

# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME  
**2 OF 2**  
DBQ

## GLOBAL HISTORY AND GEOGRAPHY

Thursday, August 16, 2012 — 12:30 to 3:30 p.m., only

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

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

#### Contents of the Rating Guide

For **Part 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

#### Mechanics of Rating

The procedures on page 2 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*.

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THE STATE EDUCATION DEPARTMENT  
Albany, New York 12234

### 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 are to be scored by one rater.
- (3) The scores for each scaffold question must be recorded in the student's examination booklet and on the student's answer sheet. The letter identifying the rater must also be recorded on the answer sheet.
- (4) Record the total Part III A score if the space is provided on the student's Part I answer sheet.

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

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/apda/> and must be used for determining the final examination score.

**Global History and Geography**  
**Part A Specific Rubric**  
**Document-Based Question**  
**August 2012**

**Document 1**

**SOME REASONS FOR SUPPORTING WOMEN'S SUFFRAGE**

- Because it is the foundation of all political liberty that those who obey the Law should be able to have a voice in choosing those who make the Law...
- Because Parliament cannot fully reflect the wishes of the people, when the wishes of women are without any direct representation...
- Because the Laws which affect women especially are now passed without consulting those persons whom they are intended to benefit...
- Because to deprive women of the vote is to lower their position in common estimation...

Source: "Fourteen Reasons for Supporting Women's Suffrage,"  
National Union of Women's Suffrage Societies,  
British Library online (adapted)

**1 According to the National Union of Women's Suffrage Societies, what is *one* issue faced by women as a result of being denied the right to vote?**

**Score of 1:**

- States an issue faced by women as a result of being denied the right to vote, according to the National Union of Women's Suffrage Societies

*Examples:* they had no voice in choosing those who made the law; they did not have any direct representation in Parliament/government; they were not consulted about laws that affected/were supposed to benefit women; their position in common estimation was lowered; they still had to obey laws even though they had no say; their wishes could not be reflected in laws passed if they did not have representation; laws that affect women are not passed by women; depriving women of the right to vote lowers their position in society; women were denied political liberty because they didn't have a voice

**Score of 0:**

- Incorrect response  
*Examples:* they are represented in Parliament; they do not have to obey current laws; they make the laws
- Vague response  
*Examples:* they had the foundation; they benefited; they were deprived; obeying; no reflection of wishes; supporting women's suffrage
- No response

## Document 2



Source: “The Suffragette,” April 25, 1913 online at History Cooperative (adapted)

**2** Based on this document, state *one* action taken by women in Great Britain to obtain rights.

### Score of 1:

- States an action taken by women in Great Britain to obtain rights based on this document  
*Examples:* they published a newspaper/“The Suffragette”/printed newspapers; they marched to protest/held marches; they became suffragettes; they joined the Women’s Social and Political Union; they participated in “Suffragette” week

### Score of 0:

- Incorrect response  
*Examples:* they carried children in public; they made women suffer; voted for women; they registered at the G.P.O.; they started in 1913; Christabel Pankhurst led them
- Vague response  
*Examples:* they registered; they made it official; they had a key; participated; joined; suffragette
- No response

### Document 3

This is an excerpt from a speech given by British suffragist Emmeline Pankhurst in 1913.

... “Put them [women] in prison,” they [men] said; “that will stop it.” But it didn’t stop it. They put women in prison for long terms of imprisonment, for making a nuisance of themselves — that was the expression when they took petitions in their hands to the door of the House of Commons; and they thought that by sending them to prison, giving them a day’s imprisonment, would cause them to all settle down again and there would be no further trouble. But it didn’t happen so at all: instead of the women giving it up, more women did it, and more and more and more women did it until there were three hundred women at a time, who had not broken a single law, only “made a nuisance of themselves” as the politicians say...

Source: Candace Gregory, ed., *Documents of Western Civilization, Volume II: Since 1500*, Thomson Wadsworth

### 3a According to Emmeline Pankhurst, what was *one* action British women used to draw attention to their issues?

#### Score of 1:

- States an action British women used to draw attention to their issues according to Emmeline Pankhurst  
*Examples:* they took petitions to the door of the House of Commons; they gathered in large groups; they risked arrest when presenting petitions; they made a nuisance of themselves; gave speeches; went to prison

#### Score of 0:

- Incorrect response  
*Examples:* they accepted laws passed by the House of Commons; they caused no further trouble; they broke laws
- Vague response  
*Examples:* imprisonment; they stopped; they did it; nuisance; presented
- No response

### 3b According to Emmeline Pankhurst, what was *one* way the British government responded to these actions?

#### Score of 1:

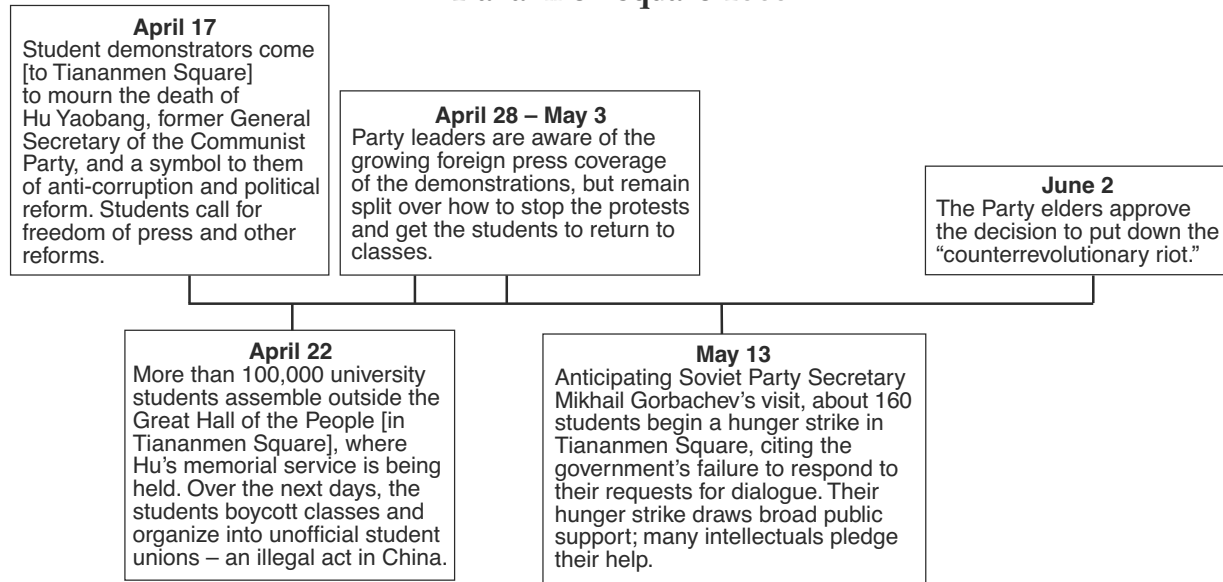
- States a way the British government responded to these actions according to Emmeline Pankhurst  
*Examples:* women were put in/sent to prison; they gave women long terms of imprisonment; they gave women a day’s imprisonment; arrested women for taking petitions to the House of Commons; they hoped imprisonment would make women settle down/give it up

#### Score of 0:

- Incorrect response  
*Examples:* they petitioned the House of Commons; they stopped further trouble; they excerpted speeches
- Vague response  
*Examples:* they made them settle down; they stopped them; they gave them a day
- No response

## Document 4

### Tiananmen Square 1989



Source: Adapted from "The Tankman: The Memory of Tiananmen 1989," *Frontline*, PBS

#### 4a Based on the information in this time line, state *one* reason the students gathered in Tiananmen Square.

##### Score of 1:

- States a reason the students gathered in Tiananmen Square based on the information in this time line  
*Examples:* to mourn the death of/attend the memorial service of Hu Yaobang/former General Secretary of the Communist Party; to call for freedom of the press and other reforms; to request a dialogue with government to discuss reforms; to protest/demonstrate; for press coverage

##### Score of 0:

- Incorrect response  
*Examples:* as a symbol of anticorruption and political reform; to break the law
- Vague response  
*Examples:* to discuss; to respond; to pledge help; to be a symbol
- No response

#### 4b Based on the information in this time line, state *one* action taken by the students that gathered in Tiananmen Square.

##### Score of 1:

- States an action taken by the students that gathered in Tiananmen Square  
*Examples:* they called for freedom of the press and other reforms; they began a hunger strike; they boycotted classes; organized into unofficial student unions; they protested/demonstrated; requested a dialogue with the government

##### Score of 0:

- Incorrect response  
*Examples:* returned to classes; they pledged their help to intellectuals; they decided to put down the counterrevolutionary riot
- Vague response  
*Examples:* they came together; they split; responded; assembled
- No response

## Document 5

... The manifesto that follows was typical of the many melodramatic last wills and testaments produced by the [student] hunger strikers. Circulated prior to the hunger strike, it was apparently a committee document prepared by the “Hunger Strike Volunteers of Peking’s Institutions of Higher Education.” The hunger strike upped the political ante [political stakes] in the prodemocracy movement for now the students were also demanding, in addition to democracy and freedom of speech, concrete changes including the resignations of Li Peng and Deng Xiaoping. Both leaders were seen by the demonstrators as the spiritual (if not actual) authors of the *People’s Daily* editorial of April 26 and the most important opponents of democratic change....

### “Open Declaration of a Hunger Strike”

In this May of glowing sunshine, we are starting our hunger strike. In this moment of beautiful youth, we must resolutely put behind us the beauty of life. But how unwilling we are, how unreconciled!

But our nation has come to a critical juncture: inflation is sky-rocketing, government corruption is rampant, power is in the hands of few high-ranking officials, bureaucrats are corrupt, a large number of patriots have fled into exile, and social order grows daily more chaotic. Fellow-countrymen, all fellow-countrymen of conscience, at this crucial moment for the survival of the nation, please hear our voice:

The country is our country!

The people are our people!

The government is our government!

If we do not dare to cry out, who will?

If we do not dare to act, who will?...

Source: Pei-Kai Cheng et al., eds., *The Search for Modern China*, W.W. Norton & Company (adapted)

### 5a According to this document, what is *one* reform the Chinese students were trying to achieve?

#### Score of 1:

- States a reform the Chinese students were trying to achieve according to this document  
*Examples:* democracy; freedom of speech; freedoms; an end to government corruption; the resignation of high officials/Li Peng/Deng Xiaoping; to fix inflation

#### Score of 0:

- Incorrect response  
*Examples:* a hunger strike; skyrocketing inflation; sacrifice of lives; a manifesto
- Vague response  
*Examples:* change; an end to things
- No response

### 5b According to this document, what is *one* problem facing China?

#### Score of 1:

- States a problem facing China according to this document  
*Examples:* inflation/sky-rocketing inflation; government corruption; power in the hands of few high-ranking officials; corrupt bureaucrats; patriots going into exile; social order growing more chaotic daily; lack of democracy; leaders who are opponents of democratic change; hunger strike

#### Score of 0:

- Incorrect response  
*Examples:* lowering inflation; lack of volunteers; circulation of the “People’s Daily”
- Vague response  
*Examples:* a critical juncture/crucial moment; open declaration; chaotic; sky-rocketing
- No response

## Document 6

Several hundred civilians have been shot dead by the Chinese army during a bloody military operation to crush a democratic protest in Peking's (Beijing) Tiananmen Square.

Tanks rumbled through the capital's streets late on 3 June as the army moved into the square from several directions, randomly firing on unarmed protesters.

The injured were rushed to hospital on bicycle rickshaws by frantic residents shocked by the army's sudden and extreme response to the peaceful mass protest....

Source: "1989: Massacre in Tiananmen Square," *BBC*, June 4, 1989

### 6 Based on this news report from the BBC, state an action taken by the Chinese government in response to the protest movement in Tiananmen Square.

#### Score of 1:

- States an action taken by the Chinese government in response to the protest movement in Tiananmen Square based on this news report from the BBC  
*Examples:* several hundred civilians were shot dead; the army/tanks were sent to the square; they crushed the democratic protest; engaged in a bloody military operation; military force was used against the protesters; soldiers/the army randomly fired on unarmed protesters

#### Score of 0:

- Incorrect response  
*Examples:* the injured were rushed to the hospital; they rumbled through the capital's streets; they used bicycle rickshaws
- Vague response  
*Examples:* they moved from several directions; they rushed; they were sent; crushing
- No response



## Document 7

This is an excerpt from a pamphlet on the racial situation in the Union of South Africa. It sets out the general principles of apartheid established by the National Party in 1948.

... The party [National Party] therefore undertakes to protect the White race properly and effectively against any policy, doctrine or attack which might undermine or threaten its continued existence. At the same time the party rejects any policy of oppression and exploitation of the non-Europeans by the Europeans as being in conflict with the Christian basis of our national life and irreconcilable with our policy.

The party believes that a definite policy of separation (*apartheid*) between the White races and the non-White racial groups, and the application of the policy of separation also in the case of the non-White racial groups, is the only basis on which the character and future of each race can be protected and safeguarded and on which each race can be guided so as to develop his own national character, aptitude and calling...

Source: National Party, "The National Party's Colour Policy," March 29, 1948

### 7 According to this excerpt from this National Party pamphlet, what was *one* way the National Party justified its racial policy?

#### Score of 1:

- Identifies a way the National Party justified its racial policy according to this excerpt from this National Party pamphlet  
*Examples:* it protected the white race properly/effectively against any policy/doctrine/attack that might undermine/threaten its continued existence; it protected/safeguarded the character/future of each race; it allowed each race to develop its own national character/aptitude/calling; by rejecting any policy of oppression and exploitation of non-Europeans by Europeans as being unchristian/in conflict with the Christian basis of their national life

#### Score of 0:

- Incorrect response  
*Examples:* it created conflict with the Christian basis of the policy; it was a policy of separation; race can be guided by the national character; the general principles were established
- Vague response  
*Examples:* it protected; continued existence; it rejected policies; it was the basis of character
- No response

## Document 8

### 1952 Campaign for the Defiance of Unjust Laws

... When the ANC [African National Congress] launched its Campaign for the Defiance of Unjust Laws in 1952, Mandela was elected National Volunteer-in-Chief. The Defiance Campaign was conceived as a mass civil disobedience campaign that would snowball from a core of selected volunteers to involve more and more ordinary people, culminating in mass defiance. Fulfilling his responsibility as Volunteer-in-Chief, Mandela travelled the country organising resistance to discriminatory legislation. Charged and brought to trial for his role in the campaign, the court found that Mandela and his co-accused had consistently advised their followers to adopt a peaceful course of action and to avoid all violence.

For his part in the [1952] Defiance Campaign, Mandela was convicted of contravening [disobeying] the Suppression of Communism Act and given a suspended prison sentence. Shortly after the campaign ended, he was also prohibited from attending gatherings and confined to Johannesburg for six months....

Source: Nelson Mandela, Biographical Details, African National Congress online

#### 8a What is *one* action the African National Congress and Nelson Mandela suggested black South Africans take against the white nationalist government?

##### Score of 1:

- States an action the African National Congress and Nelson Mandela suggested black South Africans take against the white nationalist government  
*Examples:* use a mass civil disobedience campaign; use mass defiance; resist discriminatory legislation; adopt a peaceful course of action; avoid using violence in their protests/actions; involve/organize ordinary people in mass civil disobedience; organize resistance

##### Score of 0:

- Incorrect response  
*Examples:* decrease volunteers; use violence in protests; elect Mandela president; travel the country
- Vague response  
*Examples:* launch; get convicted; disobey
- No response

#### 8b According to this biography on the African National Congress website, what is *one* consequence Nelson Mandela faced as a result of his actions?

##### Score of 1:

- States a consequence Nelson Mandela faced as a result of his actions according to this biography on the African National Congress website  
*Examples:* Mandela was charged/accused/brought to trial; he was put on trial; he was arrested; he was convicted of disobeying the Suppression of Communism Act; he was given a suspended prison sentence; he was prohibited from attending gatherings; he was confined to Johannesburg for six months

##### Score of 0:

- Incorrect response  
*Examples:* Mandela was elected; he traveled the country; he was elected National Volunteer-in-Chief
- Vague response  
*Examples:* he faced actions; it snowballed; he avoided; he disobeyed; prohibited; prison
- No response

## Document 9

This excerpt is taken from a 2006 National Public Radio program in which Nthato Motlana and Bongi Mkhabela were interviewed. Nthato Motlana played a critical role in the aftermath of the Soweto uprisings and Bongi Mkhabela was responsible for planning the student march in Soweto.

Thirty years ago, the uprising of a group of schoolchildren changed South Africa forever...

But on June 16, 1976, students in Soweto township outside Johannesburg decided to hold a protest against a government policy mandating that all classes be taught in Afrikaans, the language of South African whites.

What started as a student demonstration exploded across South Africa, helping to change the course of the nation's history by galvanizing the struggle to dismantle apartheid....

**Newscast:** At 8:15 in the morning, and precisely according to plan, students simultaneously marched out of five schools in Soweto, intending to protest the Afrikaans issue in a mass meeting at the Orlando Football Stadium....

**Nthato Motlana:** Then it became really a torrent, a sea of young, black faces. Masses of students, I mean, we'd never seen such a demonstration in many, many years. And at that point, the police tried to stop the march from going on to Orlando Stadium.

**Bongi Mkhabela:** I've never seen that many police. And you didn't only have police at that time, you had the Defense Force. So you actually had the Army.

**Nthato Motlana:** They intervened by, first of all, setting dogs. And I saw these police dogs set onto these kids, man, and I saw moments of real courage, especially from the girls.

**Bongi Mkhabela:** I mean, this is a group of kids, kids with shining black shoes and little white socks and teeny little tunics. And they are singing freedom songs, holding one another. We actually looked cute. It's unbelievable to think that anyone could have stood firm on their feet and actually shot into that crowd....

Source: "Soweto 1976: An Audio History," *NPR*

### 9 According to this National Public Radio program, what was *one* action taken by the South African government to end the student protests in Soweto?

#### Score of 1:

- States an action taken by the South African government to end the student protests in Soweto according to this National Public Radio program  
*Examples:* police tried to stop the march from going to Orlando Stadium; they sent in the police/Defense Force/Army; they set police dogs on the children/they attacked the children with police dogs; the Defense Force/Army fired at/shot into the crowd of children

#### Score of 0:

- Incorrect response  
*Examples:* they issued a policy mandating that all classes be taught in Afrikaans; they organized a student demonstration; dismantled apartheid; set up a mass meeting; they galvanized the struggle; they sang freedom songs
- Vague response  
*Examples:* they were sent in; they intervened; issued a policy; they acted
- No response

**Global History and Geography**  
**Content-Specific Rubric**  
**Document-Based Question**  
**August 2012**

**Historical Context:** Throughout history, protest movements have formed in response to government policies and actions. Some examples of protest movements are *the woman’s rights movement in Great Britain, the prodemocracy movement in China, and the anti-apartheid movement in South Africa*. These protest movements have resulted in different government responses.

**Task:** Choose *two* protest movements mentioned in the historical context and for *each*

- Describe the historical circumstances surrounding this protest movement
- Discuss an action taken by the protesters
- Discuss a government response to this protest movement\*

**Scoring Notes:**

1. This document-based question has a minimum of *six* components (discussing the historical circumstances surrounding *each* of *two* protest movements, an action taken by the protesters in *each* movement, **and** a government response to *each* movement).
2. The response should discuss an action taken by protesters in a protest movement. However, one or more related actions could be included as part of the overall discussion of an action taken by protesters, e.g., the nonviolent protests of student demonstrators in Tiananmen Square in 1989 could include boycotting of classes, organization of unofficial student unions, and subsequent hunger strikes.
3. The response should discuss a government response to each protest movement. However, one or more related government responses could be included as part of the overall discussion of a government response, e.g., the decision of the government to end the counterrevolutionary riots could include the army moving into Tiananmen Square in 1989, tanks being sent into the square, and the firing on unarmed protesters.
4. An action taken by protesters in different movements may be the same but the facts and details will vary, e.g., hunger strikes as part of the woman’s rights movement in Europe and the prodemocracy movement in China.
5. A government response to different protests may be the same although the facts and details will vary, e.g., police/military forces were employed with the intent of ending demonstrations in South Africa and demonstrations in China.
6. Only *two* protest movements should be chosen from the historical context. If three protest movements are addressed, only the first two protest movements discussed should be rated.

\*Corrected – 8/17/12

**Score of 5:**

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the historical circumstances surrounding **each** of **two** protest movements, an action taken by the protesters in **each** movement, and a government response to **each** protest movement
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *woman's rights*: compares the economic and social position of women in Great Britain to their lack of political voice which led to civil disobedience as well as violent protests resulting in the initial government reaction of imprisonment, followed by the force-feeding of hunger strikers, and ultimately ending in the government granting of suffrage; *prodemocracy movement*: contrasts the economic and social effects of Deng Xiaoping's efforts to introduce and expand capitalism into China's economy with the government's unwillingness to allow political reform and connecting it to the peaceful student demonstrations for democracy resulting in the violent put-down of the protesters by the army and the unwillingness of the government to reform and allow for increased political freedoms
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to protest movements (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *woman's rights*: suffrage; suffragette; Parliament; petitions; House of Commons; civil disobedience; imprisonment; hunger strikes; *prodemocracy*: Mao Zedong; Deng Xiaoping; Four Modernizations; inflation; corruption; Tiananmen Square; Hu Yaobang; hunger strikes; tanks
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 4:**

- Develops **all** aspects of the task but may do so somewhat unevenly by developing all aspects of the task for one protest movement more thoroughly than for the second movement or by addressing one aspect less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *woman's rights*: discusses the lack of legal rights for women in Great Britain and the Pankhursts' attempts to push for political and social change through petitions, hunger strikes, and boycotts resulting in imprisonment and the eventual granting of suffrage; *prodemocracy movement*: discusses Deng Xiaoping's acceptance of some elements of capitalism into China's markets and its link to increased dissatisfaction of the growing working class and students and their protests including the push for democratic reforms in Tiananmen Square resulting in the violent reaction by the government
- 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 four* 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** protest movement and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

**Score of 2:**

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

## Woman's rights movement in Great Britain

### Historical Circumstances

<i>Key Ideas from the Documents</i>	<i>Relevant Outside Information</i>
<p><b>Document 1</b>—Lack of a voice for women in the laws they obeyed or in the passing of laws that affected them</p> <p>No direct representation in Parliament for women's wishes</p> <p>Women not consulted about laws which affect them</p> <p>Lower position in society for women reflected in their lack of voting rights</p>	<p>Petitioning of Parliament to include women's suffrage in Reform Act of 1867</p> <p>Role of Industrial Revolution and reform movements in raising awareness of lack of recognition of women's rights</p> <p>Rise of women's economic status leading to push for political power</p> <p>Women's participation in World War I on the homefront</p> <p>Enfranchisement of groups previously denied suffrage (non-landowning males)</p>

### Actions Taken by Protesters

<i>Key Ideas from the Documents</i>	<i>Relevant Outside Information</i>
<p><b>Document 1</b>—Support for women's suffrage by National Union of Women's Suffrage Societies</p> <p><b>Document 2</b>—Distribution of a newspaper devoted to suffrage ("The Suffragette")</p> <p>Women asked to march during "Suffragette" Week</p> <p>Organization of Women's Social and Political Union</p> <p><b>Document 3</b>—Petitions taken to House of Commons by suffragists</p> <p>Speech given by Emmeline Pankhurst in 1913 on suffrage for women</p>	<p>Informational material posted, public officials confronted, hunger strikes held, letter writing campaigns</p> <p>Militant tactics of members of the Women's Social and Political Union (heckling politicians, bombing of public and private buildings, practicing civil disobedience, conducting hunger strikes)</p>

### Government Response

<i>Key Ideas from the Documents</i>	<i>Relevant Outside Information</i>
<p><b>Document 3</b>—Women imprisoned for long terms, not for breaking laws, but for being a nuisance</p>	<p>Protesters arrested for inciting riots</p> <p>Hunger strikers arrested, force fed, released until strong again, and then re-arrested (Cat and Mouse Act)</p> <p>Suffrage given to women in laws</p>

## Prodemocracy movement in China

### Historical Circumstances

<i>Key Ideas from the Documents</i>	<i>Relevant Outside Information</i>
<p><b>Document 4</b>—Student demonstrators mourning death of Hu Yaobang, former General Secretary of the Communist Party and symbol of anticorruption and political reform</p> <p>Lack of freedom of press</p> <p><b>Document 5</b>—Perception of Li Peng and Deng Xiaoping as opponents of democratic change</p> <p>Sky-rocketing inflation</p> <p>Rampant government corruption</p> <p>Power in hands of a few high-ranking officials</p> <p>Corrupt bureaucrats</p> <p>Fleeing of large number of patriots into exile</p> <p>Increasing chaotic nature of social order</p>	<p>Death of Mao Zedong and implementation of a more market-like economic reform starting in 1978</p> <p>Deng Xiaoping’s reforms (Four Modernizations) similar to Gorbachev’s perestroika policy</p> <p>Students and intellectuals seeking greater political reforms similar to Gorbachev’s glasnost policy</p> <p>Belief by some urban industrial workers that Deng’s economic reforms had gone too far causing inflation and capitalist problems threatening livelihood</p> <p>Introduction of democratic ideas with increased connection to West (students studying in the West; Western businesses established in special economic zones)</p>

### Actions Taken by Protesters

<i>Key Ideas from the Documents</i>	<i>Relevant Outside Information</i>
<p><b>Document 4</b>—Call for freedom of the press and other reforms</p> <p>Assembling of more than 100,000 university students outside Great Hall of the People for Hu’s memorial service</p> <p>Student boycott of classes and organization of illegal unofficial student unions</p> <p>Hunger strike by about 160 students in Tiananmen Square to draw attention to government’s failure to respond to requests for dialogue</p> <p><b>Document 5</b>—Demand for democracy, freedom of speech, and resignations of Li Peng and Deng Xiaoping</p> <p>Circulation of committee document prepared by “Hunger Strike Volunteers of Peking’s Institutions of Higher Education” prior to hunger strike</p> <p>Preparation of melodramatic last wills and testaments by hunger strikers</p>	<p>Increased visible protests to capitalize on Gorbachev’s arrival in Beijing</p> <p>Creation and display of statue Goddess of Democracy as symbol of a more open society</p> <p>Creation of signs and banners which drew attention of international television audiences and to goals</p> <p>Appeal by protesters using worldwide media</p> <p>Details about “the Tankman”</p>

### Government Response

<i>Key Ideas from the Documents</i>	<i>Relevant Outside Information</i>
<p><b>Document 4</b>—Approval from Party elders of decision to put down “counterrevolutionary riot”</p> <p><b>Document 6</b>—Army tanks in capital’s streets randomly firing on unarmed protesters leading to death of several hundred civilians</p> <p>Movement of army into the square from several directions</p>	<p>Martial law declared during protests</p> <p>Students ordered to leave Tiananmen Square</p> <p>Television satellite transmissions to outside world shut down</p> <p>Student leaders, workers, political leaders who supported protesters arrested/prosecuted/imprisoned</p> <p>Removal of political leaders seen as willing to engage in reform</p>



## Anti-apartheid movement in South Africa

### Historical Circumstances

<i>Key Ideas from the Documents</i>	<i>Relevant Outside Information</i>
<p><b>Document 7</b>—Establishment of general principles of apartheid policy by National Party (1948) National Party rejection of any policy of oppression or exploitation of non-Europeans by the Europeans as being in conflict with Christian principles and party policy Belief in a policy of separation between the white races and the nonwhite racial groups (apartheid) Belief that application of apartheid on non-white racial groups can protect and safeguard the future and character of each race</p> <p><b>Document 9</b>—Policy mandating that all classes be taught in Afrikaans, language of South African whites (1976)</p>	<p>Regulation of non-whites by a pass system Physical and spatial separation of groups under Group Areas Act Segregation of groups in transportation, education, and health care (Separate Amenities Act) Establishment of homelands for black South Africans on least valuable lands Creation of the African National Congress to work for African rights (1912) Little success of ANC until defiance campaigns begun under Mandela and others in early 1950s Increasing isolation of South Africa from the rest of the world (1961-1990) (banning of South African athletes from Olympics, UN censure, economic sanctions)</p>

### Actions Taken by Protesters

<i>Key Ideas from the Documents</i>	<i>Relevant Outside Information</i>
<p><b>Document 8</b>— Organization of campaigns to oppose discriminatory legislation by ANC and others (1952 Campaign for Defiance of Unjust Laws) Resistance to discriminatory legislation throughout the country organized by Mandela Mandela’s followers advised to adopt peaceful course of action and avoid violence</p> <p><b>Document 9</b>—Simultaneous walkout by students in five different schools in Soweto Singing of freedom songs by students Student march to protest Afrikaans issue to culminate in mass meeting at Orlando Football Stadium</p>	<p>ANC issued the Freedom Charter, calling for multiracial democracy (1955) Peaceful march in Sharpeville protesting pass laws Armed struggle against white government begun when ANC formed a guerrilla organization Steve Biko formed South African Students’ Organization (1968) Work of Desmond Tutu with international clergy International athletes and performers urged to boycott South Africa</p>

### Government Response

<i>Key Ideas from the Documents</i>	<i>Relevant Outside Information</i>
<p><b>Document 8</b>—Mandela charged and brought to trial for his role in the Defiance campaign in opposition to discriminatory legislation Convicted of disobeying the Suppression of Communism Act and given a suspended prison sentence Prohibited from attending gatherings Confined to Johannesburg for six months</p> <p><b>Document 9</b>—Efforts by police to stop march to stadium Defense Force (Army) used to stop march to Orlando Stadium Police dogs used on student demonstrators Shooting into crowd by police and Defense Force</p>	<p>Killing of unarmed protesters by police in Sharpeville State of emergency declared between March 1960 and August 1960, African leaders arrested, ANC and Pan African Congress banned Mandela sentenced to life in prison Steve Biko beaten to death while in police custody while being detained for violation of Section 6 of Terrorism Act (1977) Series of states of emergency declared (mid-1980s) Pass laws repealed in mid-1980s F. W. de Klerk becomes president, ANC legalized, Mandela released, state of emergency lifted, repeal of apartheid laws begun (1989)</p>

Countries sometimes have internal disputes. Governments are against some of their people and people are against their government. Sometimes even peaceful protests become dangerous and deadly. In both China and South Africa, the people cried out. They wanted their voices to be heard and they wanted reforms. The first country to look at is China.

In 1911 Dr. Sun Yat Sen (Yixian) was advocating democracy in China. He died and Chiang Kai Shek took his place, both Dr. Sun Yat Sen and Chiang Kai Shek were in the Kuomintang. At the time China was in the middle of a civil war. Chiang Kai Shek's main opponent was Mao Zedong, who wanted communism. Mao defeated Chiang and he took over. Chiang Kai Shek fled to Taiwan. China was now communist. Mao imposed the Five Year Plan that included concentrating on Heavy Industry, and farming collectives. He proclaimed the Great Leap Forward but actually, it was the Great Leap Backwards. Chairman Mao also tried to take away the "problems" of China during the Cultural Revolution. His Red Guards imprisoned any one who seemed to be an enemy. Shortly after the death of Chairman Mao, Deng Xiaoping took charge. Although he was also communist, Deng Xiaoping disapproved of Mao's actions, believing that it was more important to promote economic growth than just political ideology. Deng Xiaoping imposed his Four Modernizations. He began to open China up to other countries, including the United States. These reforms brought capitalism within their communist model. However, China began to experience some negative economic effects, such as inflation, unemployment, and government corruption. (doc 5). Contact with other countries led to other problems as well. Political ideas came into China, too. As a result, some of the people of China began to demand democratic reforms. They were tired of corruption and inflation. They wanted change. Many people including students gathered in Tiananmen Square in 1989 to protest against the communist government and to demand reforms. (doc 4). As part of the protest, many students went on hunger strikes. They were

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## Anchor Paper – Document-Based Essay—Level 5 – A

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determined that the world understood their cause even if it came at great personal cost. The hunger strikes made international headlines. They were demanding the resignation of Deng Xiaoping and Li Peng and to have a say in the government (doc 5). Then the worst situation happened. Deng Xiaoping sent in the army. The students and others supporting them were surrounded. The army opened fire, killing unarmed protesters (doc 6). Deng expelled the foreign press and quickly silenced the protesters. Although the Chinese government claims much fewer, many ~~people~~ people think that thousands died. The prodemocracy leaders were imprisoned, went into hiding, or worse. The fight for democracy, that day, had stopped.

Aside from China, the South African people also had many protests against their government's policies and actions. In the late 1800s, Boers and the British fought each other in the Boer Wars or Anglo-Boer Wars for possession of South Africa and its diamonds. The British came out as the winners. They and the Boers thought that it was their duty and right as white men to rule over the black South African people (doc 7). Apartheid-like laws that discriminated against blacks and other non-whites had existed before and after the British won the wars. Black South Africans were deprived of their lands and laws were passed limiting them to unskilled jobs. In 1948, the Nationalist Party won the election and the policy of apartheid was formalized and races were classified and separated. New laws were passed and blacks were forced to live in specific areas called homelands and townships. The races were divided and life was segregated. Blacks, even though they were native to the land, were not given citizenship in South Africa. Blacks had to carry around passbooks and they often lived in poverty. Some people in South Africa stood up against apartheid. Nelson Mandela was one of those ~~peop~~<sup>people</sup>. The African National Congress (ANC) had been formed in 1912 to fight racial discrimination. By

the early 1950s, Nelson Mandela was the National Volunteer-in-Chief of the ANC. He traveled the country trying to organize resistance against apartheid (doc 8). Nelson Mandela was soon put into jail for his attempts to rally the people against apartheid. He was eventually freed from these charges but his protests continued. Through both nonviolent and violent methods, Mandela challenged the Nationalist government by organizing the people to fight injustice. In the 1960s, he was arrested and tried again. This time he was found guilty and the government put him on Robben Island. He was imprisoned for 27 years. Though Mandela was in jail, protests and movements still carried on. On June 6, 1976, there was a student march in Soweto, one of the largest townships. They were protesting the new government policy that all classes should be taught in Afrikaans. Like in China, the police and the Defense Force attacked the unarmed students (doc 9). Government police forces had often reacted to protests with violence. Beatings were commonplace for such "crimes" as not having their passbooks in order. The world community reacted to Soweto and South Africa's apartheid policies by placing economic sanctions on South Africa. The pressure of economic sanctions and continuing protests of black South Africans finally influenced government officials to work at getting rid of apartheid. South African president F. W. de Klerk worked with Mandela to get rid of apartheid. In 1991, apartheid was weakened and it fell. Nelson Mandela eventually became the president of a South Africa free of apartheid.

Both the people of China and <sup>South</sup> Africa were determined to get what they wanted. Through protests and movements, the people fought for their voices to be heard. Their governments responded with guns, bullets, and dogs. Though the government of China remains communist, the South African government got rid of the unjust policy of apartheid.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for the prodemocracy movement in China and the anti-apartheid movement in South Africa
- Is more analytical than descriptive (*prodemocracy*: under Deng's program China began to experience negative economic effects such as inflation, unemployment, and government corruption; people of China began to demand democratic reforms because they were tired of their corrupt government and wanted a change; protesters were determined that the world understood their cause even if it came at great personal cost; protesters demanded the resignations of Deng and Li Peng; *anti-apartheid*: the British and the Boers thought it was their duty and right as white men to rule over the black South African people; the Nationalist Party won the election and formalized the policy of apartheid; students marched in Soweto protesting the new government policy that all classes be taught in Afrikaans)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*prodemocracy*: shortly after the death of Chairman Mao, Deng took charge and although he was also communist, he disapproved of Mao's actions; Deng believed it was more important to promote economic growth than just political ideology; Deng imposed his Four Modernizations; Deng expelled the foreign press and quickly silenced the protesters; although the Chinese government claims fewer, many people think thousands died; protest leaders were imprisoned, went into hiding, or worse; *anti-apartheid*: blacks were forced to live in specific areas called homelands and townships; blacks had to carry passbooks; Mandela challenged the Afrikaner government using both nonviolent and violent methods; the pressure of economic sanctions and continuing protests of black South Africans finally influenced government officials to work at getting rid of apartheid; F.W. de Klerk worked with Mandela to get rid of apartheid)
- Richly supports the theme with many relevant facts, examples, and details (*prodemocracy*: Tiananmen Square; hunger strikes; army opened fire killing unarmed protesters; *anti-apartheid*: African National Congress; National Volunteer-in-Chief; Mandela organized resistance; Defense force attacked unarmed students)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. Considerable historical details and analytic statements are woven together in a thorough treatment of the task. A meaningful discussion leads to the conclusion that while the government of China remains communist, South Africans were able to rid themselves of the unjust policy of apartheid.

Throughout history, there have been many protests to reform governments and their policies. Two of the protests include the women's rights movement in Great Britain and the apartheid movement in South Africa. Women had, historically, received few freedoms compared to men, so they finally decided to fight back. The black majority in South Africa was being controlled by whites and were kept separate under apartheid. The blacks decided to fight back, as well. The women's movement, however, was in the early 1900's. The ~~late 1940's~~ movement against the Nationalist policy of apartheid did not begin until the late 1940's.

Women have been considered subordinate to men for much of history. They were regarded with a lower status and were generally expected to care for the children and be homemakers. A serious effort to gain rights for women began during the Age of Enlightenment with women like Mary Wollstonecraft and continued during the Industrial Revolution. When women worked in large numbers in factories along side men, women earned lower wages than men, even though they had jobs that were just as dangerous as men's jobs and even though they worked the same hours. The unfairness turned to anger by the early 1900's, women continued to search for ways to improve their position in society, but many things held them back. Women did not have the right to vote (suffrage) and without the right to vote, women had no say (no voice) in the government. Women decided that they wanted this right, and they were willing to fight for it. They came up with numerous reasons why they should have suffrage. They argued that Parliament cannot "fully reflect" the wishes of the people without women having any representation in the

government (Document 1). They also argued that because women had to pay taxes like men, they should have the same rights as men. Suffragettes published their own newspaper, "Suffragette Week" to help gain support (Document 2). They hoped women would read this newspaper and join the movement and support the women's cause. After joining the movement, women engaged in many forms of protest. Some women disrupted government meetings to demand women's rights. Others made petitions and took them directly to the House of Commons (Document 3). They tried everything they knew <sup>how</sup> to gain support. Before the movement began, the government largely ignored the few women who protested. However, when women disrupted the House of Commons, they were seen as a nuisance and imprisoned. The government "hoped" that the movement would stop if they were imprisoned (Document 3). This, however, did not stop them. In fact, it encouraged them. More women than ever had joined the movement and supported it, even though they were thrown in jail. Many women who were in jail started hunger strikes to protest the government's actions. The heads of the prisons were ordered to force feed them. Later, the government switched their strategy and ~~released~~ <sup>released</sup> the women from prison when they were so weak from their hunger strike they might die. In spite of the imprisonments and hardships they faced, eventually, women achieved suffrage. Their protests, petitions, and hard work paid off.

In 1948, the National Party that ruled South Africa introduced the policy of apartheid, or separation of the races. This policy ensured that the white minority would remain in power and protected against the black majority. They justified the separation, saying that the races future would be "protected" and

"safeguarded" and that each race would be guided to develop its own national character (Document 7). However, blacks were treated poorly under this policy. The poorest land was set aside for blacks. They were paid far less than the whites and were often limited to working low-status unskilled jobs. They were made to carry passbooks with them at all times and were made to live in black home lands or townships. If they broke any rules, they were beaten or put into prison. The African National Congress (ANC) launched the Defiance Campaign of Unjust Laws in 1952, with Nelson Mandela as Volunteer-in-Chief (Document 8). His followers were encouraged to use peaceful courses of action. Instead of fighting, for example, they would not carry or even burn the passbooks. At Sharpeville, the protest to abolish pass laws ended badly. Black protesters were killed, and the government banned the ANC. Even though they had mass defiance on their side, the government still fought them harshly. Nelson Mandela was tried and convicted for his actions against the white government and for his role in the ANC's campaigns. He was in prison for more than 20 years. While he was in prison, the blacks continued their protests. In 1976, a group of students intended to march to the Orlando Football Stadium to protest the use of Afrikaans, the Afrikaners' language, in schools. There was a sea of young black students and the government wanted to halt the march at all costs. The police and the Defense Force were sent there. Dogs were set on the students (Document 9). The students fought back bravely. The government reacted very harshly to protests, and even opened fire. Because of such protests, as well as others, the white government started to realize that



apartheid must end. In the early 1990's, apartheid was legally ended, but its effects and separation still exist due to the economic differences between whites and blacks. Ending the effects of apartheid completely will be a slow, difficult, but very worthwhile process.

The movement of women's suffrage in Great Britain was a difficult battle, but came to a successful end. The movement against apartheid has been long, difficult, and reacted to harshly, but steps are being taken to get rid of the effects of apartheid. These are two protest movements that have been effective in reforming government policies.

## Anchor Level 5-B

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for the woman's rights movement in Great Britain and the anti-apartheid movement in South Africa
- Is more analytical than descriptive (*woman's rights*: women were regarded as having a lower status and were generally expected to care for children and be homemakers; without the right to vote women had no say in the government; the government saw women as a nuisance and imprisoned them hoping that would stop the movement; more women joined the movement even though they were thrown in jail; *anti-apartheid*: apartheid ensured that the white minority would remain in power and be protected against the black majority; whites justified the separation by saying that the future of the races would be "protected" and "safeguarded" and that each race would be able to develop their own national character; Mandela's followers were encouraged to use nonviolence)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*woman's rights*: a serious effort to gain rights for women began during the Age of Enlightenment with women such as Mary Wollstonecraft and continued during the Industrial Revolution; unfair treatment turned to anger by the early 1900s; women argued that if they had to pay the same taxes as men, then they should have the same rights; some women disrupted government meetings to demand their rights; many women used hunger strikes and the heads of prisons were ordered to force-feed them; government switched their strategy and released women from prison when they were so weak from their hunger strike they might die; the hard work paid off when they achieved suffrage; *anti-apartheid*: the poorest lands were set aside for blacks; paid far less than whites, and were limited to working low-status unskilled jobs; blacks were made to carry passbooks with them at all times and were made to live in their black homelands or townships; instead of fighting, blacks would not carry their passbooks; at Sharpeville the protest to abolish pass laws ended badly; black protesters were killed and the government banned the ANC; Mandela was tried and convicted for his actions against the white government and for his role in the ANC's campaigns; protests continued when Mandela was in prison)
- Richly supports the theme with many relevant facts, examples, and details (*woman's rights*: Parliament cannot reflect their wishes; published their own newspaper; "Suffragette Week"; petitions; House of Commons; *anti-apartheid*: National Party; separation of the races; African National Congress; Campaign for the Defiance of Unjust Laws; Mandela as Volunteer-in-Chief; dogs set on students; Orlando Football Stadium)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how women in Great Britain and blacks in South Africa both fought against the policies of their governments and a conclusion that discusses that both protest movements faced a difficult task but met with success

**Conclusion:** Overall, the response fits the criteria for Level 5. Analytical interpretation of document information is combined with the integration of outside historical information to effectively support the theme that protesters faced a difficult battle. Detailed explanations enhance the overall quality of the discussion.

Since government policies and actions are not liked or agreed with by the people. Sometimes protest movements take place because of these policies or actions. There have been many such protest movements throughout history. One example is the prodemocracy movement in China, where there was a student led protest in Tiananmen Square in 1989. Another example was in South Africa, the antiapartheid movement from the mid to late 1900's. All of these protests took place in disagreement with government policy or actions.

The Chinese government, led by Deng Xiaoping was communist, and the people didn't have a lot of political rights. However, under Deng's new economic policies, China opened trade relations with the western powers and experimented with free enterprise in special economic zones. As a result, many Chinese students were allowed to study abroad in western Democratic Nations. Some students brought back the ideas of democracy, and wanted democratic reforms in China. Partly as a result of this, in 1989 there was a huge student protest in Tiananmen Square in Beijing, the Capital of China, where over 100,000 students gathered, demanding a more democratic government and reforms and rights, such as Freedom of the press (Doc 4). One action taken by some of the protestors was a hunger strike, started by about 160 students (Doc 4). The hunger strike was to help the prodemocracy movement draw attention to the students' desire for reform. Students also boycotted classes (Doc 4), had sit-ins, made speeches, and camped out in Tiananmen Square. Protesters were also aiming for the resignations of Li Peng and Deng Xiaoping (Doc 5), who were opposed to democracy and supported communism. These protests must have been embarrassing to the Chinese

government because for years it was seen as militaristic and strong. In response to the protests in Tiananmen Square, which were gaining more attention and supporters (including more people than just the students), the government felt that it needed to take action. They sent in the army to crush the protests. On June 3rd, army tanks were sent in, where they fired on unarmed protesters (Doc 6). Many people were wounded and killed. In the end, the protest was crushed and communism prevailed.

Another place where there were protests against the government policies/ actions was in South Africa. There was a system of apartheid set up there, or separation of the races (whites and blacks). Apartheid was legally established by the National Party in 1948, (Doc 7). Although whites were the minority of the population, and blacks the majority, the whites got more freedoms and rights and better living conditions. Blacks were forced to live in "homelands" and townships which had no electricity and poor housing. They also had to carry passbooks, containing information about themselves such as where they lived and worked and where they could travel. Many blacks protested, and many were beaten or killed. The African National Congress (ANC) tried to help blacks gain rights. One of their most important leaders was Nelson Mandela, who later on would become the first Black president of South Africa. Many protests were at first peaceful, and the ANC/Nelson Mandela advised protestors to avoid violence (Doc 8). However, when peaceful attempts failed, some members turned to violent protest. Mandela became the leader of a group within the ANC that advocated armed violence against the white minority government. Because of this Mandela was arrested, put on trial, and put in prison.

Mandela spent almost 30 years in prison, but the violent and nonviolent protests continued as black South Africans fought even more actively against the white minority government. They used sabotage, like ruining electrical mechanisms that supply electricity to white areas. They also used nonviolent protests such as the one in Soweto (Doc 9) which put increasing pressure on the white minority government. The government often responded to these protests with violence. They beat, shot, or killed many people. They also put many protestors in jail. Eventually, the white minority couldn't handle the protests and apartheid was ended. In the early 1990's Nelson Mandela was freed from prison and later became president of South Africa.

Many protest movements take place in response to government actions and policies. Examples are Tiananmen Square in China and the protests against apartheid in South Africa. These governments took action against the protestors. Sometimes protestors get major reforms, and government policies are changed. Sometimes only minor reforms are achieved, and sometimes no great change happens at all. The students in China were unsuccessful, however the Blacks in South Africa were successful.

## Anchor Level 4-A

### The response:

- Develops all aspects of the task for the prodemocracy movement in China and the anti-apartheid movement in South Africa
- Is both descriptive and analytical (*prodemocracy*: the Chinese government led by Deng Xiaoping was communist and the people did not have many political rights; hunger strikes were carried out to draw attention to the students' desire for reform; the protest must have been embarrassing to the Chinese government because for years it was seen as militaristic and strong; army tanks fired on unarmed protesters killing and wounding many; *anti-apartheid*: many protests were at first peaceful and the ANC and Mandela advised protesters to avoid violence; violent and nonviolent protests continued as black South Africans fought even more actively against the white minority government; protesters put increasing pressure on the white minority government)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*prodemocracy*: as a result of new economic policies under Deng, the country opened trade relations with western powers and experimented with special economic zones; many Chinese students were allowed to study abroad in western democratic nations; some students brought back the ideas of democracy; students had sit-ins, speeches, and camped out in Tiananmen Square; *anti-apartheid*: although blacks were the majority, the whites got more freedoms, rights, and better living conditions; blacks were forced to live in homelands and townships which had no electricity and poor housing; blacks had to carry passbooks containing information about themselves, such as where they lived, worked and could travel; when peaceful attempts failed, some turned to violent protest; Mandela was arrested, put on trial, and put in prison; protesters used sabotage, such as ruining electrical mechanisms that supplied electricity to white areas)
- Supports the theme with relevant facts, examples, and details (*prodemocracy*: Tiananmen Square; reforms; freedom of the press; protesters; resignations of Li Peng and Deng Xiaoping; communism; army; *anti-apartheid*: separation of blacks and whites; National Party; ANC; nonviolent protests; Soweto)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states that sometimes protest results in major reforms and government policies are changed and sometimes there are only minor reforms and sometimes no great changes at all

**Conclusion:** Overall, the response fits the criteria for Level 4. While the discussion of the prodemocracy movement is mostly centered on the interpretation of document information, the anti-apartheid discussion is characterized by the inclusion of numerous specific historical details. Analytical statements for both protest movements strengthen the discussion.

Over the course of history, many protests and movements for reforms occurred in response to government actions and laws. Such reforms include the campaign in Great Britain for the suffrage of women, and the Chinese prodemocracy movement. These reform movements have caused each government to react in unsimilar ways. Each reform used different tactics to achieve their goals. Each reform resulted in the struggles of both the government and its people.

The women's suffrage reforms were based on women protesting for their equality in a society of men for their say in government affairs, by fighting for the right to vote. Initially women protestors came up with ~~the~~ and presented reasons why they should have the right to vote. (Doc. 1) In these well pointed reasons, the National Union of Women's Suffrage Societies (NUWSS) states such reasons as that they should have the right to vote such as men do, if they are to fully be a part of the democracy which they lived in. Suffrage was an important right that had recently been given to others, such as poor white males, and women believed that it was only fair that they also were given the right to vote. Women in parts of Britain were peacefully protesting their cause and petitioning the government. Women held protest marches, holding signs stating their wishes to vote and have a say in their government. Eventually, more women joined the protests, and the movement

grew. Government reaction to these protests involved the act of imprisoning women for being a "nuisance" to society, even though technically they'd broken no laws. The government had hopes of scaring the protestors by imprisoning the women, but their plan backfired, and only caused more and more women to join the cause, and fight for their rights. (Doc. 3a + 3b) The government's actions strengthen women's desire for suffrage. However violent actions by some would delay them getting the right to vote. It would take women's efforts during WWI to change the minds of people in Parliament and others. In time, women gained the right to vote, setting them as more equal to the men of society.

Another reform movement took place in China. This movement was the attempt of the students to start a pro democracy movement. Deng Xiaoping, who ruled China, had introduced economic reforms which gave the Chinese more economic freedom. Some of the public was unsatisfied with its communist government. In 1989, the students of China decided to do something about the situation. The movement began on April 17, 1989, when Chinese students began demanding government reforms such as press freedoms, increased democratic say, and government reforms that targeted corruption and inflation. On April 22, 1989, over 100,000 students stood in Tiananmen Square outside of the Great Hall of the people,



to mourn the death of the General Secretary Hu Yaobang, who shared some common goals of the protestors. The ~~reform~~ students didn't want his death to lead to the death of reform. Soon students in large masses began boycotting their classes and camped out in the square. (Doc. 4) When the government showed no signs of granting the political freedoms the students were demanding, a hunger strike was declared by the protestors in May, stating that they would not eat until they'd had success. (Doc. 5) Caught between whether to respond with reform or a crack down, the government decided to use martial law and force. On June 3, 1989, the government's response became clear. Chinese ~~tanks~~ forces arrived in tanks in Tiananmen square. (Doc. 6) One man stopped a line of tanks. He became known as the "tank man," He was brave enough to stand in front of a line of tanks, and keep them from entering the square. However hard the army tanks tried, he would not let them pass, until finally, another citizen pulled the man away. In a matter of a few short hours, the peaceful mass protest was turned into a bloody massacre, as the army fired upon its own people. Thousands were wounded or killed by the brute force of the army's attack. This was a shock to the protestors because the army was the people's army. The army cleared the square. The Chinese government proved that they were willing to act violently against the peaceful

protestors and that government control was more important than individual rights.

Ultimately, protest movements have both positive and negative aspects. For these two examples, the positives involved the accomplishment of women gaining the right to vote. The negatives however, were the Chinese government's actions against their own people, and the consequences the people faced for their peaceful protesting.

## Anchor Level 4-B

### The response:

- Develops all aspects of the task for the woman's rights movement in Great Britain and the prodemocracy movement in China
- Is both descriptive and analytical (*woman's rights*: women were protesting for their equality by fighting for the right to vote; the government imprisoned women for being a "nuisance" even though technically they had not broken any laws; the government had hopes of scaring the protesters by imprisoning them, but their plan backfired and only caused more and more women to join the cause; violent acts would delay them getting the right to vote; *prodemocracy*: students demanded press freedoms, increased democratic say, and government reforms that targeted corruption and inflation; students did not want Hu Yaobang's death to lead to the death of reform; the government did not know whether to respond with reform or crackdown; the Chinese government proved that they were willing to act violently against the peaceful protesters and that government control was more important than individual rights)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*woman's rights*: suffrage was an important right that had been given to others, such as poor white males; it would take women's efforts during World War I to change the minds of Parliament and others; *prodemocracy*: Deng Xiaoping had introduced economic reforms which gave Chinese more economic freedom; students in large numbers camped out in the Square; the killing of the protesters was a shock because the army was the people's army; "the tank man" was able to stop the tanks by standing in front of them, but eventually another citizen pulled him away)
- Supports the theme with relevant facts, examples, and details (*woman's rights*: NUWSS; right to vote; protest marches; *prodemocracy*: hunger strike; Chinese forces arrived in tanks; bloody massacre; army fired upon its own people; thousands wounded or killed)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. While the response relies on the documents to frame the discussion, document information is supported by integrated outside information and analytic statements. The inclusion of more details and further explanation of analytic statements would have strengthened the response.

In many parts of the world, there has existed perpetual conflict. It is something that is unavoidable and thus it holds a part of almost every country's history. Governments usually play a major role in the conflicts, because they are capable of influencing many. Because of this, they open themselves up for opposition. At times, government policies are so extreme or in contradicting with the good of the people that the people come together into protests movements. Examples of these incidents are the protests of the people for the antiapartheid movement in South Africa and the prodemocracy movement in China. In both cases, generally peaceful protests were put down by a violent response by the government.

In China, the clash between the masses and the government forces is most known as the incident of Tiananmen Square in 1989. (Doc. 4) Approximately 100,000 students gathered in the square, committing illegal acts such as boycotting classes and organizing unofficial student unions. Here they called for democracy and freedom of speech. (Doc. 5) They wanted reforms in the government because there was too much power in the hands of only a few people, corruption, and inflation. (Doc. 5) On May 13, 1989, the students began a hunger strike in the square; this drew public support and pledges of assistance. The Chinese government did not take these protests lightly. However, instead of being more

open and responsive to the student's requests, they decided the "Counter revolutionary riot" had to be put down. In this way, the Massacre of Tiananmen Square unfolded. On June 3, army tanks under government orders, moved into the square. They fired upon the unarmed protesters; their response to a peaceful demonstration was violence. The prodemocratic forces of the country were brutally suppressed because their ideas were not favorable to the government. More than two decades later, the Chinese government has been consistent about keeping protests to a minimum as well as not allowing democratic reforms. The government today is still basically a dictatorship, unwilling to accept anything that they think is "counter revolutionary."

Similar to the Tiananmen Square incident in China, the antiapartheid movement also faced numerous obstacles mainly created by the government. In the Union of South Africa, there was a racial problem involved. The Nationalist Party had established the principles of apartheid in 1948, giving justifications for their ideas and actions. The Party's policy was absolute separation of races. (Doc. 7) Their justification was that complete separation was the only way that the two major races could protect the character and future of their own race. In this way the government pushed for apartheid between the white races and the

non-White races. As a result, whites and blacks had separate housing, work, medical care, and many other public services. It was illegal to marry between races and blacks needed to carry passbooks to show that they "belonged" in certain white areas. However, as all radical policies do, apartheid created conflict and resistance from many people. In 1952, the African National Congress launched its campaign for the defiance of unjust laws with Nelson Mandela as the elected National Volunteer-in-Chief. They hoped to start a mass civil disobedience campaign involving an increasing number of people. Mandela traveled through the country organizing resistance to discriminatory legislation. The masses had been encouraged to adopt peaceful actions and to avoid violence at all costs. As a response to these acts, the government charged Mandela and he was brought to trial. He was eventually released from prison. However, several years later he was again arrested and tried. This time he was sent to prison for engaging in violence and for committing treason but the protests continued.

As in Tiananmen Square, protests in South Africa also met with brutal responses. In 1976, a huge mass march of students in Soweto demonstrating against the government policy of teaching in Afrikaans, was put down

by army and police forces. (Dec. 9) Contrary to China, the South African protests were far more successful. Eventually the South African government ended apartheid and allowed for democratic elections. Mandela went from prisoner to president.

As it can be seen in both cases, conflicts between the government and the people are constant. The people see what it is that seems to be wrong with the government and protest. It seems that the government, however is usually not capable of open responses and changes and that often the first action they take is an act of violence.

## Anchor Level 4-C

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the anti-apartheid movement in South Africa more thoroughly than the prodemocracy movement in China
- Is both descriptive and analytical (*prodemocracy*: students wanted reforms in the government because too much power was in the hands of a few; instead of being more open and responsive to students' requests, they decided the "counterrevolutionary riot" had to be put down; under government orders army tanks fired on the unarmed protesters; prodemocracy forces in the country were brutally suppressed because their ideas were not favorable to the government; *anti-apartheid*: movement faced numerous obstacles mainly created by the government; justification was that complete separation was the only way the two major races could protect the character and future of their own race; they hoped to start a mass civil disobedience campaign involving an increasing number of people; the masses had been encouraged to adopt peaceful actions and to avoid violence at all costs)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*prodemocracy*: the Chinese government has been consistent about keeping protests to a minimum as well as not allowing democratic reforms; the government today is still basically a dictatorship; *anti-apartheid*: whites and blacks had separate housing, work, medical care, and many other public services; it was illegal to marry between races and blacks needed to carry passbooks to show they "belonged" in certain white areas; Mandela was again arrested and tried; even though he was sent to prison the protests continued)
- Supports the theme with relevant facts, examples, and details (*prodemocracy*: Tiananmen Square, boycotting classes and organizing unofficial student unions; corruption and inflation; hunger strike; public support and pledges of assistance; *anti-apartheid*: National Party; Campaign for the Defiance of Unjust Laws; National Volunteer-in-Chief; engaged in violence; treason; Soweto; Afrikaans)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how conflicts are unavoidable and governments usually play a major role because of their ability to influence people and a conclusion that states governments are usually not capable of change and their first reaction is often violence

**Conclusion:** Overall, the response fits the criteria for Level 4. Although document interpretation is the focus of the response, knowledge of historical outside information is demonstrated and employed in scattered analytical statements. The recognition that the anti-apartheid movement was far more effective than the prodemocracy movement in China is insightful but more details and development would have strengthened this response.



Throughout the ages, there have been protests that have sometimes marked turning points. The protest moments triggered responses from the governments. Some protests included the women's right movement in Great Britain, the prodemocracy movement in China and the antiapartheid movement in South Africa. These movements and many others, occurred due to certain government policies and actions. Protest movements show the courage of people going after their rights.

China became the second communist country in 1948 under Mao Zedong. Shortly after his death, Deng Xiaoping took over. Deng Xiaoping worked to progress China after the Cultural ~~Rev~~ Revolution. The Cultural Revolution under Mao was an attempt to remove traditional, anti-Mao elements of Chinese society. The progression under Deng Xiaoping eventually allowed for foreign companies and some private <sup>industry</sup> ~~business~~ to be invited back into China. The people started receiving more economic rights but it was still extremely limited politically.

Many Chinese students wanted to push toward a more democratic nation to match the new-found economic freedoms. Protests were started by the students to obtain democratic rights. According to Documents 4 and 5, students protested in various ways such as boycotts and hunger strikes to make a voice against the unjust ways of the government.

Students were calling for ~~the~~ freedom of press and other reforms while mourning the death of former General Secretary of the Communist Party Hu Yaobang. He was a symbol to the students of anticorruption in the government. More than 100,000 students gathered, then boycotted classes, and organized illegal unions. (doc. 4)

On May 13, 1989 students gathered at Tiananmen Square for a hunger strike. The strike drew worldwide media attention. The protest expressed the students willingness toward prodemocracy. Although tolerated at first, the Government did not act too kindly on the protest. The ~~g~~overnment sent the army with tanks and weapons to stop the unarmed student protestors.

The violent response by the government injured and killed people during a peaceful Mass ~~pro~~ protest. Although it shocked the world, the Chinese government proved that they would not tolerate dissent.

South Africa also worked to reform their government and was more successful than the pro-democracy movement in China. During the Age of Imperialism the British and the Afrikaners fought each other for control of South Africa. The British won. Eventually the ~~Afrikaners~~ <sup>Afrikaners</sup> became the white ruling class. The Afrikaner government then set up a series of laws that established the policy of apartheid. Apartheid was used to separate the races. Whites were given citizenship and rights while blacks were forced to live separately under horrible rules and conditions.

The National Party went out to prove that apartheid helped So. Africa (doc. 7). The Afrikaners tried to justify apartheid by stating, "...the application of the policy of separation... is the only basis on which the character and the future of each race can be protected and ~~safeguarded~~ <sup>safeguarded</sup> and which each race can be guided, so as to develop its own national character aptitude, and calling..." (doc. 7) But, in reality they created a government where the minority controlled the majority of the population.

The Blacks of South Africa felt oppressed by the policy of apartheid. The African National Congress (ANC) worked to remove apartheid laws and give South ~~of~~ Africa back to the Africans by creating a democratic government based on equal rights for whites and non-whites. One active leader of the ANC was Nelson Mandela. He was elected Volunteer-in-Chief when the Campaign for Defiance of Unjust Laws was launched in 1952 (document 8). The Defiance Campaign conceived a plan of mass civil disobedience.

The ANC organized many protests and movements in striving for the

abolishment of unjust laws. Nelson Mandela was sent to jail in 1968. Many members of the ANC and other organizations continued to work toward ending apartheid. Nelson Mandela was ~~released~~<sup>released</sup> in February 1991. South Africa then held their 1<sup>st</sup> truly democratic election and he became the first South African president to be elected by an all-race election.

Protest movements around the world have been triggered by political, socio, and economic unhappiness by the masses of a nation. In the African movement unhappiness has caused by racial inequality. In the protest of China, students pushed for a pro-democratic nation. The Women's Suffrage movement was caused by gender inequality. Protests and movements are strives for a better nation and equality between race and gender.

### Anchor Level 3-A

#### The response:

- Develops all aspects of the task with little depth for the prodemocracy movement in China and the anti-apartheid movement in South Africa
- Is more descriptive than analytical (*prodemocracy*: Hu Yaobang was a symbol of anticorruption in the government; more than 100,000 students boycotted classes and organized illegal unions; although tolerated at first, the government did not act too kindly to the protest; the violent response by the government injured and killed people during a peaceful mass protest; *anti-apartheid*: South Africa worked to reform its government and was more successful than the prodemocracy movement in China; the Afrikaners tried to justify apartheid by stating that it protected and safeguarded each race; the blacks of South Africa felt oppressed by apartheid; the ANC worked to give South Africa back to the Africans by creating a democratic government based on equal rights for whites and nonwhites; the ANC continued to work towards ending apartheid after Mandela's arrest)
- Incorporates some relevant information from documents 4, 5, 6, 7, and 8
- Incorporates relevant outside information (*prodemocracy*: Deng Xiaoping worked to improve China after the Cultural Revolution under Mao which eventually allowed for foreign companies and some private industry to be invited back into China; many Chinese students wanted to push toward a more democratic nation to match the newfound economic freedoms; although it shocked the world, the Chinese government proved that they would not tolerate dissent; *anti-apartheid*: under apartheid, whites were given citizenship and rights while blacks were forced to live separately under horrible rules and conditions; the Afrikaners created a government where the minority controlled the majority of the population; Mandela became the first South African president to be elected by an all-race election)
- Includes some relevant facts, examples, and details (*prodemocracy*: freedom of the press; mourning the death of former General Secretary of the Communist Party; Tiananmen Square; hunger strike; army with tanks and weapons; *anti-apartheid*: separate the races; Mandela elected Volunteer-in-Chief; Campaign for Defiance of Unjust Laws; plan of mass civil disobedience); includes some minor inaccuracies (*prodemocracy*: China became the second communist country in 1948; *anti-apartheid*: Nelson Mandela sent to jail in 1968 and released in February 1991)
- Demonstrates a satisfactory plan of organization; includes an introduction that states protest movements show the courage of people going after their rights and a conclusion that discusses examples of how protest movements around the world have been triggered by political, social, and economic unhappiness of the masses

**Conclusion:** Overall, the response fits the criteria for Level 3. Despite the occasional confusion with dates and the long quotation from document 7, historical details demonstrate an understanding of both protest movements. References to significant events are included as part of the development of historical circumstances and are used to explain their connection to the protest movement.