

1. 授業事例

Ms. Martina Grant；科目「Global History and Geography」における“The Scientific Revolution” の授業記録 (2011年9月21日, Forest Hills High School, 第10学年, 14~15歳)
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【教室の前のスライドには「浜辺の観察」というタイトルで、2つの海岸の写真が映されている。教師はその前で話を始めている。】 《00:00 授業開始》

- Grant 先生：**それでは、皆さんはビーチにいと想像してみましよう、いいですか。はい、では空を見上げて、ビーチに寝そべて、美しい太陽の光を浴びているとして、ビーチではどんなものが観察できますか。
- 生徒：**風。
- Grant 先生：**顔に風を感じる。はい。
- 生徒：**晴れ渡った空。
- Grant 先生：**晴れ渡った空。はい。
- 生徒：**太陽
- Grant 先生：**太陽を感じる。はい。空を見たときに、何か見えるものはありますか。
- 生徒：**雲。
- Grant 先生：**雲。雲は何をしている。
- 生徒：**そこにじっとしている。
- Grant 先生：**空を見上げると、雲は何をしていますか。
- 生徒：**動いている。
- Grant 先生：**動いている。はい、雲は動いているのですね。空には他に何が見えますか。
- 生徒：**鳥。
- Grant 先生：**空を飛ぶ鳥ですね。それでは、これらのものを観察しているときに、自分が見ているものに対して何か疑問がわいてきますか。アントニオ、自分に対してどんな質問をしますか。
- アントニオ：**なぜ太陽は輝いているのか。
- Grant 先生：**なぜ太陽は輝いているのかですね。はい。
- 生徒：**太陽にあんなに近づいてもなぜ鳥は燃えないのか。
- Grant 先生：**なぜ鳥は太陽にあんなに近づいても燃えないのかですね。いいですね。他の人はどうですか。他に質問はありますか？
- 生徒：**なぜここにいるのか。
- Grant 先生：**なぜ自分はこのにいるのか。はい、良い質問です。どうぞ。
- 生徒：**なぜ海は青いのか。
- Grant 先生：**なぜ海は青いのか。なるほど、でも今は空について話しているので、「なぜ空は青いのか」というのが質問としてはあり得ますね。空について、他になにかありますか。どうぞ。
- 生徒：**どうして雲は同じ状態でいられるのか。
- Grant 先生：**どうして雲は同じ状態でいられるのかですね。そうですね。それでは、もし昨日学んだコペルニクスやガリレオについて私たちが知らなかったとしたら、どんな結論が出せるのでしょうか。ただ見ただけだったら、どんな結論が出ますか。
- 生徒：**雲は動いている。
- Grant 先生：**そうですね。どうして雲が動いていると思ったのですか。
- 生徒：**そう見えたから。
- Grant 先生：**雲が動いているのが見えたから。はい。
- 生徒：**雲が押し出しているから。
- Grant 先生：**雲が押し出していた。はい。では、鳥についてはどうでしょうか。鳥については、どんな疑問が浮かんできますか。飛んでいる鳥について、何か質問はありますか。
- 生徒：**ありません。
- Grant 先生：**ありませんか。セイモアは。
- セイモア：**鳥はどうやって飛んでいるのだろう。
- Grant 先生：**鳥はどうやって飛んでいるのだろうですね。あなたは飛んでいませんね。では、どうして鳥は飛べ

るのでしょうか。鳥がなぜ飛んでいるのか、考えられることを何かひとつあげられる？

生徒：鳥には翼がある。

Grant 先生：なるほど。鳥には翼がある。はい。

生徒：私たちほどは体が重くない。

Grant 先生：私たちほどはね。そして鳥は翼も持っていますね。翼は大切です。はい、それでは、私たちはどこでこのような結論に達したのでしょうか。何が私たちをこの結論に導いたのでしょうか。私たちの心と、私たちの見ているもの、私たちの見ているすべてのもの。雲が動いている。それでは、それは私たち自身についてはどういったことを考えさせますか。

生徒：自分自身・・・。

Grant 先生：私たちは何をしているのでしょうか。私たちは動いているかな。いいえ。私たちは、自分たちが動いていないから、雲が動いているのが見えると考えるのです。いいですね。なぜなら、それが私たちの観察していることだからです。けれど、私たちが昨日話して分かったことは、2つの理論があるということでした。

【スライドが変わる。】——ひとつは geocentric theory (天動説)、はい、「geo」とはどういう意味だろう。

生徒：地球です。

Grant 先生：地球ですね。私たちは昨日話しましたね。私たちは昨日、「centric」という接頭語は「中央」という意味で、「geo」は、地球という意味だということについて話しました。つまり、この理論は地球を中心とする理論だということです。いいですね。では、それは一体どういったことでしょうか。どういった理論でしょうか。

生徒：地球が中心で・・・。

Grant 先生：はい、地球が中心で

生徒：まわりが回っている・・・。

Grant 先生：そうですね。他のすべてのものが地球の周囲を回っているという考えですね。そして、それはプトレマイオスとアリストテレス以来のものです。いいですね。では、どうして彼らは、この理論を打ち出したのだろう？何が彼らを・・・。

生徒：教会が・・・。

Grant 先生：いいえ、アリストテレスは、教会のことよりももっと昔のことですよ。いいですね。アリストテレスはどうやって彼の考えを決めたのでしょうか。

生徒：彼は空や月を見て、地球が中心だと思った。

Grant 先生：そうですね。彼は観察をしました。彼は見ました。「そうだな、雲が動いている、私は動いていないから、地球が中心で、他のすべてのものが周りを回っているのだな」と見て言ったのです。では、私たちは、昨日の授業で、コペルニクスとガリレオについても話しました。彼らは太陽が宇宙の中心にあって、すべてがその周りを回転していると考えました。太陽の周りをです。いいですね。それでは、この言葉のどの部分が太陽という意味なのでしょう【教師はスライドの“Heliocentric”の語を指さしている】。

生徒：「Helio」です。

Grant 先生：Helio ですね。その通り。はい、それでは、コペルニクスとガリレオはどうやって彼らの考えを決めたのでしょうか。

生徒：望遠鏡を使いました。。

Grant 先生：そうですね。ガリレオはこの理論を作るのに、強力な望遠鏡を使ったのでしたね。コペルニクスはどうだったのでしょうか。彼は何を使いましたか。コペルニクスはこの理論を作るのに何を使ったのでしょうか。

生徒：計算しました。

Grant 先生：いいですよ。彼は数学的な計算を使ったのでしたね。彼は観察し、計算しました。そして、それらをガリレオが望遠鏡を使って確かめたのでした。それでは、彼らはただ観察しただけだったのでしょうか。

生徒：違います。

Grant 先生：そう、違います。彼らは調査して、実践して、より深く見て、彼らの考えたことが、彼らの見たことや試験で示されたことと合致することを確認したのです。同じことですが、彼は誰でしょうか。

【スライドが変わる。教師は、リンゴの木の傍らに座るニュートンの絵を指し示す。】

《07:00 経過》

生徒：ニュートンです。

Grant 先生：アイザック・ニュートンですね。その通りです。では、彼は何について疑問を持ったのでしょうか。彼の疑問は何だったかな。アントニオ。

生徒：リンゴが落ちるのはなぜか。

**Grant 先生：**「なぜリンゴが木から落ちるのだろう」ということですね。その通りです。これが私たちの万有引力の法則だね。では、重力とは何だろう？

**生徒：**物体が引っ張られることです。

**Grant 先生：**物体が地球に引っ張られる。そうですね。物体が地球に向かって落ちるように引く力があるということですね。いいですか。そうしたら、彼がビルの頂上に行って、鳥のように飛ぼうとしたら、何が起こると思う。セイモア、どうですか。

**セイモア：**落ちて死にます。

**Grant 先生：**彼は死ぬ、その通り。何が私たちを引っ張っているのですか。

**生徒：**重力です。。

**Grant 先生：**そうです。重力が私たちを引っ張っているのです。いいですか。では、次の質問ですが、彼はどのようにしてそのような結論を得たのでしょうか。質問がありますか。

**来客者（授業参観者）：**生徒たちに質問があります。もし外に出て、太陽や月を見たら、地動説と天動説のどちらが正しいと考えるかな？

**生徒：**天動説です。

**来客者：**天動説、なぜ？

【生徒の発言、聞き取れず。】

**来客者：**では、太陽の周りを地球が動いているか、太陽が地球の周りを動いているか、皆はどちらを信じている？

**生徒：**地球が動いている。

**来客者：**でも、なぜそう思うの？昔の人は、外に出て立って見て、自分は動いていないって信じていたこともあったのだよ。

【生徒の発言、聞き取れず。】

**来客者：**では、何が違うのかな。みんな、本当に地球が動いていると確信できますか。君はどうですか。

【生徒の発言、聞き取れず。】

**来客者：**本当にそうなのかな。昔とは何が違うんだろうね。

【生徒の発言、聞き取れず。】

**Grant 先生：**それでは、いつ、アイザック・ニュートンは、どのようにしてこういった考えにたどり着いたのでしょうか。《10:00 経過》

**生徒：**【聞き取れず。】

**Grant 先生：**彼は自分が正しいことを証明するために、どんなことをしましたか。重力について証明するのに何をしましたか。

**生徒：**【聞き取れず。】

**Grant 先生：**はい、彼はそれらを作っただけですか。それとも、何か手順を踏んだのでしょうか。

**生徒：**実験かな。

**Grant 先生：**事前に何をするのでしょうか。彼は実験しなくてはいけなかったのですよね。彼は、これはいつでも常に起こることなのかということを試して確認するのに、実験をしたのですね。私がこうやったら、重力は常に地面に向けて引っ張るのだろうか。そう、ここから科学的方法が始まったのですね。【スライドが変わる。】

**Grant 先生：**さて、この時期の、こういった科学的手法はフランシス=ベーコンとルネ=デカルトの考えを合わせたものでした。では、他のものは書かなくていいですから、「科学的方法」と「フランシス=ベーコン」と「ルネ=デカルト」とだけ書いておいて下さい。皆さんは、この二人の考え方が合わさって、科学的方法が創りだされたことを知っておかないといけません。皆さん、もう書けましたか。先生は皆さんがそのことがよく分かるように、この紙に科学的方法の手順を要約しました。

【教師は、資料を配付する。】 《12:00 経過》

**Grant 先生：**さあ、皆さん大丈夫かな。ルネ=デカルトとフランシス=ベーコンのしたことというの、組み合わせると科学的方法の手順を示す考え方を生み出したことです。皆さんは、フランシス=ベーコンのことは分かっていますか。はい。それでは、科学的方法はについて資料を見てみると、第1段階は疑問を持つことですね。アイザック・ニュートンの疑問とは？【スライドが変わる。】

**Grant 先生：**そうですね。「なぜリンゴは落ちるのか」でしたね。では、コペルニクスの疑問は何だったと思いますか。コペルニクスの疑問は何でしたか。

**生徒：**宇宙の中心・・・。

**Grant 先生：**宇宙の中心は地球なののでしょうか。それとも他のものなののでしょうか。第1段階は太陽についての

いくつかの疑問をはっきりさせなくてはなりません。では、次の第2段階ですが、ここでは下調べが必要になります。自分の疑問が何なのかははっきりしたら、次は調べないといけません。そう、第2段階は情報を探して手に入れることです。そして、第3段階では仮説を立てなければなりません。さあ、皆さん、仮説とは何か知っていますか。仮説とはどういう意味でしょうか。

生徒：……。

**Grant 先生：**仮説という言葉が科学の時間に聞いたことはありますか。ありますよね。ジョナサン、どういうことだったか覚えていますか。

生徒：どうなるかについて考えることです。

**Grant 先生：**つまり、推測ということですね。私たちは、それを「知識に基づく推測」と呼んだりします。いいですね。「知識に基づく推測」、それは通常、これから起こるだろうとおもうことについて、私たちが意見を述べるということです。いいですね。もしこれをすれば、あれが起こる、ということです。「知識に基づく推測」です。でも、なぜ「知識に基づく」という言葉を使うのでしょうか。

生徒：……。

**Grant 先生：**なぜ、知識に基づいているのでしょうか。単に推測と言わないのはなぜでしょうか。推測の前の段階で、私たちは何をしましたか。

生徒：調べました。

**Grant 先生：**そう。疑問をはっきりさせて、調査をしました。つまり、疑問の答えを見つけるための、何らかの手がかりを見つけ出そうとしました。そうした後に、「知識に基づく推測」をしています。では、その次の第4段階では何をやるのでしょうか。

生徒：……。

**Grant 先生：**確かめてみるのですね。それでは、どうやって確かめるのでしょうか。この緑の部分ですよ。

【教師はスライドの緑部分に書かれた“Test your hypothesis by doing an experiment”を示している。】《15:00 経過》

生徒：……。

**Grant 先生：**自分の推測が正しいか、間違っているかを確認するためには、どういったことをしなければなりませんか。

生徒：実験です。

**Grant 先生：**実験、そうですね。そして実験をした後には、第5段階として分析をします。この「分析」とはどういう意味でしょうか。

生徒：……。

**Grant 先生：**わかりますか。実験の結果を見るということです。実験結果から、どういうことを読み取りたいでしょうか。

生徒：自分たちが正しいか、間違っているかです。

**Grant 先生：**自分たちの仮説が正しいか、間違っているかですね。そうです。そして、正しいかどうか判断したら、第6段階として、自分たちの結論がどういうものかを決定します。結論を出すのです。では、もし自分たちの推測は間違っていたという結論に達したらどうすればいいのでしょうか。間違っていた場合には何をしなければなりませんか。ケニー、どう思いますか。

ケニー：やりなおします。

**Grant 先生：**そうですね。もう一度試してみないといけませんね。それには、英語を練習するときのように、実践に実践を重ねないといけません。これが第7段階です。もし間違っていれば、何がおかしいか考え、どうすれば良いかを考えなくてはなりません。私たちはもう1回やりなおし、もう1回実験してみないといけません。つまり、もし私たちの「知識に基づく推測」つまり仮説が間違っていたら、第1段階に戻って、もう一度疑問を整理して、段階を踏んで、実験もしなくてはいけません。みんな、わかりましたか。はい、いいでしょう。

【教師は、資料を2枚配付し、スライドを切り替える。】

《18:00 経過》

**Grant 先生：**さて、テレビゲームとテレビゲームが私たちの脳にどのような影響を与えるかについての科学記事を配りました。この中でテレビゲームをやる人いますか。

**Grant 先生：**それでは、この記事を見て。ディスプレイに重要だと思う文章を拾えるように、蛍光ペンも用意して下さい。それから、科学的方法のどの段階のことなのか判断する為の図も配りました。では、まず、私が下線を引いた言葉を見て下さい。それらの意味が分かるかどうか確かめてみましょう。皆さんは、下線の引かれた言葉がどこか分かりますか。それでは、私が最初に下線を引いた「撃破する」という言葉は何でしょうか。「撃破」がどこか分かりますか。ゾンビを撃破するというのは、どういう意味でしょう。文章

を見てみると「アクションテレビゲームでは、モンスターをかわし、悪いヤツと戦い、ゾンビを撃破するために素早く行動しなくてはならない。殺すこと、追い払うこと・・・。」はい、えーと、誰かその続きを読んで下さい。その、ゾンビの部分の後からです。アントニオ、読めますか。

【教師は、配付した“Action gaming and quick thinking”の記事を生徒を指名して音読させる。】

アントニオ：「あらゆる方向からやってくる。すべてのレベルをクリアし、必要なアイテムを集め、あらゆる部屋のあらゆる方角に目を配り、耳を澄まさなくてはならない。どこでトラブルが企まれているか分からないのだ。」

Grant 先生：いいでしょう。では「企まれている」という言葉。どういう意味でしょうか。この・・・「どこでトラブルが企まれているか分からないのだ」というのはどういうことでしょうか。

生徒：やってくるということです。

Grant 先生：なるほど、トラブルがやってくる、どこかで企まれているという場合、えーと、だんだん準備されているという感じですね。はい。続きを誰か読みたい人いますか。ケニー、お願いします。

ケニー：「近年の研究によると、アクションゲームをやっている人の脳には、何か特別なことが起こっているという。彼らは視覚や聴覚による合図や視覚や音を使い、早い決断をするのに長けているのだ。」

Grant 先生：続けて。

ケニー：「そして、それはテレビゲームの中の想像の世界に関する決断だけではなく、ダフネ=バヴェリアは言う。彼女は新しい研究を指揮している。彼女はニューヨークにあるロチェスター大学の心理学者である。」

Grant 先生：いいでしょう。それでは「聴覚による合図」とは、どういう意味なのでしょう。聴覚による合図。そう、聞こえるものですね。聞こえるものの中で、あなたに気づかせるものです。いいですか。それでは、次の人。

生徒：(音読するが、聞き取れず。)

Grant 先生：皆が聞こえるように、はっきりと大きな声で読んで下さい。

生徒：「テレビゲームをする人は、早い決定をする能力が高まる。ゲームの中だけではなく、無関係の・・・。」

Grant 先生：どこまで読んだのですか。・・・まあ、いいでしょう。では「無関連の、どちらかと言えば味気のないことにおいてもあてはまるとバヴェリアはサイエンスニュースに語った。」までですね。誰か続きが読みたい人いますか。

生徒：「彼女の研究によるとこのような利益は、頻繁にアクションゲームをする男性に限ったものではない。女性がゲームをすると、見えるものや聞こえる音を受け取る能力が改善され、素早い決定ができるようになるのだ。」

Grant 先生：続けてどうぞ。

生徒：「アクションゲームと意思決定の関係を調査するために、バヴェリアと彼女の研究チームはまず、平均 19 歳から 20 歳の男性から成る 2 つのグループを対象に研究した。片方のグループは、週に 5 回テレビゲームをすると申告している人たちで、もう片方のグループはゲームをやらない人たちから成る。すべての人たちは、コンピューターの画面を見て、簡単なテストをするように指示された。コンピューターの画面には点で模様が映され、男性たちはキーを押すことで、点が一番多く動いていく方向を示すように言われた。簡単なパターンでは、点はすべて同じ方向に流れる。より難しいパターンでは、様々な点が様々な方向に動く。」

Grant 先生：はい。点がどういう意味かは皆さん分かりますね。いいですか。点は、そう、ただ画面の上に点があるだけです。いいですね。それで、全部の点は様々な方向に動いていきます。いいでしょう。それでは、次は誰が読みたいですか。ジョナサンどう。

ジョナサン：「テレビゲームをする人は、しない人と同じくらい正確に、しかしより速く回答した。すべてのレベルにおいて、特に難易度の高いレベルにおいて、テレビゲームをする人は、より速く答えを出した。続いて、音に関する簡単なテストを両方のグループにした際も結果は同じだった。そのテストでは参加者はヘッドフォンをつけて、背景の雑音から特定の音を拾うだけでなく、音が左から聞こえたか、あるいは右から聞こえたかを決定しなければならない。テレビゲームをする人は、しない人と同じくらい正確に、しかしより速く回答した。」

Grant 先生：はい、それではこのテストは音に基づいているということだけけど、先ほど話した単語の中だと、何をテストしているということになる？

生徒：聴覚です。

Grant 先生：聴覚、はい。素晴らしい。はい、それで、ゲームをやる人とやらない人は同じくらい音のテストができたけれど、ただ、ゲームをやる人には何が起こったと書いてありましたか。何が違ったのでしょうか。ゲ

ームをする人はどうだったでしょうか。今読んでもらった部分で、大切な一文は何だったでしょうか。

**生徒：**「テレビゲームをする人は、しない人と同じくらい正確に、しかしより速く回答した。」

**Grant 先生：**そう、最後の文ですね。「テレビゲームをする人は、しない人と同じくらい正確に、しかしより速く回答した。」いいでしょう。次は誰が読みたいですか。アントニオ、君はもう読んだよね。フランク、皆に読んでくれますか。

**フランク：**「バヴェリアと彼女の研究チームは、過去 1 年にテレビゲームをしなかったと申告している平均年齢 26 歳の男女についても調査した。この実験では、ゲームをする人は生まれつき意思決定が速いのか、それともアクションゲームがすべての人の能力を改善するのかということが示される。片方のグループの男女は 2 つのアクションゲームを一日 2 時間以下、合計で 50 時間やるように指示された。もう片方のグループは、アクションゲームではなく、登場人物の人生をコントロールし、目標を達成するようなロールプレイングゲームをやった。」

**Grant 先生：**それでは、アクションゲームとロールプレイングゲームの違いは何なのでしょう。

**生徒：**暴力がない。

**Grant 先生：**はい、そうですね。ロールプレイングゲームは、アクションでない、つまり暴力ではないのですね。皆さんが知っているファームヴィルみたいなものです。フェイスブックでファームヴィルをやった人は多いよね。農家になりきるロールプレイングゲームですね。いいでしょう。エレナ、次を読んでくれる？

**生徒：**「最初の実験と同じく、男性も女性もアクションゲームをした人は、点や音のテストで速く回答した。他の心理学者はバヴェリアの研究は興味深いという。ロサンゼルスにあるカリフォルニア大学のアラン=カステルは、サイエンスニュースにあるこの研究は、興味深いと語った。ゲームをする人にとって、より魅力的な点は、バヴェリアの実験に参加した男女が、科学の名のもとにテレビゲームをやってお金をもらえたということかもしれない。」

**Grant 先生：**この実験に参加した人たちは、ゲームをやったことでお金をもらったと書いてありましたね。

【教師はスライドを切り替え、先に配付した“Action gaming and quick thinking”の整理表に注目させる。】

《28:00 経過》

さて、ここにさっき配った図があります、いいですか。そして、これには 6 段階が示されています。記事の中の科学者たちは、何についてもっと知りたかったのか。疑問について、どのような情報を集めたのか。彼女らの「知識に基づく推測」はどのようなものだったのか。彼女らはどのような方法で仮定を実験したのか。実験として何を試したのか、そして何が起きたのか。そして、彼女らの仮定は正しかったのか。いいですか。それでは、みんなで一緒にそれぞれの図の四角の中を埋めていきましょう。

話し合ってもらおうのは、テレビゲームと人について彼女らはどんな疑問を持っていたか。どんな情報を集めたか。この 2 つは記事からは答えるのが難しいかもしれませんね。けれども、彼女らの「知識に基づく推測」は何だったのか。そして大事なものは、この記事から実験とそのデータについて見つけることです。いいですね。彼女らが何を分析したのか、彼女らが実験から何を発見したのか、そして、彼女らの結論は何だったのかということです。いいですね。

そうしたら、グループを作って話し合しましょう。君たち 4 人は一緒にやって。君たちも 4 人。いいね。君はロニーとやって。君とロニー、それとケニーだね。はい、君たちここ 3 人。アントニオ、君はここ。そうしたら、皆お互いに情報を出し合ってね。いいですか。では、さっき配った図を使って埋めてください。

【生徒はグループに分かれ作業を始める、皆いっせいに喋り、聞き取れず。5 分経過】

《36:00 経過》

**Grant 先生：**彼女らは何を知りたかったのでしょうか。お互い助け合って図を埋めて下さい。実験については、どんな実験で、何を発見し、何を試したのでしょうか。そして、彼女は実験をした後、どんな情報が得たのですか。君たちはテレビゲームはやりませんか。それなら、これは君たちにぴったりだね。どこまで図が埋まりましたか。彼女らは何をテストしていたのでしょうか。まずはこの質問にしましょう。アントニオ？あなたのグループは、彼女らは何をテストしたと書きましたか。

**生徒：**【聞き取れず。】

**Grant 先生：**はい、テレビゲームは聴覚と視覚を・・・、何と言いましたか。最後は何と書きましたか。

**生徒：**【聞き取れず。】

**Grant 先生：**何という言葉を使いましたか。私は「特徴」という言葉を使います。いいですか。では、調査ですが、彼女らは疑問についてどのような情報を集めたのですか。

**生徒：**【聞き取れず。】

**Grant 先生：**【聞き取れず。】

生徒：【聞き取れず。】

**Grant 先生：**そうですね。彼女らは男性と女性の脳は同じかどうか知りたかったのですね。でも、彼らは同じように反応しましたか。彼女らは実験を始める前に脳について調査をしなければならなかったのかもしれませんが。また、彼女らはゲームについても調査調査する必要があるのですね。もし、アクションゲームではなくロールプレイングゲームをやったら、反応は違うかどうか、そう、彼女らはどんなタイプのテレビゲームが効果的かを調べたかったのですね。効果的なのはジョナサンが言ったような（聞き取り不可）いつでも、常にあらゆるアクションが起きるようなゲームなのか、それとも、想像の世界を作るフェイスブックのファームヴィルのようなものなのかということです。だから、彼女らはゲームについても調査しなくてはならなかったのです。いいですか。それから、彼女らの「知識に基づく推測」は何だったのでしょうか。彼女らが確かめようとしている推測とは何だったと思いますか。

時間がありませんね。それではこうしましょう。この時間に作業が終わらなかった人は全員、これを宿題にします。次の授業までに終わらせてきて下さい。それでは皆、机を元に戻して。机に戻して。今日はこれで終わりにします。

《40:00 経過》

(1) プレゼンテーション資料



**Aim: How did the methods of the Scientific Revolution contribute to modern science?**

Homework: Using the model of our discussion in class, read the homework article and show how the scientific method was used in the research. Be sure to support your position with information from the article.

1

**OBSERVATIONS AT THE BEACH**



2

**Review of Theories**

Geocentric Theory	Heliocentric Theory
Ptolemy and Aristotle	Nicolas Copernicus and Galileo
Earth is center of the universe and all other things revolve around the earth.	Sun is at the center of the universe and everything revolves around the sun. The earth also rotates on its axis as it revolves around the sun.
How did they come to this theory?	How did they come to this theory?

3

**Review of Natural Laws**

**Sir Isaac Newton**

Laws of Gravity – objects are pulled to the Earth by gravity.



Laws of Motion  
Objects will remain at rest or in motion unless acted upon by another object/force.

How did he come to define these laws?

4

**The Scientific Method**



**Francis Bacon (1561–1626)**

- Scientists should observe the world and gather data or information about it.
- Scientists can conduct experiments to gather data.
- Scientists can develop theories to explain their data and then test them through more experiments.

**René Descartes (1596–1650)**

- Doubt everything until it can be proven with reason.
- The natural world operates like a machine and follows basic physical laws.
- Individual existence is the one acceptable truth: "I think, therefore I am."

The ideas of Bacon and Descartes led to the scientific method – a method for gathering and testing ideas about the world.

5

**THE SCIENTIFIC METHOD**

```

    graph TD
      A[Ask a question] --> B[Do background research]
      B --> C[Construct a hypothesis]
      C --> D[Test your hypothesis by doing an experiment]
      D --> E[Analyze your data and draw a conclusion]
      E --> F[Report your results (Was your hypothesis correct?)]
    
```

6

**Group Assignment**

- Read article “Action gaming and quick thinking” from Science News for Kids
- Show how the researchers followed the scientific method – use statements from the article to identify the steps.
- Use the scientific method handout as a guide

7

**“Action Gaming and Quick Thinking”**

1. <b>Question:</b> What did the scientist want to know more about?	2. <b>Research:</b> What information did they gather about the issue?	3. <b>Hypothesis:</b> What was their “educated guess” about the issue?
4. <b>Experiment:</b> How did they test their hypothesis?	5. <b>Collect &amp; Analyze Data:</b> What did happen during their experiment?	6. <b>Conclusion:</b> Was their hypothesis correct?

8

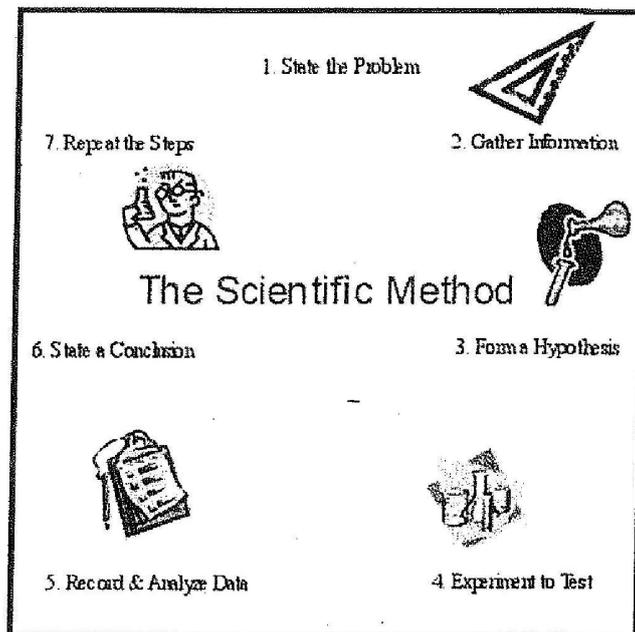
## SCIENTIFIC REVOLUTION

### Background

The Scientific Revolution changed the way people thought about the physical world around them. The same spirit of inquiry that fueled the Renaissance, led scientists to question traditional beliefs about the workings of the universe. The most prominent scientists of this time include, **Copernicus, Galileo, and Isaac Newton.**

### The Scientific Method

The basis for the Scientific Revolution was the **Scientific Method**. The scientific method uses observation and experimentation to explain theories on the workings of the universe. This process removed blind adherence to tradition from science, and allowed scientists to logically find answers through the use of reason. This method of research is the basis for modern science.



### Scientists

**Copernicus:** Nicolaus Copernicus developed the **heliocentric model** of the universe. This states that the sun is the center, and that the earth revolves around it. Despite his calculations, many scholars disagree with his theories and continue to believe in the **geocentric model** proposed by the ancient Greek **Ptolemy** 1500 years earlier.



**Galileo:** Galileo continues Copernicus' work by observing the skies with a homemade **telescope**. Although he was able to prove Copernicus correct, his work was rejected by the Church and he was forced to **recant** (take back) or face execution.



**Newton:** Isaac Newton built upon the earlier work of Copernicus and Galileo and used **mathematics** to describe **gravity** as the force that keeps planets revolving around the sun. He also explained that this same force is what causes objects to fall to earth.



### Effects

The Scientific Revolution had far reaching effects. Besides changing the way people thought about the universe, the use of the Scientific Method resulted in discoveries in medicine, physics, and biology.

## Action gaming and quick thinking

By Stephen Ornes / September 27, 2010

In action video games, you have to act fast to avoid monsters, fight the bad guys and obliterate zombies — which come at you from every side. You have to pass all the levels, collect all the right objects, watch every corner of every room and listen carefully. You never know where trouble is brewing, but you know it's out there somewhere.

According to a recent study, there's something else going on in the brains of action game players: They're getting better at using visual and auditory cues, or sights and sounds, to make quick decisions. And not just decisions that have to do with the imaginary world of the video game, says Daphne Bavelier. She led the new study and is a psychologist at the University of Rochester in New York.

Video game players improve their ability to make fast decisions "not just for the act of gaming, but for unrelated and rather dull tasks," Bavelier told *Science News*.

Her research suggests the benefit isn't limited to men, who play action games more often. When women play the games, they also improve their ability to interpret things they see and hear and then quickly make decisions.

To investigate the connection between action games and decision making, Bavelier and her team first studied two groups of men, average age 19 to 20. The men in one group reported playing video games five times a week, and the men in the other group did not play. All the men were asked to look at a computer screen and do a simple test. The computer screen showed a pattern of dots, and the men were asked to show — by pressing a key — which way most of the dots were moving. Easy patterns had all the dots moving in the same direction; more difficult patterns showed different dots moving in different directions.

The gamers did as well as the non-gamers on that test, but were faster. At all levels of the game, and especially the difficult levels, the gamers answered more quickly. When both groups of men were asked to do a simple test based on sounds, the results were the same. In that test, participants wore headphones and had to not only pick out specific sounds from background noise, but also decide whether they heard those sounds on the left or the right. The gamers did just as well as the non-gamers, but were faster.

Bavelier and her team also studied men and women, average age 26, who said they had not played video games in the past year. This experiment helped show whether gamers are naturally fast decision makers, or whether the action games can improve this ability for anyone. The men and women in one group were told to play two action video games for two hours or less per day, for a total of 50 hours. Men and women in the other group played a different video game — not an action game — in which they controlled a character's life and tried to achieve goals.

As in the first experiment, the men and women who played action games were faster on the dot and sound tests.

Other psychologists say Bavelier's work is interesting. Alan Castel of the University of California, Los Angeles, told *Science News* that the study is "thorough and intriguing."

What might be more intriguing to some gamers is this idea: The men and women in Bavelier's study were paid to play video games — in the name of science.



One study of men and women showed that playing action video games for two hours or less each day for a few days could help people process information and make a correct decision much more quickly than those who didn't play.  
Credit: jonya/iStock

### POWER WORDS (from the Yahoo! Kids Dictionary and WordNet)

**psychology** The science that deals with mental processes and behavior.

**visual** Of or relating to the sense of sight.

**auditory** Of or relating to hearing, the organs of hearing, or the sense of hearing.

(3) ニューヨーク州「グローバルな歴史と地理 (Global History and Geography)」の

カリキュラムにおける採授業 (The Scientific Revolution) の位置付け

1996年に改訂されたニューヨーク州の中等教育の社会科は、中学校段階(第7・8学年)で「合衆国とニューヨーク州の歴史 (United States and New York State History)」, 高等学校段階の第9～11学年で「グローバルな歴史と地理 (Global History and Geography)」と「合衆国の歴史と政治 (United States History and Government)」が必修となっており, 第12学年では「政治参加 (Participation in Government)」と「経済と経済的意思決定 (Economics and Economic Decision Making)」が設定されている<sup>(1)</sup>。

右図はこの改訂で新設された「グローバルな歴史と地理 (Global History and Geography)」のカリキュラム<sup>(2)</sup>である。今回の採授業である「科学革命 (The Scientific Revolution)」は, この「グローバルな歴史と地理」における「ユニット5; 革命の時代」の最初のテーマとして行われたものであることが分かる。

なお, この新科目「グローバルな歴史と地理」は, 従前の多文化的な地歴融合科目であった「グローバル学習 (Global Studies; 1987年改訂により新設)」に代わって新設された地歴融合科目である<sup>(3)</sup>。

ユニット	内容
0 グローバル歴史地理の方法論	0A 歴史
	0B 地理
	0C 経済
	0D 政治科学
ユニット1 古代の世界—諸文明と諸宗教 (紀元前4000年～紀元500年)	1A 初期の人々
	1B 新石器革命と初期の諸河川文明
	1C 古典文明
	1D 大帝国の交流と衰退
	1E 宗教システムの出現と広がり
	2A グプタ帝国 (320年～550年)
ユニット2 交易と接触の広がる地域 (500年～1200年)	2B 唐・宋王朝 (618年～1126年)
	2C ビザンティン帝国 (330年～1453年)
	2D 初期のロシア
	2E ヨーロッパ・アジア・アフリカへのイスラームの拡大
	2F 中世ヨーロッパ (500年～1400年)
	2G 十字軍
ユニット3 地球的相互交流 (1200年～1650年)	3A 初期の日本と封建制
	3B モンゴルの興隆と衰退とユーラシアへの影響
	3C 地球的な交易と相互交流
	3D アフリカ諸文明の興隆と衰退: ギアナ, マリ, アクスム, ソンガイ帝国
	3E ユーラシアとアフリカにおけるペストの社会, 経済, 政治的影響
	3F ルネッサンスとヒューマニズム
	3G 宗教改革と反宗教改革
3H ヨーロッパの国民国家の興隆とその影響	
ユニット4 最初のグローバル時代 (1450年～1770年)	4A 明王朝 (1368年～1644年)
	4B 中東やヨーロッパへのオスマントルコの影響
	4C 出合いの前のスペインとポルトガル
	4D 中央アメリカ帝国の興隆: 1500年以前のアステカ, インカ
	4E ヨーロッパとアフリカ・アメリカ・アジアの人々との出合い
	4F 政治観念: 地球的絶対主義
4G 絶対主義への反応: 英国における議会制民主主義の興隆	
ユニット5 革命の時代	<b>5A 科学革命</b> <span style="float: right;"><b>【採授業部分】</b></span>
	5B ヨーロッパにおける啓蒙思想
	5C 政治的革命
	5D 革命思想に対する反動
	5E ラテンアメリカ: 民主主義の失敗と安定性への模索
	5F 地球的ナショナリズム
	5G 経済と社会革命
	5H 帝国主義
	5I 日本と明治復古
	6A 第一次世界大戦
ユニット6 危機と偉業の半世紀 (1900年～1945年)	6B ロシアにおける革命と変革—原因と影響
	6C 戦間期
	6D 第二次世界大戦
ユニット7 1945年以降の20世紀	7A 冷戦の力の均衡
	7B 国際連合の役割
	7C 冷戦期から冷戦後の時代の経済問題
	7D 中国共産党革命
	7E ヨーロッパの帝国主義の崩壊
	7F 中東の紛争と変化
	7G 共産主義の崩壊とソ連の解体
	7H ラテンアメリカの政治・経済の変化
ユニット8 グローバルな関係と相互依存	8A 社会と政治のパターンと変化
	8B 経済問題
	8C 環境と持続性
	8D 科学と技術

## 2. 授業後の評価<sup>(4)</sup>

### (1) 授業後に行う単元のテスト

#### ① 採取授業に関連する単元テストの四肢選択問題（単元テストから抜粋）

右図は、Ms. Grant が 2008 年に実際に使用した、採取授業に関連する単元テスト問題の一部であり、今回採取した「科学革命」の授業、および次項目の「ヨーロッパにおける啓蒙思想」の部分を対象とした四肢選択問題の部分である。

まず、A の問題は、科学者、啓蒙思想家、女性運動家、法学者の名前を挙げ、それぞれの代表的著作や功績等の情報と突き合わせる問題である。基本的には「知識・理解」の問題と言える。

次の B の問題は、科学革命、啓蒙思想、アメリカ独立革命の 3 つのことがらを年代順に配列する問題 (6)、科学革命の契機を問う問題 (7)、ホッブスの社会契約のありかたについて問う問題 (8)、16 世紀初めに地動説を唱えた科学者を問う問題 (9)、ロックの考えていた自然権の内容を問う問題 (10) で

構成されている。これも、多少の難易度の差はあれ、基本的には「知識・理解」の問題と言える。

これらのことから、単元テストの四肢選択問題では、授業で扱った内容に関する基本的な「知識・理解」の確認に割り切った出題がなされているものと思われる。

#### ②-1 採取授業に関連する単元テストのエッセイ問題（単元テストから抜粋）

右下図も、Ms. Grant が 2008 年に実際に使用した単元テスト問題の一部であり、今回採取した「科学革命」の授業、および次項目の「ヨーロッパにおける啓蒙思想」の部分を対象としたエッセイ問題の部分である。具体的には、「啓蒙思想とは、知的な革命と考えることができる。ここでは、啓蒙思想が革命的なものであったという考えを裏付ける啓蒙思想の政治的・社会的・経済的思想を述べなさい。そして、どのような形でこの啓蒙思想が

Name: _____	Test #1
<b>A. Write the letter of the name that matches the description.</b>	
a. Mary Wollstonecraft	c. Isaac Newton
b. Montesquieu	d. Cesare Beccaria
_____ 1. political thinker who, in <i>A Vindication of the Rights of Women</i> , argued for equal political rights for women and for the education of women	
_____ 2. philosopher whose criticism of the death penalty and other common abuses of justice led to reforms in the criminal justice systems of Europe and North America	
_____ 3. philosophe who proposed in <i>On the Spirit of the Laws</i> that the separation of powers keeps any individual or group from gaining total control of a government	
_____ 4. mathematician and physicist who combined the theories and discoveries of earlier Enlightenment scientists under his laws of gravity and motion.	
<hr/>	
<b>B. Write the letter of the best answer to the statement or question.</b>	
_____ 6 Which of the following reflects the chronological order in which these movements began?	
a. Scientific Revolution → American independence → Enlightenment	
b. Enlightenment → Scientific Revolution → American independence	
c. American independence → Scientific Revolution → Enlightenment	
d. Scientific Revolution → Enlightenment → American independence	
_____ 7. The Scientific Revolution began when a small group of scholars began to question the accuracy of	
a. the geocentric theory.	
b. the heliocentric theory.	
c. the law of universal gravitation.	
d. Aristotles beliefs about the four elements of the physical world.	
_____ 8. The social contract that Thomas Hobbes wrote about was an agreement between or among	
a. nations.	
b. God and humanity.	
c. the individual and society	
d. a society and its government.	
_____ 9. The first 16 <sup>th</sup> century scholar to propose the heliocentric theory of the universe was	
a. Kepler.	
b. Galileo	
c. Ptolemy	
d. Copernicus	
_____ 10. John Locke maintained that people are born with natural rights, which include all of the following EXCEPT the right to	
a. life.	
b. liberty	
c. privacy	
d. property.	

The Enlightenment can be viewed as an intellectual revolution. In an essay describe the political, social and economic ideas of the Enlightenment that support this idea that the Enlightenment was revolutionary. Describe how these Enlightenment ideas were used to spark the American revolution. (4, 4, 4, 4)

アメリカ独立革命の火付け役になったかを述べなさい」と問うており、2 つ内容が問われている。

この問題で生徒は、授業で身につけた既有的「知識・理解」をもとに、「思考・判断・表現」の能力を生かしながら、この問題に対応することが求められている。問題に資料が提示されていないので、「資料の活用」を問うものではない。

以上のような出題から、Ms.Grant の単元テストは、基本的な「知識・理解」は四肢選択問題で問い、「知識・理解」をもとにした「思考・判断・表現」はエッセイ問題で問うという設計になっていることが分かる。

## ②-2 エッセイ問題に関する採点基準

右上図は、単元テストでのエッセイ問題の採点に使用する評価基準として、Ms.Grant から提供して頂いたものであり、右下図はこれを抄訳したものである。

これを見るとエッセイ問題の評価基準には次のような4つの観点があることが分かる。

- ・ 作業（問題の指示）をどの程度行っているか。そして、その内容が深いか、浅いか。
- ・ 分析的であるか、記述的であるか。
- ・ 論の展開が論理的かどうか。
- ・ 導入や結論・論の展開が論理的かどうか。導入や結論の内容が適切かどうか。

### THEMATIC ESSAY SCORING RUBRIC

#### 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)
- 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)
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

#### SCORE OF 3:

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

#### 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
- 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

#### 5点:

- ・ きちんと必要な作業を全て行っており、それら全てが深い内容になっている。
- ・ 記述的というよりは、分析的（分析や評価、情報の創造）である。
- ・ 多くの関連する事実や事例や詳細でテーマをしっかり支えている。
- ・ 論理的で明確な構成が示されており、導入や結論においてテーマの言い換え以上の内容を含んでいる。

#### 4点:

- ・ 必要な作業は全て行っているが、いくらかの偏りがある。
- ・ 記述的な部分と分析的（分析や評価、情報の創造）な部分の両方がある。
- ・ 関連する事実や事例や詳細でテーマを支えている。
- ・ 論理的で明確な構成が示されており、導入や結論においてテーマの言い換え以上の内容を含んでいる。

#### 3点:

- ・ あまり深くはないが、必要な作業は全て行っている。または、作業のいくつかは深い内容になっている。
- ・ 分析的（分析や情報の評価）というよりは記述的である。
- ・ 関連する事実や事例や詳細を含んでいるが、いくつかの小さな誤りもある。
- ・ 満足のいく構成が示されており、テーマについて述べる導入や結論を含むもの。

#### 2点:

- ・ 最低限の作業だが必要な作業を全て行っている。または、作業のいくつかは深い内容になっている。
- ・ 記述的な内容が多く、論拠が弱いなどの問題がある。または応用や分析が不十分である。
- ・ いくつかの関連した事実や事例や詳細を含むが、不適切なものもある。
- ・ 一般的な構成が示されているが、焦点が定まらない、脱線している、はっきりしない、導入や結論が無いなどのもの。

#### 1点:

- ・ 最低限の作業をいくつか行っている。
- ・ 記述的で、理解や応用、分析が欠けている。
- ・ いくつかの関連した事実や事例や詳細を含むが、不適切なものもある。
- ・ 構成の弱いもの。焦点が定まらない、脱線している、はっきりしない、導入や結論が無いなどのもの。

#### 0点:

作業を行うことに失敗しているもの。または一般的な方法でテーマに言及しているだけのもの。または、全く関係のない事実や事例や詳細を含むもの。または、テストの冊子から写してきたようなテーマや作業や示唆しか含まれないもの。または、読めないもの。または、白紙であるもの。

(2) 通知表の書式

Page 1 of 1				NYC Department Of Education Student Report Card FOREST HILLS HIGH SCHOOL				9/21/2011 12:48:14 PM																																																																																																																																																																																																		
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Ms.Grantによれば、学期末や年度末の評価は、単元テストの結果、宿題の状況、および出席、授業態度等をもとに行われる。生徒に渡される通知表 (Report Card) は、上図のようなニューヨーク州の書式があり、Forest Hills High Schoolにおいても、この書式が利用されている。

### 3. ニューヨーク州 Regent Exam との関連 (2011 年 1 月の試験<sup>(5)</sup>を例に)

#### (1) Regent Examにおける「グローバルな歴史と地理」の試験問題

ニューヨークの標準テストである Regents Examination は、公立学校において年に 3 回 (1 月・6 月・8 月) 行われるテストである。ニューヨーク州の教育庁 (New York State Education Department) によって運営される Board of Regents<sup>3</sup> が中心となって管理を行っている。試験結果は、保護者が子どもを高等学校に進学させる際の学校選択の資料、つまり学校のレベルを知る目安として使われる。また、同時に州の学校評価にも使用されている。生徒は在籍中必ず試験を受けなければならないが、65% の正解率に達しない生徒は落第となり進級できないため、子どもたちのテストへの意識も強い。<sup>(6)</sup>

試験の出題形式は例年あまり変化せず、毎回の試験では同じ形式の出題が踏襲されている。次に示すのは、2011 年 1 月に実施された試験問題である。試験時間は 3 時間で行われ、試験の内容はパート I、パート II、パート III に大別されている。パート I (2 ページから 9 ページまで) では「グローバルな歴史と地理」の全般をカバーする四肢選択問題が 50 題、パート II (10 ページ) では「テーマエッセイ問題 (Thematic essay question)」が 1 題出題されている。この「テーマエッセイ問題」では、資料等は提示されず、生徒は既習の知識をもとに論述することが要求されており、2011 年 1 月の試験では、「地理 (Geography)」というテーマが与えられ、地理的特徴が世界の文明・帝国・国家・宗教の歴史的・文化的進展にどのような影響を与えたかについて、3 つの異なる地理的特徴を選び、それぞれについて論述するものとなっている。パート III は資料を用いる問題で、A 問題 (11 ページから 20 ページまで)、B 問題 (21 ページ) に分かれている。A 問題は 9 つの資料が示され、それぞれの資料について、1 ~ 2 題の記述問題に解答するようになっている。B 問題は「エッセイ問題 (Essay)」で、3 つ提示されたテーマから 2 つのテーマを選び、A 問題で使用した 9 つの資料をいくつか使用 (2 つのテーマで少なくとも 4 つの資料を使用) して、さらに自らの既習の「情報 (知識・理解)」と併せて論述することが要求されている。2011 年 1 月の試験では、「地動説」「自然権」「マルクス主義」から 2 つテーマを選び、歴史的文脈の中に位置付けながらそれぞれの思想を説明し、それが社会や宗教にどのような影響を与えたかを論じるものとなっている。

#### REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

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

### GLOBAL HISTORY AND GEOGRAPHY

Friday, January 28, 2011 — 9:15 a.m. to 12:15 p.m., only

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

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

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school in the heading of each page of your essay booklet.

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

**Part I** contains 50 multiple-choice questions. Record your answers to these questions on the separate answer sheet.

**Part II** contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

**Part III** is based on several documents:

**Part III A** contains the documents. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

**Part III B** contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

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

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

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

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

#### Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, write on the separate answer sheet the number of the word or expression that, of those given, best completes the statement or answers the question.

Base your answer to question 1 on the passage below and on your knowledge of social studies.

Geneticists are tracing the movements of people in prehistoric Europe using our DNA as a time machine. . . .

— Joe Palca, "Tracing Human Migration Through DNA,"  
NPR Weekend Edition Saturday, August 11, 2007

1 This passage suggests that modern science can be used to

- (1) aid historical analysis
- (2) show the development of a point of view
- (3) explain ancient medical practices
- (4) predict future events

2 Why is Southeast Asia considered a crossroads?

- (1) Large deposits of oil are available.
- (2) A number of trade routes intersect.
- (3) A single culture is dominant.
- (4) Rivers serve as highways.

3 In which economic system used by early civilizations are decisions about the distribution of goods based primarily on customs, beliefs, and habits?

- (1) mixed (3) traditional
- (2) free-market (4) command

4 The Neolithic Revolution is often considered a turning point in history because

- (1) city dwellers learned to control fire
- (2) societies became more nomadic
- (3) nuclear families evolved into extended families
- (4) permanent settlements developed in river valleys

5 Filial piety and the five relationships are most often associated with

- (1) Hinduism (3) animism
- (2) Daoism (4) Confucianism

6 Which name identifies the region located between the Tigris and Euphrates rivers?

- (1) Cape of Good Hope (3) Mesopotamia
- (2) Sinai Peninsula (4) Horn of Africa

7 The best definition of subsistence agriculture is

- (1) supplying crops for overseas exports
- (2) bartering crops for manufactured goods
- (3) storing surplus food in case of famine
- (4) producing just enough food for a family's use

8 Which geographic feature most directly influenced the development of Greek city-states?

- (1) deserts (3) vast plains
- (2) mountainous terrain (4) monsoons

9 Which development is most closely associated with the beginning of the Byzantine Empire?

- (1) emergence of the Russian Orthodox Church
- (2) division of the Roman Empire
- (3) building of the Hagia Sophia
- (4) fall of Constantinople

10 • Creation of the House of Wisdom in Baghdad

- Development of algebra
- Use of calligraphy as an art form

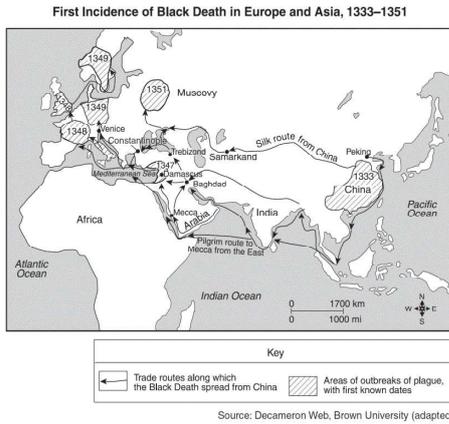
Which Golden Age is most closely associated with these achievements?

- (1) Islamic (3) Tang
- (2) Gupta (4) Songhai

11 Marco Polo and Ibn Battuta are best known for

- (1) exploring the Western Hemisphere
- (2) leading religious movements
- (3) opening trade between Africa and Japan
- (4) providing extensive information about lands and people

Base your answer to question 12 on the map below and on your knowledge of social studies.



- 12 The information on this map suggests that the Black Death was primarily spread by the actions of
- (1) invading armies
  - (2) nomadic peoples
  - (3) merchants
  - (4) explorers

- 13 • Stained glass windows assist people in understanding Biblical stories.  
• Taller and larger cathedrals emphasize the grandeur and glory of God.
- These statements best describe elements of
- (1) the Four Noble Truths
  - (2) Chinese pagodas
  - (3) Gothic architecture
  - (4) Greek ideas
- 14 Which statement is an opinion rather than a fact?
- (1) Mansa Musa made a pilgrimage to Mecca.
  - (2) Mali would have flourished without Mansa Musa's influence.
  - (3) Mali's economy was based on the gold and salt trade.
  - (4) Timbuktu became a center for Islamic learning.

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[3]

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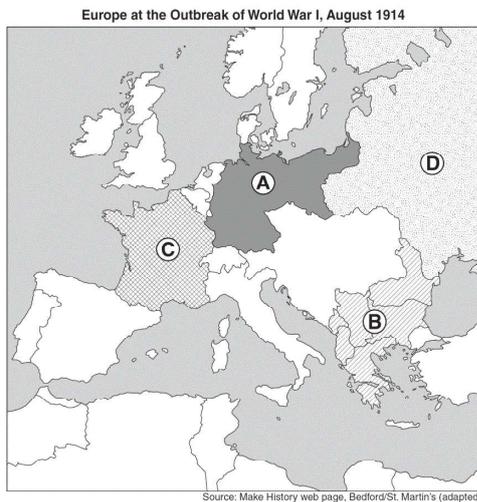
- 15 One similarity between the Nile River valley and savanna lands in Africa is that they both
- (1) served as major barriers to the movement of people and goods
  - (2) provided necessary resources for settlement
  - (3) are located on the western side of the continent
  - (4) had little effect on the lives of the people who lived in these regions
- 16 By closing Japanese harbors to most foreigners in the 1600s, the Tokugawa shogunate attempted to
- (1) protect Japan from European influence
  - (2) increase Japanese agricultural production
  - (3) eliminate Japan's influence on Southeast Asia
  - (4) destroy traditional Japanese culture
- 17 The Ottomans were a strong trading empire through the mid-1600s because they
- (1) controlled access to the eastern Mediterranean Sea
  - (2) had the most powerful navy in the world
  - (3) dominated West African caravan routes
  - (4) conquered most of Asia
- 18 One way in which the Aztec and Inca civilizations are similar is that they both
- (1) defeated the Spanish conquistadors
  - (2) developed advanced architectural techniques
  - (3) lacked strong central governments
  - (4) settled primarily in river valleys
- 19 One effect of the *encomienda* system in Latin America was that it
- (1) eliminated the use of guilds
  - (2) promoted isolationism
  - (3) exploited indigenous peoples
  - (4) reduced Spanish influence
- 20 The Magna Carta, the Petition of Right, and the English Bill of Rights led the English government to develop a political system in which
- (1) rulers were responsible to the people
  - (2) religious authorities controlled the lawmaking process
  - (3) the power of the monarch came from God
  - (4) the individual was denied a trial by jury

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- 21 Which statement accurately reflects population changes that occurred as a result of the Age of Exploration?
- (1) Most Latin American populations became more culturally diverse.
  - (2) One third of Europe's population died due to exposure to diseases from the Americas.
  - (3) The introduction of goods from the Americas caused a decline in Asian populations.
  - (4) Native Americans migrated to Africa causing increases in African populations.
- 22 Enlightenment thinkers encouraged the improvement of society through the
- (1) teachings of the church
  - (2) use of reason
  - (3) development of absolutism
  - (4) establishment of a rigid social hierarchy
- 23 "Angry Mob Destroys Bastille"  
"Robespierre's Execution Ends Reign of Terror"  
"Napoleon Seizes Power"
- Which country's revolution is referred to in these headlines?
- (1) Spain
  - (2) Austria
  - (3) France
  - (4) Russia
- 24 The slogan "Blood and Iron" and a united Germany are most closely associated with
- (1) Prince Metternich
  - (2) Simón Bolívar
  - (3) Camillo Cavour
  - (4) Otto von Bismarck
- 25 Which pair of natural resources were used to change transportation and manufacturing in Great Britain during the Industrial Revolution?
- (1) gold and salt
  - (2) diamonds and petroleum
  - (3) copper and tin
  - (4) coal and iron ore
- 26 What is one reason for Japan's involvement in the first Sino-Japanese War and the annexation of Korea?
- (1) pursuit of imperialistic goals
  - (2) reaction to foreign invasions
  - (3) institution of five-year plans
  - (4) need for a warm-water port

[4]

Base your answer to question 27 on the map below and on your knowledge of social studies.



- 27 Which area of Europe was known as the "Powder Keg" of Europe prior to the outbreak of World War I?
- (1) A
  - (2) B
  - (3) C
  - (4) D

- 28 One similarity between the Sepoy Rebellion in India and the Boxer Rebellion in China is that both were
- (1) religious reform movements
  - (2) reactions to the opium trade
  - (3) attempts to end foreign interference
  - (4) successful revolts against absolute monarchs
- 29 Between 1923 and 1938, which leader instituted a modernization program in Turkey?
- (1) Shah Reza Pahlavi
  - (2) Jawaharlal Nehru
  - (3) Kemal Atatürk
  - (4) Ho Chi Minh

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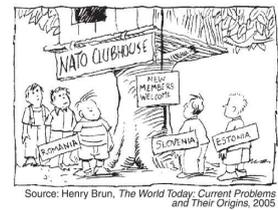
- 30 The rise of fascism in Germany between World War I and World War II is often associated with the
- (1) promotion of ethnic diversity
  - (2) appeal of the doctrine of nonviolence
  - (3) establishment of a strong parliamentary system
  - (4) impact of the global economic depression

- 31 One way in which the conquest of Manchuria by the Japanese (1931) and the annexation of Czechoslovakia by Germany (1939) are similar is that these actions
- (1) marked the end of the aggressive expansion of these nations
  - (2) demonstrated the weakness of the League of Nations
  - (3) reestablished the balance of power in the world
  - (4) led to the Long March
- 32 During World War II, the importance of the D-Day invasion of 1944 was that it
- (1) forced Germany to fight on multiple fronts
  - (2) made Germany move their military to the Russian front
  - (3) ended the bombing of Germany
  - (4) demonstrated German military dominance
- 33 People would prefer their own bad government rather than submit to the good government of a foreign power.
- Which concept is characterized by this statement?
- (1) nationalism
  - (2) communism
  - (3) socialism
  - (4) militarism

- 34 Which function of the United Nations is based on the concept of collective security?
- (1) providing health services
  - (2) coordinating global peacekeeping
  - (3) monitoring educational programs
  - (4) assisting in agricultural research

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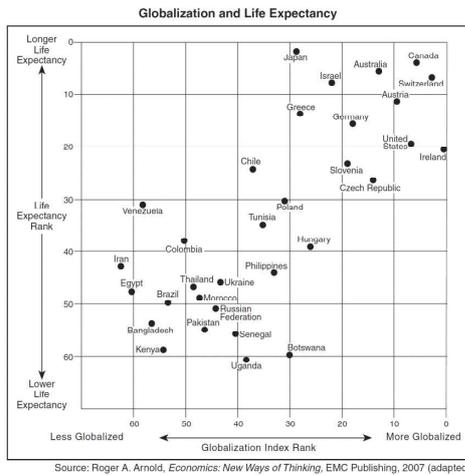
Base your answer to question 35 on the cartoon below and on your knowledge of social studies.



- 35 In this cartoon, which region is represented by the nations that are seeking membership in the North Atlantic Treaty Organization (NATO)?
- (1) Latin America
  - (2) Central Africa
  - (3) Southeast Asia
  - (4) Eastern Europe
- 36 Which region is most closely associated with conflict in the West Bank, Golan Heights, and the Sinai Peninsula?
- (1) East Africa
  - (2) Middle East
  - (3) Western Europe
  - (4) Central Asia
- 37 In the 1990s, which two countries dominated the headlines because genocide was occurring in those countries?
- (1) Switzerland and Poland
  - (2) Vietnam and Singapore
  - (3) Sudan and Rwanda
  - (4) Costa Rica and Jamaica
- 38 Which leader's policies included *glasnost* and *perestroika*?
- (1) Fidel Castro
  - (2) Nikita Khrushchev
  - (3) Mikhail Gorbachev
  - (4) Deng Xiaoping

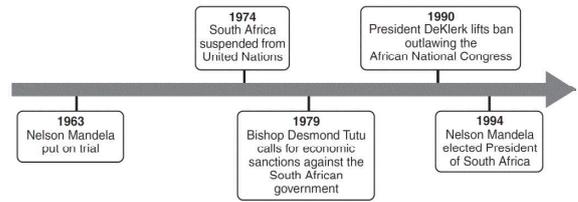
[6]

Base your answers to questions 39 and 40 on the chart below and on your knowledge of social studies.



- Source: Roger A. Arnold, *Economics: New Ways of Thinking*, EMC Publishing, 2007 (adapted)
- 39 Based on the information in this chart, which country has the highest life expectancy?
- Ireland
  - Japan
  - Venezuela
  - Greece
- 40 Based on the information in this chart, which statement is most accurate?
- Poland is less globalized than Bangladesh.
  - Switzerland is more globalized than Thailand.
  - Brazilians tend to live longer than Canadians.
  - Pakistanis tend to have shorter lives than Ugandans.

Base your answer to question 41 on the time line below and on your knowledge of social studies.



- 41 Which policy is most closely associated with the events on this time line?
- nonalignment
  - détente
  - containment
  - apartheid
- 42 An objective of the European Union (EU) for the early 21st century is to
- withdraw from its military alliances
  - further integrate its economic system
  - establish a nuclear buffer zone
  - limit production of alternative fuels
- 43 "Contaminated Food from China Sold in the United States"  
"Computer Virus Shuts Down Hundreds of Businesses Worldwide"  
"Multinational Corporations Relocate Factories"
- These headlines are directly related to
- world hunger
  - overpopulation
  - global warming
  - economic interdependence
- 44 One way in which knights, samurai, and warlords are similar is that they all
- were traditional religious leaders
  - occupied military posts in the Chinese Empire
  - expelled the Moors from Spain
  - held positions of power in feudal systems
- 45 In what way did the rivers of Russia influence its history?
- They provided a network for trade between the Byzantine Empire and Russia.
  - They allowed Japan to defeat Russia in the Russo-Japanese War.
  - They were used by Napoleon to invade Russia.
  - They gave the Mongols a route to conquer Russia.
- 46 Which title best completes the partial outline below?
- |    |   |
|----|---|
| I. | _____   |
| A. | Sugar, tobacco, and cotton to Europe            |
| B. | Textiles, rum, and manufactured goods to Africa |
| C. | Enslaved Africans to the Americas               |
- Trade Within the Hanseatic League
  - Elements of Triangular Trade
  - Factors of Industrialization
  - Results of the Congress of Vienna

- 47 • Vasco da Gama discovered an all-water route from Europe to India.  
• Ferdinand Magellan's crew circumnavigated the globe.  
• Issac Newton defined the forces of gravity.
- These events relate most directly to
- revised understandings of natural surroundings
  - questioning the benefits of the mercantile system
  - increased suspicion between different religions
  - development of new manufacturing techniques
- 48 One way in which King Louis XVI of France and Czar Nicholas II of Russia are similar is that both
- were executed by revolutionaries
  - were known as great military leaders
  - advocated religious reform
  - supported the emancipation of serfs

- 49 Porfirio Diaz, Francisco "Pancho" Villa, and Emiliano Zapata are best known for their struggles in the
- Haitian independence movement
  - Mexican Revolution
  - Nicaraguan War
  - Cuban Revolution
- 50 Which region is most closely associated with the event with which it is paired?
- Central Africa—calling for the Crusades by Pope Urban II
  - East Asia—issuing of the Balfour Declaration
  - South America—Munich Conference
  - Eastern Europe—Berlin Airlift

Answers to the essay questions are to be written in the separate essay booklet.

In developing your answer to Part II, be sure to keep this general definition in mind: **discuss** means "to make observations about something using facts, reasoning, and argument; to present in some detail"

Part II

THEMATIC ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Geography

Geographic features have influenced the historical and cultural development of civilizations, empires, countries, and regions of the world.

Task:

Select **three** different geographic features and for **each**

- Discuss how this geographic feature influenced the historical **and/or** cultural development of a specific civilization, empire, country, or region

You may use any geographic feature from your study of global history. Some suggestions you might wish to consider include rivers, seas, oceans, rain forests, plains, mountains, deserts, islands, and monsoons.

You are **not** limited to these suggestions.

Do not write about the geographic features of the United States.

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

Throughout history, ideas have shaped and influenced various societies and regions. These ideas include *heliocentrism*, *natural rights*, and *Marxism*.

**Task:** Using the information from the documents and your knowledge of global history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

- Choose *two* ideas mentioned in the historical context and for *each*
- Explain the idea
  - Discuss how this idea influenced societies or regions

In developing your answers to Part III, be sure to keep these general definitions in mind:

- (a) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Document 2

This is an excerpt from a letter written by Galileo Galilei in 1615 to the Grand Duchess Christina defending his approach to science.

Some years ago, as Your Serene Highness well knows, I discovered in the heavens many things that had not been seen before our own age. The novelty of these things, as well as some consequences which followed from them in contradiction to the physical notions commonly held among academic philosophers, stirred up against me no small number of professors — as if I had placed these things in the sky with my own hands in order to upset nature and overturn the sciences. They seemed to forget that the increase of known truths stimulates the investigation, establishment, and growth of the arts, not their diminution [lessening] or destruction. Showing a greater fondness for their own opinions than for truth, they sought to deny and disprove the new things which, if they had cared to look for themselves, their own senses would have demonstrated to them. To this end they hurled various charges and published numerous writings filled with vain arguments, and they made the grave mistake of sprinkling these with passages taken from places in the Bible which they had failed to understand properly, and which were ill suited to their purposes. . . .

Source: Galileo Galilei, “Letter to the Grand Duchess Christina (1615)”

2a According to Galileo, why is the search for truth important? [1]

\_\_\_\_\_

\_\_\_\_\_

Score

b Which document did Galileo’s opponents use to support their opinions? [1]

\_\_\_\_\_

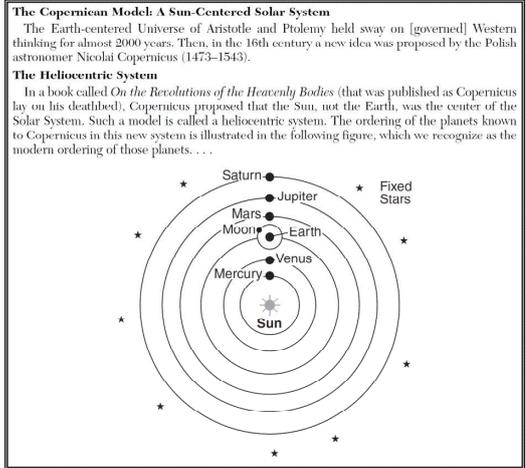
\_\_\_\_\_

Score

Part A  
Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1



Source: The Copernican Model: A Sun-Centered Solar System, Department of Physics & Astronomy, University of Tennessee

1 Based on this document, how was Copernicus’s theory of heliocentrism different from Ptolemy’s ideas about the universe? [1]

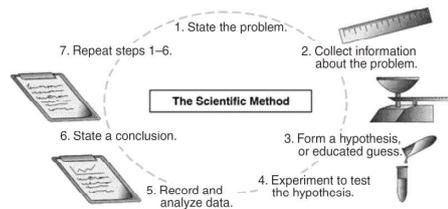
\_\_\_\_\_

\_\_\_\_\_

Score

Document 3

. . . At first, the discoveries of Copernicus and Galileo upset many Europeans. Over time, however, a new way of thinking about science emerged. Scientists began to observe the world around them and to develop ideas about why things happened. They did experiments to test these ideas. This new way of thinking was called the scientific method. . . .



Source: *Guide to the Essentials of World History*, Prentice Hall, 1999 (adapted)

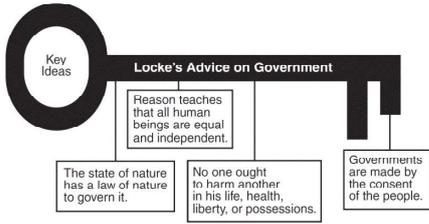
3 Based on this excerpt and diagram from *Guide to the Essentials of World History*, what is *one* way Copernicus, Galileo, and others influenced how scientists work? [1]

\_\_\_\_\_

\_\_\_\_\_

Score

Document 4



4 Based on the information in this graphic organizer, state **two** specific rights that John Locke believed all humans have. [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

Document 6

General Augusto Pinochet was arrested in London on October 16, 1998. He was accused of committing human rights crimes as the former leader of Chile. General Pinochet was handed over to Spain to stand trial for these crimes.

**The Pinochet Case—A Wake-up Call to Tyrants and Victims Alike**

... In 1996, lawyers acting on behalf of victims of military repression in Argentina and Chile who were unable to pursue their claims at home filed criminal complaints in Spain against the former military leaders of those countries, including General Pinochet. Although most of the crimes were committed in Argentina and Chile, Spanish courts allowed the cases to proceed in Spain, using the principle of "universal jurisdiction" over human rights atrocities that is firmly enshrined in Spanish legislation and international law though rarely invoked. ...

Human Rights Watch described the Pinochet arrest as a "wake-up call" to tyrants everywhere, but an equally important effect of the case has been to give hope to other victims that they can bring their tormentors to justice abroad. Indeed, in January 2000, Human Rights Watch helped Chadian victims to bring a criminal prosecution in Senegal against the exiled dictator of Chad, Hissène Habré, who has been indicted and awaits trial on torture charges. ...

Source: "The Pinochet Precedent: How Victims Can Pursue Human Rights Criminals Abroad," Human Rights Watch, March 2000 (adapted)

6 According to this document, what is **one** way victims can seek justice when their human rights have been violated? [1]

\_\_\_\_\_

Score

Document 5a

**Declaration of the Rights of Man and the Citizen—1789**

Approved by the National Assembly of France, August 26, 1789

**Articles:**

1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
2. The aim of all political association is the preservation of the natural and imprescriptible [inalienable] rights of man. These rights are liberty, property, security, and resistance to oppression. ...
4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law. ...

Source: The Avalon Project at Yale Law School (adapted)

Document 5b

The United Nations Universal Declaration of Human Rights was adopted on December 10, 1948, by the United Nations General Assembly.

**Universal Declaration of Human Rights**

**Article 1:** All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. ...

**Article 3:** Everyone has the right to life, liberty and security of person. ...

**Article 7:** All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination. ...

Source: United Nations

5 State **two** ideas that are common to the Declaration of the Rights of Man and the Citizen and to the United Nations Universal Declaration of Human Rights. [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

Document 7

**Manifesto of the Communist Party, 1848**

**II. Proletarians and Communists**

... The immediate aim of the Communists is the same as that of all the other proletarian parties: Formation of the proletariat into a class, overthrow of bourgeois supremacy, conquest of political power by the proletariat. ...

The distinguishing feature of Communism is not the abolition of property generally, but the abolition of bourgeois property. But modern bourgeois private property is the final and most complete expression of the system of producing and appropriating products that is based on class antagonisms, on the exploitation of the many by the few. ...

Source: Marx and Engels, *Manifesto of the Communist Party*, International Publishers

7 According to Marx and Engels, what are **two** ideas that characterize Marxist communism? [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

Document 8

Proclaiming the New Socialist Government, November 1917

Comrades, the workers' and peasants' revolution, about the necessity of which the Bolsheviks have always spoken, has been accomplished.

What is the significance of this workers' and peasants' revolution? Its significance is, first of all, that we shall have a Soviet government, our own organ of power, in which the bourgeoisie will have no share whatsoever. The oppressed masses will themselves create a power. The old state apparatus will be shattered to its foundations and a new administrative apparatus set up in the form of the Soviet organisations.

From now on, a new phase in the history of Russia begins, and this, the third Russian revolution, should in the end lead to the victory of socialism. . . .

Within Russia a huge section of the peasantry have said that they have played long enough with the capitalists, and will now march with the workers. A single decree putting an end to landed proprietorship will win us the confidence of the peasants. The peasants will understand that the salvation of the peasantry lies only in an alliance with the workers. We shall institute genuine workers' control over production. . . .

We must now set about building a proletarian socialist state in Russia. . . .

Source: V. I. Lenin, *Collected Works*, Volume 26, Progress Publishers

8 According to V. I. Lenin, what is **one** goal of the Bolshevik Revolution? [1]

\_\_\_\_\_

\_\_\_\_\_ Score

Document 9

. . . China's communists, unlike their comrades in the Soviet Union, had their roots with the peasantry, and it was to the countryside that the new government turned in its first attempts to transform society.

On June 30, 1950, the government passed the Agrarian [agricultural] Reform Law designed to return the land to the people who actually worked it. Teams were dispatched throughout the country to redistribute land in favor of poor and middle-level peasants and to form associations or mutual aid groups, the forerunners of collectives. . . .

Source: Associated Press, "China: From the Long March to Tiananmen Square," Henry Holt and Company

9 According to this Associated Press excerpt, what is **one** way the Chinese Communists attempted to transform their society? [1]

\_\_\_\_\_

\_\_\_\_\_ Score

Part B  
Essay

**Directions:** Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least four* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

**Historical Context:**

Throughout history, ideas have shaped and influenced various societies and regions. These ideas include **heliocentrism**, **natural rights**, and **Marxism**.

**Task:** Using the information from the documents and your knowledge of global history, write an essay in which you

Choose **two** ideas mentioned in the historical context and for **each**

- Explain the idea
- Discuss how this idea influenced societies or regions

**Guidelines:**

**In your essay, be sure to**

- Develop all aspects of the task
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

(2) Regent Examの採点資料

① Part I の解答およびPart II の採点基準

**FOR TEACHERS ONLY**  
The University of the State of New York  
REGENTS HIGH SCHOOL EXAMINATION  
**GLOBAL HISTORY AND GEOGRAPHY**  
Friday, January 28, 2011 — 9:15 a.m. to 12:15 p.m., only  
**SCORING KEY FOR PART I AND RATING GUIDE FOR PART II (THEMATIC ESSAY)**

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.p12.nysed.gov/osa/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

**Contents of the Rating Guide**

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

- Scoring Key

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

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

General:

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

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THE STATE EDUCATION DEPARTMENT  
Albany, New York 12234

**VOLUME 1 OF 2**  
MC & THEMATIC

Global History and Geography  
January 28, 2011  
**Part I**

1...1...	26...1...
2...2...	27...2 or B
3...3...	28...3...
4...4...	29...3...
5...4...	30...4...
6...3...	31...2...
7...4...	32...1...
8...2...	33...1...
9...2...	34...2...
10...1...	35...4...
11...4...	36...2...
12...3...	37...3...
13...3...	38...3...
14...2...	39...2...
15...2...	40...2...
16...1...	41...4...
17...1...	42...2...
18...2...	43...4...
19...3...	44...4...
20...1...	45...1...
21...1...	46...2...
22...2...	47...1...
23...3...	48...1...
24...4...	49...2...
25...4...	50...4...

GLOBAL HISTORY and GEOGRAPHY  
**Mechanics of Rating**

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

**Scoring the Part I Multiple-Choice Questions**

On the detachable answer sheet, indicate by means of a checkmark each incorrect or omitted answer to multiple-choice questions; do not place a checkmark beside a correct answer. Use only red ink or red pencil. In the box provided on the answer sheet, record the number of questions the student answered correctly in Part I.

**Rating the Essay Question**

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

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

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

[2]

**Global History and Geography**  
Content-Specific Rubric  
Thematic Essay—January 2011

**Theme: Geography**  
Geographic features have influenced the historical and cultural development of civilizations, empires, countries, and regions of the world.

**Task:** Select *three* different geographic features and for *each*

- Discuss how this geographic feature influenced the historical *and/or* cultural development of a specific civilization, empire, country, or region

You may use any geographic feature from your study of global history. Some suggestions you might wish to consider include rivers, seas, oceans, rain forests, plains, mountains, deserts, islands, and monsoons.

You are *not* limited to these suggestions.  
Do not write about the geographic features of the United States.

**Scoring Notes:**

- Responses to this thematic essay should discuss how *each of three* different geographic features influenced the historical *and/or* cultural development of a specific civilization, empire, country, or region.
- If more than *three* geographic features are discussed, only the *first three* geographic features can be scored.
- The same specific civilization, empire, country, or region may be used for more than one geographic feature, e.g., the influence of the Nile River and of the Sahara Desert on Egypt.
- The influence of a geographic feature on the historical or cultural development of a specific civilization, empire, country, or region may be discussed within a specific time period or over time.
- The influence may be discussed from any perspective as long as the position taken is supported by accurate historical facts and examples.

**Score of 5:**

- Thoroughly develops *all* aspects of the task evenly and in depth by discussing how three different geographic features influenced the historical and/or cultural development of specific civilizations, empires, countries, or regions
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *rivers*: connects the location of early Egyptian civilization on the Nile River and agricultural methods such as irrigation systems to the growth of population, the economy, and cities; *oceans*: connects the Atlantic Ocean to Great Britain's emphasis on commercial interests, its dominance as a sea power, and its development as a trading empire and as an imperial power in North America and India; *monsoons*: connects the monsoons to the economic well-being of India, noting both positive and negative effects, and employing specific examples such as the impact on agricultural production and the production of hydroelectric power
- Richly supports the theme with relevant facts, examples, and details, e.g., *rivers*: cataraacts; delta; silt; pharaohs; hydroelectric power; Isis; Osiris; "Gift of the Nile"; calendar; irrigation; *oceans*: capitalism; joint stock companies; mercantilism; trans-Atlantic trade; thirteen colonies; British East India Company; *monsoons*: crops withering in fields; flooding; lack of drinking water
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

[3]

**Score of 4:**

- Develops *all* aspects of the task but may do so somewhat unevenly by discussing one geographic feature less thoroughly than the other two geographic features
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *rivers*: discusses efforts to control the flooding of the Nile River and early Egyptian agricultural methods to the development of a civilization in ancient Egypt; *oceans*: discusses the role of the Atlantic Ocean in the development of British naval superiority and how this led to empire building and the growth of the British economy; *monsoons*: discusses the importance of the monsoons to agriculture and other businesses and how this affects the economic well-being of India
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 3:**

- Develops *all* aspects of the task with little depth or develops at least *two* geographic features 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

**Score of 2:**

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

**Score of 1:**

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

**Score of 0:**

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

\*The term *create* as used by Anderson/Kratwohl, 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 *synthesize*. 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 Kratwohl

《この冊子は、次のページから、50ページにわたって、生徒の解答の採点事例、および教師が採点に慣れる為の採点練習問題が続く。》 [4]

パートIIの「テーマエッセイ問題」の採点基準を見ると、先述した Ms.Grant のエッセイ問題の採点基準の4観点と一致していることが分かる。異なる点は、このパートIIの採点基準では、Ms.Grantの単元テストのエッセイ問題の評価基準よりも、出題内容に合わせた具体的な記述が多くなっている点である。

② Part III Aの採点基準

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Friday, January 28, 2011 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE FOR PART III A AND PART III B (DOCUMENT-BASED QUESTION)



GLOBAL HISTORY and GEOGRAPHY

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers

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

Practice scoring individually—

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

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

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

Rating the Scaffold (open-ended) Questions

(1) Follow a similar procedure for training raters.

(2) The scaffold questions need only be scored by one rater.

(3) The scores for each scaffold question may be recorded in the student's examination booklet.

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score. The conversion chart for this examination is located at <http://www.p12.nysed.gov/osa/> and must be used for determining the final examination score.

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.p12.nysed.gov/osa/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

Contents of the Rating Guide

For Part III A Scaffold (open-ended) questions:

- A question-specific rubric

For Part III B (DBQ) essay:

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

General:

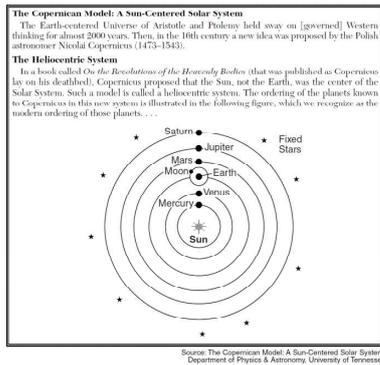
- Test Specifications
- Web addresses for the test-specific conversion chart and teacher evaluation forms

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THE STATE EDUCATION DEPARTMENT  
Albany, New York 12234

[2]

Global History and Geography  
Content-Specific Rubric  
Document-Based Question  
January 2011

Document 1



1 Based on this document, how was Copernicus's theory of heliocentrism different from Ptolemy's ideas about the universe?

Score of 1:

States the way in which Copernicus's theory of heliocentrism was different from Ptolemy's ideas about the universe based on this document

Examples: Ptolemy believed the universe was Earth-centered and Copernicus believed that the Sun was the center of the solar system; Copernicus proposed that the Sun, not Earth, was the center of the solar system

Score of 0:

- Incorrect response  
Examples: Copernicus's theory was Sun-centered; Ptolemy believed the universe was Earth-centered; Copernicus believed the universe was Earth-centered and Ptolemy believed that the Sun was the center
- Vague response  
Examples: a new idea was proposed; the planets were ordered; it was a revolution of heavenly bodies
- No response

[3]

Document 2

Some years ago, as Your Serene Highness well knows, I discovered in the heavens many things that had not been seen before our own age. The novelty of these things, as well as some consequences which followed from them in contradiction to the physical notions commonly held among academic philosophers, stirred up against me no small number of professors — as if I had placed these things in the sky with my own hands in order to upset nature and overturn the sciences. They seemed to forget that the increase of known truths stimulates the investigation, establishment, and growth of the arts; not their diminution [lessening] or destruction. Showing a greater fondness for their own opinions than for truth, they sought to deny and disprove the new things which, if they had cared to look for themselves, their own senses would have demonstrated to them. To this end they handled various charges and published numerous writings filled with vain arguments, and they made the grave mistake of sprinkling these with passages taken from places in the Bible which they had failed to understand properly, and which were ill suited to their purposes. . . .

Source: Galileo Galilei, "Letter to the Grand Duchess Christina (1615)"

2a According to Galileo, why is the search for truth important?

Score of 1:

States a reason that the search for truth was important to Galileo  
Examples: increasing known truths stimulates the investigation/establishment/growth of the arts; can lead to new discoveries

Score of 0:

- Incorrect response  
Examples: discovered in the heavens; opinions were held above fact; the sciences were overturned; nature was upset; because a number of professors were stirred up against him; writings were filled with vain arguments; it is in the Bible
- Vague response  
Examples: finding truth was important; they had failed to understand properly; many things had not been seen before our own age
- No response

2b Which document did Galileo's opponents use to support their opinions?

Score of 1:

States that Galileo's opponents used the Bible to support their opinions

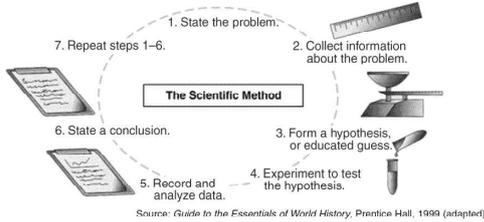
Score of 0:

- Incorrect response  
Examples: letter to the Grand Duchess Christina; discoveries and opinions of Galileo; Galileo's letter
- Vague response  
Examples: passages; numerous writings; letters
- No response

[4]

Document 3

... At first, the discoveries of Copernicus and Galileo upset many Europeans. Over time, however, a new way of thinking about science emerged. Scientists began to observe the world around them and to develop ideas about why things happened. They did experiments to test these ideas. This new way of thinking was called the scientific method. . . .

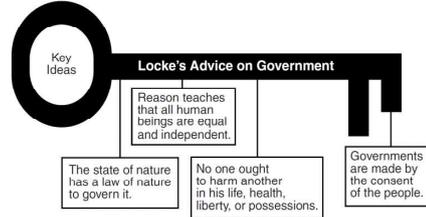


3 Based on this excerpt and diagram from *Guide to the Essentials of World History*, what was *one* way Copernicus, Galileo, and others influenced how scientists work?

- Score of 1:**
- States a way Copernicus, Galileo, and others influenced how scientists work based on the excerpt and diagram
    - Examples:* developing/using the scientific method; developing ideas about why things happened based on observations/experimentation; scientists now use experiments to test ideas; testing a hypothesis; scientists now publish a conclusion based on collected data and experiments; publicizing conclusions based on observations about the world; making others aware of the data from experiments
- Score of 0:**
- Incorrect response
    - Examples:* stating problems; rejecting the scientific method; not using experiments; discoveries upset many Europeans
  - Vague response
    - Examples:* developing methods; repeating steps; finding problems
  - No response

[5]

Document 4



4 Based on the information in this graphic organizer, state *two* specific rights that John Locke believed all humans have.

- Score of 2 or 1:**
- Award 1 credit (up to a maximum of 2 credits) for each *different* right that John Locke believed all humans have based on the information in this graphic organizer
    - Examples:* the right to be equal or independent; the right to protection of life or health or liberty or possessions; the right to have a government made by the consent of the people
- Note:** To receive maximum credit, two *different* rights that Locke believed all humans had must be stated. For example, *the right to have government by the people and for the people and right to have government made by the consent of the people* are the same right expressed in different words. In this and similar cases, award *only one* credit for this question.
- Score of 0:**
- Incorrect response
    - Examples:* the right to not be equal or not independent; loss of life or health or liberty or possessions; the right to have government made by leaders
  - Vague response
    - Examples:* reason; government; the state of nature; law of nature
  - No response

[6]

Document 5a

**Declaration of the Rights of Man and the Citizen—1789**  
 Approved by the National Assembly of France, August 26, 1789

**Articles:**

- Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
- The aim of all political association is the preservation of the natural and imprescriptible (inalienable) rights of man. These rights are liberty, property, security, and resistance to oppression. . . .
- Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law. . . .

Source: The Avalon Project at Yale Law School (adapted)

Document 5b

The United Nations Universal Declaration of Human Rights was adopted on December 10, 1948, by the United Nations General Assembly.

**Universal Declaration of Human Rights**

**Article 1:** All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. . . .

**Article 3:** Everyone has the right to life, liberty and security of person. . . .

**Article 7:** All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination. . . .

Source: United Nations

5 State *two* ideas that are common to the Declaration of the Rights of Man and the Citizen and to the United Nations Universal Declaration of Human Rights.

- Score of 2 or 1:**
- Award 1 credit (up to a maximum of 2 credits) for each *different* idea that is common to the French Declaration of the Rights of Man and the Citizen and to the United Nations Universal Declaration of Human Rights based on these excerpts
    - Examples:* men are born free; men have equal rights; the right to liberty or security/everyone is entitled to the same rights; purpose of government law is to protect the rights of man; freedom to do everything that injures no one else/people should act toward each other in the spirit of brotherhood
- Note:** To receive maximum credit, two *different* ideas that are common to both documents must be stated. For example, *men are born and remain free and human beings are born free* are the same right expressed in different words. In this and similar cases, award *only one* credit for this question.
- Score of 0:**
- Incorrect response
    - Examples:* there should be social distinctions; men are citizens; political association should be preserved; resistance to oppression
  - Vague response
    - Examples:* there is an assembly; all human beings are entitled; it is for the general good; everyone has reason and conscience
  - No response

[7]

Document 6

General Augusto Pinochet was arrested in London on October 16, 1998. He was accused of committing human rights crimes as the former leader of Chile. General Pinochet was handed over to Spain to stand trial for these crimes.

**The Pinochet Case—A Wake-up Call to Tyrants and Victims Alike**

... In 1996, lawyers acting on behalf of victims of military repression in Argentina and Chile who were unable to pursue their claims at home filed criminal complaints in Spain against the former military leaders of those countries, including General Pinochet. Although most of the crimes were committed in Argentina and Chile, Spanish courts allowed the cases to proceed in Spain, using the principle of "universal jurisdiction" over human rights atrocities that is firmly enshrined in Spanish legislation and international law though rarely invoked. . . .

Human Rights Watch described the Pinochet arrest as a "wake-up call" to tyrants everywhere, but an equally important effect of the case has been to give hope to other victims that they can bring their tormentors to justice abroad. Indeed, in January 2000, Human Rights Watch helped Chadian victims to bring a criminal prosecution in Senegal against the exiled dictator of Chad, Hisssein Habre, who has been indicted and awaits trial on torture charges. . . .

Source: "The Pinochet Precedent: How Victims Can Pursue Human Rights Criminals Abroad," Human Rights Watch, March 2000 (adapted)

6 According to this document, what is *one* way victims can seek justice when their human rights have been violated?

- Score of 1:**
- States a way victims can seek justice when their human rights have been violated, based on this document
    - Examples:* they can file criminal complaints in another country; tormentors can be brought to justice abroad/pursue criminal charges abroad; a criminal prosecution can be brought in another country; victims can make use of universal jurisdiction, enshrined in a nation's law, by invoking/applying international law; seek an indictment and a trial of violators; try to get help from Human Rights Watch
- Score of 0:**
- Incorrect response
    - Examples:* seek help from former military leaders; stop criminal complaints; end international law
  - Vague response
    - Examples:* allow cases to proceed; seek justice; become enshrined in Spanish legislation; use a wake-up call
  - No response

[8]

Document 7

**Manifesto of the Communist Party, 1848**

**II. Proletarians and Communists**  
 ...The immediate aim of the Communists is the same as that of all the other proletarian parties: Formation of the proletariat into a class, overthrow of bourgeois supremacy, conquest of political power by the proletariat. . . .  
 The distinguishing feature of Communism is not the abolition of property generally, but the abolition of bourgeois property. But modern bourgeois private property is the final and most complete expression of the system of producing and appropriating products that is based on class antagonisms, on the exploitation of the many by the few. . . .

Source: Marx and Engels, *Manifesto of the Communist Party*, International Publishers

7 According to Marx and Engels, what are *two* ideas that characterize Marxist communism?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* idea that characterizes Marxist communism as stated by Marx and Engels  
*Examples:* formation of the proletariat into a class; overthrow of bourgeois supremacy/conquest of political power by the proletariat/transfer of political power from the bourgeoisie to the proletariat; abolition of bourgeois property; elimination of exploitation of the proletariat by the bourgeoisie

**Note:** To receive maximum credit, two *different* ideas that characterize Marxist communism must be stated. For example, *overthrowing the bourgeoisie* and *overthrowing bourgeois supremacy* are the same idea expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response  
*Examples:* support for bourgeoisie; antagonism toward proletariat; abolition of property; producing and appropriating products based on class
- Vague response  
*Examples:* immediate aim; formation of a class; proletariat
- No response

[9]

Document 8

**Proclaiming the New Socialist Government, November 1917**

Comrades, the workers' and peasants' revolution, about the necessity of which the Bolsheviks have always spoken, has been accomplished.  
 What is the significance of this workers' and peasants' revolution? Its significance is, first of all, that we shall have a Soviet government, our own organ of power, in which the bourgeoisie will have no share whatsoever. The oppressed masses will themselves create a power. The old state apparatus will be shattered to its foundations and a new administrative apparatus set up in the form of the Soviet organisations.  
 From now on, a new phase in the history of Russia begins, and this, the third Russian revolution, should in the end lead to the victory of socialism. . . .  
 Within Russia a huge section of the peasantry have said that they have played long enough with the capitalists, and will now march with the workers. A single decree putting an end to landed proprietorship will win us the confidence of the peasants. The peasants will understand that the salvation of the peasantry lies only in an alliance with the workers. We shall institute genuine workers' control over production. . . .  
 We must now set about building a proletarian socialist state in Russia. . . .

Source: V. I. Lenin, *Collected Works*, Volume 26, Progress Publishers

8 According to V. I. Lenin, what is *one* goal of the Bolshevik Revolution?

Score of 1:

- Identifies a goal of the Bolshevik Revolution as stated by V. I. Lenin  
*Examples:* form a Soviet government; create a government/organ of power in which the bourgeoisie will have no power; remove the bourgeoisie from power; let the oppressed masses have power; shatter the old state apparatus; bring about a victory of socialism; put an end to landed proprietorship; establish workers' control over production; form/build a proletarian socialist state; win the confidence of peasants

Score of 0:

- Incorrect response  
*Examples:* increase bourgeoisie power in the government; defeat socialism; make allies of the capitalists and workers
- Vague response  
*Examples:* an organ of power; win confidence; make an accomplishment
- No response

[10]

Document 9

... China's communists, unlike their comrades in the Soviet Union, had their roots with the peasantry, and it was to the countryside that the new government turned in its first attempts to transform society.  
 On June 30, 1950, the government passed the Agrarian [agricultural] Reform Law designed to return the land to the people who actually worked it. Teams were dispatched throughout the country to redistribute land in favor of poor and middle-level peasants and to form associations or mutual aid groups, the forerunners of collectives. . . .

Source: Associated Press, "China: From the Long March to Tiananmen Square," Henry Holt and Company

9 According to this Associated Press excerpt, what is *one* way the Chinese Communists attempted to transform their society?

Score of 1:

- States a way the Chinese Communists attempted to transform their society according to this Associated Press excerpt  
*Examples:* they passed the Agrarian Reform Law; passing a law to return the land to the people who actually worked it; they dispatched teams to redistribute land in favor of poor and middle-level peasants; forming associations/mutual aid groups; formed collectives

Score of 0:

- Incorrect response  
*Examples:* they defeated the Agrarian Reform Law; land was taken away from the people who worked it; collectives were destroyed
- Vague response  
*Examples:* they transformed it; peasants were dispatched; they had roots with the peasantry
- No response

[11]

パートⅢ A 問題は、1 題につき 2 点または 1 点の配点となっている。採点基準は、それぞれ「0 点 (Score of 0)」か「1 または 2 点 (Score of 2 or 1)」の 2 段階で示されている。また、各段階には、それぞれ解答例も示されている。

### ③ Part III B の採点基準

**Global History and Geography  
Content-Specific Rubric  
Document-Based Question  
January 2011**

<p><b>Historical Context:</b> Throughout history, ideas have shaped and influenced various societies and regions. These ideas include <i>heliocentrism</i>, <i>natural rights</i>, and <i>Marxism</i>.</p> <p><b>Task:</b> Choose <i>two</i> ideas mentioned in the historical context and for <i>each</i></p> <ul style="list-style-type: none"> <li>• Explain the idea</li> <li>• Discuss how this idea influenced societies or regions</li> </ul>
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**Scoring Notes:**

<ol style="list-style-type: none"> <li>1. This document-based question has a minimum of <i>four</i> components (explaining <i>two</i> ideas mentioned in the historical context and discussing how <i>each</i> idea influenced societies or regions).</li> <li>2. The influence of an idea may be immediate or long term.</li> <li>3. The influence of an idea may be on a specific society, a specific region, societies in general, or regions in general.</li> <li>4. The United States may be used in a discussion of how the idea influenced societies or regions, e.g., the influence of the idea of natural rights on the colonists during the American Revolution.</li> <li>5. The same information may be used to explain the idea and to discuss how it influenced societies or regions, e.g., the explanation of Marxism as “taking power away from the bourgeoisie” may also be used in discussing its influence on Russian society.</li> <li>6. The response may discuss how an idea influenced societies or regions from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.</li> <li>7. Only two ideas may be chosen from the historical context. If three ideas are discussed, only the first two ideas discussed may be rated.</li> <li>8. For the purposes of meeting the criteria of using <i>at least four</i> documents in the response, documents 5a and 5b may be considered as separate documents <i>if</i> the response uses specific separate facts from each document.</li> </ol>
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[12]

**Score of 5:**

- Thoroughly develops *all* aspects of the task evenly and in depth by explaining *two* ideas mentioned in the historical context and discussing how *each* idea influenced societies or regions
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *heliocentrism*: connects Newton’s laws of gravity and the work of Kepler, Galileo, and others whose discoveries supported the Copernican theory of a Sun-centered solar system to the challenges to accepted authority and the continued questioning for truth during the Renaissance and Reformation; *natural rights*: connects Locke’s view of the need to protect “life, liberty, and property” to the goals sought in the American and French Revolutions and to the ongoing promotion of human rights and continuing controversial and sometimes unsuccessful efforts to prosecute leaders who violate those rights in regions such as Cambodia, Rwanda, and Sierra Leone
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to the influence of ideas on societies or regions (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *heliocentrism*: geocentric theory; Inquisition; *Principia Mathematica*; scientific method; Scientific Revolution; humanism; da Vinci; *natural rights*: Rousseau; Enlightenment; absolutism; constitutional rights; consent of the governed; *Universal Declaration of Human Rights*; Amnesty International; Human Rights Watch
- 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 addressing one idea more thoroughly than the second idea *or* by explaining the idea less thoroughly than discussing the influence for both ideas
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *heliocentrism*: discusses the changing view of the universe from Aristotle and Ptolemy to Copernicus and Newton and how the eventual application of the scientific method relates to the questioning spirit and humanism of the Renaissance; *natural rights*: discusses the concept of government based on consent of the people and natural rights as outlined by Locke and incorporated in the American and French Revolutions and the relationship of these rights to governments and agencies trying to prosecute violations of these human rights
- Incorporates relevant information from *at least four* 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

**Score of 3:**

- Develops *all* aspects of the task with little depth *or* develops *at least three* 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

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

[13]

**Score of 2:**

- Minimally develops *all* aspects of the task *or* develops *at least two* 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 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

\*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.

[14]

**Heliocentrism**

*Key Ideas from Documents 1–3*

Explanation of Idea	Influence on Society or Region
<p><b>Doc 1</b>—Copernicus’ book “On the Revolutions of the Heavenly Bodies” challenges Aristotle and Ptolemy’s Earth-centered universe</p> <p>Heliocentric idea in which the Sun is the center of the solar system proposed by Copernicus</p>	<p><b>Doc 1</b>—Modern ordering of planets same as in Copernican system</p> <p><b>Doc 2</b>—Denial of Galileo’s discoveries using arguments justified with Bible passages</p> <p>Challenges to commonly held physical notions of world by new discoveries</p> <p>Disagreement over Galileo’s discovery and approach to science</p> <p><b>Doc 3</b>—Discoveries of Copernicus and Galileo upsetting to many Europeans</p> <p>Emergence of new way of thinking in which observation and experimentation explain why things happen</p> <p>Development of scientific method (stating the problem, collecting information about the problem, and reporting findings)</p>

*Relevant Outside Information*  
(This list is not all-inclusive.)

Explanation of Idea	Influence on Society or Region
<p>Copernican model is not completely accurate</p> <p>Mathematical proof of elliptical orbits and varying planetary speeds in support of heliocentric model added by Kepler</p> <p>Explanation of movement of planets and objects in terms of gravity and promotion of idea that Earth and all on it is subject to natural laws appears in Newton’s <i>Principia Mathematica</i></p>	<p>Renaissance and Reformation leading to Scientific Revolution/Age of Science</p> <p>Inclusion of Copernican writings in Roman Catholic Index of Forbidden Books</p> <p>Continued challenge to the accepted Church view of an Earth-centered system by Galileo’s telescopic observations of craters on Moon and of other moons orbiting planets</p> <p>Impact of Inquisition on Galileo for his heretical views</p> <p>Recanting and house arrest of Galileo until his death</p> <p>Attempts to apply concept of natural law and natural rights in social and political relationships during Enlightenment</p> <p>Promotion of skepticism, leading to critical analysis of traditional institutions and customs</p>

[15]

Natural Rights

Key Ideas from Documents 4-6

Explanation of Idea	Influence on Society or Region
<p><b>Doc 4</b>—All beings are equal and independent State of nature is governed by law of nature Life, health, liberty or possessions of others are not to be harmed Governments are made by consent of people <b>Doc 5</b>—Men are born and remain free and equal in rights Aim of political association is the preservation of natural and inalienable rights of man Natural rights are liberty, property, security, and resistance to oppression Exercise of natural rights has no limits except those that assure other members of the society enjoyment of same rights Humans are endowed with reason and conscience All are equal before the law and entitled without any discrimination to equal protection of the law <b>Doc 6</b>—Principal of “universal jurisdiction” over human rights atrocities is developed</p>	<p><b>Doc 5</b>—Incorporation of natural rights in Declaration of the Rights of Man and Citizen Role of natural rights in United Nations Universal Declaration of Human Rights <b>Doc 6</b>—Presentation of cases on behalf of Argentine victims of military repression in Spanish courts, using principle of “universal jurisdiction” over human rights atrocities as found in Spanish and international law International recognition of human rights and holding violators accountable Role of Human Rights Watch in seeking indictment and/or trial of alleged perpetrators (exiled dictator of Chad, Hisssein Habre) Impact of arrest of former Chilean dictator, General Augusto Pinochet, in London, using a Spanish warrant filed by victims in Chile Impact of Spanish warrant filed by victims in Argentina</p>

Relevant Outside Information  
(This list is not all-inclusive.)

Explanation of Idea	Influence on Society or Region
<p>Government is the protector of natural rights (Locke) Right of revolution is related to the failure of a government to protect natural rights (Locke) Idea of inalienable rights articulated by Locke Belief of Enlightenment philosophers in various forms of a “social contract” based on consent of governed (Rousseau)</p>	<p>Challenge to divine right monarchy by redefining relationship between ruler and ruled Inspiration for Jefferson in Declaration of Independence from Locke’s idea of natural rights and consent of governed Formation of International Criminal Court (ICC) to investigate and prosecute individuals accused of genocide, crimes against humanity, and crimes of war Formation of international military tribunals to investigate and prosecute individuals accused of war crimes (Nuremberg, Tokyo) Formation of International Court of Justice as principle judicial arm of United Nations Bringing leaders to trial for crimes against humanity (Cambodia, Rwanda, Serbia, Liberia) Formation of nongovernmental agencies to aid victims of human rights violations (Amnesty International) Evolution of extension of natural rights to other groups Restriction of natural rights by many societies to males only for centuries</p>

[16]

Marxism

Key Ideas from Documents 7-9

Explanation of Idea	Influence on Society or Region
<p><b>Doc 7</b>—Two hostile classes exist: proletariat and bourgeoisie Proletariat will form into a class Bourgeoisie supremacy will be overthrown Political power gained by proletariat Bourgeoisie property abolished Modern bourgeoisie property has created class antagonisms Exploitation of many by the few abolished <b>Doc 8</b>—Bourgeoisie will have no share of power Oppressed masses gain power Salvation of peasants lies only in alliance with workers</p>	<p><b>Doc 8</b>—Success of workers’ and peasants’ revolution Shattering of old state apparatus and establishment of new administrative apparatus in the form of Soviet organizations Bourgeoisie having no role in Soviet government formed by workers and peasants Attempt by revolution to establish proletarian socialist state in Russia Attempt by revolution to institute workers’ control over production <b>Doc 9</b>—Roots of China’s communists in peasantry Passage of Agrarian Reform Law by China’s communist government, returning land to people who actually worked it Redistribution of land in favor of poor and middle-level peasants Formation of associations or mutual aid groups, forerunners of collectives</p>

Relevant Outside Information  
(This list is not all-inclusive.)

Explanation of Idea	Influence on Society or Region
<p>Abuse of proletariat rooted in Industrial Revolution Scientific socialism introduced Success of class struggle should lead to dictatorship of the proletariat Lenin and Mao made changes to Marx’s ideas</p>	<p>Better working conditions in industrialized countries Use of revolutionary predictions of Marx and Engels (labor unions, legislation) Defeat of Nationalists in 1949 by Mao’s communist guerrilla army, who worked for and protected peasants in China Appeal of land reform, access to education, and improved health care to the peasant masses in communist countries Shift of goals of most communist governments to rapid industrialization (five-year plans of specific regimes) Spread of communism (Vietnam, Korea, Cuba, Nicaragua, Cambodia, Angola, Mozambique)</p>

《この冊子は、次のページから、62ページにわたって、生徒の解答の採点事例、および教師が採点に慣れる為の採点練習問題が続く。》

[17]

パートⅢ Bの「エッセイ問題」の採点基準を見ると、先述した Ms. Grant の単元テストのエッセイ問題やパートⅡ「テーマエッセイ問題」で使用された4観点の採点基準とは異なり、採点基準が6観点となっていることが分かる。これはパートⅢ Bの「エッセイ問題」には、資料を使用すること、自らの既有的「情報（知識・理解）」を用いることといった2条件が加えられている為で、「資料から関連情報を適切に組み込んでいるか」「自らの既有的情報（知識・理解）を適切に組み込んでいるか」といった2観点（3点目と4点番目の観点）が追加されたものになっている。このことについて、「地動説」「自然権」「マルクス主義」を論じる際に、資料からどのような関連情報を引き出せば良いか（Key Ideas from Documents）、どのような既有的情報（知識・理解）を用いれば良いか（Relevant Outside Information）は、表に整理されて示されている。

なお、パートⅡおよびパートⅢ Bといったエッセイの作成を求める問題の採点用冊子には、ここにとりあげた採点基準の他にも、生徒の解答例をもとにした採点事例や、採点者用の採点練習問題が豊富に掲載されている。このことにより、採点者による採点基準の「ブレ」を減じようとしているものと思われる。

以上のことから、Ms. Grant の授業および単元テストは、Regents Examinationの影響を強く受けているものと思われる。特に、単元テストは、出題形式、採点基準ともに Regents Examination に準拠したものになっている。

④スコア表

右図は、Regents Examination での、各パートでの得点を 100 点満点に換算する表である。縦軸にパート I の四肢選択問題とパート III A の資料問題の合計点、横軸にパート II のテーマエッセイ問題とパート III B のエッセイ問題の合計点を位置づけると、100 点満点の得点に換算できるようになっている。

生徒は進級のために、65 % 以上の正解率を求められる<sup>(7)</sup>。

The State Education Department / The University of the State of New York  
**Regents Examination in Global History and Geography – January 2011**  
 Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where the two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part IIIA score of 49 would receive a final examination score of 80.

Total Essay Score											Total Essay Score													
	0	1	2	3	4	5	6	7	8	9	10		0	1	2	3	4	5	6	7	8	9	10	
Total Part I and Part IIIA Score	0	0	2	4	7	9	13	16	20	23	27	31	32	34	38	42	46	50	54	58	62	66	70	74
	1	1	3	5	8	10	14	17	21	25	28	32	33	35	39	43	47	51	55	60	64	67	71	75
	2	1	3	6	8	12	15	18	22	26	30	34	34	36	41	45	49	53	57	61	65	69	73	76
	3	2	4	7	9	13	16	20	23	27	31	35	35	38	42	46	50	54	58	62	66	70	74	78
	4	3	5	8	10	14	17	21	25	28	32	36	36	39	43	47	51	55	60	64	67	71	75	79
	5	3	6	8	12	15	18	22	26	30	34	38	37	41	45	49	53	57	61	65	69	73	76	80
	6	4	7	9	13	16	20	23	27	31	35	39	38	42	46	50	54	58	62	66	70	74	78	81
	7	5	8	10	14	17	21	25	28	32	36	41	39	43	47	51	55	60	64	67	71	75	79	83
	8	6	8	12	15	18	22	26	30	34	38	42	40	45	49	53	57	61	65	69	73	76	80	84
	9	7	9	13	16	20	23	27	31	35	39	43	41	46	50	54	58	62	66	70	74	78	81	85
	10	8	10	14	17	21	25	28	32	36	41	45	42	47	51	55	60	64	67	71	75	79	83	86
	11	8	12	15	18	22	26	30	34	38	42	46	43	49	53	57	61	65	69	73	76	80	84	87
	12	9	13	16	20	23	27	31	35	39	43	47	44	50	54	58	62	66	70	74	78	81	85	89
	13	10	14	17	21	25	28	32	36	41	45	49	45	51	55	60	64	67	71	75	79	83	86	90
	14	12	15	18	22	26	30	34	38	42	46	50	46	53	57	61	65	69	73	76	80	84	87	91
	15	13	16	20	23	27	31	35	39	43	47	51	47	54	58	62	66	70	74	78	81	85	89	92
	16	14	17	21	25	28	32	36	41	45	49	53	48	55	60	64	67	71	75	79	83	86	90	93
	17	15	18	22	26	30	34	38	42	46	50	54	49	57	61	65	69	73	76	80	84	87	91	94
	18	16	20	23	27	31	35	39	43	47	51	55	50	58	62	66	70	74	78	81	85	89	92	95
	19	17	21	25	28	32	36	41	45	49	53	57	51	60	64	67	71	75	79	83	86	90	93	96
	20	18	22	26	30	34	38	42	46	50	54	58	52	61	65	69	73	76	80	84	87	91	94	97
	21	20	23	27	31	35	39	43	47	51	55	60	53	62	66	70	74	78	81	85	89	92	95	97
	22	21	25	28	32	36	41	45	49	53	57	61	54	64	67	71	75	79	83	86	90	93	95	97
	23	22	26	30	34	38	42	46	50	54	58	62	55	65	69	73	76	80	84	87	91	94	96	97
	24	23	27	31	35	39	43	47	51	55	60	64	56	66	70	74	78	81	85	89	92	95	97	98
	25	25	28	32	36	41	45	49	53	57	61	65	57	67	71	75	79	83	86	90	93	95	97	98
	26	26	30	34	38	42	46	50	54	58	62	66	58	69	73	76	80	84	87	91	94	96	97	98
	27	27	31	35	39	43	47	51	55	60	64	67	59	70	74	78	81	85	89	92	95	97	98	99
	28	28	32	36	41	45	49	53	57	61	65	69	60	71	75	79	83	86	90	93	95	97	98	99
	29	30	34	38	42	46	50	54	58	62	66	70	61	73	76	80	84	87	91	94	96	97	98	99
	30	31	35	39	43	47	51	55	60	64	67	71	62	74	78	81	85	89	92	95	97	98	99	99
31	32	36	41	45	49	53	57	61	65	69	73	63	75	79	83	86	90	93	95	97	98	99	100	

(3) 採択授業に関連するRegent Examの問題

前掲した Regent Exam には、採択授業と関連した問題も含まれている。パート I では、採択授業のテーマである「科学革命」の内容について問う問題自体はなかったが、22 番目の問題（右上図）

では啓蒙思想について問われており、内容的には隣接した問題になっている。ここでは、「啓蒙思想家が何を通じて社会を改善しようとしたか」と問うているが、これは基本的な「知識・理解」を問うもので、形式も難易度も Ms.Grant の単元テストの四肢選択問題とほぼ同じと考えられる。

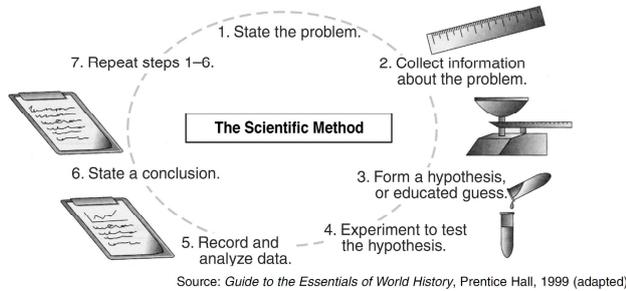
パート II の「テーマエッセイ問題」は、地理的特徴の歴史や文化への影響を問うものであった為、採択授業に直接関わるものはなかった。

パート III A の資料 3 (Document 3 ; 右図) についての問題は、コペルニクスとガリレオに始まる科学的な方法について述べた文書資料と、科学的な方法のプロセスについて整理した図表資料を用いて、「コペルニクスやガリレオたちは、科学者の作業にどのような影響を与えたか」について記述する問題である。右下図は、資料 3 についての問題の正答例および、その抄訳である。これらを見ると、この問題は基本的には文書資料と図表資料を読み取ることができれば、正答にたどり着けるようになっている。採択授業において、Ms.Grant が強調して説明し、作業させ、話し合わせていたのは、まさにこの科学的方法について

- 22 Enlightenment thinkers encouraged the improvement of society through the
- (1) teachings of the church
  - (2) use of reason
  - (3) development of absolutism
  - (4) establishment of a rigid social hierarchy

Document 3

... At first, the discoveries of Copernicus and Galileo upset many Europeans. Over time, however, a new way of thinking about science emerged. Scientists began to observe the world around them and to develop ideas about why things happened. They did experiments to test these ideas. This new way of thinking was called the scientific method. ...



3 Based on this excerpt and diagram from Guide to the Essentials of World History, what is **one** way Copernicus, Galileo, and others influenced how scientists work? [1]

Score

Score of 1:

- States a way Copernicus, Galileo, and others influenced how scientists work based on the excerpt and diagram
- Examples: developing/using the scientific method; developing ideas about why things happened based on observations/experimentation; scientists now use experiments to test ideas; testing a hypothesis; scientists now publish a conclusion based on collected data and experiments; publicizing conclusions based on observations about the world; making others aware of the data from experiments

解答例：科学的方法を実践するようになる。実験や観察に基づいてなぜ物事が起こったかについて着想を得るようになる。科学者はその着想を試すために実験を行うようになる。仮説を検証するようになる。集めたデータや実験に基づいて結論を出すようになる。諸事象について観察に基づいて結論を出すようになる。実験データから色々なことに気付くようになる。

であった。ここには、授業と Regent Exam の間の「指導と評価の一体化」を見ることが出来る。また、右上図は、パートⅢ B の「エッセイ問題」のテーマとして、採取授業との関連が深い「地動説」を選択した場合の評価基準であり、右下図はこれを抄訳したものである。ここには、「地動説」を歴史的文脈の中に位置付けながら説明し、社会や宗教が与えた影響について論じる際、“資料からどのような関連情報を引き出せば良いか（Key Ideas from Documents）”“どのような既存の情報（知識・理解）を用いれば良いか（Relevant Outside Information）”についてそれぞれ例示してある。

これを見ると、この問題は Ms.Grant が採取授業で扱っていた天動説、地動説、アリストテレス、プトレマイオス、コペルニクス、ガリレオなどについての「情報（知識・理解）」や、授業の中心テーマとして生徒に作業させていた科学的方法についての考察を生かしつつ、問題に示された「資料を活用」し、エッセイを作成させることを通して「思考・判断・表現」する力をみるものとなっている。その意味で、ここにも、授業と Regent Exam の間の極めて密接な「指導と評価の一体化」を見ることが出来る。

Heliocentrism	
Key Ideas from Documents 1-3	
Explanation of Idea	Influence on Society or Region
<p><b>Doc 1</b>—Copernicus’ book “On the Revolutions of the Heavenly Bodies” challenges Aristotle and Ptolemy’s Earth-centered universe Heliocentric idea in which the Sun is the center of the solar system proposed by Copernicus</p>	<p><b>Doc 1</b>—Modern ordering of planets same as in Copernican system <b>Doc 2</b>—Denial of Galileo’s discoveries using arguments justified with Bible passages Challenges to commonly held physical notions of world by new discoveries Disagreement over Galileo’s discovery and approach to science <b>Doc 3</b>—Discoveries of Copernicus and Galileo upsetting to many Europeans Emergence of new way of thinking in which observation and experimentation explain why things happen Development of scientific method (stating the problem, collecting information about the problem, and reporting findings)</p>
Relevant Outside Information (This list is not all-inclusive.)	
Explanation of Idea	Influence on Society or Region
<p>Copernican model is not completely accurate Mathematical proof of elliptical orbits and varying planetary speeds in support of heliocentric model added by Kepler Explanation of movement of planets and objects in terms of gravity and promotion of idea that Earth and all on it is subject to natural laws appears in Newton’s <i>Principia Mathematica</i></p>	<p>Renaissance and Reformation leading to Scientific Revolution/Age of Science Inclusion of Copernican writings in Roman Catholic Index of Forbidden Books Continued challenge to the accepted Church view of an Earth-centered system by Galileo’s telescopic observations of craters on Moon and of other moons orbiting planets Impact of Inquisition on Galileo for his heretical views Recanting and house arrest of Galileo until his death Attempts to apply concept of natural law and natural rights in social and political relationships during Enlightenment Promotion of skepticism, leading to critical analysis of traditional institutions and customs</p>
地動説	
資料1～3からの主要な情報	
思想の説明	社会や宗教への影響
<p><b>資料1</b>—コペルニクスの著書『天体の回転について』はアリストテレスやプトレマイオスの地球中心の宇宙観を転換した。コペルニクスによって、太陽が太陽系の中心であるという地動説が主張された。</p>	<p><b>資料1</b>—現代考えられている惑星の並び方は、コペルニクスが考えたものと同じ。 <b>資料2</b>—聖書を理由にガリレオの発見は否定された。 新しい発見は、それまで一般的であった物理学の概念への挑戦だった。 ガリレオの発見と科学的手法は同意を得ることができなかった。 <b>資料3</b>—コペルニクスとガリレオの発見は、多くのヨーロッパ人を動揺させた。 なぜ物事が起こったのかについて、観察し、実験し、説明する新しい思考方法の出現。 科学的方法の進展（問題を示し、問題についての情報を集め、結果を報告する）。</p>
自らの既存の関連情報 (このリストはすべての情報を示している訳ではありません。)	
思想の説明	社会や宗教への影響
<p>コペルニクスのやり方は完全に正確なものではない。 ケプラーは、円軌道と惑星の速度についての数学的証明によって、地動説を支持した。 重力によって惑星や物体の動きの説明し、地球も含めたすべてのものがその法則に従うという考え方は、ニュートンの『自然哲学の数学的諸原理（プリンキピア）』に示された。</p>	<p>ルネッサンスや宗教改革は科学革命や科学の時代につながった。 ローマカトリック教会の禁断の書のリストにコペルニクスの著作が含まれていた。 ガリレオは、月やその周りの惑星の観察によって、地動説の立場に立つ教会に挑戦し続けた。 ガリレオの異端審問の影響 ガリレオの終身自宅軟禁と自説の撤回 啓蒙の時代には、社会的・政治的な関係に、自然の法則や自然権の概念を適用しようとしたこと。 懐疑主義の広まりは、伝統的な制度や習慣についての批判的な分析につながった。</p>

#### 4. Forest Hills High School 情報

- 2400 人収容の校舎に 4100 人の生徒が就学している為、学校の時間帯を 3 つに分けて校舎を使用。社会科の教員は 30 人
- N Y クィーンズ地区では一番の大規模校であり、しかも毎年レート A に認定されており、評価は高い。
- 出席率は 92 %、周囲の他の学校よりは良い。
- すべての教室 (77 教室) にスマートボードを導入。(校長と副校長が寄付を 180 万 \$ 集めて設置。)
- 高等学校に在籍する 4 年間で、社会科については「グローバルな歴史と地理 (Global History and Geography)」を 2 年間、「合衆国の歴史と政治 (United States History and Government)」を 1 年間、「政治参加 (Participation in Government)」と「経済と経済的意思決定 (Economics and Economic Decision Making)」を 1 年間履修させる。地理の学習は「グローバルな歴史と地理」の中で行う。
- 州の卒業に必要な認定テスト (Regent Exam) には、「グローバルな歴史と地理」と「合衆国の歴史と政治」の 2 科目がある。



- Forest Hills High School の Web ページ, <http://schools.nyc.gov/SchoolPortals/28/Q440/default.htm>
- Ms.Martina Grant の Web ページ, <http://mgrantfhhs.com>

## 【注】

- (1) NEW YORK STATE EDUCATION DEPARTMENT の Web (<http://www.p12.nysed.gov/ciai/socst/ssrg.html>) より採取。ニューヨーク州の社会科カリキュラム全般については、山田秀和「小・中・高の歴史教育における段階性－現代社会理解のためのストラテジー」(全国社会科教育学会『社会科研究』第 75 号, pp.11-20) に詳しい。
- (2) Social Studies, Resource Guide with Core Curriculum; The University of the state of New York, The State Education Department, 1999 (<http://www.p12.nysed.gov/ciai/socst/pub/sscore2.pdf>) をもとに作成した。
- (3) 「グローバル学習 (Global Studies)」に代表される多文化主義に基づいたニューヨーク州の 1986 年の社会科カリキュラム改訂, および 1996 年の全米ナショナルカリキュラム「歴史」の改訂, および同年のニューヨーク州のカリキュラム改訂の事情については、森茂岳雄「ニューヨーク州の社会科カリキュラムの改訂をめぐる多文化主義論争－A. シュレジンガー, Jr. の批判意見の検討を中心に－」(日本社会科教育学会『社会科教育研究』No. 76, 1996, pp.13-24) をはじめとした森茂氏の諸論考, 桐谷正信「歴史カリキュラム開発における“多様性”と“統一性”－ニューヨーク州合衆国史カリキュラム改訂を事例にして－」(全国社会科教育学会『社会科研究』第 53 号, 2000, pp.43-52), をはじめとした桐谷氏の諸論考, 森田真樹「多文化社会における教育内容開発に関する研究-米国『世界史ナショナル・スタンダード』をめぐる論争を中心に」(中国四国教育学会『教育学研究紀要』44/1, 1998, pp.403-408)をはじめとした森田氏の諸論考に詳しい。
- (4) 「(2) 授業後の評価」の節に掲載している資料(抄訳部分を除く)は、Mis. Martina Grant からの情報提供による。
- (5) 「(3) ニューヨーク州 R e g e n t E x a m との関連」の節に掲載している資料は、すべて NEW YORK STATE EDUCATION DEPARTMENT の Web (<http://www.nysedregents.org/GlobalHistoryGeography/>) より採取。
- (6) 川上具美「ニューヨーク州における Regents Examination についての研究」『国際教育文化研究』Vol.5 (2005 年) p.41。
- (7) 同上書, p.41。

《なお、本資料で紹介した Forest Hills High School の授業や授業で使用した資料は、すべて Ms. Martina Grant に提供して頂いたものである。伏して感謝したい。また、資料等の解釈や英文翻訳に誤りがあれば、それはすべて資料を整理した二井の責任である。

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