXAMINATION**

PRACTICE PAPERS FOR PART III

SAMPLE ENDURING ISSUES ESSAY

DRAFT

FEBRUARY 2018

Practice Paper A

An enduring issue is a problem or obstacle which countless societies have tried to solve in varying ways. Overtime one enduring issue in history has been the influence of Western ideas on regions including Japan, Iran, and China. Western influence is an example of how foreign ideas can impact the political, cultural, and economic systems to which they are introduced. Western ideas and influence posed a threat to societies, their values, and their cultural identities.

The impact of the West on Japan was evident during the Meiji period in the 1870s and 1880s. Following the arrival of Matthew Perry and the fall of the Tokugawa Shogunate, Japan initiated Western reforms. Shifts in transportation, dress, communication, the military, and education drastically changed the lives of Japanese citizens. The adoption of Western-style education concerned those anxious about losing the traditional values associated with Shinto and Confucianism (doc 2). The Japanese replicated Western style education and incorporated it into their cultural practices. The basic structure of education was based on the French model with a curriculum heavily influenced by the United States. This reflects how Western teachings were added to the field of education in Japan. Due to resistance from conservatives, Japan moved toward blending Oriental and Western traditions, in turn creating a new modern education system. (doc 2) During the Meiji era, the government encouraged foreign exchange in which Japanese students travelled abroad to study and gain western knowledge. Outside of examining Western educational practices, the Japanese studied and modified their military, industry, and technology. The goal of these reforms was to bring Japan into the modern era and allow them to compete with other world powers. The challenge of these reforms was finding a way to preserve traditional culture and their identity at the same time. Today, Japan's status has changed from being a country influenced heavily by Western ideas to one that shares and sells technological innovations worldwide.

Additionally, western influence in Iran is clear during the period leading up to the Iranian Revolution. In the 1970s, conflict was sparked by some Iranians determination to overthrow Shah Reza Pahlavi, a leader of Iran that the United States helped bring to power. Khomeini, a Shi'ite cleric of Iran who went into exile accused the Shah of having too close relations with the United States. (doc 3) Some Iranians thought that Shah was a puppet of the United States. The Shah's acceptance of Western ideals angered Iranians upset by what they saw as the corruption of traditional values. Some Iranians were concerned that the presence of Western clothing, shelter, food, literature, and press was confusing what it meant to be Iranian (doc 3). The Ayatollah Khomeini rose to fame during the 1960s by criticizing the

Shah. In the decade that followed, the Shah's regime was overthrown by Khomeini and those who rejected the West in favor of a theocratic Islamic state. The overthrow of the Shah resulted in the rise to power of Islamic fundamentalists, who were more strict in their beliefs. This Islamic group believes western values such as materialism, greater freedom for women, and rock music undermines Muslim family life and religious authority. Islamic fundamentalism is prominent in modern day societies, but the practice of it varies. Some Muslims are tolerant of Western ways; some are not. Some extreme Islamic fundamentalists are linked with terrorist groups who hold anti-western beliefs. Today, Iran still struggles to maintain its cultural values while trying to modernize, but not becoming westernized.

Western influence also played a vital role in economic developments in China. The death of Mao Zedong, who had developed a cult of personality and commanded a large following, resulted in an end to many of his policies. Tensions developed over Deng's open-door policy as some feared it might challenge Mao's communist way of life. In a closer examination, China's open-door policy resulted in the development of Capitalism and more open foreign trade for the first time in decades. China's economic interactions with foreigners fostered economic growth that has made China a part of the global trade network. However, this rise in the economy backfired as Western values clashed with Chinese communist beliefs. Conservatives complained about the loss of cultural and ideological discipline that existed under Mao. (doc 4) The transition of power from Mao to Deng in China divided those who wanted Western capitalism and those who feared it. Deng's Four Modernizations gave China a focus on agriculture, industry, defense, science, and technology. Despite advances, in 1989, the resulting economic problems led to the protests at Tiananmen Square and a call for democratic reforms. In modern days, the result of the Deng's policy helped shaped China to become a world giant in the global economy. The shift from Communism to a more Capitalist system reflects an economic influence from the West and ultimately led to a period of modernization in China.

Western influence has affected the people and governments in countries such as Japan, Iran and China. Politically the overthrow of the Shah was directly influenced by the anti-Western ideology in Iran. (doc 3) Culturally, the incorporation of Western style education helped mold Japan into a modern society. (doc 2) The dilemmas China faced in opening the country to foreign trade resulted in a shift away from a strict communist policy. (doc 4), Western influence has had a major impact on how cultures view themselves and which traditional values they think are important.

Practice Paper B

Throughout time and history, foreign influence has been a recurring issue and has been responded to differently from place to place. Whether it be two tribes exchanging goods and ideas a few hundred years back leading to a cultural change of each tribe, or a One Direction poster on the wall of a South Korean home, it has shaped each culture of the world; past, present, and future. With this said, the response of each individual society has been different and has been a blessing, curse, or both to a society and in the mind's of it's people.

Generally speaking, ideas spread like wildfire. Different groups of people come into contact with these through trade, the types of government people are under, or by seeing someone's new t-shirt. In Iran during the past couple of decades in particular, Western culture has made it's mark. Many people in Iran, especially more traditional people and religious fundamentalists, hate the influence Western culture has on their nation. On top of this, economic and political relations between the West and Iran (particulary America in the West) strain this feeling even further. In Document #3, it talks of these frustrations and of people being affected, a more negative perspective of Western influence comes from Jahal-e Ahmad as he says, "Today we stand under that banner, a people alienated from ourselves; in our clothing, shelter, food, literature and press.", which clearly shows that he feels a negative "alienation" from Iranian culture due to Western influence. The government had close relations with the West, particulary the Shah, enabling the Flooding of Iran with these foreign ideas. This issue still plagues the nation to this day. Conversley in Russia, over 950,000 customers are served at the 471 different McDonald's restaurants as shown in Document #5. Russia has a heavy influx of clothing, concepts, and media from the West, with very little objection by its people.

While culture has been affected by foreign influence as previously shown, education and government have also been tweaked and created around models from countries other than their own. In Document #4, China's economy is discussed and the change of it due to politics and influence. For example, during Mao's reign the economy of China was internal and without foreign market. It was intended to be self-sufficient, but it compromised the living standards and freedoms of its people. Then when Deng's concept of open-door trade came many years after, the people of China no longer had such an unadultered culture. The capitalist concepts of the Americas and Europe had broke into China, and as trade increased physically, it also did mentally. China's culture and economy were being shaped by the rest of the world, though many conservatives had issues with it and tried to push for heavier and

traditional cultural discipline, and with some success through reforms pushed and passed. China even today has been clearly shaped by ideas from throughout the world.

Practice Paper C

What is an enduring issue? An enduring issue is a challenge or problem that has been debated or discussed across time. So basically it's a recurring issue that is constantly brought up throughout history. Such as Revolutions, wars, etc. Another example is westernization. Westernization is when a country follows the style of the West countries. For example, the United States.

Westernization has been around for ages. In doc 2 it says "When the Meiji gov't introduced a modern education system in 1872, the basic structure of education was based on the French model with a curriculum heavily influenced by the United States." This means that they changed their educational system to one of the United States educational system. And the U.S. is the West. So they Westernized Japan. Same way Kamal Attatürk westernized Turkey. He changed the way they learned.

Westernization is an enduring issue. In doc 3 it states "today we stand under that (Western) banner, a people alienated from ourselves; in our clothing, shelter, food, literature & press. And more dangerous than all, in our culture. We educate pseudo-Westerners & we try to find solutions to every problem like pseudo westerners." this means that they want the education so in rerun they have U.S. education & we have culture & language.

They also westernize in Russia as shown in doc 5. They have U.S./Western states so they picked it up.

Practice Paper D

An enduring issue is the resistance to westernization. Resistance takes the form of actions taken against western countries when they attempt to impose their ideals on other foreign or non-western nations. It can be argued that this westernization is really an attempt to dominate and exploit these foreign areas.

An example of this resistance can be seen in 19th century Japan. When visited by foreign nations, Japan, during the Meiji period, began to fuse new ideals with old traditions. This blending would change traditions practiced by the Japanese, though some weren't fond of the development. The Japanese model of education adopted during this period was French based. It was later combined with more traditional Japanese beliefs such as Shintoism and Confucianism. During the Meiji period, Japan resisted western control by trying to become more like the West. The Japanese selectively borrowed parts of western culture in the form of government structures and industrial practices while trying to preserve their cultural identity and power. At the same time the west was trying to impose its ideals on Japan. In another part of the world, India was being placed under the direct control of Britain. By the early 20th century, a nationalist movement led by Mohandas Gandhi formed to achieve Indian independence from Britain. He hoped to achieve this by challenging the British economy through such actions as the boycotting of British cloth. Gandhi encouraged people to adopt homespun fabric and to wear traditional Indian clothes to demonstrate India's ability to thrive without western influence. Both Japan and India have at times resisted westernization using different methods.

Another example of this resistance to Western influence is in Iran during the 1960s and 1970s. In Iran, some groups were concerned that Iranians were changing into pseudo-westerners due to U.S. influence. The Shah's close relationship with the U.S. was sometimes opposed because of its negative influence on Iranians. Tensions grew as Khomeini and others began to speak out against western influence. Specifically, the U.S. was seen as a threat to Iranian clothing, shelter, food, literature, and the press. Eventually, the overthrow of the Shah led to the establishment of a traditional Islamic government under the Ayatollah. Likewise, in Cuba during the 1950s, the U.S. was viewed as having too much control over the Cuban economy. Fidel Castro led a popular movement to drive out Batista who was supported by the U.S. in favor of a government based on socialist values of equality.

Another example of resistance to western influence occurred in China during the 20th century when it feared "loss of cultural and ideological discipline". Due to the transition in rule from Mao to Deng, China established an open-door policy which led to the introduction of Western reforms. Similar to

Japan, China in its earlier history also followed a policy of isolationism. During the Ming dynasty, foreign trade was discouraged by officials. European traders were restricted to trade at only a few designated ports. This changed after the Opium war and westerners carved China into spheres of influence. China's policy toward interactions with foreign nations in terms of trade continues to shift. Mao limited trade with the West while Deng expanded that trade. Some Chinese conservatives were unhappy with the changes Deng supported and feared they might damage their culture and government.

Resistance to western influence has occurred across time and place. Methods of resistance to westernization varied in Japan, India, China, Iran, and Cuba.

Practice Paper E

In document 1, 3, and 5 talks about economic policies that are good and bad for the world. For example, In document 5A states, "Nowadays 471 McDonald's restaurants serve more than 950,000 customers per day in Russia". This proves that the economy was good in Russia because of the amount of people that have gotten served. The issue with this is that people that worked in factories faced unfair conditions than people that worked in McDonalds. In England a lot of people protested daily because of the horrible conditions that they faced. They marched and put posters up. Overtime, this issue has changed because of the century's, nowadays nobody gets paid minimum wages.

Practice Paper F

Enduring issues have rose throughout history in response to the different ideas, cultures and belief systems that exist around the world. As people interact through trade and travel, ideas and information are exchanged which may lead to conflicts and tensions that last for centuries. Throughout history, the impact of westernization is an issue that has changed the political, economic, and educational policies of the areas that were affected by it.

Westernization has led to economic issues in places like China which affected its people and government. After being under the communist rule of Mao Zedong, a new leader Deng Xiaoping rose. Under Mao Zedong, people were forced to live on communes, separated from family and under harsh political rule. Deng Xiaoping wanted to regrow China and established an Open Door Policy. This policy allowed foreign influence and ideas to enter the country as well as trade goods to support the economy. A result of this open trade policy, there was a greater vulnerability to foreign influence that, lead to the, "...loss of cultural and ideological discipline. (Doc.4). The United States was one of the first influential nations that started the spread of democracy. As a result of western influence, China started to adopt western ideologies that were different from their communist beliefs. This was also shown in Russia after the Soviet Union fell. Under the communist rule of Stalin, Russia was largely suspicious of much of the world. After the fall of communism, Russia began allowing more western culture in the form of restaurants. "...the collapse of the Soviet Union led McDonald's to become a pioneer for many foreign food chains that flooded Russia afterwards ... McDonald's restaurants serve more than 950,000 customers per day in Russia" (Doc 5). This shows the western influence on Russia that lasted to today's time. Along with economic influences, education was also influenced by western powers.

Westernization also led to educational issues in places like Japan which affected the teachings and morals of students. During the age of imperialism, America brought Japan out of isolation by threatening to invade it. Japan was undeveloped due to the lack of interaction and technological advances and decided to industrialize and westernize to avoid being colonized by America. This was known as the Meiji Restoration which involved a new government structure, economic system and educational system. But, those who practiced traditional Japanese culture felt that, "traditional values were being lost" because ... "the basic structure of education was based on the French model with a curriculum heavily influenced by the United States." To balance this, "conservative elements in the government exerted their influence and added Shinto and Confucian based morals ..." (Doc. 2) The Japanese education system was based off of syncretism of western beliefs and traditional beliefs which had an effect on morals.

In conclusion, westernization is an issue that affected the education and economy of the countries affected by it. In Japan, the economy was changed to be more the western. Japanese education was a blend of western and traditional beliefs and morals. In Russia and China, western ways helped move the country away from communism and toward capitalism.

Practice Paper A—Score Level 5

The response:

- Clearly identifies and accurately defines *influence of Western ideas* as an enduring issue raised in the documents (Western influence posed a threat to societies, their values, and their cultural identities)
- Develops an even, thoughtful, and in-depth argument about how *the influence of Western ideas* has affected people and has been affected by them and how it continues to be an issue and has changed over time
- Is more analytical than descriptive (goal of Western reforms was to bring Japan into the modern era and allow them to compete with other world powers; Japan's status has changed from being a country heavily influenced by Western ideas to one that shares and sells technological innovations; in the 1970s, conflict was sparked by some Iranians' determination to overthrow Shah Reza Pahlavi, a leader of Iran that the United States helped bring to power; the Shah's acceptance of Western ideals angered Iranians upset by what they saw as the corruption of traditional values; the overthrow of the Shah resulted in the rise to power of Islamic fundamentalists; China's open-door policy resulted in the development of capitalism and more foreign trade; the transition of power from Mao to Deng in China divided those who wanted Western capitalism and those who feared it; the resulting economic problems led to a call for democratic reforms)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from documents 2, 3, and 4 (adoption of Western-style education concerned those anxious about losing traditional values associated with Shinto and Confucianism; basic structure of education was based on the French model with a curriculum heavily influenced by the United States; Khomeini accused the Shah of having too close relations with the United States; some Iranians were concerned that the presence of Western clothing, shelter, food, literature, and press was confusing what it meant to be Iranian; tensions developed over Deng's open-door policy as some feared it might challenge Mao's communist way of life; conservatives complained about the loss of cultural and ideological discipline that existed under Mao)
- Richly supports the task by incorporating substantial relevant outside information that includes facts, examples, and details (Matthew Perry; Tokugawa shogunate; shifts in transportation, dress, communication, and the military in Japan; Japan encouraged foreign exchange; Iranian Revolution; theocratic Islamic state; terrorist groups; Iran struggles to modernize, but not become westernized; Four Modernizations; Tiananmen Square; China as world giant)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. The response focuses on how the influence of Western ideas poses threats to a society's cultural identity. The response compares the historical circumstances presented for Japan, Iran, and China to their respective situations today, noting the degree of change or continuity.

Practice Paper B—Score Level 2

The response:

- Identifies and defines *foreign influence* as an enduring issue raised in the documents (has shaped each culture of the world; has been a blessing or a curse or both to societies and people)
- Develops one aspect of the argument in little depth
- Is primarily descriptive (more traditional people and religious fundamentalists in Iran hate the influence Western culture has on their nation; over 950,000 customers are served at the 471 different McDonald's restaurants in Russia; China's culture and economy were being shaped by the rest of the world though many conservatives had issues with it and tried to push for traditional cultural discipline); includes faulty analysis (the people of China no longer had an unadulterated culture)
- Includes few relevant facts, examples, and details from documents 3, 4, and 5 (government had close relations with the West enabling the flooding of Iran with foreign ideas; a more negative perspective of Western influence comes from Ahmad)
- Presents little relevant outside information (Russia has a heavy influx of clothing, concepts, and media from the West)
- Demonstrates a general plan of organization; lacks focus; lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response begins with a strong introduction and definition of foreign influence. Minimal descriptions of foreign influence in Russia, China, and Iran are taken from the relevant documents and developed in a limited way. The lack of a clear discussion of continuity or change and the inclusion of overgeneralizations weaken the response.

Practice Paper C—Score Level 1

The response:

- Identifies and partially defines *Westernization* as an enduring issue raised in the documents (when a country follows the style of the West countries)
- Minimally develops one aspect of the argument
- Is descriptive (the United States is the West, so they westernized Japan); lacks understanding (this means that they want the education so in rerun they have United States education and we have culture and language)
- Includes some vague, unclear references to documents 2, 3, and 5 and includes minimal relevant details copied from the documents (the basic structure of education was based on the French model with a curriculum heavily influenced by the United States; today we stand under that [Western] banner, a people alienated from ourselves)
- Presents little relevant outside information (Kemal Atatürk westernized Turkey)
- Demonstrates a weakness in organization; lacks focus; contains digressions; lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response is largely framed by direct quotations from the documents. Attempts are made to interpret document information, although sometimes inaccurately. The response lacks development.

Practice Paper D—Score Level 4

The response:

- Identifies and accurately defines *resistance to Westernization* as an enduring issue raised in the documents (actions taken against Western countries when they attempt to impose their ideals on other foreign or non-Western nations)
- Develops the argument somewhat unevenly by discussing in some depth how an enduring issue has affected people and has been affected by them more thoroughly than how the issue has changed over time
- Is both descriptive and analytical (Japan resisted Western control by trying to become more like the West; Japanese borrowed parts of Western culture to preserve their cultural identity; Gandhi encouraged people to wear traditional Indian clothes to demonstrate India's ability to thrive without Western influence; Shah's close relationship with the United States was sometimes opposed because of its negative influence on Iranians; the United States was viewed as having too much control over the Cuban economy; European traders restricted to trade at only a few designated ports)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from documents 2, 3, and 4 (Meiji Japan began to fuse new ideals with old traditions; some groups were concerned Iranians were changing into pseudo-Westerners due to United States influence; United States was seen as a threat to Iranian clothing, shelter, food, literature, and the press; China feared loss of cultural and ideological discipline)
- Supports the task by incorporating relevant outside information that includes facts, examples, and details (Tokugawa shogunate; selective borrowing of government structures and industrial practices; Indian independence; boycotting; homespun fabric; Fidel Castro; Batista; socialist values of equality; Ming dynasty; China carved into spheres of influence)
- Demonstrates a logical and clear plan of organization; includes an introduction and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The response strings together a variety of historical cases to compare the efforts of different countries to resist Westernization. Change over time is addressed in these case studies. Although analytic statements are made, further development would have strengthened the response.

Practice Paper E—Score Level 0

The response:

Fails to develop the task; includes no relevant facts

Conclusion: Overall, the response fits the criteria for Level 0. Although the response refers to the documents, it clearly misinterprets them, making unsupported, irrelevant claims.

Practice Paper F—Score Level 3

The response:

- Identifies and defines *impact of Westernization* as an enduring issue raised in the documents (changes to the political, economic, and educational policies of the affected areas)
- Develops one aspect of the argument in some depth
- Is more descriptive than analytical (as a result of Western influence, China started to adopt Western ideologies that were different from their communist beliefs; Japan was undeveloped due to the lack of interaction and technological advances and decided to industrialize and Westernize to avoid being colonized by America)
- Incorporates some relevant evidence that includes facts, examples, and details from documents 2, 4, and 5 (a result of Deng's open-trade policy was greater vulnerability to foreign influence that led to the loss of cultural and ideological discipline; after the fall of communism, Russia began allowing more Western culture in the form of restaurants; those who practiced traditional Japanese culture felt that traditional values were being lost)
- Incorporates limited relevant outside information that includes facts, examples, and details (under Mao, people were forced to live on communes and under harsh political rule; under the communist rule of Stalin, Russia was largely suspicious of much of the world; age of imperialism; Meiji Restoration; Japanese education based on syncretism)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response explores the impact of Westernization using information from the documents. The use of outside information attempts to place the experiences of each country in historical context. A discussion of change is attempted but is not developed in a meaningful way, particularly for China and Japan.

Practice Papers
Rater Sheet

Practice Paper	Rater 1	Rater 2	Rater 3
A			
B			
C			
D			
E			
F			

