

Global History and Geography
Content-Specific Rubric
Thematic Essay—January 2006

Theme: Change

The ideas and beliefs of philosophers and leaders have led to changes in nations and regions.

Task: Choose *two* philosophers *and/or* leaders and for *each*

- Explain a major idea or belief of that philosopher or leader
- Discuss how that idea or belief changed *one* nation or region

You may use any philosophers or leaders from your study of global history. Some suggestions you might wish to consider include Confucius, John Locke, Adam Smith, Simón Bolívar, Otto von Bismarck, Vladimir Lenin, Mohandas Gandhi, Mao Zedong, Fidel Castro, or Nelson Mandela.

Do not use a philosopher or leader from the United States in your answer.

Scoring Notes:

1. This thematic essay has *four* components (*two* aspects [a major idea or belief and how that idea or belief changed one nation or region] for each of *two* philosophers or leaders chosen)
2. Two philosophers, two leaders, or a combination of the two may be used in the response.
3. The major idea or belief of two different individuals could be the same, e.g., both Bolivar and Gandhi believed in independence for their respective nation.
4. The discussion of how the idea or belief changed a nation or region could focus on the same nation or region for both leaders, e.g., how the ideas of both Confucius and Mao Zedong affected China.
5. A philosopher or leader for the United States may not be used, however, the discussion might involve the United States, e.g., a discussion of Fidel Castro could involve the role of the United States in the Cuban missile crisis *or* a discussion of John Locke might focus on the effect of his ideas on the United States Declaration of Independence.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by explaining a major idea or belief of *two* philosophers and/or leaders and discussing how each of those ideas or beliefs changed one nation or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *John Locke*: governments formed to protect the basic human rights of life, liberty, and property; relationship of social contract theory that king ruled with consent of subjects; subjects entered into contract promising to obey monarch as long as rights were protected and if their rights were violated the people had the right to overthrow the monarch; use of ideas in *Two Treatises on Government* to justify the overthrow of King James II who tried to use divine right to rule without Parliament and appointed Catholics to political office; England became a constitutional monarchy beginning with William and Mary in which rulers must follow Bill of Rights; *Nelson Mandela*: worked to gain equality and political power by protesting apartheid; effect as leader of African National Congress; organization of strikes and boycotts led to arrest and life sentence in prison as a result of activities after the Sharpeville Massacre; imprisonment strengthened resolve to end apartheid; connection between the release of Mandela and vote to end apartheid; election of Mandela as President has done much to calm racial tensions in South Africa
- Richly supports the theme with relevant facts, examples, and details, e.g., *John Locke*: James II, divine right; Bloodless or Glorious Revolution; constitutional monarchy; limited government; figurehead; *Nelson Mandela*: African National Congress (ANC); passbooks; F. W. de Klerk; economic sanctions)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by developing all aspects of the task for one philosopher or leader more thoroughly than for the second philosopher or leader *or* developing one aspect of the task more thoroughly than the second aspect of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *John Locke*: connection between his ideas that government was formed to protect the basic rights of life, liberty, and property and if government abused them, the people were justified in rebelling; absolute ruler James II replaced with William and Mary, who agreed to follow the Bill of Rights; *Nelson Mandela*: leader of ANC, who worked to end apartheid with strikes and boycotts, arrested, and sentenced to life imprisonment; when de Klerk becomes President, South Africans vote to end apartheid; Mandela freed and became President
- 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

Note: At score levels 5 and 4, all **four** components of the task should be developed.

Holistic Scoring Reminder: This note applies only to the evaluation of bullet 1.

Score of 3:

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

Note: If **at least two** components have been thoroughly developed evenly and in depth, and the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

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

Score of 1:

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

Score of 0:

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