

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

TRANSITION EXAM in GLOBAL HISTORY AND GEOGRAPHY — GRADE 10

Thursday, August 16, 2018 — 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/assessment/> 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 Transition Examination in Global History and Geography — Grade 10*.

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. Teachers may not score their own students' answer papers.

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

Transition Exam in Global History and Geography — Grade 10
Part A Specific Rubric
Document-Based Question
August 2018

Document 1

This excerpt is from a letter written by Galileo to Johannes Kepler on August 4, 1597.

. . . “I have as yet read nothing beyond the preface of your book, from which, however, I catch a glimpse of your meaning, and feel great joy on meeting with so powerful an associate in the pursuit of truth, and, consequently, such a friend to truth itself; for it is deplorable that there should be so few who care about truth, and who do not persist in their perverse [improper] mode of philosophising.* But as this is not the fit time for lamenting [complaining about] the melancholy condition of our times, but for congratulating you on your elegant discoveries in confirmation of the truth, I shall only add a promise to peruse [study] your book dispassionately, and with the conviction that I shall find in it much to admire. . . .

Source: J. J. Fahie, *Galileo: His Life and Work*, John Murray

*Philosophising is the method used by some to understand the world in which they live.

1 Based on this 1597 letter excerpt, what goal are both Galileo and Kepler pursuing?

Score of 1:

- States a goal both Galileo and Kepler pursued based on this 1597 letter excerpt
Examples: truth/pursuit of truth; scientific truth; discoveries that reveal the truth; to make discoveries that confirm the truth/in confirmation of the truth; to change how science is seen; to understand the world in which they lived

Score of 0:

- Incorrect response
Examples: meaning; joy; a powerful associate; preface of the book; complaining; to find much to admire
- Vague response
Examples: condition; confirmation; philosophy
- No response

Document 2

Galileo explains his discoveries to the Pope.



Source: Chris Madden cartoons

2 Based on Chris Madden's cartoon, what risk did Galileo take in presenting his findings to the Church?

Score of 1:

- States a risk Galileo took in presenting his findings to the Church based on Chris Madden's cartoon

Examples: the pope would punish him/hit him; getting hit/punished by the Church; he/Galileo would be in conflict with the Church; being punished for explaining ideas that challenged Church teachings; the anger of the Church/of Church officials; fear of being rejected by the Church; Galileo's/his findings would not be accepted/believed by the Church; excommunication; being accused of heresy

Score of 0:

- Incorrect response
Examples: he explained his discoveries; the pope accepted his ideas; the pope used his telescope; he would be accepted
- Vague response
Examples: hit; hurt; anger
- No response

Document 3

Galileo Time Line

August, 1609	Through the connections of his friend Paolo Sarpi, Galileo presents an eight-powered telescope to the Venetian Senate. He is rewarded by a doubling of his salary and life-tenure at the University of Padua. . . .
Fall, 1609	Continues his improvement of the telescope and begins to make celestial observations with the instrument.
April, 1610	Johannes Kepler sends a letter in support of Galileo's discoveries. The letter is published in Prague as <i>Conversation with the Sidereal Messenger</i> . It is reprinted in Florence a few months later.
April, 1611	Upon the request of Cardinal Bellarmine, the Jesuit mathematicians of the Collegio Romano certify Galileo's celestial discoveries, although they do not necessarily agree with Galileo's interpretation of these discoveries.
February, 1615	A Dominican friar Niccolo Lorini, who had earlier criticized Galileo's view in private conversations, files a written complaint with the Inquisition against Galileo's Copernican views. He encloses a copy of Galileo's letter to [Galileo's mathematician friend] Castelli.

Source: Al Van Helden, The Galileo Project online, Rice University (adapted)

3a Based on the information in this time line, what is *one positive* response to Galileo's work?

Score of 1:

- States a positive response to Galileo's work based on the information in this time line
Examples: he is rewarded by a doubling of his salary; he is rewarded with life tenure at the University of Padua/he was given tenure/tenure; Kepler sends a letter supporting his discoveries; Kepler's letter of support is published in Prague/reprinted in Florence; the Collegio Romano/Jesuit mathematicians certify Galileo's celestial discoveries; he was rewarded; his friends supported him

Score of 0:

- Incorrect response
Examples: he presents an eight-powered telescope to the Venetian Senate; celestial observations were made; a complaint was filed with the Inquisition; he had private conversations
- Vague response
Examples: he had connections; observations; he had friends; salary; certified; letters were written
- No response

3b Based on the information in this time line, what is *one negative* response to Galileo's work?

Score of 1:

- States a negative response to Galileo's work based on the information in this time line
Examples: a Dominican friar/Niccolo Lorini filed a written complaint with the Inquisition; a complaint was filed with the Inquisition; a complaint was filed about his Copernican views; a complaint was filed; Jesuit mathematicians did not necessarily agree with Galileo's interpretation of celestial discoveries; Galileo was criticized/Niccolo Lorini criticized him; criticism

Score of 0:

- Incorrect response
Examples: Niccolo Lorini was criticized; Kepler criticized Galileo; publication of letters; tenure at the university; celestial discoveries were certified; published in Prague and reprinted in Florence; Copernican views
- Vague response
Examples: discoveries; not agreeing; it was interpretation
- No response

Document 4

This is an excerpt from a speech given by Mohandas Gandhi at Exhibition Ground, Faizpur, in January 1937.

. . . Let there be no mistake about my conception of *swaraj*. It is complete independence of alien control and complete economic independence. So at one end you have political independence, at the other the economic. It has two other ends. One of them is moral and social, the corresponding end is *dharma*, i.e., religion in the highest sense of the term. It includes Hinduism, Islam, Christianity, etc., but is superior to them all. You may recognize it by the name of Truth, not the honesty of expedience [benefits] but the living Truth that pervades [spread through] everything and will survive all destruction and all transformation. Moral and social uplift may be recognized by the term we are used to, i.e., non-violence. Let us call this the square of *swaraj*, which will be out of shape if any of its angles is untrue. In the language of the Congress we cannot achieve this political and economic freedom without truth and non-violence, in concrete terms without a living faith in God and hence moral and social elevation. . . .

Source: Raghavan Iyer, ed., *The Moral and Political Writings of Mahatma Gandhi*, Volume III, Clarendon Press

4 Based on this document, what is *one* of Gandhi's goals?

Score of 1:

- Identifies a goal of Gandhi based on this document
Examples: independence of alien/foreign/British control; economic independence/economic freedom; political independence/political freedom; truth/living truth; nonviolence/moral and social uplift; *swaraj*; *dharma* in the highest sense; religion in the highest sense; a living faith in God to achieve political/economic freedom; independence; freedom

Score of 0:

- Incorrect response
Examples: language of Congress; alien control; violence; economic dependence; expedience; to make no mistakes
- Vague response
Examples: concrete terms; corresponding ends; all transformation
- No response

Document 5

Gandhi on March Challenges Arrest

NEW DELHI, March 12 – Mahatma Gandhi's historic "march to the sea" in furtherance of the campaign for civil disobedience began today from the leader's headquarters.

Source: *New York Times*, March 13, 1930

Gandhi Sent to Jail

Special Cable to the *New York Times*, BOMBAY, Monday, January 4, 1932 – Mahatma Gandhi was arrested at his home here at 3 o'clock this morning on the eve of the new civil disobedience campaign which he has predicted will plunge the people of India into "the fires of suffering" once more.

Source: *New York Times*, January 4, 1932

Jail Terms No Curb on Indian Defiance

BOMBAY, January 24 (AP) – Despite jail terms of unprecedented severity, Mahatma Gandhi's army of Nationalist rebels showed no sign of penitence [regret] tonight.

Source: *New York Times*, January 25, 1932

Gandhi Weakening as Fast Continues

RAJKOT, India, March 5 – Mohandas K. Gandhi was cheerful today on the completion of forty-eight hours of his fast, but doctors said he had lost two pounds and that his general weakness was increasing. He has appealed to members of the Congress party not to. . . .

Source: *New York Times*, March 6, 1939

5 Based on these *New York Times* headlines, what are *two* risks taken by Gandhi in pursuit of his goal?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* risk taken by Gandhi in pursuit of his goal based on these *New York Times* headlines
Examples: leading a campaign for civil disobedience could lead to arrest/leading a march to the sea could lead to arrest/being arrested/arrest; being sent to jail/receiving a jail term of unprecedented severity/jail terms; loss of weight from fasting/fasting leading to weakness/possibility of death; possibly plunging the people of India into the fires of suffering; putting his army of Nationalist rebels at risk of receiving jail terms of unprecedented severity

Note: To receive maximum credit, two *different* risks taken by Gandhi in pursuit of his goal must be stated. For example, *leading a campaign for civil disobedience could lead to arrest* and *leading a march to the sea could lead to arrest* is the same risk expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: putting out the fires of India; appealed to members of the Congress Party; completing efforts in 48 hours; ending civil disobedience
- Vague response
Examples: the fires of suffering; disobedience; campaign; defiance; unprecedented
- No response

Document 6

. . . Mahatma Gandhi failed to prevent the partition of India because religious divisions were stronger than nationalistic cohesions [bonds]. Demagogues [political agitators] appealed more successfully to the feelings that separated Hindus from Moslems than Gandhi, Nehru and others could to the interests that should have united them. The crystals of Indian nationalism were not yet packed together in a hard enough mass to prevent the axe of religion from cutting it in two. Britain granted national freedom to India before India had become a nation; therefore she became two nations. Of these, Pakistan was a religious community struggling to arrive at nationhood, and the Indian Republic a near-nation troubled by provincial [local] isolationism, linguistic differences, and religious hatreds. Gandhi was really the father of a nation still unborn. . . .

Source: Louis Fischer, *Gandhi: His Life and Message for the World*, Mentor, 1982

6 According to Louis Fischer, what is *one* problem British India faced at the time of independence?

Score of 1:

- States a problem British India faced at the time of independence according to Louis Fischer
Examples: partition; religious divisions were stronger than nationalistic cohesions/bonds; weak nationalistic cohesions; population was divided by religion; religious divisions; political agitators/demagogues appealed to feelings that wanted to separate Hindus and Moslems; British India was granted national freedom before India had become a nation/Britain granted national freedom too soon; India was troubled by provincial isolationism *or* by linguistic differences *or* by religious hatreds; the crystals of Indian nationalism were not yet packed together in a hard enough mass; British India became two separate nations divided by religion; political agitators; the axe of religion dividing/cutting British India/it in two; India was a nation still unborn; Pakistan was a religious community; Pakistan struggled to achieve nationhood

Score of 0:

- Incorrect response
Examples: India was unified; Hindus and Moslems wanted to be unified; Gandhi supported the partition of India; India was nationalistic; India was a republic
- Vague response
Examples: crystals of Indian nationalism; feelings separated; struggles to arrive; cohesions; axe; still unborn; isolationism
- No response

Document 7

This is an excerpt from Nelson Mandela's address to the Court before sentencing at his trial in November 1962.

. . . I hate the practice of race discrimination, and in my hatred I am sustained by the fact that the overwhelming majority of mankind hate it equally. I hate the systematic inculcation [instilling] of children with colour prejudice and I am sustained in that hatred by the fact that the overwhelming majority of mankind, here and abroad, are with me in that. I hate the racial arrogance which decrees that the good things of life shall be retained as the exclusive right of a minority of the population, and which reduces the majority of the population to a position of subservience [submission] and inferiority, and maintains them as voteless chattels [slaves] to work where they are told and behave as they are told by the ruling minority. I am sustained in that hatred by the fact that the overwhelming majority of mankind both in this country and abroad are with me.

Nothing that this Court can do to me will change in any way that hatred in me, which can only be removed by the removal of the injustice and the inhumanity which I have sought to remove from the political, social, and economic life of this country. . . .

Source: Nelson Mandela, *No Easy Walk to Freedom*, Basic Books, 1965

7 Based on this excerpt from Nelson Mandela's address to the Court, what is *one* of Nelson Mandela's goals?

Score of 1:

- States a goal of Nelson Mandela based on this excerpt from his address to the Court
Examples: removal of injustice and inhumanity from political/social/economic life; to end race discrimination/end apartheid/end segregation; to end the systematic inculcation of children with color prejudice; to end racial arrogance; to end a minority of the population having privileges; to end being in a position of inferiority/in a position of subservience to the ruling minority; to give the majority the right to vote; to end the majority being treated as voteless chattels/slaves; the good things in life should be available to all; to remove the things he hated

Score of 0:

- Incorrect response
Examples: allow racial discrimination/color prejudice; grant rights to a minority of a population; hatred; discrimination; inferiority; injustice; exclusive rights; let the Court change him; the overwhelming majority of mankind are with me
- Vague response
Examples: removal; ending; remove the social/political/economic life of the country
- No response

Document 8a

. . . In secret, underground meetings, the leadership of the ANC [African National Congress] decided in June 1961 to launch sabotage campaigns against the government, one part of a broader strategy that also included mass non-violent action as well as advocating sanctions against the government and diplomatic isolation from the world community. The sabotage campaigns would be organized by a new group, MK, led by Nelson Mandela. MK was the armed wing of the ANC, but that connection was not to be made public in order to protect ANC members from further jeopardy. Additionally, while Luthuli [President-General of the ANC] most likely knew of this shift in ANC policy to include the use of violence as one of the four pillars in the struggle, it is not clear whether he condoned [approved of] it. He, in particular, was shielded from connections to MK. Headquarters for MK were at a secluded house (paid for partly by the Communist Party) in Rivonia, a white suburb of Johannesburg. . . .

Source: *Freedom in Our Lifetime: South Africa's Struggle*, Choices Program, Watson Institute for International Studies, Brown University

8a Based on this excerpt, state *one* action Nelson Mandela took to achieve his goal.

Score of 1:

- States an action Nelson Mandela took to achieve his goal based on this excerpt
Examples: led the armed wing of the ANC/led the MK; advocated the use of violence; organized the sabotage campaigns of MK/launched sabotage campaigns/discussed sabotage campaigns against the government; helped to shift ANC policy; attended secret underground ANC meetings; attended ANC meetings that advocated sanctions against the government; attended ANC meetings that advocated diplomatic isolation of South Africa from the world community; attended ANC meetings that planned/endorsed mass nonviolent actions; allowed the Communist Party to help pay for MK headquarters; shielded some leaders of the ANC from being connected to the MK; protected members of the ANC from further jeopardy

Score of 0:

- Incorrect response
Examples: sabotaged the ANC; abolished the MK; paid for by the Communist Party
- Vague response
Examples: included four pillars; further jeopardy; advocated; attended; launched; organized; MK; campaign; shift in ANC
- No response

Document 8b

Nelson Mandela and Cecil Williams were driving back to Johannesburg on August 5, 1962.

. . . Cecil and I were engrossed in discussions of sabotage plans as we passed through Howick, twenty miles northwest of Pietermaritzburg. At Cedara, a small town just past Howick, I noticed a Ford V-8 filled with white men shoot past us on the right. I instinctively turned round to look behind and I saw two more cars filled with white men. Suddenly, in front of us, the Ford was signaling us to stop. I knew in that instant that my life on the run was over; my seventeen months of “freedom” were about to end. . . .

Cecil and I were locked in separate cells. I now had time to ruminate [think] on my situation. I had always known that arrest was a possibility, but even freedom fighters practice denial, and in my cell that night I realized I was not prepared for the reality of capture and confinement. I was upset and agitated. Someone had tipped off the police about my whereabouts; they had known I was in Durban and that I would be returning to Johannesburg. For weeks before my return the police believed that I was already back in the country. In June, newspaper headlines blared “RETURN OF THE BLACK PIMPERNEL”* while I was still in Addis Ababa. Perhaps that had been a bluff? . . .

Source: Nelson Mandela, *Long Walk to Freedom*, Little, Brown and Company, 1995

* The press and the police referred to Nelson Mandela as the “Black Pimpernel.” Mandela, as the leader of MK, tried to remain invisible.

8b Based on this excerpt, state *one* risk taken by Nelson Mandela in pursuit of his goals.

Score of 1:

- States a risk taken by Nelson Mandela in pursuit of his goals based on this excerpt
Examples: returning to Johannesburg and being arrested/returning to Johannesburg; arrest/being arrested; being captured/being captured by the police; being confined; losing his freedom; being recognized and turned in to the police; being locked in a cell; having the police tipped off about his whereabouts; having to live life on the run; returning to South Africa/the Black Pimpernel returning to South Africa; being killed/assassinated/executed; being pulled over by white men/policemen; having to practice denial as a freedom fighter; risking his life

Score of 0:

- Incorrect response
Examples: gaining his freedom; headlines blared “Return of the Black Pimpernel”; tipping off the police; driving fast
- Vague response
Examples: engrossed in discussions; upset; agitated; a car shot past us
- No response

Document 9

. . . From the moment he was freed, Mandela had used his acumen [insight] to steer the ANC towards racial reconciliation and compromises on issues such as multiracial power sharing (under which Mr de Klerk stayed on as first deputy president for what turned out to be two years). Tactfully but firmly, Mandela outflanked radicals to unite the movement behind this concession. During dangerous moments in the transition, which pushed South Africa to the brink of civil war, Mandela insisted his followers should remain peaceful. They obeyed. He also handled white audiences with a deftness [skillfulness] born of his charm.

Fighting his first general election, Mandela and the ANC won a clear victory. The way was open at last for him to become South Africa's leader. As president, he oversaw his country's efforts to heal old wounds, chief among them the fraught [emotional] hearings of the Truth and Reconciliation Commission. The formula, agreed with Mr de Klerk, allowed the judge-led commission to grant individual amnesties provided those who had perpetrated murder and torture under apartheid admitted the truth of what they had done. . . .

Source: Reed and Cramb, "Nelson Mandela, first president of democratic South Africa," *Financial Times online*, December 5, 2013

9 According to Reed and Cramb, what is *one* achievement of Nelson Mandela after he was released from prison?

Score of 1:

- States an achievement of Nelson Mandela after he was released from prison according to Reed and Cramb

Examples: steered ANC toward racial reconciliation and compromises; multiracial power sharing/keeping de Klerk on as first deputy president; outflanking radicals to unite the movement behind concession to share power; followers remaining peaceful; handled dangerous moments in the transition by insisting followers remain peaceful; Mandela and ANC won a clear victory in the first general election; becoming South Africa's president/leader; established the Truth and Reconciliation Commission; avoided civil war; kept peace; oversaw efforts to heal old wounds; allowed judge-led commission to grant individual amnesties provided those who perpetrated murder/torture under apartheid told the truth/individual amnesties granted for telling the truth; helped end apartheid; handling white audiences with his charm; blacks were able to vote

Score of 0:

- Incorrect response
Examples: ended racial reconciliation; abolished the Truth and Reconciliation Commission; pushed South Africa to civil war; de Klerk became the president; he was freed
- Vague response
Examples: he used insight/skill; dangerous moments; there was a formula; transition; emotional hearings; opened the way; steered them; clear victory; the movement
- No response

Transition Exam in Global History and Geography — Grade 10
Content Specific Rubric
Document-Based Question
August 2018

Historical Context:

Throughout history, there have been individuals who have taken risks in pursuit of what they considered an important goal. These risks have produced varied results. These individuals include *Galileo Galilei*, *Mohandas Gandhi*, and *Nelson Mandela*.

Task: Select *two* individuals mentioned in the historical context and for *each*

- Explain an important goal of this individual
- Describe a risk this individual took to achieve his goal
- Discuss the extent to which this individual achieved his goal

Scoring Notes:

1. This document-based question has a minimum of *six* components (for *each* of *two* individuals, discussing an important goal, a risk taken to achieve the goal, and the extent to which the individual achieved his goal).
2. The same information may be used to discuss the goals, but the facts and details will differ, e.g., both Gandhi and Galileo sought the truth, but Gandhi sought the living truth through swaraj and Galileo looked for truth through scientific discoveries.
3. The same information may be used to discuss the risks, but the facts and details will vary, e.g., both Gandhi and Galileo faced being questioned by the authorities and being arrested.
4. The discussion of the extent to which the individual achieved his goal may be immediate or long term.
5. The response may discuss the extent to which the individual achieved his goal from different perspectives as long as the position taken is supported by accurate historical facts and examples.
6. Only two individuals should be chosen from the historical context. If three individuals are discussed, only the first two may be rated.
7. For purposes of meeting the criteria of using *at least four* documents in the response, documents 8a and 8b may be considered as separate documents *if* the response uses specific information from *each* document.

All sample student essays in this rating guide are presented in the same cursive font while preserving actual student work, including errors. This will ensure that the sample essays are easier for raters to read and use as scoring aids.

Raters should continue to disregard the quality of a student’s handwriting in scoring examination papers and focus on how well the student has accomplished the task. The content-specific rubric should be applied holistically in determining the level of a student’s response.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **each** of **two** individuals by discussing an important goal, a risk taken to achieve the goal, and the extent to which the individual achieved his goal
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Galileo*: connects Galileo’s goal of determining the truth by using the scientific method to the publication of his celestial observations and discoveries, the early reactions of the Catholic clergy to his findings and the conflict with church teachings, his appearance before the Inquisition, and the eventual acceptance of the heliocentric theory; *Gandhi*: connects the goal of the independence of India from British rule to Gandhi’s campaign of civil disobedience for economic and political freedoms and his subsequent arrests and imprisonments that ended with independence being achieved not in triumph, but in perceived defeat due to the partition of British India into India and Pakistan
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Galileo*: Kepler; Copernicus; Scientific Revolution; improvements to the telescope; observation of craters on the Moon; house arrest; *The Starry Messenger*; Newton; *Gandhi*: tolerance; nonviolence; Indian National Congress; Muslim League; Salt March; boycott; East and West Pakistan; refugees
- 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 discussing one individual more thoroughly than the second individual *or* by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Galileo*: discusses how Galileo’s goal of scientific truth led him to publish his celestial observations, how the reactions of Church officials to his validation of Copernicus’ theory led to his arrest, and how many of his scientific discoveries were confirmed and built on by others; *Gandhi*: discusses how Gandhi’s goal of independence for India from British rule and his campaign of nonviolence resulted in his multiple arrests that eventually led to achieving independence for the subcontinent but only after British India was partitioned into India and Pakistan
- 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** individual and the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

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

Galileo Galilei

Key Ideas from Documents 1–3

Goal	Risk	Extent to which Goal Achieved
<p>Doc 1—To pursue truth To find scientific truth To associate with others in pursuit of truth To make discoveries to confirm the truth To understand the world he lived in</p>	<p>Doc 2—Facing negative reactions from the pope by describing his observation of craters on the surface of the Moon Doc 3—Possible punishment for improving the telescope and continuing his celestial discoveries Possible punishment for certification of his celestial discoveries by Jesuit mathematicians Possibly facing the Inquisition based on a complaint filed by a Dominican friar against Galileo’s Copernican views Possible accusation of heresy; possible excommunication</p>	<p>Doc 2—Ideas rejected in 1610 by the pope Doc 3—Letter of support regarding discoveries received from Kepler Publication of Kepler’s letter of support in Prague and reprinted in Florence (<i>Conversation with the Sidereal Messenger</i>) Certification of celestial discoveries by Jesuit mathematicians on request of Cardinal Bellarmine although they do not necessarily agree with Galilei’s interpretation of discoveries Written complaint filed against Galileo’s Copernican views by Dominican friar Niccolo Lorini</p>

Relevant Outside Information

(This list is not all-inclusive.)

Goal	Risk	Extent to which Goal Achieved
<p>To promote the scientific method using observation and experimentation in providing rational explanations for the workings of the universe To support the Copernican-inspired heliocentric (Sun-centered) theory of the universe which disproved the Church-supported geocentric (Earth-centered) theory To support Kepler’s laws of planetary motion and elliptical orbits To promote humanism</p>	<p>Punishment for challenging Church’s view of the universe with descriptions of mountains and valleys on the Moon, Sun spots, and other planets with moons Punishment for challenging the geocentric (Earth-centered) theory accepted by the Church Details about Inquisition (torture and death) Having his writings banned by Congregations of the Index Being forced to recant his theories, and being put under house arrest in 1633</p>	<p>Support of his ideas in <i>Principia Mathematica</i> in 1687 by Newton Smuggling of Galileo’s works out of Italy during his life and after his death Eventual acceptance of Galileo’s ideas Modification of his ideas by other scientists (Scientific Revolution) Discovery of Venus’ phases that were similar to the Moon’s Inaccurate dismissal of Kepler’s theory of tides and elliptical orbit Considered by some to be one of the fathers of modern science/ astronomy</p>

Mohandas Gandhi

Key Ideas from Documents 4–6

Goal	Risk	Extent to which Goal Achieved
<p>Doc 4—To achieve complete independence of alien/foreign control</p> <p>To achieve independence through truth and nonviolent action (economic, political)</p> <p>To achieve swaraj</p> <p>To achieve moral and social uplift (nonviolence)</p> <p>To achieve dharma (religion in the highest sense of the term)</p>	<p>Doc 5—Practicing civil disobedience that led to arrest and jail terms</p> <p>Leading a march to the sea/leading a campaign of civil disobedience</p> <p>Possibly plunging people of India into the fires of suffering</p> <p>Getting jail terms of unprecedented severity/being sent to jail</p> <p>Putting his army of Nationalist rebels at risk of receiving jail terms of unprecedented severity</p> <p>Fasting that might result in serious physical harm (loss of weight, being weakened, possible death)</p>	<p>Doc 6—Britain granting national freedom to India before India had become a nation</p> <p>Failing to prevent partition because religious divisions stronger than nationalistic cohesion/partition of India because of religious divisions</p> <p>Stronger appeal of demagogues to the feelings that separated Hindus from Muslims than to the appeal of Gandhi and Nehru to the interests that would unite Hindus and Muslims</p> <p>Creation of two nations with partition (India, Pakistan)</p> <p>Pakistan religious community struggling to arrive at nationhood</p> <p>Troubles faced by Indian Republic (provincial isolationism, linguistic differences, religious hatreds)</p>

Relevant Outside Information

(This list is not all-inclusive.)

Goal	Risk	Extent to which Goal Achieved
<p>To violate British colonial policy by producing salt (Salt March 1930)</p> <p>To promote Indian textiles and boycott British products (Homespun Movement)</p> <p>To create a unified front against British control with the Indian National Congress and the Muslim League</p> <p>To end caste discrimination</p> <p>To achieve unity between groups within India (Hindus, Muslims, Sikhs)</p>	<p>Possibility of violent response of demonstrators to physical beatings by police and the army</p> <p>Opposition from traditional Hindus in response to his views on caste</p> <p>Potential disunity and disagreement over goals and how to achieve them between the Indian National Congress under Gandhi and the Muslim League under Mohammed Ali Jinnah</p> <p>Other consequences due to acts of civil disobedience</p>	<p>Negative opinions about colonial rule in India expressed by world leaders as a result of British violence</p> <p>Migration of millions of refugees between India and East Pakistan (Bangladesh) and India and West Pakistan</p> <p>Assassination of Gandhi by a Hindu extremist</p> <p>Continuation of Hindu-Muslim conflicts</p> <p>India-Pakistan conflict (Indo-Pakistani Wars, Cold War, nuclear proliferation)</p> <p>Caste discrimination illegal in Indian Constitution</p> <p>Continuation of caste-based crimes</p> <p>India world's largest democracy</p> <p>Emerging global economy in India</p>

Nelson Mandela

Key Ideas from Documents 7–9

Goal	Risk	Extent to which Goal Achieved
<p>Doc 7—To end racial discrimination/system of apartheid</p> <p>To remove injustice from political, economic, and social life</p> <p>To end the systematic inculcation of children with color prejudice</p> <p>To end the subservience of the majority</p> <p>To end treatment of the majority as voteless chattels</p> <p>To end white minority rule over the black majority</p>	<p>Doc 8—Being caught attending secret meetings</p> <p>Organizing sabotage campaigns against government</p> <p>Endorsing mass nonviolent action</p> <p>Advocating sanctions against the government</p> <p>Advocating diplomatic isolation against the world community</p> <p>Possibility of arrest for returning to Johannesburg/South Africa</p> <p>Possibility of being arrested for leading the armed wing of the ANC (MK)</p> <p>Possibility of arrest for advocating use of violence</p>	<p>Doc 9—Multiracial power sharing leading to racial reconciliation and compromises (de Klerk appointed first deputy president)</p> <p>Outflanking radicals to unite movement behind multiracial power sharing</p> <p>Avoiding civil war (persuaded followers to remain peaceful, skillfully handled white audiences)</p> <p>Becoming president of South Africa after first general election</p> <p>Establishing Truth and Reconciliation Commission</p> <p>Granting amnesty to individuals by judge-led commission provided those who perpetrated murder and torture under apartheid told the truth</p>

Relevant Outside Information

(This list is not all-inclusive.)

Goal	Risk	Extent to which Goal Achieved
<p>To end use of pass books, lack of voting rights, ban on peaceful assembly, and forced residence in homelands and segregated townships faced by the black/colored/Indian population</p> <p>To obtain free and compulsory education</p> <p>To obtain infrastructure services (sewers, electricity, running water)</p> <p>To achieve a multiracial South Africa</p> <p>Details about ending/removing social, political, and economic injustices</p> <p>Details from the Freedom Charter of South Africa</p>	<p>Threat of death or punishment during protests and while in prison</p> <p>Loss of family and/or family connections as result of being in hiding, imprisoned, or being steadfast in his beliefs</p> <p>Being sent to Robben Island as a political prisoner</p> <p>Having his words and image banned</p> <p>Being forgotten as result of being incarcerated</p> <p>Having to spend many years in prison (27)</p>	<p>Increase in nationalism</p> <p>Increase in international support for South Africa</p> <p>Sharing Nobel Peace Prize with de Klerk</p> <p>Ending system of apartheid in part due to work with Desmond Tutu</p> <p>Unification of South Africans through rugby during 1995 World Cup</p> <p>Keeping political negotiations on track during a period when civil war feared</p> <p>Becoming a symbol to black South Africans seeking freedom and equality</p> <p>Becoming someone willing to work for compromise and negotiate for change to prevent bloodshed</p> <p>Becoming an active force in rebuilding the nation in the post-apartheid period</p>

Many people throughout history have had to fight for what they believe in. These fights, whether violent or peaceful, have led to a need for risks to be taken. Two notable historical figures who have taken the necessary risks in order to achieve their goals are Mohandas Gandhi and Galileo Galilei. Their willingness and determination to stay true to their beliefs helped them to eventually achieve their goals, or at least contribute vital information that would later help their goals to be achieved.

Mohandas Gandhi was an important civil rights activist. He lived in India at a time when the country was a British colony. At this time, people native to India were treated as inferior and looked down on by British colonists. The British took advantage of the Indians economically by making them dependent on British manufactured goods. Politically the British denied the Indians self-rule and forced them into second class status. This treatment of his people made Gandhi decide to call for a change. An important goal of Mohandas Gandhi's was to free India from British rule. Gandhi wanted what he called swaraj which included complete political and economic independence. Using swaraj, Gandhi believed that he could unify Indian people of all faiths to achieve a living Truth. He believed swaraj could be used to defeat the British because he believed it gave the Indians a moral righteous uplift. Gandhi also wanted to use this "Truth Force" to get rid of inequalities within Indian society between castes and religions. He did this through a technique known as civil disobedience or nonviolence. Using civil disobedience, Gandhi and his followers refused to obey unfair or oppressive British laws. Gandhi's methods are particularly noteworthy because he was never violent. He

and his followers protested peacefully even when they were threatened by the British with violence. To achieve his goal Gandhi marched, protested, disobeyed laws, faced jail time, went on hunger strikes, wrote letters, went on media campaigns, and participated in many other nonviolent actions. Gandhi and his followers had the important goal of freeing India, and they were very determined to do so.

One specific example of Gandhi's determination to free India was the risk to his own health. Gandhi used fasts as a weapon against the British government. The fasts did not affect the British like an armed revolt would have. But because Gandhi used the media, coverage of these fasts was incredibly important for changing worldwide opinion against the British. This put international pressure on the British to give India its freedom. Gandhi was so committed to his cause that he was willing to put his personal health aside. He fasted as a peaceful way to show his determination and his love for India. Gandhi also used this tactic to unite Hindus and Muslims. In one famous fast Gandhi refused to eat until Hindus and Muslims stopped rioting and killing each other. He almost died trying to bring people together. In another protest Gandhi risked imprisonment by taking many of his followers on a long-distance march to the sea in protest of the British tax on salt, where they harvested their own salt which was illegal. Gandhi walked over 200 miles to the sea, attracting more and more followers as well as international press along the way. The world learned about the cruelty of the British who did not let the Indians make something as simple as salt. The world also watched as Indians were beaten, arrested, and thrown into jail for protesting. When he was protesting, Gandhi accepted the risk of his personal health without a

second thought.

Although Gandhi did eventually win independence for India, his success was not as great as he had hoped it would be. Gandhi's original goal was for India to be one big independent country in which all peoples of different classes and faiths lived together not only peacefully but as equals. However, "the crystals of Indian nationalism were not yet packed together in a hard enough mass to prevent the axe of religion from cutting it in two" (doc. 6). When India became independent, it split into two nations: India and Pakistan. This was because people who lived in India were mainly Hindu, while those living in Pakistan generally followed Islam. Although Gandhi had hoped nationalism would keep the country together, religious ties broke it apart. Even so, Gandhi's goal of freeing India was met and accomplished.

Another important historical figure who took risks for his beliefs was Galileo Galilei. Galileo was an astronomer who lived at a time where the church had a definite definition of the universe and persecuted those who went against that definition. The church believed and followed the geocentric model which the Greek philosopher Aristotle promoted. It said that the Earth was the center of the universe and the sun, planets, and stars revolved around the Earth. Many people in the church believed this to be the truth because it justified God choosing the Earth to be the birthplace of his son Jesus. The church believed that any other thought was a threat to the basic ideas of the church. Galileo was one of the first to use a high powered telescope which enabled him to see farther than others had into space (doc 3). With this telescope, he observed, among other things, that the moon was not smooth and that

Jupiter had more moons than previously thought. Based on his observations, Galileo concluded that a moon revolved around the Earth and many other moons revolved around Jupiter. He also found that Earth, Jupiter, and the other planets all revolved around the Sun. These findings went directly against the church teachings but Galileo knew it was important they be published.

The biggest risk Galileo took in publishing his findings was being persecuted by the church. In his time, the church tried to control much of life and knowledge in Europe. They were experiencing the loss of many Catholics to the Protestant Reformation and felt threatened. They tried to stop people from questioning and going against Church doctrine. By showing people what he had discovered and explaining what those discoveries meant, Galileo was making himself a target for the church to persecute him. However, Galileo believed that people had a right to know that what the Church was teaching was inaccurate. He believed that people should be aware of the scientific truth. This determination was why he took the risk of persecution.

Although Galileo's findings were important, he did not see his goal fully realized. Once he published his findings, he was brought before the Inquisition which was basically a trial where the judges were high-ranking officials of the Church. Under the threat of excommunication, he was made to apologize and retract all the claims he had made or be guilty of heresy. Galileo was told to recant his findings and was put under house arrest until he died. However even while under house arrest he continued trying to prove scientific truths. Eventually many of his findings were proven accurate and were used by many other thinkers during the Scientific Revolution. His scientific

discoveries are still used today showing that he reached his goal by discovering scientific truths and educating people about them.

Both Galileo Galilei and Mohandas Gandhi had goals they hoped to achieve. In order to reach these goals, they faced risks to themselves, which they took for the greater good. Both these men cared more about their goals than the harm that could come to them while they were trying to achieve those goals. Although they may not have been completely successful in reaching their goals, what they did achieve will remain historically important for years to come.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Mohandas Gandhi and Galileo Galilei
- Is more analytical than descriptive (*Gandhi*: wanted *swaraj* which included complete political and economic independence; using civil disobedience, Gandhi and followers refused to obey unfair or oppressive British laws; willing to put personal health aside; almost died trying to bring people together; risked imprisonment by taking followers on long distance march to sea; *Galileo*: one of first to use higher powered telescope which enabled him to see further than others had into space; risked persecution by Church for publishing his findings; by showing people what he had discovered and explaining what discoveries meant, he made himself a target for Church to persecute)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Gandhi*: wanted to use “Truth Force” to get rid of inequalities within Indian society; media coverage of fasts incredibly important for changing worldwide opinion against British; protested British tax on salt by having Indians harvest own salt which was illegal; world watched as Indians beaten, arrested, and thrown into jail; *Galileo*: many people in Church believed geocentric model to be true as it justified God choosing Earth to be birthplace of his son; Church believed any other model would be a threat to basic ideas of Church; in his time Church tried to control much of life and knowledge in Europe; he was made to apologize and retract all claims he made or be guilty of heresy; put under house arrest until he died; even while under house arrest continued trying to prove more scientific truths; findings proven accurate and used as basis of other thinkers during Scientific Revolution)
- Richly supports the theme with many relevant facts, examples, and details (*Gandhi*: goal to free India from British rule; marched, protested, disobeyed laws, went on hunger strikes, and wrote letters; when India became independent it split into two nations of India and Pakistan; *Galileo*: astronomer; with telescope observed moon not smooth)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses many people had to fight for what they believed in and a conclusion that discusses how both Gandhi and Galileo cared more about their goals than the harm that could come to them while trying to achieve their goals

Conclusion: Overall, the response fits the criteria for Level 5. Outside information and document information are integrated with analytic statements and effectively used in addressing the task. A strong understanding of the risks taken by Gandhi and Galileo to achieve their goals is evident throughout the discussion.

History has had many important individuals that have fought for freedom of speech, political reform, religious reform, against racial discrimination etc. This is most apparent in the goals and achievements as well as the risks taken by Mohandas Gandhi in India and Nelson Mandela in South Africa. Gandhi and Mandela through extensive risk-taking and demonstrations changed the lives of the civilians of their nations. But how did they achieve this? In both countries these men brought about social and political reforms.

Mohandas Gandhi was the leader of the Indian nationalist movement but he first discovered discrimination in South Africa when he was kicked off a train for being racially different. Gandhi then saw the cruelty of discrimination under the colonial system there. Gandhi fought against the pass laws by protesting the Afrikaner government's abuse of people of color. After several years, Gandhi returned to his Indian homeland to undertake the significant task of freeing his homeland from British rule (Document 4). Gandhi used non-violent protests and policies of civil disobedience to make an impact. Gandhi believed that by using nonviolence, the "Spiritual Truth" would be on his side and would force the British government to give up its rule and grant independence. This idea stems from the Hindu idea of Ahimsa which includes nonviolence towards all living things. Ahimsa allows people to see Truth and dharma and helps people make the right decisions. He hoped by using Ahimsa the British would see the cruelty and injustice of its colonial control and would grant India independence. One of the risks Gandhi took was the Salt March where he actively broke the law by making salt and selling it. The British had a monopoly over the manufacturing and selling of salt.

The British also taxed any salt purchases. Followers joined Gandhi's march and by the time he reached the sea, tens of thousands of Indian protesters were with him at the Indian Ocean making their own salt (Document 5). This led to the arrests of thousands of civilians including Gandhi himself. The possibility of being jailed and beaten was one of many risks Gandhi and his followers took to further his movement. Gandhi fasted for days as well to protest the British abuse and mistreatment of Indians and to promote the equality of people in India (Document 5). Gandhi encouraged his followers to boycott British goods and told the Indian people to make their own products by spinning and weaving their own cotton cloth. The boycotts, fasts, and marches were problematic for the British. Following World War II when Europe was weak and Great Britain needed to rebuild, they could no longer hold on to India as it was too expensive to support a large colonial empire. One major achievement of Mohandas Gandhi was freeing his people from British rule as well as preaching non-violence to all. However, Gandhi failed to prevent the partition of India into a state for Hindus (India) and a state for Muslims (Pakistan) (Document 6). Tensions between Indian Hindu's and Muslims at independence led to protests between the two groups that were violent. Gandhi fasted to try to unify Indians. Six months following independence and partition Gandhi was murdered by a Hindu extremist. Gandhi's legacy lives on but he died never achieving his dream of a truly unified India.

Like Gandhi a similar figure arose to abolish racial discrimination and encourage political reform in South Africa, Nelson Mandela (Document 7). Throughout South Africa due to the legacy of colonial

rule, the population was divided into racial sects. There was the black majority and the white minority. With the establishment of the Afrikaner National Party's rule in the late 1940s the white minority had almost all say in government while blacks could not hold political office let alone even vote for an official or be a citizen. This changed with the help of Nelson Mandela. Mandela first used peaceful means of civil disobedience to make a lasting impact on the government. The African National Congress, an organization built to fight against the white minority to win a say in government (Document 8a) helped lead the fight. After the nonviolent protest in Sharpeville was violently put down by the government, Mandela along with some other members of the ANC believed there should be a violent solution. This developed into the MK a military sector of the ANC organization to further the movement. Due to Mandela's significant involvement in black affairs he took numerous risks to achieve his goals. MK campaigns that he directed often used violence and he was considered a public enemy by the government. He faced threats to his life and he was arrested numerous times. One of those times he was arrested and tried for treason which put him in jail for over 20 years. He faced brutal conditions and beatings on Robben Island. Although he was in jail, he gained many supporters as well as wrote a book, *The Long Walk to Freedom*, which explained the hardships of black Africans in South Africa. Nelson Mandela's name became a rallying call to many around the world. Songs, protests, and discussions were all made to help end apartheid and free Mandela. With the help of the ANC and pressure from worldwide sources, Mandela eventually was released from jail. The white minority of the

South African government eventually voted on policies to end apartheid. Mandela ran in the first ever multiracial elections where he was elected the first black president of South Africa, free of apartheid (Doc 9). Mandela helped abolish apartheid which allowed black Africans to vote. Nelson Mandela, through struggle and hardship, persisted and met his ultimate goal of a somewhat unified South Africa where all people regardless of color had a say in the government.

Like Gandhi, Mandela's goals of equality were not completely achieved. Generations of systematic economic abuse by the white majority has left many black South Africans in poverty, even today. Black South Africans have achieved political equality but are still trying to achieve economic justice.

Mohandas Gandhi and Nelson Mandela, through hardship and struggle, took risks in an attempt to achieve unity for people in their countries. These men were extremely influential in their countries and changed their political, social, economic and cultural landscape forever. Although there were instances where their methods were not effective, major goals were achieved by both parties.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Mohandas Gandhi and Nelson Mandela
- Is more analytical than descriptive (*Gandhi*: believed by using nonviolence, “Spiritual Truth” would be on his side and would force the British government to give up its rule and grant independence; being jailed and beaten one of many risks Gandhi and his followers took to further his movement; legacy lives on but he died never achieving his dream of a truly unified India; *Mandela*: like Gandhi, he wanted to abolish racial discrimination and encourage political reform; along with some other members of ANC, he believed there should be a violent solution; while in jail wrote *Long Walk to Freedom* explaining hardships of black Africans in South Africa; his name became rallying call to many around world; goals of equality not completely achieved because generations of systematic economic abuse of black South Africans left many in poverty)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Gandhi*: British had a monopoly over the manufacturing and selling of salt; encouraged his followers to boycott British goods; told Indians to make their own products by spinning and weaving own cotton cloth; boycotts, fasts, and marches problematic for British; following World War II Britain could no longer hold onto India; six months following independence and partition, Gandhi was murdered by a Hindu extremist; *Mandela*: with establishment of Afrikaner National Party’s rule in late 1940s, white minority had almost all say in government while blacks could not hold political office, vote for an official, or be a citizen; arrested and spent over 20 years facing brutal conditions and beatings on Robben Island; songs, protests, and discussions made to help end apartheid and free Mandela)
- Richly supports the theme with many relevant facts, examples, and details (*Gandhi*: used civil disobedience; Salt March; tensions between India’s Hindus and Muslims; failed to prevent partition of India into a state for Hindus (India) and a state for Muslims (Pakistan); *Mandela*: MK a military sector of ANC organization; arrested numerous times; elected first black president of South Africa in first multiracial elections)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that describe how Gandhi and Mandela, through extensive hardship and struggle, changed the lives of civilians in their nations

Conclusion: Overall, the response fits the criteria for Level 5. Analytic statements and good historical references are effectively used to support the discussion of risks and their role in pursuing important goals. Thoughtful conclusions reflect good critical appraisals and effective comparisons of the work of both Gandhi and Mandela.

In order for progress to be made politically, economically, socially, and scientifically, individual people in society must initiate change. In promoting this change, significant risks need to be considered because individuals seeking change are often met by powerful opposition. Galilei Galileo and Mohandas Gandhi promoted new ideologies and often faced physical and mental risks. However, their desire to better human society prompted them to accept these risks in order to achieve what they believed was right.

Galileo is most known for his pioneering discoveries in astronomy at the advent of the Scientific Revolution. His goal was to use observation and experimentation to discover scientific truths. His theories include the Moon's craters and the Earth's overall position in what was deemed the heliocentric universe. He believed that the center of the universe was the Sun and that the planets and stars revolved around the Sun. He also believed that planets could have satellites such as the Earth's moon and the moons that orbit Jupiter. His beliefs were often in opposition to the Roman Catholic Church, which was a predominant power in Europe due in part to the weak governments that existed during the Middle Ages. The Church during the Middle Ages and the Renaissance was seen by many as the possessor of all knowledge. It didn't like its authority and power to be questioned. The Catholic Church promoted the faulty idea that the Earth was the center of the universe (geocentrism) and the other celestial bodies orbited around it. Galileo's heliocentric discoveries and ideas were in direct contradiction with the teachings of the Church. If Galileo was right, it would put much of what was accepted as knowledge into question. By publicizing his scientific discoveries, Galileo jeopardized his

reputation in the eyes of the church as well as his membership in the Church (document 2). Galileo faced excommunication. He risked being accused of being a heretic and faced possible physical punishment or death because of his actions. His relationship with the church deteriorated even further when Dominican friar Niccolo Lorini filed a complaint about Galileo with the Inquisition (Document 3). The Inquisition targeted heretics including Galileo who the Catholics believed was dangerous and went against Christian teachings. Galileo's livelihood was severely jeopardized. Galileo's risks allowed him to achieve his goal of pursuing scientific truths. Although he was forced to recant and was placed under house arrest Galileo's discoveries were not silenced or forgotten. Other scientists took Galileo's ideas and expanded upon them. They discovered moons orbiting other planets like Saturn, Uranus, and Neptune further proving Galileo's points and made modifications and improvements to the telescope.

Mohandas Gandhi rose to prominence in the waning period of British imperialism in India. The exploitation of goods, particularly raw materials prompted the British government to assume direct political and economic control of the region in the 1850s without regard to the needs of the Indian people. Indians were treated like 2nd class citizens and were forced to obey and follow the British politically and economically. The Indian National Congress was created in order to give a voice to the Indian people and to fight for independence against the British. Mohandas Gandhi became an important leader in the Indian National Congress. He encouraged and supported the use of civil disobedience methods even though these methods were often met with violence by the British. Despite this, Gandhi continued to support

the use of nonviolent means. He desired to create a unified independent India. He was met with opposition by the Muslims. They feared the creation of a coherent unified independent state because they believed their voices and interests would be ignored in a country dominated by Hindus. (Document 6). British opposition to Gandhi's efforts included imprisonment. Gandhi was arrested numerous times for demonstrations that defied the British colonial government (Document 5). However his deep personal desire to alter the situation of India led Gandhi to risk his life personally by repeatedly going on hunger strikes, in order to showcase true discontent with the nation's circumstances. (Document 5). His intense determination promoted social empowerment within the region and led to eventual removal of colonial rule. However, even though independence was achieved Gandhi was not able to unify Hindus and Muslims into one country. Partition occurred creating a Muslim Pakistan and a predominantly Hindu India.

Regardless of the risks associated with the creation of political or social change, independent individuals sometimes determinedly pursue their goals and are responsible for the progress of societies.

Anchor Level 4-A

The response:

- Develops all aspects of the task but discusses Galileo Galilei more thoroughly than Mohandas Gandhi
- Is both descriptive and analytical (*Galileo*: goal was to use observation and experimentation to discover scientific truths; jeopardized his reputation in eyes of Church as well as his membership; relationship with Church deteriorated even further when Dominican friar Niccolo Lorini filed a complaint with the Inquisition; *Gandhi*: supported the use of civil disobedience methods even though they were often met with violence by the British; desire to alter situation of Indian state led him to risk his life by repeatedly going on hunger strikes to showcase his discontent with nation's circumstances; his intense determination promoted social empowerment within region that led to the eventual removal of colonial rule)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Galileo*: during Middle Ages and Renaissance, Church did not like its authority and power questioned; Catholic Church promoted the faulty idea that Earth was the center of universe (geocentrism) and other celestial bodies orbited around it; although forced to recant and placed under house arrest, his discoveries were not silenced or forgotten; other scientists took his ideas and expanded upon them; other scientists discovered moons orbiting other planets such as Saturn, Uranus, and Neptune further proving his points; *Gandhi*: exploitation of raw materials prompted British government to assume direct political and economic control of India in 1850s; Indian National Congress was created to give voice to the Indian people and to fight for independence; met with opposition by Muslims who believed their voices and interests would be ignored in a country dominated by Hindus; partition occurred creating a Muslim Pakistan and a predominantly Hindu India)
- Supports the theme with relevant facts, examples, and details (*Galileo*: faced possible physical punishment or death from Church; *Gandhi*: arrested several times; India achieved independence; not able to unify Hindus and Muslims into one country)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss how Galileo and Gandhi's desire to better human society prompted them to accept risks

Conclusion: Overall, the response fits the criteria for Level 4. The response includes well-placed analytic statements that are supported by document and outside information demonstrating an understanding of the risks taken by Galileo and Gandhi. Less repetition and additional supporting facts and details, especially in the discussion of Gandhi, would have strengthened the discussion.

Throughout history, there have been many influential leaders who have risen up to unite their people in an effort to help their country. Two of these leaders are Mohandas Gandhi and Nelson Mandela. Both leaders came to power with the intention of helping their countries achieve political reform. Both leaders were forced to take risks to achieve this goal, but in the end these risks were worth it because they ended up achieving their goals.

Mohandas Gandhi was an Indian man who saw that there were many problems with British rule in his country. The Indian people were not being treated fairly by the British. Much of their manufacturing had disappeared because the British used India as a market for British goods. Many Indians who once held economic and political power lost their positions and Indians were treated as if they were socially inferior to the British. Gandhi saw that the only solution to this problem was for India to become independent. Gandhi believed that complete political and economic freedom for his country would eliminate many of the problems faced by people in India (Document 4). He began organizing non-violent marches to protest against the government. One march, called the Salt March, was very successful. Gandhi and thousands of his followers walked many miles to the ocean to make salt by hand. This was a huge action, because it was a protest against the British monopoly on salt in India. While the action of making salt may seem simple and unimportant, salt was a necessity for life. Gandhi organized media coverage because he wanted the world to see the lengths the British would go to prevent Indians from entering a British-controlled salt works or from producing salt on beaches near the ocean. Because it was publicized around the world,

people read about the British beating, injuring, and jailing unarmed men and women for protesting. Some of Gandhi's other actions also got him into trouble with the government, and he was arrested a few times for going against the government. Document 5 shows a news headline that reads that Gandhi was arrested on January 4, 1932, due to his new civil disobedience campaign. Gandhi accepted the British arrests and jail terms without regret for doing what he did. This shows the extent that he was willing to go and the risks that he was willing to take to achieve his goal of independence. Gandhi willingly harmed his health when he engaged in numerous hunger strikes in order to end British control. In 1947, Britain agreed to grant Indian independence, however, religious conflicts worsened between the Muslims and Hindus (Document 6). These conflicts were so great that the British felt that India had to be partitioned into two countries: Pakistan and India. Gandhi did achieve Indian independence, but he did not manage to achieve the social unity between his people like he wanted.

Nelson Mandela also saw injustices in his country, South Africa. Since the Dutch and British had colonized Cape Town on the Southern tip of Africa, there had been many problems with Europeans living in South Africa. Even though the native Africans were the overwhelming majority in terms of population in this country, it was still the white Europeans called Afrikaners who had control over the whole government. Society was very unfair and unjust and racism was prevalent. Nelson Mandela wanted to change this situation. To help end this injustice, Nelson Mandela became a part of the African National Congress, and became a leader of a secret armed unit called the MK that was going to start using violence to oppose the apartheid

government (Document 8a). This was very risky because the ANC was banned and it was illegal to hold meetings or participate in any ANC planned events and protests. In addition to this, the MK was committing crimes trying to sabotage the government with the use of violence. The South African government wanted to capture Mandela so that he would stop opposing them and so that the Black South Africans would be too scared to fight the apartheid government after one of their key leaders was imprisoned. He was arrested by the government in 1962, and served a very long sentence in jail. The struggle continued while he was in jail and he became the image of the anti-apartheid fight. When he was finally released, he returned to campaigning for the end of apartheid in South Africa. But this time he encouraged his followers to be nonviolent, and they listened (Document 9). This leadership allowed South Africa to avoid a civil war. Mandela helped to convince the white Afrikaners to give up apartheid and allow black South Africans citizenship. He also ran for president in a general election and won, and began working towards equality. As president, Nelson Mandela was able to achieve many of the goals that he had.

Both Nelson Mandela and Mohandas Gandhi fought for their country's civil rights. They both had to take many chances in doing so, and they were both arrested at least once. Despite these sacrifices, they were both generally successful in achieving their goals. It can be argued that Nelson Mandela was more successful because he was able to help solve many of his country's issues, whereas Gandhi's movement was unable to resolve the tensions between Muslims and Hindus resulting in two independent countries instead of a united India.

Anchor Level 4-B

The response:

- Develops all aspects of the task for Mohandas Gandhi and Nelson Mandela
- Is both descriptive and analytical (*Gandhi*: believed complete political and economic freedom for his country would eliminate many problems; while action of making salt may seem simple, salt was a necessity for life; willingly harmed his health when he engaged in hunger strikes; did not achieve social unity he wanted among his people; *Mandela*: racism prevalent and he wanted to change situation; became part of African National Congress and a leader of secret armed unit called MK; struggle continued while in jail and he became image of antiapartheid fight; after release from jail encouraged followers to be nonviolent and they listened allowing South Africa to avoid a civil war)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Gandhi*: much of Indian manufacturing disappeared because British used India as market for British goods; many Indians who once held economic and political power lost positions and Indians treated as socially inferior; thousands of his followers walked many miles to ocean to make salt; organized media coverage because he wanted the world to see the lengths the British would go; *Mandela*: even though native Africans were the majority in terms of population, white Europeans called Afrikaners controlled the government; ANC was banned and it was illegal to hold meetings or participate in any ANC planned events and protests; served a very long sentence in jail; helped to convince white Afrikaners to give up apartheid and allow black South Africans citizenship)
- Supports the theme with relevant facts, examples, and details (*Gandhi*: wanted India to become independent; arrested for going against government; used civil disobedience campaigns; gained independence for India; religious conflicts between Hindus and Muslims worsened; *Mandela*: MK used violence; arrested by government in 1962; became president)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how both Gandhi and Mandela, despite the risks they faced, wanted to help their countries and a conclusion that states Mandela was more successful than Gandhi

Conclusion: Overall, the response fits the criteria for Level 4. Numerous facts and examples are integrated with relevant outside information to support all aspects of the task for Gandhi and Mandela. Thoughtful conclusions and attempts at comparison benefit the response but would have been strengthened by additional explanation.

Many people throughout history have taken risks to achieve goals. Sometimes that involved putting themselves in harms way. Their persistence and determination are what helped them achieve these goals. The actions of men such as Galileo and Nelson Mandela are only some of the leaders of revolutionary ideas and movements throughout world history.

Galileo is an individual who took many risks and faced the consequences. Galileo wanted to discover and support scientific truth (Doc 1). He believed the Church was supporting false scientific information. The Church supported the Ptolemaic idea of the geocentric model in which the Earth was the center of the universe. However, Galileo understood that this model was untrue. He supported the Copernican idea of the heliocentric model in which the earth and other planets revolved around the sun. He made observations of other planets and moons through his telescope and his discoveries supported Copernicus' ideas. Galileo faced many potential problems with the church when he reported his astronomical findings. He faced imprisonment, excommunication, and even torture (Doc 2). Galileo was taking a big risk by using science to go against the ideas of the church. This was a time period where the church was seen as the higher power who was an authority on what was right and wrong in the world. However, the church was facing threats from Protestant groups and others who were trying to take away the power the Church had over the people in Europe. Suggesting they were wrong was a very big deal. There were times when his ideas were met with reward such as when his ideas were agreed with and published by Johannes Kepler or when he was given praise and lifetime tenure at the University of Padua.

However there were other times when his ideas were met with strong opposition and criticism, such as when Niccolo Lorini sent a complaint about his claims to the inquisition (Doc 3). Although the Church placed him under house arrest, his ideas got out and led to many other scientific discoveries. Kepler and Newton among others saw Galileo and Copernicus as the fathers and leaders of ideas about the universe. All these attempts proved successful in the long run, as the heliocentric model of the universe is accepted as truth. Galileo died under house arrest, never knowing the extent to which people accepted his ideas. In spite of the risks he chose to pursue scientific truth and the publication of his findings.

Nelson Mandela is another brave individual whose actions had significant outcomes. Mandela is from South Africa which had a racially biased government led by the white minority that denied rights to black South Africans. The practice of discrimination and segregation and unfair policies existed in South Africa even before apartheid was turned into institutional law. The ANC was formed in the early 1900s to bring black South Africans together and to defend their rights. In the 1940s after apartheid was officially established, the ANC became energized and received increased support from black South Africans. At first the ANC supported non-violent resistance. However as time went on, the white minority government used more and more violence against black South Africans. Nelson Mandela decided to lead the ANC anti-apartheid unit, MK. It was the group that fought opposition with armed struggle (Doc 8a). When Mandela saw that civil disobedience was not producing the desired affect, he changed tactics. It was a risk he payed for. At this point it was illegal

to be a member of the ANC and it was treasonous to plan to violently overthrow the government. Mandela was arrested and put on trial for his use of used armed struggle against the white minority government. As a result he was put in prison, and it was from prison that he continued to help lead the anti-apartheid movement. While in jail Mandela rejected and renounced the use of violence and started promoting unity between blacks and whites. Mandela put the greater good and well being of the South African people above his previously held beliefs, because it was more important. When Mandela was freed from prison he worked with president F.W. DeKlerk (Doc 9). Together they worked on how to best end apartheid and create an equal society. Mandela's risks payed off because he was eventually elected the first black president of South Africa. He helped to unify and heal the wounds of apartheid so that all citizens in South Africa could live without fear.

Both of these individuals took risks to better the lives of people in their societies. Some produced effects they got to experience and some didn't. However they were all revolutionary.

Anchor Level 4-C

The response:

- Develops all aspects of the task for Galileo Galilei and Nelson Mandela
- Is both descriptive and analytical (*Galileo*: wanted to discover and support scientific truth; believed Church was supporting false scientific information; faced problems with the Church when he reported his astronomical findings; he died under house arrest never knowing the extent to which people accepted his ideas; *Mandela*: at first ANC supported nonviolent resistance; when civil disobedience was not producing desired effects he changed tactics; put greater good and well-being of South African people above his previously held beliefs because it was more important; helped to unify and heal wounds of apartheid so all citizens in South Africa could live without fear)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Galileo*: Church supported Ptolemaic idea of geocentric model in which Earth was the center of the universe; he supported the Copernican idea of the heliocentric model in which Earth and other planets revolved around Sun; time period when Church was seen as higher power who was the authority on what was right and wrong in world; although Church placed him under house arrest, his ideas got out and led to many other scientific discoveries; Kepler and Newton among others saw him and Copernicus as the fathers of ideas about universe; *Mandela*: ANC formed in early 1900s to bring black South Africans together and to defend their rights; in 1940s ANC became energized and received increased support from black South Africans; was illegal to be member of ANC; treasonous to plan to violently overthrow government; while in jail he rejected and renounced the use of violence and started promoting unity between blacks and whites)
- Supports the theme with relevant facts, examples, and details (*Galileo*: ideas agreed with and published by Kepler; given praise and lifetime tenure at University of Padua; Niccolo Lorini sent complaint about his claims to Inquisition; *Mandela*: racially biased government that abused black South Africans; leader of antiapartheid unit MK; helped lead antiapartheid movement from prison)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how persistence and determination help individuals achieve goals and a conclusion that is a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. A good understanding of the risks taken by Galileo and Mandela is demonstrated with the use of good historical details that support some well-placed analytic statements. Relevant outside information is included but would have benefited from additional explanation.

During the Scientific Revolution, many new ideas and discoveries began to be developed. Starting with Copernicus, the heliocentric model of the solar system began to play a role in science. Galileo used the telescope to further prove the heliocentric model. Nelson Mandela fought against the apartheid in South Africa which had resulted in racial inequality caused by white minority control of blacks. Galileo was an astronomer who worked to provide further evidence for the heliocentric model of the world, taking on risks such as the church's disapproval and his possible persecution from the Inquisition. As time went on, Galileo's ideas were accepted by the church and used by scientists. Mandela was a South African leader of the ANC which fought against the ideas of racism in the apartheid era. He faced many risks fighting apartheid like getting arrested and being thrown into jail. However, Mandela continued fighting for what he believed was right and became the president of South Africa.

Galileo fought against church authority and provided evidence for the heliocentric concept of the world. He took the ideas of Copernicus and proved them through observation. Johannes Kepler was also a well-known scientist during his time. Galileo, in his letter to Kepler writes about the melancholy times in which they live where the Church is suppressing scientific ideas that go against the ideas of Bible teachings. Galileo and Kepler are pursuing the goal of promoting scientific truth which went against the church's support of a geocentric model of the universe (Doc 1). Chris Madden shows a cartoon of the pope wanting to hit Galileo over the head for his ideas. Even though the illustration is supposed to be satirical it shows the concept that the pope was unhappy about Galileo publishing his ideas in the *Starry*

Messenger and opposing the Church. The pope wanted to silence Galileo even if it meant to physically punish Galileo. The pope used the Inquisition to force Galileo to stop writing about the heliocentric model of the universe. Despite these risks, Galileo still promoted and believed in the heliocentric model (Doc 2). He was at first supported by some Jesuit mathematicians who agreed with Galileo's evidence but drew different conclusions. However a Dominican friar criticized him and filed a written complaint with the Inquisition against Galileo's Copernican views, starting the Church's persecution of Galileo. Galileo was forced to recant and was placed under house arrest. During the rest of his life, he was not allowed to study the sky anymore but this didn't stop him from trying to find scientific truth. He moved on to the problem of motion, eventually taken over by Newton (Doc 3). Galileo's work was later used by other astronomers who were also willing to go against the church and spread the idea of the heliocentric model and other scientific discoveries on space and movement. Galileo's ideas are now considered part of the Scientific Revolution.

Nelson Mandela was a South African leader who fought against the system of apartheid. When Mandela was in court being sentenced to prison, a risk he knew he would have to face, he refused to let the fear of jail make him give up on the idea of racial equality for blacks in South Africa. One of Nelson Mandela's main goals was to fight the apartheid system in South Africa that promoted racial inequality (Doc 7). Mandela was a leader of the ANC, a group against apartheid and racial segregation. As the leader of the military arm of the ANC called the MK, Mandela helped set up sabotage campaigns against the government using methods like bombings and armed resistance

against the government. Mandela took on the risk of being arrested by the government for trying to take down the apartheid government and create more social justice (Doc 8a). Mandela and the ANC continued fighting for social justice even after Mandela's arrest. When he was in jail, Mandela started to advocate again for nonviolent protest. In the early 1990s when he was finally released, he worked with de Klerk to move toward removing the system of South African apartheid. Despite being close to civil war, Mandela and de Klerk managed to bring people together and change South African policies. Apartheid ended. Mandela was elected president, and amnesties were granted to those Afrikaners who had committed murder under apartheid by the Truth and Reconciliation Commission provided those Afrikaners told the truth about what they had done. He was able to help create a unified equal country with justice and hopefully without resentment against their fellow South Africans. (Doc. 9)

Galileo and Mandela were two examples of people taking risks for what they believed in.

Anchor Level 3-A

The response:

- Develops some aspects of the task in some depth for Galileo Galilei and Nelson Mandela
- Is more descriptive than analytical (*Galileo*: risked Church's disapproval and possible persecution from Inquisition; took ideas of Copernicus and proved them through observation; wrote to Kepler about Church suppressing scientific ideas that went against Bible teachings; promoting scientific truth went against Church's support of geocentric model of universe; pope wanted to silence Galileo even if it meant physically punishing him; despite risks he continued to promote and believe in heliocentric model; at first supported by some Jesuit mathematicians who agreed with his evidence but drew different conclusions; *Mandela*: fought against apartheid in South Africa which resulted from racial inequality caused by white minority control of blacks; refused to let fear of jail make him give up on racial equality for blacks in South Africa; amnesties granted to Afrikaners who committed murder under apartheid by Truth and Reconciliation Commission; despite being close to civil war he and de Klerk managed to change South African policies)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Galileo*: ideas eventually accepted by Church and used by scientists; pope unhappy about Galileo publishing his ideas in *Starry Messenger*; forced to recant and placed under house arrest; after arrest not allowed to study sky; moved on to problem of motion which was eventually taken over by Newton; *Mandela*: help create a unified equal country with justice and hopefully without resentment against fellow South Africans)
- Includes some relevant facts, examples, and details (*Galileo*: used telescope to further prove heliocentric model; criticized by Dominican friar who filed written complaint with Inquisition; Scientific Revolution; *Mandela*: leader of military arm of ANC called MK; released from jail in early 1990s; elected president of South Africa)
- Demonstrates a satisfactory plan of organization; includes an introduction that summarizes the accomplishments of Galileo and Mandela and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Document information frames a response that includes some relevant outside information, especially in the discussion of Galileo. An understanding of the task is demonstrated; however, additional supporting facts and details would have strengthened the response, especially in the treatment of Mandela.

Throughout history, all over the world most people live accepting the conditions they experience but every now and then we see individuals who take risks in pursuit of what they considered an important goal. When looking back at these individuals, the names Galileo Galilei, who wanted to better understand the world, and Nelson Mandela, who fought against racial discrimination come to mind. Though the risks they took had varied results, they are thought of as great catalysts for standing up for what they believed in.

Thought of as the 'father of modern science', Galileo Galilei's goal was to show people the truth, and help them to better understand the world and the heliocentric universe in which they lived. In a letter written to Johannes Kepler on August 4, 1597, Galileo wrote to Kepler in response to the great joy he had felt in reading only the preface of Kepler's book, saying how happy he was in finding someone else engaged in the pursuit of truth. He wrote how there are so few people who care about truth and do not persist in philosophising. To achieve his goal, Galileo took many risks that most would be scared to take. For instance, Galileo presented his eight-powered telescope and theories he made based on observations using it to the pope and Venetian State in 1609 and 1610. This was a big risk being that it went against the teachings of Catholicism which believed in the geocentric model meaning that the earth is the center of the universe. Galileo argued using evidence that the earth revolved around the sun. He also stated that the other planets had moons so therefore the geocentric model was wrong. Galileo continued to record and publish his findings, causing Church leaders to become angered and unhappy. In response to his findings, a written complaint was filed against Galileo's Copernican

views by Niccolò Lorini in February of 1615. This later led to the arrest of Galileo, a trial in front of the Inquisition, and him being forbidden to further his studies. Though the Church did not accept his findings, Galileo's beliefs served as a stepping stone for many in the pursuit of better understanding the world in which we live.

Another individual who took a risk in pursuit of what they considered an important goal was Nelson Mandela. Mandela fought against racial discrimination and hoped to abolish the practice of apartheid in South Africa in the mid and late 20th century. In 1965, Mandela's book 'No Easy Walk to Freedom' described his goals for the country. Mandela wrote how South Africa's majority (blacks) were subjected to a position of submission and inferiority under the minority population (whites). To make his goal a reality, Mandela initially led mass non-violent action across the country. However, as the leader of the MK, Mandela led the MK to organize armed, violent sabotage campaigns against the government. By doing this, Mandela put himself at risk of being captured, imprisoned, and tried for treason—and just that happened. In 1962 Mandela was arrested and imprisoned for a very long time. While he was in prison the anti-Apartheid movement continued using him as an inspiration for their protesting. People would call for the end of apartheid and to free Mandela. He was released in the early 1990s and upon his release, Mandela ran in the first general all race election, and won. Mandela became president of South Africa, and practiced his beliefs of healing the country and preventing racial discrimination.

Throughout history, we see individuals who are not afraid to speak out for what they believe in and have taken risks in pursuit of what

Anchor Paper – Document-Based Essay—Level 3 – B

they believed to be an important goal. When looking back at these individuals the names Galileo Galilei and Nelson Mandela come to mind. Though the risks these men took had varied results, they are remembered and thought of as great catalysts of standing up for what they believed in.

Anchor Level 3-B**The response:**

- Develops some aspects of the task in some depth for Galileo Galilei and Nelson Mandela
- Is more descriptive than analytical (*Galileo*: goal to show people truth and help them to better understand the world; happy to find someone else engage in the pursuit of truth; presented his eight-powered telescope and theories he made based on observations to pope and Venetian state; Church did not accept his findings; beliefs served as a stepping stone for many in pursuit of a better understanding of the world in which we live; *Mandela*: initially led mass nonviolent action across country; book *No Easy Walk to Freedom* described his goals for South Africa; wrote how South Africa's blacks, the majority, subjected to a position of submission and inferiority under whites, the minority population; led MK to organize armed violent sabotage campaigns against government; put himself at risk of being captured, imprisoned, and tried for treason)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Galileo*: thought of as “Father of Modern Science”; wanted people to understand heliocentric universe in which they lived; theories went against teachings of Catholicism which believed in geocentric model; argued Earth revolved around Sun; stated other planets had moons so geocentric model wrong; was tried in front of Inquisition and forbidden to further his studies; *Mandela*: while in prison antiapartheid movement continued using him as inspiration for protesting; ran in first general all-race election and won)
- Includes some relevant facts, examples, and details (*Galileo*: continued to record and publish findings; Lorini filed a written complaint; arrested; *Mandela*: fought against racial discrimination; hoped to abolish practice of apartheid in South Africa; arrested in 1962; released in 1990)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that discuss Galileo and Mandela as catalysts for standing up for what they believed

Conclusion: Overall, the response fits the criteria for Level 3. Occasional analytic references and some relevant outside information strengthen a response that is document reliant. Additional facts and details would have benefited the discussion, especially in the treatment of the extent to which both Galileo and Mandela achieved their goals.

Throughout history, there had been many movements with the purpose of achieving a specific goal, or goals. These movements face opposition from political powers who feel threatened and the need to squash the revolt or movement. Because of this, many movement followers and their leaders face big risks such as an execution or imprisonment. Despite these risks, some movements successfully achieved or fulfill their goal. Some examples of successful movements include but are not limited to: the elimination of a foreign power ruling in India, and the end of apartheid in South Africa and achieving racial unity.

Mohandas Gandhi lead a movement in India to liberate India from foreign control. His goal was to free India from foreign control and grant India political and economic freedom. (Document 4) The British, this aforementioned foreign body, had ruled India for decades, and had imposed laws Indians regarded as unjust. (O.I) It weakened India's traditional economy and passed laws to control India (O.I.). One example is when the British established a monopoly on Indian-produced salt, forcing Indians to pay taxes to the British for salt (O.I.) The Indians who were followers of the civil disobedience campaign, marched with Gandhi to the coastline to protest this unjust law. (Document 5) Gandhi has risked and faced the threat of imprisonment, beatings, or even death. He was arrested (Document 5) along with thousands of other Indians who had marched, made salt, sold salt, and participated in nonviolent protest. (O.I.) After many years of campaigning and protesting, India was able to eliminate the British from rule and gain political and economic independence. (Document 6)

Another important figure in the movements for a cause around the world is Nelson Mandela. His goal was to eliminate racial discrimination and the systematic racial hatred in South Africa, as he wrote “I hate the practice of racial discrimination, and in my hatred I am sustained by the fact that the overwhelming majority of mankind hate it equally. I hate the systematic inculcation of children with colour prejudice” (Document 7) Mandela realized that racial discrimination and prejudice result in hate and inequality and wanted to change this. The government system that had existed in South Africa at the time was apartheid which had caused and encouraged this discrimination. (O.I.) Mandela, by opposing and publicly speaking against the system, put himself at risk of incarceration or execution. After the massacre at Sharpeville, Mandela turned to violent resistance and went underground. Mandela was caught and arrested in 1962 after running for 17 months. (Document 8b) At the time his risk was being arrested, tried, and found guilty of armed sabotage. He was tried, found guilty, and imprisoned for almost three decades for his involvement in the movement opposing the apartheid system. (O.I.) After awhile, he shifted the ANC’s focus to staying peaceful rather than using violent means which could incite a civil war. (Document 9) After several meetings and agreements with deKlerk and others Mandela was released from jail. He became the president of South Africa after winning South Africa’s first general election that included black South Africans. (Document 9) The system of apartheid was finally eliminated, fulfilling Mandela’s goal.

Movements can have a big impact on history, leading to many

great changes. For example, in India Gandhi lead a movement that persevered and resulted in liberation from British control. Mandela a South African lead the breakdown of the apartheid system and united the races that were once divided by the system. In their pursuit of these goals, they have faced great danger or punishment which they had overcome.

Anchor Level 3-C

The response:

- Develops all aspects of the task in little depth for Mohandas Gandhi and Nelson Mandela
- Is more descriptive than analytical (*Gandhi*: goal to gain political and economic freedom; British imposed laws Indians regarded as unjust; Indian followers of civil disobedience campaign marched with Gandhi to protest salt tax; *Mandela*: hated systematic instilling of color prejudice in children; realized that racial discrimination and prejudice result in hate and inequality; put himself at risk of incarceration or execution by opposing apartheid; arrested, tried, and found guilty of armed sabotage; shifted ANC focus from violent means which could incite a civil war; after several meetings and agreements with de Klerk and others, Mandela was released; actions led to breakdown of apartheid system and united races once divided by system)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates limited relevant outside information (*Gandhi*: British ruled India for decades; Britain weakened India’s traditional economy; British established monopoly on Indian-produced salt; made salt, sold salt, and participated in other nonviolent protests; *Mandela*: turned to violent resistance after massacre at Sharpeville; imprisoned for almost three decades; won South Africa’s first general election that included black South Africans)
- Includes some relevant facts, examples, and details (*Gandhi*: wanted to liberate India from foreign control; arrested along with thousands of Indians who marched with him; faced threat of imprisonment, beating, or death; *Mandela*: caught and arrested after running for 17 months)
- Demonstrates a satisfactory plan of organization; includes an introduction, and a conclusion that states how Gandhi and Mandela were able to achieve change

Conclusion: Overall, the response fits the criteria for Level 3. Document information frames the response. Limited outside information is employed to discuss risks taken by Gandhi and Mandela to achieve their goals. While a few well-placed analytic statements strengthen the response, lack of supporting facts and details and broad generalizations detract from the effort.

In order to achieve a goal, one must sacrifice many things and take risks to get what they want. Galileo Galilei was a scientist that wanted to spread more awareness about his findings and Mohandas Gandhi wanted independence from Britain in a non violent way. Both of these historical figures challenged the ideas of a higher power, like the government or the church, to achieve their goal.

Galileo Galilei was a scientist in the 1600's that developed the eight-powered telescope, and as a result, found many celestial discoveries. According document 1, his goal was to share to the world truth about what he found and spread his astronomical information. However, by doing this, Galileo was taking a big risk because he was going against the Church's established beliefs. This can be shown in Document 2, in the cartoon he shares his findings about the moon to the church and they are seen hitting him. The church had a lot of influence at the time, so going against their ideas was risky.

Despite lack of acceptance from the church, Galileo received support from other scientists and educational institutions. This is shown in Document 3, when his telescope discoveries led him to salary increase and life tenure at the university he worked at. In addition, scientist Johannes Kepler agreed with his work, and communication between them was published. Galileo did receive certification on his findings by the church but they did not necessarily agree with the interpretations of his findings.

According to Document 4, Mohandas Gandhi wanted India to gain complete independence, including economic, in a manner that was truthful and non violent. For a long time, India was under the rule of Britain that took their raw materials and only let India buy

manufactured products from them. To achieve this goal, Gandhi did a series of non-violent protests to show his want for independence. As shown in Document 5, Mandas Gandhi put together the salt march to the sea to show his disagreement with the use of salt from Britain. This was a risk because it showed he disagreed with the government, and it ended him up in jail. In addition, Gandhi executed hunger strikes for multiple days to show protest for independence. As a result, he lost weight and became significantly weaker. Gandhi risked his health and personal freedom for what he believed in.

Gandhi's efforts were shown to be successful. India became independent from Britain and stopped relying on them economically.

Both Galileo Galilei and Mohandas Gandhi sacrificed their own personal safety so that their ideas and beliefs could be shared. In the end, both people ultimately got what they wanted and made huge impacts in history that we study and learn about today. Without taking risks and struggling against people that oppressed them like the church or alien power, they would've not been able to achieve their goal. Risk taking is necessary to be successful.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Galileo*: wanted to share with world truth about what he found; Church had a lot of influence at the time so going against its ideas was risky; despite lack of acceptance from the Church, he received support from other scientists and educational institutions; telescope discoveries led him to a salary increase and life tenure; received certification of his findings but they did not necessarily agree with the interpretations of his findings; *Gandhi*: wanted to gain independence for India in a manner that was truthful and nonviolent; put together Salt March to the sea to show his disagreement with use of salt from Britain; risked his health and personal freedom for what he believed in)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents little relevant outside information (*Galileo*: went against Church's established beliefs; *Gandhi*: India was under rule of Britain who took its raw materials)
- Includes few relevant facts, examples, and details (*Galileo*: developed eight-powered telescope; scientist Kepler agreed with his work and his support was published; *Gandhi*: nonviolent protests; ended up in jail; hunger strikes; India became independent from Britain)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that summarize the work of Galileo and Gandhi

Conclusion: Overall, the response fits the criteria for Level 2. Relevant document information is strung together demonstrating a basic understanding of the task. While all aspects of the task are addressed, the extent to which Galileo and Gandhi achieved their goals would have benefited from additional supporting facts and details.

Throughout the course of history, people who believe themselves to be superior than others have controlled and suppressed those they believed are weaker. This control by the minorities over the majorities brings an increase in the power of the minorities and injustice towards the majorities. During conflicted period of time like this, individuals have rose to fight for what they believe in. Amongst these individuals are Mohandas Gandhi and Nelson Mandela, who used non-violence to gain independence from Britain and end the practice of apartheid in South Africa respectively.

Mohandas Gandhi was an Indian man, who fought to gain India its independence from Britain. India was used as a colony by the British. It was a source of raw materials as well as a market for English manufactured goods. After the World War I, Indians expected to gain more political rights from Britain for participating in the war and helping Britain during the war. However, when this was not fulfilled, the Indians created their own national party called the Indian National Congress. Gandhi rose as an independence activists. He wanted India to gain independence from Britain through the practice of non-violence, "...we cannot achieve this political and economic freedom without truth and non-violence..." (Document 4). In order to achieve his goal of independence, Gandhi risked being imprisoned and dying from starvation. The New York Times newspaper headlines say "Gandhi sent to jail" and "Gandhi weakening as Fast Continues" in Document 5. Through Gandhi's continued effort, he was able to gain India its independence; however, he failed to stop India from dividing after its independence, "Mahatma Gandhi failed to prevent the partition of India because

religious divisions were stronger than Nationalistic cohesions [bonds]" (Document 5). The religious difference amongst the Indian citizens both Muslims and Hindus led to its divisions as the Muslims moved to the new country created, called Pakistan, while the Hindus moved to India.

Nelson Mandela, a black South African, gained acknowledgement for fighting to end the practice of Apartheid in South Africa. Apartheid was a South African segregated policy where the majorities, the Black South Africans, were racially discriminated by the white South Africans, the minorities. Mandela's goal was to end the segregation, Apartheid through non-violence, "the removal of the injustice and the inhumanity which I have sought to remove from the political, social, and economic life of this country. . . ." (Document 7). He risked being imprisoned for fighting to end Apartheid, ". . . not prepared for the reality of capture and confinement" (Document 8b). Mandela was able to achieve his goals. He was able to end Apartheid in South Africa and become the president of South Africa." As president, he oversaw his country's efforts to heal old wounds. . . ." (Document 9).

Both Mahatma Gandhi and Nelson Mandela are individuals who sought to end oppressions in their nations. They both used non-violence to achieve their individual goals. They put aside their fears and risked being imprisoned and possible death to make sure they achieve their goals. Although Gandhi was not able to keep India united forever due to religious differences, they were both able to achieve their original goals.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Gandhi*: independent activist who wanted to gain independence from Britain; risked being imprisoned and dying from starvation; failed to stop India from dividing after independence because religious divisions stronger than nationalistic bonds; *Mandela*: risked being imprisoned for fighting to end apartheid; oversaw his country's efforts to heal old wounds)
- Incorporates limited relevant information from documents 4, 5, 6, 7, 8, and 9
- Presents little relevant outside information (*Gandhi*: British colony of India used as a source of raw materials as well as a market for British manufactured goods; after World War I, Indians expected more political rights from Britain for helping Britain during war; Muslims moved to new country, Pakistan, while Hindus moved to India; *Mandela*: apartheid was South African policy of segregation where majority, black South Africans, were racially discriminated by white South Africans, the minority)
- Includes few relevant facts, examples, and details (*Gandhi*: nonviolence; sent to jail; *Mandela*: became president of South Africa); includes inaccuracies (*Gandhi*: when India did not gain rights from Britain after World War I they created their own political party, the Indian National Congress)
- Demonstrates a general plan of organization; includes an introduction that states control by minorities over majorities brings injustice and a conclusion that mentions both Gandhi and Mandela put aside their fears and risked imprisonment and possible death

Conclusion: Overall, the response fits the criteria for Level 2. Quotes from document information are strung together demonstrating a basic understanding of the task. Repetitiveness and inaccuracies weaken the effort.

Individuals all throughout history have taken risks for the greater good and sacrificed so much for a cause they believed in. While some unsuccessful, some go remembered in history as leaders who saw themselves on a larger scale, as a part of the nation they were fighting for.

One example of this could be Mohandas Gandhi. One clear goal Gandhi had for India was to improve social conditions within the country and free the people from the British occupation that was active at the time. Gandhi wanted to achieve political and economic freedom through truth and non-violence and even risked his health and well-being to do so. Gandhi risked jailtime for civil disobedience among Indian citizens and even risked his health, losing weight and becoming weak due to his fasting in protest of the British. Gandhi achieved this goal as the British left India and allowed it to become independent as its own country.

Another example of a risk taking leader could be Nelson Mandela. Mandela wanted to help balance the clear social injustices seen at the time. Mandela did things such as help launch sabotage campaigns against the government to help achieve this goal of a more fair and just society. Mandela risked his life in many respects to help pursue this goal, being thrown in prison for decades for simply trying to improve the social inhumanities of the time. Mandela achieved his goals, becoming president of South Africa shortly after being released from prison.

Overall individuals can be seen throughout history going the extra mile and putting even their lives at risk to help fix injustices seen in their societies. These individuals took risks to achieve their goals and

Anchor Paper – Document-Based Essay—Level 2 – C

did not view themselves as individuals, but as vessels to conquer their people's injustices and create a balanced and equal society.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Gandhi*: wanted to improve conditions within India; wanted to achieve political and economic freedom through truth and nonviolence; risked his health by losing weight and becoming weak due to fasting in protest of British; British left India and allowed it to become independent; *Mandela*: wanted to help clear social injustices seen at time; helped launch sabotage campaigns against government to achieve goal of a more fair and just society; thrown in prison for decades for trying to improve social inhumanities of the time)
- Incorporates limited relevant information from documents 4, 5, 6, 7, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Gandhi*: wanted to free people from British occupation; civil disobedience; *Mandela*: became President of South Africa)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. Although all aspects of the task are addressed for both Gandhi and Mandela, the treatment of the extent to which each individual achieved his goal is limited. While document information and general statements frame the response, lack of supporting facts and details weaken the effort.

Both Mohandas Gandhi and Nelson Mandela were great influences that created change in their country. These men took great risks to do good for the people of the country. Gandhi getting independence and Mandela uniting a segregated South Africa.

Nelson Mandela in South Africa focused on creating a desegregated South Africa and a stop to racial prejudice. Mandela spent a lot of his life in prison for protesting (Doc 8b) peacefully when he was younger. Mandela sacrificed most of his life to advocating for desegregation. After many years in prison for civil disobedience Nelson years later became president of South Africa, ending apartheid (Doc 9) and uniting it. Although Mandela faced many issues he took many risks to do what was needed.

Gandhi was another highly influential individual that played a major role in gaining India independence from Britain. Gandhi, like Mandela was imprisoned many times for things like peaceful protests and civil disobedience. To promote and ensure peace Gandhi would fast to make sure his followers stay peaceful. (Doc 5) Gandhi also stated many political problems by Britain. (Doc 4)

Both of these very influential leaders were great contributors to their country by taking the necessary risks to get to their goal.

Anchor Level 1-A

The response:

- Minimally addresses most aspects of the task
- Is descriptive (*Mandela*: protested peacefully when he was younger; sacrificed most of his life to advocating for desegregation; *Gandhi*: imprisoned many times for peaceful protests and civil disobedience; would fast to make certain his followers stayed peaceful); lacks understanding and application (*Mandela*: imprisoned for civil disobedience)
- Includes minimal information from documents 4, 5, 7, 8, and 9
- Presents little relevant outside information (*Mandela*: spent many years in prison)
- Includes few relevant facts, examples, and details (*Mandela*: became president of South Africa; *Gandhi*: gained independence for India from Britain)
- Demonstrates a general plan of organization; includes a brief introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Brief general statements address the task and suggest a minimal understanding of risks taken by Mandela and Gandhi to achieve their goals. Details are limited.

Anchor Paper – Document-Based Essay—Level 1 – B

Throughout history, many individuals have taken risks in the hopes they would accomplish an important goal. Individuals such as Galileo Galilei, Mohandas Gandhi, and Nelson Mandela have all provided contributions, good and bad, to our world today.

Galileo Galilei presented an eight powered telescope to the Venetian Senate. By doing this he put himself at risk of being excommunicated by the Church (Doc. 3). Galileo's goal was to change the world in which he lived and also to enhance science.

Mohandas Gandhi was a civil disobedience leader. He faced many challenges while fighting for a change. Gandhi hoped to one day have complete economic and political independence from Great Britain (Doc. 4). One risk Gandhi faced while non-violently protesting was fasting and going against the Indian/British governments.

Both these individuals took risks in pursuit of what they considered an important goal. For Galileo and Gandhi the results of these risks were positive; changing the way we live today.

Anchor Level 1-B**The response:**

- Minimally addresses some aspects of the task
- Is descriptive (*Galileo*: goal was to change the world in which he lived and enhance science; *Gandhi*: faced many challenges while fighting for change; hoped to one day have complete economic and political independence from Great Britain)
- Includes minimal information from documents 2, 3, 4, and 5
- Presents little relevant outside information (*Galileo*: put himself at risk of being excommunicated by the Church)
- Includes few relevant facts, examples, and details (*Galileo*: presented an eight-powered telescope to Venetian Senate; *Gandhi*: civil disobedience leader; used nonviolent protesting; risk faced by fasting)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The extent to which either Galileo or Gandhi achieved their goals is minimally addressed. Facts are stated but not explained and lack connections.

Throughout our history various leaders have risked their lives, freedom, and happiness in pursuit of accomplishing their goals. Mohandas Gandhi is an example of a leader who risked his life for the independence of his country. Galileo Galilei while he didn't fight for political independence was fighting for truth and freedom from Church teachings. Galileo Galilei and Mohandas Gandhi are two individuals who risked their lives and freedom in pursuit of accomplishing their goals and ideas.

Galileo Galilei's goal was to pursue the truth and to confirm the truth. During this time the Roman Catholic Church was teaching the idea of the planets revolving around the Earth. Anyone who tried to go against this idea could be tried for heresy, excommunicated and kicked out of the church forever. Galileo however knew the truth and the truth was that the planets including Earth revolved around the sun in an orbit. (Document 1) This led Galileo to risking his relationship with the church and his image to others. Galileo supported heliocentric ideas which was something the church didn't condone. Galileo was very determined to reach his goal and constructed a telescope and kept on making improvements. With this telescope he made celestial observations. Although not a lot of people supported Galileo's research, findings, and ideas they couldn't dispute his observations. These observations helped prove the geocentric model was wrong. When Galileo presented his belief to the church he also risked his freedom because as a result of publishing his findings he faced the Inquisition. He was placed under house arrest and isolated from the world (Doc 2) Despite this, people printed his letters and books containing his findings and ideas to spread them for use by others

around the world. Galileo's marvelous discoveries led to the expansion of the scientific revolution in which he influenced other individuals to challenge the Church's beliefs. (Doc 3).

Mohandas Gandhi's goal was to bring complete independence to India from alien control and to bring economic self sufficiency and political independence. However Gandhi didn't want to achieve this change through violence, he believed that India could achieve independence with non-violent techniques. (Doc 4) Because of Gandhi's belief in non violence he risked his life, health and freedom. He was also willing to risk his family and his lifestyle. Gandhi gave up his life as a British educated lawyer to become the father of his country. He risked his life through fasting in which he managed to lose 2 pound in 48 hours. He fasted in order draw attention to certain issues. He hoped that all of India and even the world would make changes. Gandhi also risked his freedom through his peaceful protests. He purposely broke British laws to draw attention to British injustices. He was sent to jail and incarcerated many times all because of his strong desire to bring independence to India. One example of Gandhi's technique was the Salt March in which he and many others marched to the coast and made their own salt since the British taxed salt. (Doc 5) Gandhi and his supporters went to the extent of not fighting back against the military men and would endure harmful beatings in order to bring pity among those watching the beatings. Gandhi's peaceful techniques' were an inspiration to others who also participated in non violent actions to try to get the changes they wanted. His non violent technique shows proof that achieving things doesn't require violence. Britain finally gave India independence. Although India

Document-Based Essay—Practice Paper – A

gained its independence, it isn't as unified since religious divisions were stronger than nationalistic cohesions. A partition was made in India which divided the country into Pakistan and India (Doc 6).

Although Gandhi wasn't able to unify everyone into one country he still managed to inspire those around him to use peaceful acts and understand that violence is never the answer.

Both of these leaders risked their image and even their lives to achieve the change that they were so determined to achieve. Not only did these changes impact their countries but it impacted the world and gave example to others that achieving your ideas is possible and that change is possible.

In times past and recent, individuals such as Galileo Galilei and Mahatma Gandhi, both of whom challenged long-standing social traditions and political authority, come to mind. For Galileo, he introduced new scientific ideas that were contrary to the established Catholic teachings, while Gandhi supported unification of the Indian people and independence from British rule. Both were non-violent and sought an understanding of the "truth", but were condemned by authorities. They were largely successful, and influential and they are remembered to this day.

Galileo sought an understanding and dissemination of true astronomical ideas that he discovered, despite being in direct conflict with the Church. During the late Middle Ages and the Renaissance, the Church still maintained a strong influence on social customs and knowledge, and influenced much of the politics. The Church punished those who went against it or those who did not bend to their will threatening them with excommunication or other punishments. As in document 2, Galileo shared his discoveries with the Church, however it did not accept his interpretations of those discoveries. The Church promoted the geocentric model and believed that this theory proved God's love for man. Galileo, however, through his observations proved the geocentric model to be incorrect and the heliocentric, the Copernicus model to be correct (document 3). By doing this he became the subject of a complaint filed with the Inquisition. He risked being jailed, losing his social reputation and standing as an important intellect, and being found guilty of heresy. He eventually faced the Inquisition in the early 1600s and was ordered to recant. He was placed under house arrest. It is interesting to note that astronomers, or those

educated in science, acknowledged the validity of Galileo's work, while other political figures did not care so much about his discoveries and new ideas as they were more concerned with maintaining power. Despite the lack of recognition for Galileo's discoveries by the Church, he eventually became recognized as one of the pioneering figures of the Scientific Revolution. Other astronomers such as Kepler took Galileo's ideas and proved them mathematically. They are now the basis for our understanding of the world and the universe.

Mahatma Gandhi on the other hand, played a more political and nationalistic role in his movement for religious toleration/acceptance and independence from British rule. One of his goals was for his society to achieve and maintain swaraj, a belief built by using non-violence and promoting a true understanding of and between people (document 4). He believed that the British control of India was unjust. He believed British policies served to strengthen British power while harming Indians. Gandhi believed that all men were equal and led his movement of civil disobedience to gain this equality for all Indians. He led the Salt March, a non-violent protest against the British salt tax (document 5), and risked arrest. He risked harming his health, after fasting several times for long periods of time to get laws changed and to unify his people behind his movement. He used many methods to try to end British rule. He led boycott campaigns against British goods and openly broke laws. He wore traditional clothes instead of buying British clothes to encourage Indians to support their traditional industries. He gained even more support from Indians and the global community -- with Time magazine listing him as one of the world's most influential people of the 20th century. However he was

Document-Based Essay—Practice Paper – B

ultimately unable to reach his goal of unity in India due to religious divisions between the Hindu and Muslim communities (document 6). Gandhi continued however as a figure of peace and won praise around the world. He tried maintaining a humble lifestyle, and he garnered the support of many of his peers and encouraged people to find comfort in following his way of life. Many reports about his influence were disseminated in newspapers, magazines, and broadcast reports. Although he was able to help India win independence and was an inspiration for many, he failed to bring India equality or unity. Leading and influencing many people, yet contradicting traditions of their time; Gandhi and Galileo are remembered – not for their failures – but as starters of cultural change and for maintaining their beliefs throughout their lives.

Throughout history people have taken risks to achieve what they believe in. Whether it's a personal goal, or something a multitude of people could benefit from, people will go to any lengths necessary to achieve their goals. Influential people, such as Galileo Galilei and Mohandas Gandhi, are known for taking jurastic measures to complete their goals. Galileo and Gandhi risked their reputations and lives for their goals of finding the truth and independence.

During a time where the sciences were not appreciated, Galileo took great risks to find the truth about the world. To fulfill his thirst for knowledge Galileo faced religious persecution. Document 2 illustrates the idea that by alerting the church of his discoveries he could be reprimanded. Using the telescope Galileo was able to learn about the solar system. Many of his findings have helped today's scientists answer many questions. But, people were not always as welcoming to his new found knowledge. Friar Niccolo Lorini filed a written complaint against Galileo after verbally addressing him on the matter (Doc. 3). Other people of this time rewarded Galileo for his work. For example, after presenting his telescope to the Venetian Senate he was rewarded with a higher paying salary and a life-tenure at the University of Padua (Doc 3). Galileo risked his reputation for his desire to answer world's mysteries.

Mohandas Gandhi took many risks to lead his nation to independence. For many years India was under British control. The people of India wanted their own nation so they didn't have to follow British rule anymore. Gandhi was dedicated in leading his people through a series of peaceful demonstrations to achieve the ultimate goal of independence. (Doc 4). The British government tried to control

Document-Based Essay—Practice Paper – C

the reforms with weapons and jail time for those who disobeyed. Gandhi was arrested for the actions he took. In addition he risked starvation during a fast to keep his people motivated to achieve independence peacefully (Doc 5). The risks taken payed off because the British government released the control over India. Although Gandhi achieved his own nation he didn't get it to stay unified. India was separated into two nations due to religious disputes between Hindus and Muslims.

The risks taken by Galileo and Gandhi resulted in positive outcomes. Both people acheived their goals and served as examples for people in the future to do what ever it takes to complete their goals.

Document-Based Essay—Practice Paper – D

Two individuals that stood out were Nelson Mandela & Gandhi because they fought for what they believe in without any thought of their safety for their own cause. It shows that any one can change society & unjust law.

Nelson Mandela took risk of life imprisonment, death or even torture by coming back to the country. But he did it for his countrymen & for justice. Gandhi faced imprisonment by the British & death from fasting. He wanted peaceful protest & was willing to sacrifice his life for it. Nelson Mandela ended apartheid & became leader of South Africa. He made many changes before he passed away. Gandhi wanted end of British colonial occupation in India. He achieved his goal but was killed by a man who was not pleased on his take to muslim.

These are the two men I chose. One was a visionary for his country to end segregation. And another was a man who stood his ground on peace & end of British rule. These are two of the most visionary rule.

To this day, many believe that the course of history is determined by the strongest victors, or in other words, by the people who held the most power at the time. Two people, Galileo Galilei and Mohandas Gandhi defy this way of thinking through the achievements they have shown throughout their lives. Both of these individuals took extremely perilous risks to achieve goals they believe are worth seeking. As a result of their actions, they were able to change the course of history and the way of thinking for others around them.

Galileo Galilei was an Italian scientist of the Scientific Revolution who revolutionized the way people saw themselves in the vast universe they lived in. People believed that the Church defined and presented truth and the people shouldn't question the truth. The Church said that God created the heavens which revolve around the Earth. Before Galileo, another great scientist named Copernicus had observed the solar system and stated, that the Sun and not the Earth was in the middle of the universe. Part of Copernicus' fear was the overbearing Church which held an iron grasp on society. Some historians believe that Copernicus was so scared of the reaction of the Church and possible punishment that his book on the heliocentric model wasn't published until after his death. Galileo sought to explore and to tell the world that all this time, they have been deluded by "sacred" yet mistaken statements made by the Church: that the Earth was the middle of the solar system. Instead all the planets rotated around the sun. He endeavored to seek the truth even if this meant he might get into trouble with the Church. He complained in his letter to Johannes Kepler (document 1), "... it is deplorable that there should be so few who care about the truth and who do not persist in their perverse mode of

philosophising.” The risk he took in this was confronting the Catholic Church which after witnessing the Protestant Reformation remained more defensive and fearful of loss of power. As shown by the cartoon in document 2, Galileo’s ideas were seen as a form of heresy and delusion. Thus, he was brought before the Inquisition which punished him and placed him under home arrest. Galileo risked punishment because he believed in the truth of science. His ideas spread and other scientists took Galileo’s ideas and expanded on them. To this extent, Galileo had an effect on other people.

Another important leader in history was Mohandas Gandhi who started a peaceful campaign against British rule. In addition, according to document 5, “despite jail terms of unprecedented severity, Mahatma Gandhi’s shown no sign of penitence.” This shows that Gandhi accepted the risk of severe punishment and having his basic rights taken away. Despite being jailed, he continued to fight peacefully using rallies and fasting to end British rule in India. He preached the importance of moral and social uplift as part of his campaign to remove the British. While Gandhi wanted independence for India, he also wanted a better society where Hindus and Muslims worked, lived and governed together. He took similar risks to achieve this goal including fasting. Unfortunately, he failed in this goal. According to document 6, “Mahatma Gandhi failed to prevent the partition of India because the religious divisions were stronger than the nationalistic cohesions.” This showed that Gandhi took risks in pursuit of his goal in creating a unified India that would end British control without violence. However, in the end, religious differences bifurcated the unity of India making it weaker than it could have

Document-Based Essay—Practice Paper – E

been had they been united. Tragically, Gandhi was shot multiple times in the chest by a Hindu assassin who was angry that Gandhi wanted unity. Despite his farewell to the physical world, his death had left an imprint in the hearts of people of different races and religions. As a result of this, he was able to imprint a message to his supporters and non supporters: that revolution can be created through love and peace.

In conclusion, many individuals throughout history have shown that change and revolution doesn't have to be caused by the ruling people or superior power of a certain time period. Galileo defied the Church beliefs by publishing books such as Dialogue Between Heavenly Bodies. Gandhi fasted and held peaceful rallies to draw attention to his goal of unifying India and ending British control. The legacy of each man showed that the individual can create a change in the course of history by adamantly following and supporting their beliefs.

Practice Paper A—Score Level 3

The response:

- Develops some aspects of the task in some depth for Galileo Galilei and Mohandas Gandhi
- Is more descriptive than analytical (*Galileo*: goal to pursue and confirm truth; risked his relationship with Church and image with others; by presenting his beliefs to Church risked freedom; although not many people supported his research, findings, and ideas they could not dispute his observations; letters and books containing his findings and ideas were printed to spread them for use by others; *Gandhi*: wanted to bring economic self-sufficiency and political independence to India; used peaceful protests; he and followers did not fight back against military and would endure beatings to bring pity; although India gained independence not unified since religious divisions stronger than nationalistic cohesions)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (*Galileo*: Roman Catholic Church teaching the idea that planets revolve around Earth; anyone who went against ideas of Church could be tried for heresy, excommunicated, and kicked out of Church forever; supported heliocentric ideas which Church did not condone; as result of publication of findings, he was placed under house arrest; discoveries led to expansion of Scientific Revolution which influenced others to challenge beliefs of Church; *Gandhi*: willing to risk his family and his lifestyle; gave up life as a British educated lawyer to become Father of his country; purposely broke British law to draw attention to British injustice; in Salt March he and many others marched to coast and made own salt since British taxed salt)
- Includes some relevant facts, examples, and details (*Galileo*: constructed telescope and kept making improvements; used telescope to make celestial observations; *Gandhi*: did not want to use violence to achieve change; fasting; incarcerated many times; India partitioned into Pakistan and India)
- Demonstrates a satisfactory plan of organization; includes an introduction that compares the methods of Galileo and Gandhi and a conclusion that states achieving your ideas is possible as is change

Conclusion: Overall, the response fits the criteria for Level 3. An understanding of the task is demonstrated with the use of relevant document information supported by explanations. The discussion of the extent to which both Galileo and Gandhi achieved their goals integrates some good analytic statements that would have been strengthened by further development.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task for Galileo Galilei and Mohandas Gandhi
- Is both descriptive and analytical (*Galileo*: introduced new scientific ideas contrary to Catholic teachings; sought understanding and dissemination of true astronomical ideas he discovered; astronomers acknowledged validity of his work; despite lack of recognition of his discoveries by the Church, he was eventually recognized as one of the pioneering figures of the Scientific Revolution; *Gandhi*: played a political and nationalistic role in movement for religious toleration; *swaraj* belief built by using nonviolence and promoting a true understanding of and between people; believed British control of India was unjust; used many methods to try to end British rule; unable to reach ultimate goal of unity in India due to religious divisions between Hindus and Muslims; many reports about his influence disseminated in newspapers, magazines, and broadcast reports)
- Incorporates relevant information from documents 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Galileo*: during late Middle Ages and the Renaissance, the Church still maintained a strong influence on social customs and knowledge and influenced much of the politics; the Church threatened those who went against it with excommunication; Church promoted geocentric model; proved geocentric model incorrect and heliocentric, Copernican model correct; risked being jailed and losing social reputation and standing as an important intellect; ordered to recant; placed under house arrest; Kepler proved his ideas mathematically; ideas basis for understanding world and universe today; *Gandhi*: British policies served to strengthen British power while harming Indians; led Salt March, nonviolent protest against British salt tax; led boycott campaigns against British goods; wore traditional clothes; *Time* magazine listed him as one of world’s most influential people of the 20th century)
- Supports the theme with relevant facts, examples, and details (*Galileo*: Church did not accept interpretations of his discoveries; became subject of complaint filed with the Inquisition; *Gandhi*: supported unification of Indian people; wanted to achieve and maintain *swaraj*; risked harming his health after fasting for long periods of time)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses Galileo and Gandhi as leaders against injustice and a conclusion that states both are remembered not for their failures but as starters of massive cultural change and for maintaining their beliefs

Conclusion: Overall, the response fits the criteria for Level 4. The response employs document evidence, outside information, and a few well-placed analytic statements demonstrating a good understanding of the task. Less repetition and a clearer chronology for the discussion of Gandhi would have enhanced the response.

Practice Paper C—Score Level 2

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Galileo*: took great risks to find truth about world at time when sciences not appreciated; faced religious persecution by alerting Church of his discoveries; many of his findings have helped scientists of today; Niccolo Lorini filed written complaint; *Gandhi*: people of India wanted their own nation so they did not have to follow British rule; dedicated to peaceful demonstrations to achieve independence; British government tried to control reforms with weapons and jail time for those who disobeyed; risked starvation to keep people motivated to achieve independence peacefully; India separated into two nations because of religious disputes between Hindus and Muslims)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Galileo*: used telescope; presented his telescope to Venetian Senate and received a higher salary and life tenure at University of Padua; *Gandhi*: India under British control for many years; arrested for his actions; British government released control over India)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states risks taken by Galileo and Gandhi resulted in positive outcomes

Conclusion: Overall, the response fits the criteria for Level 2. While all aspects of the task are addressed for both Galileo and Gandhi, the extent to which their goals were achieved is limited to general statements. Additional supporting facts and details and further development would have strengthened the discussion.

Practice Paper D—Score Level 1

The response:

- Minimally addresses all aspects of the task
- Is descriptive (*Mandela*: risked life imprisonment, death, or even torture by coming back to country; *Gandhi*: faced imprisonment by British; wanted peaceful protests and was willing to sacrifice his life; wanted end of British colonial occupation in India and achieved his goal)
- Includes minimal information from documents 4, 5, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Mandela*: ended apartheid; became leader of South Africa; *Gandhi*: faced death from fasting)
- Demonstrates a general plan of organization; includes and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Each aspect of the task is mentioned; however, no aspects of the task are developed. A minimal understanding of the task is demonstrated.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task for Galileo Galilei and Mohandas Gandhi
- Is more descriptive than analytical (*Galileo*: revolutionized the way people saw themselves in the vast universe; people deluded by “sacred” yet mistaken statements made by Church that Earth was the middle of solar system; ideas seen as form of heresy; brought before the Inquisition which punished him; willing to seek truth even if it meant he might get into trouble; *Gandhi*: accepted risk of severe punishment and having rights taken away; continued to fight peacefully using rallies and fasting to end British rule; wanted a better society where Hindus and Muslims worked, lived, and governed together)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (*Galileo*: Italian scientist of Scientific Revolution; people believed Church defined truth and people should not question truth; Church said God created heavens which revolved around Earth; Copernicus observed solar system and stated Sun and not Earth in the middle of universe; some historians believe Copernicus was afraid of Church’s reaction to his book on heliocentrism so it was not published until after his death; after Protestant Reformation, Catholic Church remained more defensive and fearful of loss of power; placed under house arrest; other scientists took his ideas and expanded on them; *Gandhi*: religious differences bifurcated unity of India making it weaker than it could have been; shot multiple times in chest by Hindu assassin who was angry that Gandhi wanted unity; death left imprint on peoples of different races and religions)
- Includes some relevant facts, examples, and details (*Galileo*: complained in letter to Kepler; risked punishment for truth; *Gandhi*: started peaceful campaign against British rule; wanted independence for India)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states accomplishments of Galileo and Gandhi

Conclusion: Overall, the response fits the criteria for Level 3. Quotations from the documents are explained and supported with some good information, demonstrating an understanding of the task. Some relevant outside information, especially in the treatment of Galileo, is included; however, additional facts and details would have strengthened the discussion.

Global History and Geography Specifications August 2018

Part I Multiple-Choice Questions by Standard

Standard	Question Numbers
1—United States and New York History	N/A
2—World History	2, 5, 7, 8, 10, 14, 15, 18, 22, 24, 28, 29, 30
3—Geography	1, 6, 9, 16, 17, 19, 21, 23, 27
4—Economics	4, 12, 13, 20, 25, 26
5—Civics, Citizenship, and Government	3, 11

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Needs and Wants	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Conflict; Human Rights; Power; Imperialism; Nationalism; Belief Systems; Justice; Change; Diversity; Political Systems	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

Scoring information for Part I and Part II is found in Volume 1 of the Rating Guide.

Scoring information for Part III is found in Volume 2 of the Rating Guide.

The *Chart for Determining the Final Examination Score for the August 2018 Transition Exam in Global History and Geography—Grade 10* will be posted on the Department’s web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Transition Exam in Global History and Geography must NOT be used to determine students’ final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.