FOR TEACHERS ONLY
The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 23, 2007 — 9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

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

Contents of the Rating Guide

For both Part II (thematic) and Part III B (DBQ) essays:
• 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

For Part III A (scaffold or open-ended questions):
• A question-specific rubric

Mechanics of Rating

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

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234
Scoring the Part I Multiple-Choice Questions

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

Rating the Essay Questions

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

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

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

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

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

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

Rating the Scaffold (open-ended) Questions

(1) Follow a similar procedure for training raters.
(2) The scaffold questions need only be scored by one rater.
(3) The scores for each scaffold question may be recorded in the student’s examination booklet.

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student’s essay, recording that score on the student’s Part I answer sheet, and determining the student’s final examination score. The chart located at the end of these scoring materials must be used for determining the final examination score.
Global History and Geography  
Content-Specific Rubric  
Thematic Essay  
January 2007

**Theme:** Human Rights Violations  
The human rights of many groups have been violated at different times in various nations and regions. Efforts by governments, groups, and individuals to resolve these human rights violations have met with mixed results.

**Task:** Select two groups who have experienced human rights violations in a specific nation or region and for each
  - Describe one historical circumstance that led to a human rights violation in the nation or region
  - Describe one example of a human rights violation in that nation or region
  - Discuss the extent to which a government, a group, or an individual made an attempt to resolve this human rights violation

You may use any group whose rights have been violated from your study of global history. Some suggestions you might wish to consider include Christians under the Roman Empire, indigenous peoples in Latin America, Armenians under the Ottoman Empire, Ukrainians after the Russian Revolution, Jews in Europe, Cambodians under Pol Pot, blacks under apartheid in South Africa, and Kurds in the Middle East.

**Do not use any human rights violations from the United States in your answer.**

**Scoring Notes:**

1. This thematic essay has a minimum of six components (one historical circumstance that led to a human rights abuse, one example of a human rights violation, and the extent to which a government, group, or an individual made an attempt to resolve the human rights violation) for each of two groups.
2. The same nation or region may be associated with the two groups chosen, e.g., pogroms directed against Jews in czarist Russia in the late 19th and early 20th centuries and treatment of Chechens in Russia in the late 20th and early 21st centuries.
3. The two groups chosen may be from a single religious, ethnic, or historical identity, e.g., Jews in czarist Russia and Jews in Nazi Germany.
4. The example of the human rights abuse may be included in the description of the historical circumstance that led to a human rights violation in a nation or region.
5. Human rights violations of groups in the United States are not acceptable; however, the United States could be used as the government or the source of a group or individual that attempted to resolve the human rights violation, e.g., United States government support for economic sanctions to end apartheid in South Africa.
6. As is the case with many historical topics, what constitutes the extent to which a government, a group, or an individual made an attempt to resolve each human rights violation is subject to the student’s point of view. The response may discuss the extent of resolution from a variety of perspectives as long as the position taken is supported by accurate facts and examples.
Score of 5:
• Thoroughly develops all aspects of the task evenly and in depth by describing one historical circumstance that led to a human rights violation, describing one example of that human rights violation for each group, and discussing the extent to which a government, a group, or an individual made an attempt to resolve each human rights violation for two groups in a specific nation or region
• Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., Jews in Europe: describes unsettled social, economic, political conditions of Germany in the 1920s and 1930s and the historical legacy of anti-Semitism and the racism of the Nazi party; describes how anti-Semitic policies and lack of opposition culminated in state-sponsored genocide—the Holocaust; acknowledges actions of individuals such as Oskar Schindler but also discusses acquiescence to evil and the need for the Nuremberg Trials; Ukrainians after the Russian Revolution: describes how Stalin’s policy toward nationalities combined with collectivization of agriculture and police-state tactics led to human rights abuses; describes how terror and violence isolated Ukraine; describes how forcibly collected high-grain quotas created food shortages and “class war” against Kulaks brought on over six million deaths in 1932–33; discusses how relief from Stalin’s rule was not on the agenda of the outside world and that historical resolution was part of independence for Ukraine in 1991
• Richly supports the theme with relevant facts, examples, and details, e.g., Jews in Europe: Treaty of Versailles; scapegoat; stab-in-the-back; Aryan; concentration camps; Nuremberg Laws; ghetto; Kristallnacht; genocide; Raoul Wallenberg; “righteous persons”; Warsaw ghetto uprising; Nuremberg Trials; Nuremberg Principle; “never again”; Zionism; Ukrainians after the Russian Revolution: national self-determination; five-year plans; breadbasket of Soviet Union; Russification; totalitarian; “Stalin famine”
• 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 aspect of the task more thoroughly than another
• Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., Jews in Europe: connects dissatisfaction with peace settlement and economic conditions with support for Nazi Party; describes examples of human rights violations prior to and during World War II; discusses how Nuremberg Trials were attempts to resolve human rights abuses of Nazi Germany; Ukrainians after the Russian Revolution: describes the desire of the Soviet government to collectivize agriculture and subsequent human rights abuses; discusses obstacles to resistance at the time
• 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)
- 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

Examples of addressing at least four aspects of the task in some depth at Level 3

Holistic Scoring Reminder: These examples apply only to the evaluation of bullet 1. A response meeting the criteria below does not, by itself, make it a level 3 response.

1. Discusses all three aspects of the task for one group and only one aspect for the second group.
2. Discusses any two aspects of the task for both groups.

Exception: If at least three components have been thoroughly developed evenly and in depth and the response meets most of the other level 5 criteria, the overall response may be considered 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
- 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

Examples of addressing at least three aspects of the task in some depth at Level 2

Holistic Scoring Reminder: These examples apply only to the evaluation of bullet 1. A response meeting the criteria below does not, by itself, make it a level 2 response.

1. Discusses all three aspects of the task for only one group.
2. Discusses any two aspects of the task for one group and only one aspect for the second group.

Score of 1:
- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:
Fails to develop the task or may only refer to the theme in a general way; OR includes no relevant facts, examples, or details; OR includes only the theme, task or suggestions as copied from the test booklet; OR is illegible; OR is a blank paper
Throughout history, human rights have been a tremendous issue. From the beginning of recorded history, minority groups have spoken out for government representation and equality. Many times, too, though, groups have had their human rights violated. Attempts by governments, organizations, and individuals to resolve the violations of human rights have met with mixed results. The Holocaust in Europe and the attacks on indigenous peoples in Latin America are clear examples of human rights violations in which efforts by governments and individuals to stop the genocide had mixed results.

The persecution and slaughter of Jews in Europe in the 1930s and 1940s was a terrible violation of human rights. After Germany’s defeat in World War I, the nation was left in a state of economic depression. The failure of the Weimar Republic led to the rise of Adolf Hitler, a leader who promised prosperity in the future. Despite the strides he made in Germany’s economy after being elected for his powerful speeches and promises, Hitler blamed the Jews for Germany’s distress. In the 1930s, Germany passed the Nuremberg Laws, which took away many rights of German Jews. In the early 1940s, Germany started the massive genocide of Jews by forcing them into concentration camps where they were given very little food. Treatment of the Jews was horrendous. Many innocent Jews were thrown into gas chambers where the Nazis watched them choke to death. If anyone tried to escape the camp, he/she was punished by being hanged in front of his/her family and fellow citizens. The total number of deaths of
European Jews were six million.

The Holocaust is history's most horrendous example of what happens when hate and prejudice aren't resisted. Not enough was done to resolve this human rights violation. The Kindertransport occurred just before the war. Young Jewish children were secretly sent to the United Kingdom where gentile families took them into their homes, and willingly raised them as their own. This stopped when the war started. After the war, the Allies held the Nuremberg Trials to hold Nazi political and military leaders responsible. The trials established the Nuremberg Principle, saying people had a duty to disobey a detestable order.

During the Age of Exploration in the 1500s, groups of Europeans came to Latin America and murdered many peoples of Mexico and Central America. After Columbus's successful voyages for Spain, the Spanish monarchs saw the wealth that exploration brought them. Thus, such figures as Ferdinand and Isabella funded more voyages to the Americas. One such voyage was that of the Spaniard, Hernan Cortés. Cortés and his crew sailed to present-day Mexico where they encountered the people of the Aztec tribe. The Aztecs, believing that Cortés was a god, welcomed him into their city of Tenochtitlan. Cortés was amazed at seeing so many gold riches and immediately set pursued the gold. The Conquistadors hurt the Aztec king in order to receive gold. Deceiving him and locking him up, they demanded gold and then...
Colonized the land as New Spain. Many Aztecs were wiped out with diseases such as smallpox and the measles. These diseases were new to the natives, and thus thousands upon thousands died. The Spanish’s treatment of the Aztecs was extremely harsh and some efforts by priests were made to prevent the continued treatment. Catholic priests, such as Bartholomew de las Casas, tried to stop the persecution of the Native Americans. He took a more peaceful approach to dealing with them [at first], and advocated the end to brutality towards them. This in turn helped create another human rights violation in the form of the African slave trade.

The Holocaust in Europe and the Spanish conquest of the Aztec civilization were clear violations of human rights. Clergy attempted to intervene on behalf of Native Americans. Both before and after World War II, efforts were made to address human rights violations. Little action was taken during the course of the war. Nazi went on trial after World War II for crimes against humanity. Today, the Holocaust is remembered with a memorial day in hopes of protecting the future from the evils of the past.
The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances that led to human rights violations against Jews in Europe and indigenous peoples in Latin America, describing examples of each violation, and discussing the extent to which the Kinder Movement and the Nuremberg Trials in Germany and clergy such as Bartolomé de Las Casas in Latin America attempted to resolve these violations.
- Is more analytical than descriptive (Jews in Europe: defeat in World War I and failure of the Weimar government tied to Hitler’s blaming Jews for Germany’s distress; loss of rights of German Jews was followed by massive genocide; probably history’s most horrendous example of not resisting hate and prejudice; Kinder Movement preceded the Holocaust; indigenous peoples in Latin America: human rights violations resulted from Spanish search for gold; Las Casas and others advocated end to brutality; African slave trade was the result of events in Latin America)
- Richly supports the theme with relevant facts, examples, and details (Jews in Europe: Hitler promised prosperity; Nuremberg Laws of the 1930s; concentration camps; total number of deaths was six million European Jews; Kinder Movement involved United Kingdom; Nuremberg Principle; indigenous peoples in Latin America: Age of Exploration in the 1500s; Ferdinand and Isabella; Hernan Cortez; Aztecs; Tenochtitlan; diseases such as smallpox and measles)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme.

Conclusion: Overall, the response fits the criteria for Level 5. Detailed explanations and accompanying analysis thoroughly establish the causes and nature of human rights violations. Insightful commentary emphasizes the mixed results of limited efforts to resolve these violations.
Throughout history people have been giving other people the right to control them. Sometimes these rulers are elected — but sometimes they come to power without the consent of the majority. These leaders often find themselves resorting to human rights violations in order to maintain power over the people they rule. Pol Pot and the Khmer Rouge in Cambodia justified genocide by saying that Cambodia would be free of western influence. The Africaners used apartheid to preserve minority white rule over the majority.

Pol Pot came to power when the Vietnamese government was destabilized and seized power. During Pol Pot's last years as a teenager, he went to France to study, while there he learned about communism and instantaneously began plotting how to "save" his native country Cambodia. After Pol Pot returned to Cambodia, he became the leader of the Communist party (a.k.a. the Khmer Rouge). He later took the government, wanting to take everything back to "year zero" (the time in Cambodia before any western influence had affected the way of life). He took all the people in Cambodia and kicked them out of the cities and back into the countryside. Then he had the Khmer Rouge murder anyone with ties to the west. Lawyers, doctors, innocent children — Cambodia's best and brightest were massacred and thrown into mass graves all for the "gain" of one man's vision — Pol Pot. The rest of the world began to patch on to Pol Pot, realizing he was not in the best interest of Cambodia or anyone. Eventually Vietnam invaded Cambodia to end — border attacks on Vietnam from Cambodia and Pol Pot was removed from power. Pol Pot was forced into exile and died as he was going to be tried for his atrocities. Millions of dollars were put into a United Nations
project to carry out democratic elections, but Cambodia still was not fully healed.

South Africa was home to another violation of human rights. South Africa was independent long before other African colonies were. The Dutch white settlers (Africanized) however, maintained control of the government and the economy. The native Africans in South Africa were heavily discriminated against and exploited as cheap labor. They had to carry passes cards for identification with them at all times. They were denied housing and forced to live in shacks in the cities or in "homelands," which were segregated by tribal groups in the countryside. The policy of apartheid made it a law that they separated from the whites all the time. Obviously, there was resistance to this. The African National Congress began to nonviolently resist apartheid. This changed at the Sharpeville Massacre during the 1960s where 67 peaceful demonstrators were gunned down by the whites. The ANC turned to violent tactics. Others remained non-violent like Bishop Desmond Tutu, who was able to convince countries such as the United States and Canada to place economic sanctions on South Africa until apartheid and the repressive white government was reformed. This worked and in 1990 an ANC member, who had been imprisoned for 27 years was finally released and became president. Nelson Mandela became the first black South African President in 1994. South Africa began the difficult road to recovery after years of being victims of human injustice. Mandela's presidency did not accomplish the economic gains many had hoped for but did much to establish his vision of a society committed to justice for all.

In conclusion, some leaders can do marvelous things for countries they govern.
Unfortunately, they also have the power to violate the basic human rights of their people. Pol Pot in Cambodia and the Afrikaners in South Africa are two examples of people who did terrible things to those they governed.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances that led to human rights violations against the Cambodians under Pol Pot and black South Africans under apartheid, describing examples of each violation, and discussing the extent to which the global community and the government of Vietnam and the ANC, Desmond Tutu and Nelson Mandela attempted to resolve these violations
- Is more analytical than descriptive (Cambodians under Pol Pot: justified genocide by saying Cambodia would be free of Western influence; plotted how to “save” his native Cambodia; became leader of the Communist Party; massacred best and brightest, all for the gain of one man’s vision; United Nations project held democratic elections but Cambodia is still not healed; blacks in South Africa: Afrikaners used apartheid to preserve minority rule; nonviolent resistance by ANC ended with the Sharpeville massacre; Mandela’s presidency did not accomplish economic gains hoped for but did establish his vision of justice for all)
- Richly supports the theme with relevant facts, examples, and details (Cambodians under Pol Pot: Pol Pot went to France to study; Khmer Rouge; return to “Year Zero,” before any Western influence; Cambodians kicked out of cities and back into countryside; Pol Pot forced into exile; died before his trial for atrocities; blacks in South Africa: South Africa independent long before other colonies; Dutch white settlers (Afrikaners) maintained control of government and economy; blacks were forced to live in slums; “homelands” were segregated by tribal groups; Desmond Tutu; economic sanctions; Mandela became first black president of South Africa in 1994)
- Demonstrates a logical and clear plan of organization; includes an introduction that describes the nature of repressive regimes and a conclusion that states how power can be used to violate human rights

Conclusion: Overall, the response fits the criteria for Level 5. The discussion demonstrates how two regimes with vastly different goals used the power of the state to inflict human rights violations in the name of a greater good. The detailed treatment includes the ways in which these violations of human rights came to an end with the isolation of both regimes.
Human rights violations have taken place around the world over the last thousand years and more. It seems as if these violations took place more frequently in the twentieth century. In the mid-1900's, these violations occurred often. Specifically, one of the worst human rights violations ever to occur was the Holocaust, ending in 1945, and following that, the policy of apartheid against blacks by whites in South Africa post-WWII.

Even before the Middle Ages, Anti-Semitism, the hatred of the Jews, had been believed by many people. Hitler fought in World War I to represent his adopted country, Germany. Over the years following the first World War, Hitler began to spread beliefs about Jews and reinforced the belief of Anti-Semitism through propaganda. Germany's economy had become really poor after World War I, especially because of the Treaty of Versailles and policies attached to it. Hitler wanted to blame Germany's poor political and economic history on someone and he used the Jews as his scapegoats. As time progressed, Hitler made the policy of Jews wearing the Star of David on the arm of the clothing everywhere they went. Eventually, the human rights violations that were due to the Jews included living in ghettos, a small, closed area where only Jews lived. In the ghettos, people died, they starved, there was poor sanitation and poor living conditions.

Before the war started, Jews experienced the "Night of Broken
"Kristallnacht. It was a night where the Nazis and the Gestapo burned down Jewish businesses and homes. In 1939, war in Europe started.

Hitler's henchmen collaborated with Hitler to create "the final solution," which was the upcoming genocide of the Jews. Every day in all the ghettos across Nazi-occupied Europe, Jews would be deported and would travel on cattle trains to concentration camps. Depending on their skills, their strengths and weaknesses, they would be sent to a certain camp. Most of the time, they were death camps where all the Jews and other victims would be killed, sent into a shower where Zyklon B, a gas, would kill them. From there, they would be sent to a crematory and their dead bodies would be buried.

Unfortunately, many nations, such as the United States, first ignored the information given to FDR about the Holocaust, but by 1945, the Russian troops liberated the first concentration camps. By that time, Hitler had committed suicide. All the Nazi leaders put on trial for crimes against humanity tried to claim they had to follow Hitler's orders, but the judges at Nuremberg rejected their claims.

In 1943, the Nationalist Party of South Africa made their apartheid policy the law. This was a policy of "separate development", including whites, Asians, coloreds, and Blacks. Apartheid was designed to keep whites in control of the government and economy.
During the 1950's and 1960's, apartheid grew in South Africa. Blacks could not go to school with whites and the blacks could not be in a public place with whites. People who protested because of the discrimination and racist problems were arrested and many were killed. Nelson Mandela, a black South African and the African National Congress tried to end Apartheid and promote togetherness between blacks and whites. For that, Mandela was thrown in prison and the ANC was banned.

Despite these efforts, eventually, the policy of apartheid collapsed due to pressure from inside and outside the country. As South Africa's first black president, Mandela represented an end to apartheid. His leadership was very important in holding the country together while dismantling the legal system of apartheid. Whenever you go, civil rights violations will occur, and hopefully, there will be someone or something that will put an end to these violations such as Nelson Mandela and the Nuremberg trials did.
The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the Holocaust during World War II in more depth than human rights violations of blacks under apartheid in South Africa.
- Is both descriptive and analytical (Jews in Europe: human rights violations have taken place around the world over last thousand years; Hitler spread beliefs about Jews and reinforced anti-Semitism through propaganda; Germany’s economy had become really poor after World War I because of the Treaty of Versailles; Hitler’s henchmen collaborated with Hitler to create “the final solution”; the upcoming genocide of the Jews; Nazi leaders claim they had to follow Hitler’s orders, but the judges at Nuremberg rejected this; blacks in South Africa: Nationalist Party of South Africa made apartheid policy the law; “separate” development designed to keep whites in control of government and economy; during 1950s and 1960s, apartheid grew in South Africa; people who protested because of discrimination and racial problems were arrested and many were killed; apartheid collapsed due to pressure from inside and outside the country; Mandela’s leadership was very important in holding country together while dismantling apartheid).
- Supports the theme with relevant facts, examples, and details (Jews in Europe: Holocaust; scapegoat; “Night of Broken Glass,” Kristallnacht; Star of David; ghettos; Nuremberg Trials; blacks in South Africa: African National Congress; civil rights; Mandela was South Africa’s first black president).
- Demonstrates a logical and clear plan of organization; includes an introduction that places 20th-century human rights violations in a historical context and a conclusion that goes beyond a restatement of the theme.

Conclusion: Overall, the response fits the criteria for Level 4. The discussion employs detailed knowledge of events in demonstrating the intensifying nature of human rights violations over time. The imbalance in the discussion of topics detracts from the response.
The Enlightenment philosopher, John Locke, once argued that all humans are guaranteed certain basic, natural rights. Unfortunately, however, not all governments feel the moral responsibility to protect human rights. Many times, governments and rulers discriminate against certain ethnic, religious or racial groups but choose to provide a high quality of life for other groups. Examples of human rights violations against particular groups include the Jews in Europe during the 1940s and the Muslims in Yugoslavia during the late 1990s.

The Holocaust during WWII is arguably the most inhumane example of genocide in history. Following the German defeat in WWII, Germany was forced to pay billions of dollars in reparations, surrender its territories and deconstruct its military. As a result, the power and wealth of Germany greatly deteriorated. After WWII, a new socialist government was established in Germany, however this government proved to be ineffective in improving Germany’s current economic state. Many Germans lost faith in this government and instead turned to a new political party - the Nazi Party. Nazi leaders, such as Adolf Hitler, brainwashed the German people to believe that the Jewish people were
the reason for Germany's losses. Nazis claimed that Jews controlled banks and didn't care about the rest of Germany. The German people believed such Nazi propaganda and when Hitler became German Chancellor, the Germans allowed Hitler to instigate a campaign to eradicate the Jewish race. Hitler believed the Aryan race to be superior to all other races. Initially, Hitler authorized a series of laws that limited the rights of Jews. For example, Jews were required to wear a yellow star of David at all times and were not allowed outside past a certain curfew. Hitler then moved to forcing all Jews into death camps where they were forced to undertake strenuous labor tasks, minimal food rations and the fear of being killed. Weak prisoners in these camps were sent to gas chambers where they were poisoned by toxic gases. Millions of others died as a result of starvation or disease. By the end of the Holocaust, as this period has been named, over 6 million Jews and another 5 million non-Aryans were killed. Russia, the US and Great Britain were among the countries who went to war against Hitler and his allies in the 1940s. The international community was aware at the inhumane
treatment of the Jews but devoted their efforts to defeating Hitler. After years of fighting, Germany finally surrendered to the allied forces. The allies liberated the death camps, marking the end of the Holocaust and WWII. After the war was over, high-ranking Nazi leaders were tried at Nuremberg for war crimes. 

Like the Holocaust, the “ethnic cleansing conflict in the former Yugoslavia was a result of tension towards certain ethnic or religious groups. The former Yugoslavia was encompassed of six major ethnic groups including the Muslims and Serbs. By the 1990s, the country of Yugoslavia was breaking up into several countries. One ethnic group, the Serbs, sought to eradicate the Muslims in Bosnia through a process of ethnic cleansing so as to have complete control over the Bosnian region. As a result, hundreds of thousands of Muslims in the region of Bosnia were murdered. The Serbian President at the time, Slobodan Milosevic, condoned this genocide. However, with the intervention of the United Nations and international community, Milosevic was forced out of power. Milosevic was put on trial at the Hague for war crimes and crimes against humanity but died before
This trial ended. Unfortunately, human rights violations are not a thing of the past. Even today, examples of inhumane and unjust treatment towards particular groups of people can be seen in Sudan and Ethiopia. However, if the international community can learn from past situations such as that of the Holocaust and ethnic cleansing in Yugoslavia, perhaps we can prevent history from repeating itself.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing human rights violations of Jews in Europe more thoroughly than Muslims in Bosnia.
- Is both descriptive and analytical (not all governments feel moral responsibility to protect human rights; Jews in Europe: Holocaust during World War II is arguably the most inhumane example of genocide; German government was ineffective in improving economic state; many Germans lost faith and turned to Nazi Party; Hitler brainwashed German people to believe Jewish people were the reason for Germany’s losses; Hitler authorized a series of laws that limited the rights of Jews; by the end of the Holocaust, over 6 million Jews and another 5 million non-Aryans were killed; high ranking Nazi leaders were tried at Nuremberg for war crimes; Muslims in Bosnia: like the Holocaust, the ethnic cleansing conflict was a result of tension toward certain groups; Yugoslavia was breaking up into several countries; Serbs sought to eradicate Muslims in Bosnia through ethnic cleansing; President Slobodan Milosevic condoned this genocide; even today, examples of inhumane and unjust treatment can be seen in Sudan and Ethiopia).
- Supports the theme with relevant facts, examples, and details (Enlightenment philosopher, John Locke; natural rights; Jews in Europe: reparations; Nazi Party; propaganda; Hitler became German Chancellor; Aryan; Star of David; curfew; gas chambers; Allied forces; death camps; Muslims in Bosnia: ethnic groups; the Hague; death of Milosevic before end of trial).
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme.

Conclusion: Overall, the response fits the criteria for Level 4. The theme of the moral culpability of governments involved in human rights violations is established in the introduction and developed throughout the response. Although the discussion of the Holocaust is developed in more depth than events in Bosnia, both topics are supported by good historical detail.
The rights of many groups have been violated over time. Ethnic and racial differences have contributed greatly and foreign intervention has been looked upon with mixed feelings. South Africa experienced severe human rights violations under the policy of Apartheid. Rwanda also experienced violations based on ethnic differences. Human rights violations have taken place all around the world against racial and ethnic groups.

South Africa implemented the policy of Apartheid in the mid-1940s. Racial segregation started much before that though, it began with the Dutch settlers in South Africa, trying to maintain their control. The policies and racial discrimination escalated as many laws were passed favoring white people and discriminating against black and colored people. Some laws made the black people move out of their tribal lands and into bantustans or "homelands." Others created curfews, the need for pass books, and segregation of the black peoples. Eventually, the nations of the world reacted to Apartheid and boycotted trade with South Africa. Human rights leaders Nelson Mandela, Stephen Biko, and Desmond Tutu all spoke out against the oppressive government and helped end apartheid. Now a democracy, there is still some animosity toward the white peoples of South Africa. Many will never forget the severe human rights violations implemented by the government in the policy of Apartheid. Although Desmond Tutu's Reconciliation Commission helped address
Some of these issues.

Rwanda also experience human rights violations during the 20th Century. Unlike South Africa though, Rwanda had two groups that weren't discriminating against each other until Belgian colonial rule. Under the Belgians, the Tutsi and Hutu were turned against each other. After the assassination of the Hutu president in 1994, mass genocide was committed. The fight was for control over the government and the tribal difference between the Hutu and Tutsi were really about status and power. During the genocide, houses were burned down, lives were bargained for, and there were mass killings. Moderate Hutu leaders were trapped in the middle. The rest of the world turned a blind eye, even though everyone knew of the violence. Eventually, hundreds of thousands of the people were murdered. The fighting ended and peace was restored only after both sides suffered. The rights of both the Hutu and Tutsi peoples were severely violated. The death of so many men has left women with political and economic power. Hutu and Tutsi women have worked together to maintain peace. Today, women hold over half of the government offices and use their political power to promote cooperation.

Many groups of people have violated the rights of other peoples. Whatever the reasons, atrocities were committed and deaths happened. South Africa and Rwanda experienced human rights violations based on discrimination.
The world reacted to these situations very differently, causing controversy. Human rights violations were committed during apartheid in South Africa and genocide in Rwanda.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the Hutu and the Tutsi in Rwanda more thoroughly than blacks under apartheid in South Africa
- Is both descriptive and analytical (blacks in South Africa: policy of apartheid in the mid-1900s; racial segregation began with Dutch settlers in South Africa trying to maintain their control; nations reacted to apartheid and boycotted trade with South Africa; still some animosity toward the white peoples of South Africa; reconciliation commission helped address some issues; Hutu and Tutsi in Rwanda: two groups were not discriminating against each other until Belgian colonial rule; under the Belgians, Tutsi and Hutu were turned against each other; tribal differences were really about status and power; moderate Hutu leaders were trapped in middle; rest of the world turned a blind eye though everyone knew of violence; Hutu and Tutsi women have worked together to maintain peace; women hold over half of the government offices)
- Supports the theme with relevant facts, examples, and details (blacks in South Africa: discriminating against black and colored people; tribal lands; bantustans or “homelands”; segregation; Nelson Mandela; Steve Biko; Desmond Tutu; Hutu and Tutsi in Rwanda: assassination of Hutu president in 1994; mass genocide; hundreds of thousands murdered)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that mention the topic of foreign intervention and are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Although the topic of foreign intervention is not developed to the extent implied in the introduction and conclusion, discussion of human rights violations employs ample detail and deals with major issues. Good analysis is integrated throughout the essay.
Throughout history, the human rights of many groups has been violated at different times in various nations and regions. Governments, groups, and individuals have tried over and over again to resolve these violations, but their efforts have been met with mixed results.

One group that comes to mind when talking about human rights violations is the Jews. The Jewish people have been the world's scapegoat. Whether in Russia, Spain, or Germany, people have laid the blame for their country's problems on the followers of one religion. Two

The most destructive and infamous violation in Jewish history is that of the Holocaust. Nazi Germany took the lives of 60 million, because they felt Jews were their nation's biggest "problem." This all started post World War I, when Germany was severely indebted with a disastrous economy. Blaming a group of people for their problems seemed like the easiest, if not best, solution.

Throughout the Holocaust, in countries of the world turned a blind eye and did not try to put a stop to Hitler's madness, only trying to prevent his takeover of another country. In some Jews, however, did organize uprisings, like in the Warsaw Ghetto.

Another example of human rights violations is in the country of South Africa.
Here, there was the presence of apartheid and segregation laws. Blacks were given separate restrooms, schools, and modes of public transportation than the white citizens of the country. They were also forced to live separately from the Afrikaners, or whites, in housing developments known as bantustans. They had no say in political affairs and could not vote, regardless of the fact that they were the majority of the population in South Africa.

Apartheid was established in 1948, as a way to ensure that the white citizens still controlled South Africa, even though it was an independent nation. Black citizens did not take this quietly. They organized boycotts, joining together under the leadership of Nelson Mandela, in a "fight for their rights."

Around the world, countries like the United States, established trading blocks (economic sanctions) with South Africa, until apartheid was abolished. With around 1994, South Africa held their first fully public election, and Nelson Mandela was elected president. Economic sanctions were removed with the end of apartheid, as promised. South Africa, today, has continued transitioning from ways of apartheid to democracy.
The response:

- Develops all aspects of the task with little depth by discussing Jews in Europe and blacks under apartheid in South Africa.
- Is both descriptive and analytical (Jews in Europe: Jewish people have been the world’s scapegoat whether in Russia, Spain, or Germany; most destructive and infamous violation in Jewish history; Nazi Germany took the lives of 6 million because they felt Jews were their nation’s biggest “problem”; countries of the world turned a blind eye; did not try to stop Hitler’s madness only tried to prevent takeover of another country; blacks in South Africa: had no say in political affairs and could not vote, regardless of the fact they were the majority; countries like United States established economic sanctions against South Africa until apartheid was abolished; first fully public election in 1994; Nelson Mandela elected president; South Africa transitioning to democracy).
- Includes some relevant facts, examples, and details (Jews in Europe: scapegoat; Holocaust; post-World War I; uprisings in the Warsaw ghetto; blacks in South Africa: segregation; blacks given separate restrooms, schools, and modes of public transportation; Afrikaners; bantustans; boycotts).
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that argues for vigilance in guarding against future human rights violations.

Conclusion: Overall, the response fits the criteria for Level 3. Numerous insights comprise a balanced response despite a sparse style. Good understanding of history is demonstrated in the facts, examples, and details provided.
Human rights is an issue that involves conflict between different groups of people. Violation of human rights lead to examples of discrimination, segregation, and even genocide. These violations caused many countries and nations to try to resolve these conflicts, but end up having mixed results.

One example of a group of people that had their rights violated were the early Christian people in the Roman empire. After Jesus’s death, the religion spread to many people in Rome. Christianity became a threat to the emperor. It was a threat to him because Christianity was a monotheistic religion, which is a totally different from the Roman religion, which is polytheistic. Besides opposing ideology, the Christians refused to pay respect to the emperor since they don’t see the Roman emperor as a divine ruler. These resulted in the persecution of the Christians. The emperor ordered many arrests to the Christians if they refused and many were tortured to killed. They were thrown in stadiums and used as entertainment by having lions maul their body to killed. It wasn’t until the next emperor who converted himself to Christianity and stopped the persecutions.
Christianity then became the main religion of Rome and for many other Europeans in the future.

Another example of a group are the Jews during WWII era. The Jewish people did not live together in one nation and were spread out in different parts of Europe. Germany had a large population of Jews. During WWII, the Nazis led by Adolf Hitler, held a genocide against the Jews. The reason was nationalism and Hitler wanted a pure “Aryan” race in Germany and in the world. Besides the racism, the Nazis used the Jews as scapegoats for Germany’s economic troubles and convinced the German people that the Jews were the enemy. This led to the Holocaust, where Jews were rounded up and put in concentration camps. They were killed, worked to death, and tortured. When WWII ended, the Allies took over Germany and freed the Jews. The Jews however moved away from Europe in fear of future genocides. Israel was established but more conflicts were created. The Palestinians want their land back from them and to this day things are still not resolved.
Both religious groups faced persecution. Christianity endured, but the Jews still face problems. Human rights were violated in the process. It is not just religion, but race, sexual orientation, etc. The future is grim.

Anchor Level 3-B

The response:
- Develops all aspects of the task with little depth by discussing human rights violations pertaining to Christians under the Roman Empire and Jews in Europe
- Is more descriptive than analytical (Christians under the Roman Empire: Christianity spread rapidly and was a threat to the emperor; Christians refused to pay respect to the emperor because they did not see the emperor as a divine ruler; resulted in persecution of Christians; not until the next emperor converted to Christianity was persecution stopped; Jews in Europe: besides racism, Nazis used Jews as a scapegoat for Germany’s economic troubles and convinced German people that Jews were the enemy; Jews moved from Europe in fear of future genocide; Palestinians want their land back)
- Includes some relevant facts, examples, and details (segregation; genocide; Christians under Roman Empire: monotheistic religion; polytheistic religion; stadiums; Jews in Europe: Adolf Hitler; Aryan; Holocaust); may include some minor inaccuracies (Germany had a large population of Jews)
- Demonstrates a satisfactory plan of organization; includes an introduction that paraphrases the theme and a conclusion that goes beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response includes balanced treatment of the first and second aspects of the task. While attempts to resolve violations are briefly discussed, the treatment reflects knowledge and some insight.
Throughout history, it was inevitable and unfortunate that certain ethnic groups' human rights have been violated. It has occurred in various areas and isn't limited to any time period or type of society. Attempts to stop the violations have been anywhere from overwhelmingly successful to absolutely pointless.

In South Africa, these injustices built up and were forced upon blacks by rich white Europeans settled there. As the Europeans had colonized and feared what Africa had to offer, they felt superior to the native black people living in South Africa. They treated blacks as lower, by making laws to keep them out of certain public places, discriminating against them in job offers, marriage and disrespecting them by spitting on them on the street. It got to the point where the abuse was no longer plausible, ignorable and one strong man, Nelson Mandela, stood up for his people. He worked hard to end the violations, come to be known as apartheid, in South Africa. Mandela talked with powerful figures and led protests to change laws and the Europeans' ways. South Africans followed his righteous lead and now
have what they deserve: human rights. They held Mandela in high regard and constantly acknowledge the fight he fought.

A harsher, more vile and infamous look at human rights violations would be to consider the Holocaust. In Europe, mostly France, Germany and its surrounding nations, Jews were victims of Adolf Hitler and the Nazi party’s unending hate. Hitler, infuriated by the end of World War I and led into believing Aryan Superiority, persuaded and threatened others to treat Jews like he thought they should be. They, like social outcasts, were denied jobs, put out of business and forced to wear identification, as if being a Jew was embarrassing. The Nazi party soon moved them into concentration camps, where they were starving in inhumane conditions and being routinely beat and systematically murdered. Although some Germans did their part in sneaking Jews out of Hitler’s wrath, the end of the Holocaust was when Allied troops ended WWII in 1945. Nazis were forced to be tried for war crimes in Nuremberg and Hitler was believed to have killed himself soon before the end of the war. Hitler’s reign was completely destructive for Jews and
The response:

- Develops most aspects of the task in some depth; however, the discussion of Jews in Europe is more developed than that of blacks under apartheid in South Africa
- Is more descriptive than analytical (blacks in South Africa: injustices built up and were forced upon blacks; Europeans had colonized and taken advantage of what Africa had to offer; Nelson Mandela worked hard to end violations; Jews in Europe: Hitler, infuriated by end of World War I and believing in Aryan superiority, persuaded and threatened others to treat Jews like social outcasts; they were denied jobs, put out of business, and forced to wear identification; some Germans did their part in sneaking Jews out of Hitler’s wrath; end of Holocaust was when Allied troops ended World War II in 1945)
- Includes some relevant facts, examples, and details (blacks in South Africa: discrimination; protests; hold Mandela in high regard; Jews in Europe: France; Germany and surrounding nations; concentration camps; Holocaust; trials for war crimes in Nuremberg)
- Demonstrates a satisfactory plan of organization; includes an introduction that formulates two generalizations about human rights violations and lacks a conclusion

Conclusion: Overall, the response best fits the criteria for Level 3. The treatment of both groups follows the generalizations first stated in the introduction. The discussion of the Jews in Europe is more balanced and thorough than that of the blacks under apartheid in South Africa.
Throughout history many millions have experienced violations of human rights. Efforts by governments, groups, and individuals to resolve these violations have met with mixed results. Two groups of people are the Jews in Europe and the blacks under the apartheid in South Africa.

During the 1940’s the Jews were prosecuted by the Nazis because of their beliefs. About six million Jews were killed, millions more were kept in concentration camps. The Jews didn’t have the resources or the men to fight back. Yet other nations came to their aid. The Allies that were fighting against the Nazis proved them back and helped free the Jews. The United Nations finally gave the Jews a homeland. For the first time in history they ended up with a place of their own. (The Jews were killed, tortured and taken to concentration camps.)

During the 1990’s there was a policy of apartheid in South Africa. Apartheid was a policy that made the minority whites more powerful than the majority blacks. The African National Congress, African National Congress lead by Nelson Mandela opposed the power of the whites. The whites saw his power growing and locked him and a lot of the other leaders of the ANC. Though he was in prison his power seemed to grow even more. Even though the blacks used mostly peaceful protest the
The response:

- Minimally develops all aspects of the task by including assertions intended to describe the historical circumstances that led to human rights violations, describing the human rights violations, and discussing attempts to resolve these human rights violations.
- Is primarily descriptive (Jews in Europe: during the 1940s, Jews were persecuted by the Nazis because of beliefs; about six million Jews were killed; blacks in South Africa: apartheid policy made minority whites more powerful than majority blacks; blacks used mostly peaceful protests); includes isolated and weak application or analysis (Jews in Europe: United Nations finally gave Jews a homeland; for first time in history, they ended up with place of their own)
- Includes few relevant facts, examples, and details (Jews in Europe: concentration camps; blacks in South Africa: African National Congress; President de Klerk); includes an inaccuracy (led to Mandela being the first president of the Republic of South Africa)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that is somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. While attempting to address all aspects of the task, the essay is overly generalized. Some pertinent detail is used, but much of this detail is oversimplified. Overall, the discussion consists of brief responses to each aspect of the task.
Over the course of history, there have been many cases of human rights violations. These are rights that are granted to every human being just by being alive. These include life, choice, and happiness. Two examples during history of when these rights were violated are the Cambodians under the rule of Pol Pot, and anti-Semitism in Europe.

Pol Pot was the leader of Cambodia and a ruthless dictator. To keep away his competition, Mr. Pot killed off many of the country’s brightest intellectuals, philosophers, and any others who he thought may pose a threat to his position of power. Eventually Pol Pot was removed from power and the killings ceased. Unfortunately, the country was left without almost all of its intellectuals and struggled to keep up with the rest of the world by themselves.

Anti-Semitism is the discrimination or hatred of Jews, those of the Jewish faith. For a long time Jews were treated unfairly and held very low social status in most of Europe. One incident that was very harmful to the Jews was the Holocaust. The Holocaust was when Adolf Hitler, the dictatorial ruler of Germany, began killing off all of the Jews in his country. At first they were forced to wear badges, a star of David so everyone could undoubtedly tell that they were Jewish. Behind the scenes, it known to the rest of the world during

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The response:

- Minimally develops some aspects of the task by discussing human rights violations of Jews in Europe in more depth than of Cambodians under Pol Pot
- Is primarily descriptive (Cambodians under Pol Pot: killed off many of the country’s brightest intellectuals and philosophers; Jews in Europe: anti-Semitism is the discrimination or hatred of Jews); includes faulty and weak application (Pol Pot removed from power and killings ceased; Jews held low social status in most of Europe; killing of Jews unknown to rest of the world)
- Includes few relevant facts, examples, and details (Cambodians under Pol Pot: ruthless dictator; Jews in Europe: Holocaust; Star of David; World War II era; Nuremberg trials)
- Demonstrates a general plan of organization; lacks focus; includes an introduction that ties universal human rights to human rights violations and a conclusion that associates human rights violations with evil dictators.

Conclusion: Overall, the response fits the criteria for Level 2. The description of the historical circumstances that led to human rights violations is weak. The discussion of attempts to resolve human rights violations includes some misstatements of fact.
Everyone has experienced a time in their life when they didn't get what they wanted. What if it was something they needed, something they deserve, something that comes with being a human being. And that is your human right. Now what if that was taken from you? What would you do? How would you respond?

That's what happened to the Jews in Europe. It was during WWII, when Adolf Hitler had control of the political power and was fueled by a racist passion for Jews. So he decided that when he captured a city, he would round up all the Jews and kill them, first by shooting, but found an easier way through poison gas. He even had an organization of SS soldiers to go in and eliminate them. Well the tides turned on Hitler's blitzkrieg and Allied forces started gaining back territory and defeated the German, halting the massive killing spree. The Jews were finally free.

Another example is in Russia during the Ukrainian Genocide. The Russian government needed economic support and food for its people. So they turned to Ukraine and forced them to give Russia their food. All of it. There was no food to eat so they sat there and starved. Over a million Ukrainians died over the greed of a
The response:
- Develops some aspects of the task in some depth by describing instances of human rights violations and by alluding to the resolution of violations involving Jews in Germany and to the historical circumstance that led to violations in Ukraine
- Is primarily descriptive (Jews in Europe: during World War II, Adolf Hitler had control and was fueled by racist passion; he would round up all the Jews and kill them; Allied forces started gaining back territory and defeated the Germans; Ukrainians after the Russian Revolution: Russian government needed economic support and food for its people; turned to Ukraine and forced them to give Russia their food)
- Includes few relevant facts, examples, and details (SS soldiers; blitzkrieg; Ukrainian genocide)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes a rhetorical introduction and conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The aspects of the task that are clearly addressed are limited to the nature of human rights violations. The remaining information is too brief or general to enhance the response.
The human rights of many groups have been violated at different times in various nations and regions. Efforts by governments, groups, and individuals to resolve these human rights violations have met with mixed results. Two good examples would be the Jews in Europe and the blacks under apartheid in South Africa.

What led to the Jews was Germany’s bad economy after World War I. All the people were looking for someone to blame then Hitler got appointed and blamed it on the Jews. After which he killed over 600,000 Jews in concentration camps. The blacks lost their rights because of the discovery of diamonds. The British came in and took over the blacks.

The United States of America started World War II with Germany. We ended up winning and no more Jews were killed. Nelson Mandela is an individual who helped free the blacks; after he was sent to prison for 26 years, which just helped him at it made him more popular.
The response:

- Minimally develops some aspects of the task by mentioning the background to human rights abuses of Jews in Europe and blacks under apartheid in South Africa and providing statements that may apply to the resolution of human rights violations.
- Is descriptive (Jews in Europe: what led to the Jews was Germany’s bad economy after World War I, people were looking for someone to blame, blacks in South Africa: Nelson Mandela is an individual who helped free the blacks);
- Includes few relevant facts, examples, or details (Jews in Europe: Hitler, concentration camps, blacks in South Africa: Mandela sent to prison); includes inaccuracies (Jews in Europe: United States of America started World War II with Germany; blacks in South Africa: British came in and took over blacks);
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed, resulting in a lack of coherence; includes an introduction that restates the theme and a brief conclusion.

Conclusion: Overall, the response fits the criteria for Level 1. A few statements that apply to the task are presented, but perfunctory listing does not constitute development. The inaccuracies detract from the response.
Over the past many years, people around the world have had human rights violations. The human rights of many groups have been violated at different times in various nations and regions. Efforts by governments, groups, and individuals to resolve these human rights violations have met with mixed results.

An example of human rights violations are the Jews in Europe. A historical circumstance that led to this human right violation were the Palestinians that did not want the Jews in their country. An example of the violation in that region was the country that was split up, since there were too many Jews coming to Palestine the UN decided to separate Palestine into a Jewish country.

Another example of human rights violations are the blacks under Apartheid in South Africa. The reason for this violation was because of the central government which was run by the white minority. An example of this violation was the Apartheid itself which was the legal discrimination of blacks 80% of the population was sent to 20% of the land to live on.

Many years have past since the restriction of human rights. There were several countries around the
*The response:*

- Minimally develops some aspects of the task by mentioning human rights violations of blacks under apartheid in South Africa
- Is descriptive (violation was because of a central government run by the white minority; apartheid was the legal discrimination of blacks; 80% of population was sent to 20% of land to live on); lacks understanding and application of the human rights violations of Jews in Europe
- Includes few relevant facts, examples, or details
- Demonstrates a general plan of organization; contains digressions; includes an introduction that restates the theme and a conclusion that restates the essence of theme

*Conclusion:* Overall, the response fits the criteria for Level 1. The response minimally develops the issue of human rights violations of blacks under apartheid in South Africa. The information provided on the issue of Jews in Europe is irrelevant to the task.
Thematic Essay – Practice Paper – A

The human rights of many groups have been violated at different times in various nations and regions. Efforts by governments, groups, and individuals to resolve these issues have met with mixed results. One example of a group whose rights have been violated were the Jews in Europe during the Holocaust.

The group that helped the Jews was the country of Denmark. The rights of the Jews were violated in the 1900s.

After World War One, Germany's economy was in ruin. They had to pay huge reparations and the country was almost bankrupt. When Hitler came to power, he promised the Germans that he would restore Germany's wealth. He also used the Jews as a scapegoat. Hitler told the Germans that it was the Jews' fault that the economy was bad and they were taking all the wealth for themselves. The Germans then started to blame and hate the Jews.

An example of the way the Jews' rights were violated was the establishment of the Nuremberg laws. These laws segregated the Jews from everyone else. They could not go to the same schools, shop in the same stores, play in the same parks, and be out at night after a certain time. They were also forced to wear a yellow star on their clothing. After a while, the Nazis started rounding up the Jews and forced them to leave their homes and possessions and work in labor and concentration
Thematic Essay – Practice Paper – A

camps, they were shaved and clothed in rags and forced to work with little or no food at all. It was very degrading to the Jews.

No European nation came toward and outright helped the Jews, because Hitler had taken over most of Europe. One country, however, helped the Jews. Denmark was very good towards the Jews living there. When the Jews were forced to wear yellow stars, the king of Denmark wore one too. The major accomplishment of Denmark is that they managed to save most of their Jews. A Nazi official let it leak that the Jews were to be rounded up and taken away. The people of Denmark opened their homes and risked their lives by hiding their Jewish friends and neighbors. Jews were hidden in homes, churches and hospitals until they could be ferried across the water into Sweden.
The people in Denmark did a huge thing in protecting the Jews' rights.

In many nations and places, the human rights of many groups were being violated. Jews in Europe are just one example. However, when rights are being violated, there are people willing to stand and fight for justice. The people of Denmark are one of these groups.
In the world the Human Rights of people have been violated many times. Like when the Nazis killed off Jews in the concentration camps or in Latin America they refused to give them their rights in South Africa with the Apartheid.

In Europe the Nazis were taught to believe that Jews were at fault of the depression. They eventually were ordered to kill them.

In South Africa the whites set up an apartheid rule which violated the blacks' rights. The Africans had to carry around stamp books so they could go places. The Africans also had to live in a certain part of town that had terrible living conditions.

As you can see human rights of people in the world have been violated.
The human rights of many groups have been violated at different times in various nations and regions. Efforts by governments, groups, and individuals to resolve these human rights violations have met with mixed results.

Two groups who have experienced human rights violations in a specific nation/region are the Christians under the Roman Empire, and the blacks under apartheid in South Africa. They didn't have rights of their own, they had rights to follow & obey. Their rights were violated.

One historical circumstance that led to human rights violation in the nation/region was that they have to follow their religion & even if it's having to deal with being punished or treated poorly because of it, just because of the color/race they should have to take the discrimination & be slaves, hate orange & do as you want & have control. Stand up for yourself and if you killed for that matter...

Then don't be surprise you were standing up for yourself & others. Maybe it will change the outcome & change how things are. With the discrimination of certain people.
Repression and genocide have been practiced by people and governments since the beginning of civilization. Mostly out of hatred, fear, or blame, these acts have been committed. They also usually occur along cultural and religious lines because differences normally scare people. Human nature basically tells people to hate and fear others that are not similar to themselves. While most do not take this beyond words, others will go for broke, bringing all their will power with them to institute repression and genocide against another people or religion.

One example of massive human rights violations was the mass slaughter of Soviet civilians under Joseph Stalin. Unlike most persecutions, Stalin’s purges and brutality crossed all boundaries of ethnicity and religion. Although Ukrainians suffered especially, Stalin wanted to collectivize agriculture, so he starved millions of peasants that resisted. He wanted complete power so he eliminated all opposition. Human rights violations increased as a totalitarian system emerged. Any person that appeared to be a threat to his power or the Soviet government was met with swift force that could range from arrest...
and imprisonment to midnight executions. Millions were executed, put in jail or sent to “gulags” (forced labor camps). No significant action was taken to halt the slaughter. When World War II came to the Soviet Union, things were only made worse. The atrocities that were separately carried out by the Nazis were now added to the fray and this resulted in millions more people being killed not only by the German invaders, but by the Soviets as an act of reprisal. The madness did not completely stop until 1953 with Stalin’s death. The next leader, Khrushchev, criticized Stalin as a leader obsessed with power. Khrushchev also said the Soviet Union needed to be “destalinized,” but neither of these leaders would fully accept the responsibility for human rights violations.

Another example of human rights violations was the slaughter of Bosnians by the Yugoslavian army in the 1990s. After Bosnia declared independence from Yugoslavia, the Serbs, President Slobodan Milosevic invaded the new country of Bosnia on the pretext that he was protecting Serbian minorities there, but instead began a massive campaign
of genocide against Muslims. He believed he could regain control of the country if he could eliminate non-Serbs. This was called ethnic cleansing and cost hundreds of thousands their lives. Ultimately, this plan was not successful as he was met with international pressure and U.N. sanctions to stop his wars. He continued to fight nevertheless until he was expelled from the country. Soon after, he lost a key presidential election and was removed from power. After his ouster, the government turned him over to United Nations authorities to stand trial for war crimes that included genocide.

Human rights violations are still a problem in today's world. Governments and people continue to oppress one another in and by various acts that have gone on for millennia. Only if human nature can be changed can the cycle of violence by humans on other humans ever truly stop.
The human rights of many groups have been violated at different times in various nations and regions. Efforts by individuals to resolve these human rights violations have met with mixed results. Two such individuals were Nelson Mandela, who tried to free the blacks in Africa from segregation and discrimination; and the Jews in Europe who tried themselves to stop Hitler's murdering of their nation. Both efforts had different results.

There was a group of people in Africa, called the Afrikaners. The Afrikaners believed that the whites were the superior race in South Africa. No one stopped them from thinking this, so it resulted in major segregation and discrimination. In 1948, they created the Apartheid, which clearly distinguished four groups: whites, blacks, Asians, and colored. The blacks were treated terribly in S.A. (South Africa). They were denied basically all human rights. After having enough trauma, a man named Nelson Mandela created the African National Congress (ANC) which was set up to destroy the Apartheid. The ANC was originally a non-violent organization, but it ended up blowing up power lines and destroying...
The economy. Nelson Mandela was arrested because of this. After the new president came into power, he let out Nelson Mandela from jail. The ANC did its job in the end. They ended segregation and discrimination in South Africa. The Blacks in S.A. were only persecuted because they were black. Nelson Mandela, an amazing man saved them from further persecution hopefully forever. This was a positive outcome which will never be forgotten.

The Holocaust was the murdering of European Jews in Europe by the Nazis from 1933 - 1945. The Holocaust was a planned extermination of 6,000,000 Jews because they were Jewish. This was a genocide - a planned murder of a group because of their race, religion or ethnicity. Adolf Hitler was responsible for leading the Nazi party in this atrocity. The Jews were first put into Ghetto's were their food was rationed. There were Ghetto's in which six people had to sleep in one bed. They were then sent to concentration
and death camps, where they were murdered because of starvation or gas chambers. The world stood by and did nothing. Therefore the Jews were left alone. The Jews tried to stop the Nazis, but it was no use—they would just get shot. The Holocaust was the extermination of 6 million Jews because of their religion. Even though the Jews themselves tried to stop the Nazis, it was no use. This was a terrible event in history.

Both in Africa and Europe, human rights of a specific nation were violated. In South Africa, the Blacks were segregated against by the Apartheid. Nelson Mandela created the ANC union that helped the blacks enormously. This remains controversial.

The second group was the Jews in Europe who were murdered by the Nazis. Even though the Jews tried to save themselves, it was no use. Many Nations have been persecuted throughout history. We will always remember them.
Practice Paper A—Score Level 3

The response:
- Develops all aspects of the task evenly and in depth by describing historical circumstances that led to human rights violations of Jews in Europe, describing the violations, and discussing the rescue of Danish Jews by the Danish people and king, but fails to develop these components for a second group
- Is both analytical and descriptive (Jews in Europe: Germany had to pay huge reparations and was almost bankrupt; Hitler promised Germans he would restore Germany’s wealth; Hitler told Germans that it was the Jews’ fault the economy was bad; Nuremberg Laws segregated Jews; forced to wear yellow star on clothing; when Danish Jews were forced to wear yellow stars, king of Denmark wore one, too; people of Denmark opened their homes and risked their lives by hiding Jews; Jews were ferried across the water to Sweden)
- Richly supports the theme with relevant facts, examples, and details (Jews in Europe: Holocaust; scapegoat, Nuremberg Laws: separate schools, stores, parks, curfews, labor and concentration camps: Jews shaved and clothed in rags, worked with little or no food)
- Develops a logical and clear plan of organization; includes an introduction and a conclusion that highlights the rescue of many of the Jews of Denmark

Conclusion: Overall, the response fits the criteria for Level 3. All aspects of the task have been thoroughly and evenly developed in depth and the paper meets other level 5 criteria; however, the response fails to address a second group.

Practice Paper B—Score Level 1

The response:
- Minimally develops some aspects of the task by mentioning aspects of human rights violations pertaining to Jews in Europe and blacks under apartheid in South Africa
- Is descriptive (Jews in Europe: Nazis were taught to believe that Jews were at fault for the depression; blacks in South Africa: in South Africa, whites set up an apartheid rule which violated blacks’ rights; Africans had to live in a part of town that had horrible living conditions)
- Includes few relevant facts, examples, or details (Jews in Europe: Nazis were ordered to kill Jews)
- Demonstrates a general plan of organization; includes an introduction identifying the two groups chosen and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response demonstrates a minimal understanding of the causes of human rights violations. The descriptions of human rights violations are scant and the discussion of resolution is neglected.
Practice Paper C—Score Level 0

The response:
Fails to develop the task, includes the theme as copied from the test booklet

Conclusion: The response fits the criteria for level 0. After copying the theme as stated in the test, the remainder of the response consists of generally worded conjecture.

Practice Paper D—Score Level 4

The response:
- Develops all aspects of the task but does so somewhat unevenly by discussing human rights violations under Stalin more thoroughly than those under Muslims in Bosnia in the 1990s
- Is both descriptive and analytical (repression and genocide practiced since the beginning of civilization; Stalin: Stalin’s purges and brutality crossed all boundaries of ethnicity and religion; Ukrainians suffered especially; human rights violations increased as totalitarian system emerged; no significant action taken to halt the slaughter; millions killed not only by the German invaders but by the Soviets as reprisal; Khrushchev criticized Stalin as a leader obsessed with power; Muslims in Bosnia: Milosevic invaded new country of Bosnia on the pretext that he was protecting Serbian minorities; Milosevic began a massive campaign of genocide against Muslims; Milosevic met with international pressure and United Nations sanctions; Milosevic turned over to United Nations to stand trial for war crimes)
- Supports the theme with relevant facts, examples, and details (Stalin: midnight executions; “gulags,” forced labor camps; collective agriculture; Stalin’s death in 1953; Gorbachev; “de-Stalinized”; Muslims in Bosnia: Serb president Slobodan Milosevic; ethnic cleansing; war crimes); includes a minor chronological error (Milosevic expelled from the country before losing a key presidential election)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that focus on the role of human nature in human rights violations

Conclusion: Overall, the response fits the criteria for Level 4. Although the response treats multiple groups suffering human rights violations under Stalin rather than focusing on a single group, the discussion features numerous historical details combined with analysis that illustrate the theme of abuse of power by both Stalin and Milosevic.
Practice Paper E—Score Level 3

The response:
- Develops all aspects of the task with little depth by discussing blacks under apartheid in South Africa and Jews in Europe
- Is more descriptive than analytical (blacks in South Africa: Afrikaners believed whites were the superior race in South Africa; in 1948, Afrikaners created apartheid, which clearly distinguished four groups: whites, blacks, Asians, and colored; ANC, originally a nonviolent organization, ended up blowing up power lines; blacks in South Africa were only persecuted because they were black; Jews in Europe: Holocaust was the murdering of European Jews by Nazis from 1933 to 1945; a planned extermination of 6,000,000 Jews; genocide—a planned murder of a group because of race, religion, or ethnicity; the world stood back and did nothing)
- Includes some relevant facts, examples, and details (blacks in South Africa: segregation; discrimination; Nelson Mandela; African National Congress; Jews in Europe: Adolf Hitler; ghettos; concentration camps; death camps); includes inaccuracies (Nelson Mandela created the ANC; ANC ended up destroying the economy)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. A few analytical statements are supported by appropriate facts and details that demonstrate an understanding of the theme. However, the response has much repetition of information.
Global History and Geography
Part A Specific Rubric
Document-Based Question—January 2007

Document 1

. . . Powers of the king.—The King, Louis XVI, was absolute. He ruled by the divine right theory which held that he had received his power to govern from God and was therefore responsible to God alone. He appointed all civil officials and military officers. He made and enforced the laws. He could declare war and make peace. He levied taxes and spent the people’s money as he saw fit. He controlled the expression of thought by a strict censorship of speech and press. By means of lettres de cachet (sealed letters which were really blank warrants for arrest) he could arbitrarily imprison anyone without trial for an indefinite period. He lived in his magnificent palace at Versailles, completely oblivious to the rising tide of popular discontent. . . .

Source: Friedman & Foner, A Genetic Approach to Modern European History, College Entrance Book Co., 1938

1 According to this document by Freidman & Foner, what is one cause of the French Revolution?

Score of 1:
• States a cause of the French Revolution, according to Friedman and Foner
  Examples: Louis XVI levied taxes/spent the people’s money as he saw fit; the king used strict censorship of speech and press to control expression of thought; the king misused his power; Louis XVI was oblivious to increasing discontent

Score of 0:
• Incorrect response
  Examples: the king could not enforce laws; Louis XVI built the palace of Versailles; the king appointed civil servants and military officers
• Vague response that does not answer the question
  Examples: Louis XVI; lettres de cachet; the king lived in his palace
• No response
2 Based on the information in these graphs, identify one cause of the French Revolution.

**Score of 1:**
- Identifies a cause of the French Revolution, based on the information in the graphs
  
  *Examples:* the third estate paid 100% of government taxation; the first and second estates paid no government taxes; the first and second estates owned land but paid no taxes; the third estate was not treated equally; commoners made up 98% of the population but owned only 65% of the land; taxes were not divided equally among the three estates

**Score of 0:**
- Incorrect response
  
  *Examples:* nobles paid most of the taxes; clergy owned 65% of the land; commoners were a minority of the population
- Vague response that does not answer the question
  
  *Examples:* population and land ownership were different; there were three estates in pre-revolutionary France
- No response
July 12, 1789

. . . The 12th. Walking up a long hill, to ease my mare, I was joined by a poor woman, who complained of the times, and that it was a sad country; demanding her reasons, she said her husband had but a morsel of land, one cow, and a poor little horse, yet they had a *franchair* (42 lb.) of wheat, and three chickens, to pay as a quit-rent to one Seigneur [noble]; and four *franchair* of oats, one chicken and 1 sou [small unit of money] to pay to another, besides very heavy tailles [taxes on the land and its produce] and other taxes. She had seven children, and the cow's milk helped to make the soup. But why, instead of a horse, do not you keep another cow? Oh, her husband could not carry his produce so well without a horse; and asses are little used in the country. It was said, at present, that *something was to be done by some great folks for such poor ones, but she did not know who nor how, but God send us better, car les tailles & les droits nous ecrasent* [because the taxes and laws are crushing us]. —This woman, at no great distance, might have been taken for sixty or seventy, her figure was so bent, and her face so furrowed [wrinkled] and hardened by labour, — but she said she was only twenty-eight. An Englishman who has not travelled, cannot imagine the figure made by infinitely the greater part of the countrywomen in France; it speaks, at the first sight, hard and severe labour. I am inclined to think, that they work harder than the men, and this, united with the more miserable labour of bringing a new race of slaves into the world, destroys absolutely all symmetry of person [balanced proportions] and every feminine appearance. To what are we to attribute this difference in the manners of the lower people in the two kingdoms? To Government . . . .

Source: Miss Betham-Edwards, ed., *Arthur Young's Travels in France During the Years 1787, 1788, 1789*, G. Bell and Sons (adapted)

3 Based on this document of Arthur Young’s travels, state one reason the French peasants were dissatisfied with their life during this period of French history.

Score of 1:
- States a reason the French peasants were dissatisfied with their life during this period of French history, as expressed in this document
  
  *Examples:* they did not have enough land; they had to pay heavy taxes; their rent was very high; they had to pay taxes on the land and its produce; taxes/laws were crushing them; living conditions were too harsh for peasants; they had to pay taxes to several nobles

Score of 0:
- Incorrect response
  *Examples:* they had too much land; only chickens could be used to pay rent; they had to grow wheat and oats
- Vague response that does not answer the question
  *Examples:* the country was sad; complaints were made; a new race of slaves was brought into the world
- No response
The French Revolution

<table>
<thead>
<tr>
<th>Date</th>
<th>Ruling Government</th>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1789–1791</td>
<td>National Assembly</td>
<td>• Constitutional monarchy established</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Feudalism abolished</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Declaration of the Rights of Man and the Citizen</em> adopted</td>
</tr>
<tr>
<td>1791–1792</td>
<td>Legislative Assembly</td>
<td>• Constitutional monarchy undermined</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mob forced king to flee to the safety of the Legislative Assembly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• War declared against Austria and Prussia</td>
</tr>
<tr>
<td>1792–1795</td>
<td>The First Republic and</td>
<td>• France declared a Republic (Sept. 1792)</td>
</tr>
<tr>
<td></td>
<td>The Convention</td>
<td>• France ruled by Committee of Public Safety</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Radicals (Jacobins) overcame moderates (Girondins)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Terror used to execute &quot;enemies of the regime&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Robespierre executed</td>
</tr>
<tr>
<td>1795–1799</td>
<td>The Directory</td>
<td>• Five directors ruled as executive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Coups d’état attempted by radical and conservative forces</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Napoleon overthrew the government in a coup d’état (Nov. 1799)</td>
</tr>
</tbody>
</table>

4 Based on this chart, identify two political changes that occurred during the French Revolution.

Score of 2 or 1:
- Award 1 credit (up to a maximum of 2 credits) for each *different* political change that is identified, based on the information in this chart
  
  Examples: there were four different ruling governments in ten years/ruling governments changed; a constitutional monarchy was established between 1789 and 1791; the Committee of Public Safety ruled during the First Republic; under the Directory, five directors ruled as executive; Napoleon came to power in November 1799; feudalism was abolished; France was declared a republic in 1792; Jacobins took control of the First Republic/radicals overcame moderates; coup d’état replaced the Directory

Note: To receive maximum credit, two *different* political changes that occurred during the French Revolution must be stated. For example, *there were four different ruling governments in ten years and ruling governments changed* is the same political change expressed in different words. In similar cases, award only *one* credit for this question.

Score of 0:
- Incorrect response
  
  Examples: governments went from strong to weak; only dictators ruled; there were stable governments; *Declaration of the Rights of Man and the Citizen* was abolished
- Vague response that does not answer the question
  
  Examples: monarchy; wars; ruling governments; attempts were made to change by radicals and conservatives
- No response
Document 5

The Declaration of the Rights of Man and the Citizen

Article 1 – Men are born and remain free and equal in rights. Social distinctions may be based only on considerations of the common good. . . .

Article 4 – Liberty consists in being able to do anything that does not harm others: thus, the exercise of the natural rights of every man has no bounds other than those that ensure to the other members of society the enjoyment of these same rights. These bounds may be determined only by Law. . . .

Article 6 – The Law is the expression of the general will. All citizens have the right to take part, personally or through their representatives, in its making. It must be the same for all, whether it protects or punishes. All citizens, being equal in its eyes, shall be equally eligible to all high offices, public positions and employments, according to their ability, and without other distinction than that of their virtues and talents. . . .

Article 11 – The free communication of ideas and of opinions is one of the most precious rights of man. Any citizen may therefore speak, write and publish freely, except what is tantamount [equivalent] to the abuse of this liberty in the cases determined by Law. . . .

Source: The Declaration of the Rights of Man and the Citizen

5 Based on this excerpt from The Declaration of the Rights of Man and the Citizen, state two ways the National Assembly attempted to redefine the relationship between the individual and the government.

Score of 2 or 1:
• Award 1 credit (up to a maximum of 2 credits) for each different way the National Assembly attempted to redefine the relationship between the individual and the government, as stated in this excerpt from The Declaration of the Rights of Man and the Citizen
  Examples: men are born free and have equal rights; citizens have a right to participate in making the law; law is the expression of the general will; laws should be applied to all citizens equally; citizens have freedom of speech/writing/publishing; rights are protected by law; citizens are equally eligible for all high offices

Note: To receive maximum credit, two different attempts to redefine the relationship between the individual and the government must be stated. For example, citizens have freedom of speech/writing/publishing and one right of man is the free communication of ideas is the same attempt expressed in different words. In similar cases, award only one credit for this question.

Score of 0:
• Incorrect response
  Examples: liberty is being able to do anything; social distinctions are for the common good; people should have equal employment; women are equal to men; law should protect and punish
• Vague response that does not answer the question
  Examples: rights of man; social distinctions; liberty; men are born
• No response
Helen Williams was a foreigner living in Paris in 1793. She sympathized with those who wanted France to form a republic. She was arrested because her views differed from the views of those in power.

. . . After two months in our new prison, we were released. A young Frenchman, who has since married my sister, managed to get us released by haunting all the officials he could find and finally by begging the release from Chaumette, the procurer of the Paris Commune, and a tyrant. So we were free but were watched. We could see very few people and went out little, and yet it was a sort of liberty. We feared to go out, in case, without realizing it, we committed some transgression [offense] that would lead to being arrested again. We hardly spoke to anyone, for there were spies everywhere, and we jumped at each knock at the door, fearing arrest. For the prisons were growing more crowded daily, and more and more were going to the scaffold as the Reign of Terror tightened its hold. “Suspicion” was now a warrant for imprisonment, and conspiracy and murder were in the air. One man was arrested because he “looked” noble, another because a total stranger swore that he supported monarchy. Some were arrested for having been rich, others for being clever. Many who were arrested asked for the reason in vain. And the numbers of executions rose, and the horrors increased, and the stories of both courage and cowardice were passed from home to home. Yet it seemed to me that there was more courage than cowardice to be found, which gave us hope for humanity even in these dark days.

Soon after our release from prison, we decided to move from the center of the town to a house in the most remote part of the faubourg [suburb], Saint Germain. Our new home was but a few moments walk from the countryside. But although we were close, we did not dare to walk there. The parks and woods that surrounded us and had once belonged to royalty were now haunted by revolutionaries, despots, police spies, even the conspirators themselves on occasion. So we walked in the common fields near our house, where people put their animals to graze. I have no words to describe how reluctantly we returned from our walks to Paris, that den of carnage, that slaughterhouse of man. The guillotine was claiming both the innocent and the guilty alike, and at such a rate that the gutters seemed to stream with blood. And just when it seemed that things could get no worse, when you thought it was not possible to increase the stream of people flowing to the scaffold, you were proved wrong, and the pace of the flow quickened even more. . . .

Source: Jane Shuter, ed., Helen Williams and the French Revolution, Raintree Steck-Vaughn Publishers (adapted)

According to Helen Williams, what is one impact the Reign of Terror had on the people of Paris in 1793?

Score of 1:
- States an impact the Reign of Terror had on the people of Paris in 1793, according to Helen Williams

  Examples: people were arrested because they looked noble; suspicion was a warrant for imprisonment; more people were imprisoned daily; the numbers of executions increased; people were afraid to leave home/to answer the door/ people were afraid; the guillotine was claiming both the innocent and guilty alike; people were spied on

Score of 0:
- Incorrect response

  Examples: many people were released from prison; Paris was freed; people moved to Paris; people took walks in the common fields
- Vague response that does not answer the question

  Examples: courage and cowardice; the rich were clever; Paris commune; people walked
- No response
By 1799, however, Frenchmen had had the experience of enjoying, at least in theory, freedom of speech and freedom of the press. Education had been reorganized along the lines which it still follows in most modern states—free, compulsory, universal, and secular. The Revolution had given rise to an extensive, if not always great, periodical press. Lack of opportunities had yielded to the “careers open to talents” already mentioned, and such talents were encouraged and brought to fruition through public prizes, state patronage, and similar devices. Moreover, while there had been few museums and libraries prior to 1789, the revolutionaries established many more, planned still additional ones, and endeavored to integrate them with the educational system.


7 According to John Hall Stewart, what is one change brought about by the French Revolution by 1799?

Score of 1:
- Identifies a change brought about by the French Revolution by 1799, according to John Hall Stewart
  
  Examples: at least in theory, French people had freedom of speech/press; education became free/compulsory/universal/secular; a periodical press developed; careers were opened to talents; development of talents was encouraged; more museums/libraries were established

Score of 0:
- Incorrect response
  
  Examples: no freedom of speech/press; lack of opportunities; museums/libraries were closed; people were educated for the first time
- Vague response that does not answer the question
  
  Examples: public prizes; taxation; state patronage
- No response
The lasting quality of Napoleon’s reforms outside France was in direct ratio to the length of time French control had been in effect and to the weakness of the local governments. In the areas annexed before 1804, the Revolutionary changes were put into effect as a whole. Italy was more profoundly transformed than any other part of Europe. The stronger the local governments were, the more able they were to overthrow Napoleonic institutions after his military defeat. But only rarely did the reaction upset the civil principles which to Napoleon were so important. Even in Naples King Ferdinand did not abolish the Civil Code or re-establish feudal rights when he returned. All the reactionary forces of Europe combined were not strong enough to restore things as they had been before the outbreak of the French Revolution. They could not, in particular, undo the many-faceted social change that had been set in motion. . . .


8 According to Robert B. Holtman, what is one impact the French Revolution and Napoleon’s reforms had on a nation or region outside France?

Score of 1:
- States an impact the French Revolution and Napoleon’s reforms had on a nation or region outside France, according to Robert B. Holtman
  
  Examples: Napoleon’s civil principles were generally kept after he was gone; King Ferdinand did not abolish the Civil Code/re-establish feudal rights; reactionary forces were not strong enough to go back to the way it was before the French Revolution; social change could not be undone; the Civil Code was established in Naples; feudal rights were abolished in Naples; some stronger local governments were able to overthrow some Napoleonic institutions

Score of 0:
- Incorrect response
  
  Examples: reforms were outside France; local governments were weak; countries went back to the way they had been before the French Revolution; areas were annexed
- Vague response that does not answer the question
  
  Examples: it was a lasting quality; it could not be undone; social change
- No response
The Ambiguous Legacy of the Revolution

. . . However, the majority of Europeans and non-Europeans came to see the Revolution as much more than a bloody tragedy. These people were more impressed by what the Revolution accomplished than by what it failed to do. They recalled the Revolution’s abolition of serfdom, slavery, inherited privilege, and judicial torture; its experiments with democracy; and its opening of opportunities to those who, for reasons of social status or religion, had been traditionally excluded.

One of the most important contributions of the French Revolution was to make revolution part of the world’s political tradition. The French Revolution continued to provide instruction for revolutionaries in the 19th and 20th centuries, as peoples in Europe and around the world sought to realize their different versions of freedom. Karl Marx would, at least at the outset, pattern his notion of a proletarian revolution on the French Revolution of 1789. And 200 years later Chinese students, who weeks before had fought their government in Tiananmen Square, confirmed the contemporary relevance of the French Revolution when they led the revolutionary bicentennial parade in Paris on July 14, 1989. . . .

Source: Thomas E. Kaiser, University of Arkansas

9a According to Thomas E. Kaiser, what is one change that resulted within France from the French Revolution?

Score of 1:
• States a change that resulted from the French Revolution within France, according to Thomas E. Kaiser
  Examples: abolition of serfdom/slavery/inherited privilege/judicial torture; opportunities were opened to those previously excluded; experiments with democracy

Score of 0:
• Incorrect response
  Examples: accomplishments were impressive; the Revolution failed; people were excluded
• Vague response that does not answer the question
  Examples: it left a legacy; more than a bloody tragedy; abolition
• No response

9b According to Thomas E. Kaiser, what are two effects the French Revolution had outside France?

Score of 2 or 1:
• Award 1 credit (up to a maximum of 2 credits) for each different effect the French Revolution had outside France, as stated by Thomas E. Kaiser
  Examples: it became a model for other revolutions/revolution became part of the world’s political tradition/provided instruction for revolutionaries in the 19th and 20th centuries; inspired people like Karl Marx; the demonstration in Tiananmen Square by Chinese students shows the relevance of the French Revolution

Note: To receive maximum credit, two different effects the French Revolution had outside France must be stated. For example, it became a model for other revolutions and it provided instruction for revolutionaries in the 19th and 20th centuries is the same effect expressed in different words. In similar cases, award only one credit for this question.

Score of 0:
• Incorrect response
  Examples: revolutionaries ignored it; social status/religion was abolished; students led the French Revolution
• Vague response that does not answer the question
  Examples: made an important contribution; led to a bicentennial parade; has contemporary relevance; to realize freedom
• No response
Global History and Geography
Content-Specific Rubric
Document-Based Question
January 2007

Historical Context: The French Revolution (1789-1814), which included Napoleon’s reign, is considered a major turning point in world history. This revolution led to major changes in France and other nations and regions of the world.

Task: • Discuss the political, economic, and/or social causes of the French Revolution
• Discuss how the French Revolution affected the people of France
• Discuss one impact the French Revolution had on the world outside France

Scoring Notes:

1. This document-based question has a minimum of four components (two causes of the French Revolution, one way the French Revolution affected the people of France, and one impact of the French Revolution outside France).
2. At least two causes of the French Revolution should be discussed. Both causes may be political, economic, or social, or they may be a combination of any two of these categories.
3. The classification of causes as political, economic, or social is not required as long as the identification is implied in the discussion.
4. The discussion of how the French Revolution affected the people of France may be an effect on the people of France as a whole or may be an effect on a particular group of people.
5. The discussion of how the French Revolution affected the people of France may focus on an effect during the French Revolution or on an effect after the French Revolution.
6. The same information could be used to discuss all three aspects of the task, e.g., the influence of the ideas of the Enlightenment.
7. An impact of the French Revolution outside France may be an impact connected with an individual (Karl Marx), a movement (pro-democracy movement in China), a nation, or a region.

Score of 5:
• Thoroughly develops all aspects of the task evenly and in depth by discussing at least two political, economic, and/or social causes of the French Revolution, how the French Revolution affected the people of France, and an impact of the French Revolution outside France
• Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., connects the revolutionary slogan of “liberty, equality, and fraternity” not only to Enlightenment ideas and the agendas of the different phases of the French Revolution but also to the Napoleonic Era and revolutionary episodes of the 19th and 20th century
• Incorporates relevant information from at least five documents (see Key Ideas Chart)
• Incorporates substantial relevant outside information related to the French Revolution (see Outside Information Chart)
• Richly supports the theme with many relevant facts, examples, and details, e.g., Old Regime; estates; absolutism; divine right; bourgeoisie; Locke; Voltaire; Rousseau; Montesquieu; Declaration of the Rights of Man and the Citizen; general will; Estates General; conscription; Reign of Terror; Napoleonic Code; merit system; revolutions of 1848; Karl Marx; Russian Revolutions
• 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 by discussing at least two political, economic, and/or social causes of the French Revolution, how the French Revolution affected the people of France, and an impact of the French Revolution outside France but may do so somewhat unevenly by discussing one aspect less thoroughly than the other aspects of the task
• Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., discusses the end of the Old Regime and the influence of Enlightenment ideas on social and political changes in France and their impact on the independence movements in Latin America
• Incorporates relevant information from at least five 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

Note: At score levels 5 and 4, all four components of the task should be developed.
Holistic Scoring Reminder: This note applies only to the evaluation of bullet 1.

Score of 3:
• Develops all aspects of the task with little depth or develops at least three 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

Examples of addressing at least three aspects of the task in some depth at Level 3

Holistic Scoring Reminder: These examples apply only to the evaluation of bullet 1.
A response meeting the criteria below does not, by itself, make it a Level 3 response.

1. Discusses two political, economic, and/or social causes of the French Revolution and discusses how the French Revolution affected the people of France
2. Discusses two political, economic, and/or social causes of the French Revolution and discusses an impact of the French Revolution outside France
3. Discusses one political, economic, or social cause of the French Revolution; discusses how the French Revolution affected the people of France, and discusses an impact of the French Revolution outside France
Score of 2:
- Minimally develops all aspects of the task or develops at least two aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents or consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Examples of addressing at least two aspects of the task in some depth at Level 2

Holistic Scoring Reminder: These examples apply only to the evaluation of bullet 1.
A response meeting the criteria below does not, by itself, make it a Level 2 response.

1. Discusses two political, economic, and/or social causes of the French Revolution
2. Discusses how the French Revolution affected the people of France and discusses an impact of the French Revolution outside France
3. Discusses one political, economic, or social cause of the French Revolution and discusses how the French Revolution affected the people of France
4. Discusses one political, economic, or social cause of the French Revolution and discusses an impact of the French Revolution outside France

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
## Key Ideas from the Documents

### Causes of the French Revolution

| Doc 1 | Arbitrary rule and no accountability as a result of Louis XVI’s absolute rule by divine right. Louis XVI’s power to appoint all civil officials and military officers, make and enforce laws, declare war and make peace, levy taxes and spend the people’s money as he saw fit, impose strict censorship, imprison people at will |
| Doc 2 | Unequal distribution of land ownership and tax burden between the First, Second, and Third Estates |
| Doc 3 | Dissatisfaction of peasants as a result of the overwhelming burden of multiple taxes, hard labor, and meager resources |

### How the French Revolution Affected the People of France

| Doc 5 | Declaration of the Rights of Man and the Citizen defined principles of equal rights, natural rights, equal right to participate in making laws and in serving in office or employment, free communication of ideas and opinions. |
| Doc 6 | Violence accelerated during the Reign of Terror. Suspicion was a warrant for imprisonment. Guillotine claimed both the innocent and the guilty. |
| Doc 7 | Freedom of speech and freedom of the press given in theory by 1799. Education became free, compulsory, universal, and secular. Careers opened to all, depending on abilities. Museums and libraries opened and planned. |

### Impact of the French Revolution Outside France

| Doc 4 | War declared against neighboring countries such as Austria and Prussia. |
| Doc 8 | Napoleon’s reforms outside France remained after his defeat in some areas. Napoleon’s civil principles influenced occupied areas. Many-faceted social changes set in motion in Europe. |
| Doc 9 | Europeans and non-Europeans impressed with French Revolution’s abolition of serfdom, slavery, inherited privilege, and judicial torture, experiments with democracy, opening of opportunities to those traditionally excluded. Revolution made part of world’s political tradition. Karl Marx’s proletariat revolution patterned after the French Revolution of 1789. Demonstrators in Tiananmen Square saw the relevance of the French Revolution. |
### Causes of the French Revolution

<table>
<thead>
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<th>Causes</th>
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<tr>
<td>Unfairness of voting procedures in the Estates General</td>
<td>Shortages of grain and famine, widespread crop failures</td>
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<td>Accessibility of First and Second Estate, but not the Third Estate, to high office</td>
<td>Cahiers de doléances</td>
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<td>Desire of bourgeoisie for more political power and social status</td>
<td>Government debt (maintenance of Versailles, war debts, aid for the American Revolution)</td>
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<tr>
<td>Influence of Enlightenment ideas (Locke, Rousseau, Voltaire, Montesquieu)</td>
<td>Dislike of Louis XVI’s political marriage to the Austrian princess, Marie Antoinette</td>
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<tr>
<td>Influence of democratic movements in England and the American colonies</td>
<td>Estates General not meeting in 175 years</td>
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<td>Details about the gap between rich and poor or about the increasing cost of living</td>
<td>Influence of Abbé Sieyès—What is the Third Estate?</td>
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<td>Storming of the Bastille</td>
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<td>Influence of the Tennis Court Oath</td>
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### How the French Revolution Affected the People of France

<table>
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<th>Effects</th>
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<tr>
<td>End of the Old Regime</td>
<td>Abolition of monarchy by the Convention</td>
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<td>End of feudal taxes</td>
<td>Impact of Mary Wollstonecraft and Olympe de Gouges on women’s rights</td>
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<td>Émigrés</td>
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<td>Sans-culottes</td>
<td>Impact of Napoleon: merit system, stabilization of the economy, Bank of France, metric system, Legion of Honor, Concordat of 1801, plebiscites, concentration of power in Paris, corruption of liberty, reduction in status of women</td>
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<tr>
<td>Storming of the Bastille</td>
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<tr>
<td>Tennis Court Oath</td>
<td>Revolutions of 1830 and 1848</td>
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<td>The Women’s March</td>
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<tr>
<td>Nationalism: La Marseillaise, tri-color</td>
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<tr>
<td>Replacement of terms: “citizen” instead of “subject”</td>
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<td>Civil Constitution of the Clergy</td>
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<td>Details about the Constitution of 1791</td>
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<td>Execution of the king and queen</td>
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### Impact of the French Revolution Outside France

<table>
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<th>Effects</th>
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<tr>
<td>Revolt in Haiti (Toussaint L’Ouverture)</td>
<td>Spread of principles of nationalism and liberalism throughout Europe (unification of Germany and Italy)</td>
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<td>Sale of Louisiana Territory to the United States</td>
<td>Influence on Decembrist leaders in Russia to organize protests against czar (Russian Revolutions)</td>
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<tr>
<td>Forcing Napoleon to give up plans to invade Britain</td>
<td>Influence on ideologies of conservatism and liberalism</td>
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<tr>
<td>War of 1812 between Britain and the United States, a result of the use of the blockade against Britain and the Continental System</td>
<td>Spread of Enlightenment ideas of freedom, equality, and popular sovereignty</td>
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<tr>
<td>Disruption of mercantilism in the Spanish colonies</td>
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<tr>
<td>Influence on Latin American independence movements (Bolivar, San Martin)</td>
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<td>Impact of Metternich and the Congress of Vienna</td>
<td>Details about protest in Tiananmen Square</td>
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<tr>
<td>Increase in power for Russia as a result of French loss</td>
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Throughout history, there have been certain events that have affected not only a certain people or region, but the entire world. One of those events was the French Revolution. This call for freedom and equality by the French people later affected not only France and Europe, but the rest of the world.

There were many causes of the French Revolution. One of them was that the king had absolute power, which he used to levy high taxes, imprison people without just cause, and censor free speech and the press, as described in Document 1. Another was the vast injustices to the 3rd Estate, which made up 98% of the population. The 3rd Estate had little say in government, but was the estate which paid the taxes, which supported the king’s lavish lifestyle and superfluous wars (Doc. 2). These people were often very poor, with little land and almost nothing to eat, yet were still burdened by unreasonable taxes (Doc 3). However, the 3rd Estate did consist of an educated middle class, the bourgeoisie. These educated doctors, lawyers, and merchants were aware of the ideas of Locke and Voltaire; Enlightenment thinkers who preached for civil liberties for all people and a fair and just government. They were also aware of the successful American Revolution, in which the American colonies broke away from Britain and established a democratic government. The American idea of “no taxation without representation” struck the hearts of the people of the 3rd Estate. These new ideas combined with the deep injustices being committed set the stage for the French Revolution.

The Revolution affected France greatly. The government changed many times, creating turmoil in the country. A “Reign of Terror” in which many
people accused of plotting against the government were executed led to a bloodbath throughout the country. Thousands were executed without trial and there was chaos. Despite the chaos, many of the different governments made beneficial reforms. In theory, people were granted freedom of speech and the press and education were more readily available, as said in Document 7. Under Napoleon, laws were codified, the power of the Catholic Church was reduced and political advancement was based on merit. So, after a few years of turmoil, the French Revolution achieved many of its desired results.

The French Revolution had a profound effect on the rest of the world as well. Napoleon conquered many lands and instituted his reforms in those places, and many of them were kept in place even after his downfall (Doc. 8). Napoleon's rule also led to a rise of nationalism in other lands. This nationalism became one of the causes of the later unification of Italy and Germany. The French Revolution also provided a basis for future revolutions. According to Document 9, Karl Marx based some of his ideas on social change on the French Revolution.

Karl Marx's ideas later became the basis for Communist governments, which greatly shaped the 20th century. The French Revolution also influenced the Chinese demonstration in Tiananmen Square in 1989 (Doc. 9). So, it is obvious that the French Revolution has had a lasting effect on shaping modern history.

The French Revolution can truly be called a turning point in history. Devoid from peasant dissatisfaction, it escalated into a revolution that changed the world. It also challenged the idea of absolute monarchy in Europe and provides an example of the fight for democracy to the rest of the world.
The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing political and economic causes of the French Revolution, how the French Revolution affected the people of France, and impacts of the French Revolution outside France
- Is more analytical than descriptive (although the Third Estate had little say in the government, they paid the taxes which supported the King’s lavish lifestyle and superfluous wars; new ideas, combined with the deep injustices being committed, set the stage for the French Revolution; turmoil was created in the country by the government changing many times; Reign of Terror led to a bloodbath throughout the country; after a few years of turmoil, the French Revolution achieved many of its desired results; French Revolution provided a basis for future revolutions; French Revolution developed from peasant dissatisfaction and escalated into a revolution that changed the world; French Revolution challenged the idea of absolute monarchy in Europe)
- Incorporates relevant information from documents 1, 2, 3, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (Third Estate consisted of an educated middle class called the bourgeoisie who were aware of the ideas of Locke and Voltaire, Enlightenment thinkers who preached civil liberties for all people and a fair and just government; American colonies broke away from Britain and established a democratic government in the successful American Revolution; American ideal of “no taxation without representation” struck the hearts of the people of the Third Estate; under Napoleon, laws were codified, the power of the Catholic Church was reduced, and political advancement was based on merit; Napoleon’s rule led to a rise of nationalism in other lands; nationalism was one of the causes of the later unification of Italy and Germany; Karl Marx’s ideas later became the basis for communist governments)
- Richly supports the theme with many relevant facts, examples, and details (king had absolute power; Third Estate made up 98% of the population; French people were burdened with unreasonable taxes; thousands were executed without trial during the Reign of Terror; Napoleon conquered many lands and instituted his reforms; Chinese demonstrated in Tiananmen Square in 1989)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the call for freedom and equality by the French people affected not only France and Europe but the rest of the world and a conclusion that explains the reasons the French Revolution can truly be called a turning point in history

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates an understanding that in dealing with the dissatisfaction of French peasants, the French Revolution became a revolution that significantly changed the world’s attitude towards absolute monarchy. Integration of document information and outside information supports the theme and analytical statements give depth to the discussion.
The French Revolution is one of the most indescribably influential periods in global history. Despite its horrific Reign of Terror, its concepts, ideals, and reforms would influence the world, even two hundred years later.

The crux of the causes of the French Revolution lay in the divine right theory of absolute monarchs, stating that the monarch was divine, or god-like, and had the right to do as he pleased. This was particularly evident in the last three French Monarchs, Louis XIV, Louis XV, and Louis XVI. Each lived lavishly, particularly Louis XIV. Influenced by Mazarin, his advisor, Louis XIV epitomized the Absolute Monarch. He heavily taxed his subjects, fought expensive wars, and built the extravagant Palace of Versailles. Colbert, his finance manager, did the best he could to keep up with Louis XIV's expenses, but despite his magnificent financial skills, France was still in severe debt. Unfortunately, Louis XIV had no regard to his subjects, boldly stating, “L'etat c'est moi,” or “I am the State.” Louis XVI knew that turmoil would come to France after his reign. A statement made at the time, “After me, the flood,” signified this. His predictions were correct.

Louis XVI was as oblivious as Louis XIV in the sense that he had no regard to his people. He heavily taxed them, and poverty was not uncommon. One woman had to support seven children and still suffered from extreme poverty because most of her family’s profit was given to nobles. (Document 3).

While his subjects starved and had little rights, Louis XVI lived in his palace, completely unaware of the impending doom awaiting him. (Document 1).

To try to solve his economic problems, the Estates General was called. The Third Estate of commoners stated the reforms they wanted (like more civil...
rights) but the King refused, and the Third Estate formed the National Assembly. When the King locked them out of their meeting hall, the members of the Third Estate went to a nearby tennis court until a new constitution was written. On July 14, 1789, the people were called to arms, the Bastille was stormed, and the French Revolution began. In 1792, Louis and his wife, Marie Antoinette, attempted to flee, but failed miserably. They both were later victims of "Madame Guillotine," meaning they were executed by the guillotine. During this Reign of Terror, many innocent clergy and nobles were executed at the scaffold guillotine simply because of their social status (Dec. 6).

The French, now a Republic, declared the Rights of Man, basically stating the equality of every French male citizen (Dec. 5). The Declaration was the basis of freedom of thought, religion, petition, and due process under law. During the period of the French Revolution, the French Republic was instituted and the Committee of Public Safety was instituted, which consisted of the radical Jacobins. The Jacobins became too radical, causing turmoil. The execution of one of the twelve leaders of the Committee of Public Safety, Robespierre, ended the Reign of Terror (Dec. 4).

After the rule of the Republic, Napoleon took power, crowning himself emperor in 1804. Napoleon conquered much land, but was defeated in the battle of Trafalgar and later in Russia, and was greatly weakened. He then was exiled to Elba, but then returned. After his defeat in Waterloo in present day Belgium after 100 days from his return, Napoleon was exiled to St. Helena and died there. Napoleon eliminated many of the rights given to the French by the
Declaration of the Rights of Man. However, Napoleon left a legacy that is still influential today. His Napoleonic Code and its provisions, such as education, equality, and abolition of feudal rights, still influence France and the world today (doc. 9). Even after returning to power, King Ferdinand of Naples kept Napoleon’s civil law (doc. 8). Even Karl Marx, the Father of Communism, was affected by the French Revolution, impressed by the power and successful revolution of the Third Estate. Chinese revolutionaries, even 200 years later in the 1980s embraced the French Revolution’s ideals when they fought for increased representation in the government as the Third Estate had done in the French Revolution (Dec. 9).

Clearly, the French Revolution stirred the desire of Revolution among all worldly societies, even in present day situations. Despite its horrific executions, the ideals that fueled the French Revolution were just and noble: equality among all citizens and democracy clearly was a progressive step towards an idealistic society.
The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing political, economic, and social causes of the French Revolution, how the French Revolution affected the people of France, and impacts of the French Revolution outside France
- Is more analytical than descriptive (Louis XVI was as oblivious as Louis XIV in the sense that he had no regard for his people; Louis XVI heavily taxed the people and poverty was not uncommon; Louis XVI called the Estates General to try and solve his economic problems; nobles were executed on the scaffold or by the guillotine simply because of their social status; Jacobins became too radical, causing turmoil; Napoleon left a legacy that is still influential today; equality among all citizens and democracy was a progressive step towards an idealistic society; Chinese revolutionaries, even 200 years later in the 1980s, embraced the ideals of the French Revolution)
- Incorporates relevant information from documents 1, 3, 4, 5, 6, 8, and 9
- Incorporates substantial relevant outside information (Louis XIV, influenced by his advisor Mazarin, epitomized the absolute monarch; Louis XIV fought expensive wars and built the extravagant palace of Versailles; Colbert, Louis XIV’s finance manager, did the best he could, but despite his financial skills, France was still in severe debt; Louis XIV boldly stated, “L’état, c’est moi”; “after me, the flood” signified that turmoil would come after Louis XV’s death and this prediction was indeed correct; when the King closed the Third Estate out of the meeting hall, they went to a nearby tennis court until a new constitution was written; the Bastille was stormed; Louis XVI and his wife Marie Antoinette attempted to flee; Napoleon crowned himself emperor; Napoleon was defeated at the battle of Trafalgar and later in Russia; Napoleon was exiled to Elba, but then returned; after his defeat in Waterloo, he was exiled to St. Helena; Napoleon eliminated many rights that were given to people under the Declaration of Rights of Man; Karl Marx was the father of communism)
- Richly supports the theme with many relevant facts, examples, and details (absolute monarchs practiced divine right; during the Reign of Terror, many innocent clergy and nobles were executed by the guillotine; Committee of Public Safety was instituted; Napoleon instituted the Napoleonic Code; King Ferdinand of Naples kept Napoleon’s Civil Code)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the concepts, ideas, and reforms of the French Revolution continue to influence the world and a conclusion that discusses the ideals of the French Revolution

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates a good understanding of the events of the French Revolution and its effects, especially in the discussion of Louis XIV. Chronological development is used as the infrastructure as document information and outside information are seamlessly incorporated into the narrative.
One major turning point in world history was the French Revolution, which lasted from 1789 to 1814. French citizens were unhappy with their lifestyle, and they rejected and created more conflict in order to make changes to make their lifestyle better. The revolution created many changes in France, and also in other nations and regions of the world.

There were many causes of the French Revolution. The king of the time, Louis XVI, was an absolute ruler and had control over almost everything within the nation. He believed he had the divine right to rule (received his power to rule from God), so appointed all royal officials and military officers, and controlled the money input and output. King Louis XVI owned all wealth and power and heavily taxed the people of France. The king had the right to imprison any citizen he saw fit without trial or reason, for any length of time (Doc.1)

King Louis XVI’s absolute power is similar to the power that Stalin had in the Soviet Union (URSR) and Hitler in Germany. These rulers acted as a single dictator and had total control (also known as totalitarian ruler) of the government. The people of France had little representation in their government and felt cheated of their rights. During this time, there was a social class system called the Three Estates. The First Estate consisted of the clergy. The Second Estate consisted of the nobility. The Third Estate consisted of the bourgeoisie and peasants, and were the poorest estate. Most of the population of France (75%) consisted of the Third Estate. Only 65% of the land was owned by the Third Estate, and 100% of their citizens were heavily taxed (Doc.2) When the Third Estate’s political rights were denied, they started to revolt and protest which led to many changes in France.
The commoners became poorer due to the heavy taxes, and created a "sick country." (Doc. 3) They commoners were forced to give much of the food they produced to the nobles, and it left them literally starving to death. The pain that the people were forced to suffer is portrayed and described in A Tale of Two Cities, by Charles Dickens. It shows the huge differences between the rich and poor, and how people fought each other to stay alive. The people of France became miserable and had no rights. One result that the fall of Paris carried out was the storming of the Bastille. The Bastille was the jail where innocent people were imprisoned. The novel shows the anger and frustration of the people in France.

Attempts were made to improve France. The Declaration of the Rights of Man and the Citizen was adopted by the National Assembly. (Doc. 5) However, many of these rights were lost during the Reign of Terror. After Napoleon took over the French government, some rights were given back to the French citizens in the Napoleonic Code. This Code encouraged equality before the law and use of the merit system. (Doc. 8) Also, slavery and servitude were abolished, and the people were given religious freedom. The French Revolution influenced many countries around the world, providing a model of revolution and instruction.

Karl Marx's idea of a proletarian revolution was influenced by the French Revolution, which was later used by the Bolsheviks in Russia. Student protesters in the Tiananmen Square in China used the French Revolution's ideas to
The response:
- Develops all aspects of the task by discussing political and economic causes of the French Revolution and how the French Revolution affected the people of France, but discusses impacts of the French Revolution outside France less thoroughly than the other aspects of the task
- Is both descriptive and analytical (King Louis XVI’s absolute power is similar to the power that Stalin had in the Soviet Union and Hitler had in Germany; these rulers acted as a single dictator and had total control, also known as totalitarianism; when the political rights of the Third Estate were denied, they started to revolt which led to many changes in France; the commoners were forced to give almost all the food they produced to the nobles and it left them literally starving to death; many of the rights adopted as a result of the Declaration of the Rights of Man and the Citizen were lost during the Reign of Terror; Napoleon returned some of the lost rights to the French citizens)
- Incorporates relevant information from documents 1, 2, 3, 5, 8, and 9
- Incorporates relevant outside information (the people of France had little representation in their government; in A Tale of Two Cities by Charles Dickens, the huge differences between the rich and poor are portrayed; one revolt carried out by the peasants was the storming of the Bastille which was a jail where innocent people were imprisoned; Napoleonic Code encouraged equality before the law and the use of the merit system; Karl Marx’s ideas were later used by the Bolsheviks in Russia)
- Supports the theme with relevant facts, examples, and details (Louis XVI was an absolute ruler and had control over almost everything within the nation; Louis XVI believed he had the divine right to rule; social class system was known as the three estates; Third Estate consisted of the bourgeoisie and peasants and were the poorest estate; Karl Marx’s idea of a proletarian revolution was influenced by the French Revolution; students protested in Tiananmen Square in China)
- Demonstrates a logical and clear plan of organization; includes an introduction that states French citizens protested because they were unhappy with their lifestyle and a weak conclusion

Conclusion: Overall, the response fits the criteria for Level 4. A thorough discussion of document information and the integration of relevant outside information strengthen the response. Some analytical statements serve as conclusions to link statements of fact.
The French Revolution took place from 1789 to 1814. Throughout this time of turmoil, several different rulers assumed the helm of government. Probably the most well known of these rulers was Napoleon—whose reign is viewed as an important turning point not only in French, but global history. This time period revolutionized France, causing a great deal of change in French politics, economy, and social structure; as well as impacting the rest of the global community.

Prior to this time period considered the French Revolution, another very important revolution was occurring that would also alter several parts of the world's map. The American Revolution against the British Crown was a fight for freedom against a colonial power. With the aid of France, the United States was born. However, seeing what had happened in these colonies, French citizens began to push for sweeping change, modeled what had occurred across the Atlantic Ocean.

In essence, the French Revolution began with King Louis XVI—an absolute ruler whose claim to the throne was divine right, or receiving power from God (doc 1). As an absolutist, he did not value the opinion or take to heart the turmoil being felt by French commoners and peasants. As stated in "Power of the King," he could imprison anybody at will (doc 1). Moreover, French political discontent can be linked to King Louis XVI. However,
Politics were only part of the discontent that fueled revolution. The chart titled "The Three Estates in Pre-Revolutionary France" clearly shows that despite owning only 65% of the land in France, the peasants (who were 98% of the population) had to pay 100% of the government taxes in France (doc 2). With such an incredible economic burden and responsibility, the Third Estate was struggling to survive. For example, a poor old lady (who apparently was actually only 28) said that "the taxes and laws are crushing us" (doc 3). Truly this is no way to live. Unfortunately, this was the economic situation present in pre-revolutionary France.

The French Revolution was started for the people, and it attempted to directly affect the lives of French citizens for the best. New reforms in "The Declaration of the Rights of Man and Citizen" granted French citizens new freedoms they did not have in the past (such as freedom of speech) (doc 5) and later the Napoleonic Code set forth a codified written system of law to abide by (doc 8). The press banned and the educational system underwent a drastic series of reform. As described in "A Documentary Survey of the French Revolution," education was now "free, compulsory, universal, and perpetual" (doc 7). Young French citizens had more opportunities for a better education.

Not only did the French Revolution affect France—but it laid a foundation of guidelines to be used in later revolutions of the
19th and 20th centuries. Napoleon Bonaparte influenced the social and political stratification of other European nations through his reform and conquest. Napoleon’s rule was overthrown, but his legacy remained in several areas because he had a “sphere of influence” over. In Naples, King Ferdinand saw no reason to do away with Napoleon’s civil code or to re-establish feudal rights when he re-assumed power after Napoleon’s defeat at Waterloo (doc). However, another contributing factor to keeping some of Napoleon’s reforms was that the European nations were left crippled by Napoleon, and therefore could not attempt change because they were internally weak. Leadership was in turmoil and colonies were left open to rebellion and attack, as in South America. Bolívar was able to take advantage of this weakness and Spanish colonies in the western hemisphere became independent.

This time period (1789-1814) may be seen as victory for the French in their revolution, but this era also compromised the lives of great deal of French citizen, especially during the Reign of Terror. However, the French idea of revolution dispersed to other parts of the world, and helped nations overthrow oppressive governments who were unjustly in power.
The response:

- Develops all aspects of the task by discussing political and economic causes of the French Revolution, how the French Revolution affected the people of France, and impacts of the French Revolution outside France
- Is more descriptive than analytical (French citizens began to push for sweeping changes modeled after what had occurred across the Atlantic Ocean; as an absolutist, Louis XVI did not value the opinion or take to heart the turmoil felt by the French commoners and peasants; French political discontent can be traced to King Louis XVI; politics were only part of the discontent that fueled the Revolution; Third Estate was struggling to survive with an incredible economic burden and responsibility; not only did the French Revolution affect France, but it laid a foundation of guidelines to be used in later revolutions of the 19th and 20th centuries; Napoleon Bonaparte influenced the social and political stratification of other European nations through his reform and conquest; Napoleon’s rule was overthrown but his legacy remained; a contributing factor to keeping some of Napoleon’s reforms was that the internally weak European nations did not attempt to change)

- Incorporates relevant information from documents 1, 2, 3, 5, 7, and 8
- Incorporates relevant outside information (American Revolution was a fight for freedom against a colonial power; with the aid of France, the United States was born; Napoleonic Code set forth a codified, written system of law; Napoleon had a sphere of influence over several areas; Napoleon was defeated at Waterloo; colonies were left open to rebellion and attack, as in South America; Bolívar was able to take advantage of weakness and Spanish colonies in the Western Hemisphere became independent)

- Supports the theme with relevant facts, examples, and details (King Louis XVI was an absolute ruler; commoners were 98% of the population and owned 65% of the land; the Declaration of the Rights of Man and the Citizen granted French citizens freedoms they did not have in the past; European nations were left crippled by Napoleon; the Reign of Terror compromised the lives of French citizens)

- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how the French Revolution brought changes by referring to document 4 and a conclusion that discusses the assistance the French Revolution gave to other nations in the overthrow of oppressive governments

Conclusion: Overall, the response fits the criteria for Level 4. Interpretation of the documents is the core of the response with outside information interjected at both the beginning and the end of the discussion of each part of the task. A few analytical statements are mixed with many descriptive statements to address how the French Revolution led to change.
The French Revolution, beginning in 1789, was a major turning point in world history. The revolution was caused by many factors, including absolutism, harsh taxes, unfair land distribution and above all, a distinct rift between the upper and lower classes. But far more important than the causes of the French Revolution are the effects which changed not only France, but had an impact outside France as well.

In part, the French Revolution was caused by economic hardship and inequality. Although commoners were 99% of France's population, they controlled only 15% of the land as stated in document 2. On top of that, commoners were the only group made to pay taxes, often including money or goods paid directly to the nobility for rent. This left little for the peasants to keep for themselves, perhaps only a cup of soup and some bread each day as the woman in document 3 complained.

Politically, France was in trouble as well. King Louis XVI ruled in an absolute manner (1). While that may have worked for a skilled and compassionate King, Louis's failure to promote change in France drove the country further into problems. He spent the peasants' money lavishly. He infuriated the commoners by arbitrarily imprisoning and killing them. The French government at the time included a body called the Estates General, similar to a parliament. It was divided into 3 parts, made up of the 3 classes of Frenchmen; clergy, nobles and peasants. However, the King rarely called on the Estates General to act, since he preferred to rule himself. Finally, as things grew worse,
in France, King Louis decided he would call the Estates General into action. However, when the 3rd Estate refused to agree with his demands they were locked out of the meeting hall. The commoners were furious at King Louis, so they held their own meeting in a tennis court where they took the Tennis Court Oath, beginning the Revolution.

Another political hindrance to France was King Louis' wife, Marie Antoinette. She was very unpopular among the French for her lavish ways and her outright scorn of the French people. This added insult to injury of the French's poverty. Ultimately, the unfair treatment of the lower class, the economic hardships and the corruption of the monarchy resulted in the French Revolution.

The French Revolution had an enormous impact on the French people, as it led from one form of new government to another as described in doc 4, each with different implications.

The first government established was a national assembly with a constitutional monarchy. By 1791 however the King was forced to flee and a legislative assembly was briefly formed. France was declared a republic and ruled by a committee of Public Safety. Next came a directory government with 5 rulers. Finally in November of 1799, Napoleon Bonaparte, a Corsican, overthrew the government and began his own ambitious monarchy.

All this change had severe affects on France. The loss of stability led to a reign of terror. An example of terror was the guillotine, an exceptionally quick and simple beheading machine invented by and some say eventually used on Dr. Guillotine. This instrument killed hundreds and
probably thousands of French, including the King and Queen. While some of these people were charged with real crimes, many were killed for being nobles or priests or for no reason at all.

After the reign of terror and especially once Napoleon’s reign began, the French began to reap the rewards of the revolution. Greater stability was reached and under Napoleon, education was reformed and made compulsory. Museums and libraries were built and the metric system was created. This change is described as in document 7.

Not only did the French Revolution impact France, it changed the rest of the world as well. The most important change it instigated was an abolition of slavery. Although Napoleon’s reign was short, some of his reforms lasted. For example, document 8 describes how Napoleon outlawed feudalism in Naples, and when King Ferdinand was reinstated King of Naples he did not attempt to bring back feudalism.

The French Revolution was one of the most influential events in all of this world’s history. A wide variety of circumstances came together at precisely the right time and place to cause the French Revolution, which in turn caused major changes both inside and outside of France.
Anchor Level 4-C

The response:

- Develops all aspects of the task by discussing economic and political causes of the French Revolution and how the French Revolution affected the people of France, but discusses impacts of the French Revolution outside France less thoroughly than the other aspects of the task.
- Is more descriptive than analytical (while absolute monarchy may have worked for a skilled and compassionate king, Louis XVI’s failure to promote change in France drove the country further into problems; unfair treatment of the lower class, economic hardships, and corruption of the monarchy resulted in the French Revolution; Napoleon overthrew the government and began his own ambitious monarchy; after the Reign of Terror, the French began to reap the rewards of the revolution; although Napoleon’s reign was short, some of his reforms lasted)
- Incorporates relevant information from documents 1, 2, 3, 4, 6, 7, 8, and 9.
- Incorporates relevant outside information (when the Third Estate refused to agree to Louis XVI’s demands, it was locked out of the meeting hall; the Third Estate met and took the Tennis Court Oath; Marie Antoinette was a political hindrance to France; Marie Antoinette was very unpopular among the French for her lavish ways and her outright scorn of the French people; an example of terror, the guillotine was an exceptionally quick and simple beheading machine invented by Dr. Guillotine; the king and queen were killed by the guillotine; many were killed for being nobles or priests or for no reason at all; the metric system was created)
- Supports the theme with relevant facts, examples, and details (French Revolution was caused by economic hardship and inequality; king rarely called on the Estates General since he preferred to rule himself; loss of stability led to a Reign of Terror)
- Demonstrates a logical and clear plan of organization; includes an introduction that includes causes of the French Revolution and a conclusion, stating that a wide variety of circumstances came together at precisely the right time and place to cause the French Revolution.

Conclusion: Overall, the response fits the criteria for Level 4. The presentation of ideas is rambling but logical. At times outside information is not connected directly to the task, but it effectively illustrates the points that are being made.
A revolution describes a period of time when great change is made, or at least attempted. Revolutions have occurred in regions all over the world. Whether led by few or many, a political revolution usually entails a group of people who are discontent. This can be applied to the French Revolution, which took place from 1789 to 1814. Numerous causes sparked the French Revolution, which affected both the people of France and people outside of France.

Prior to the French Revolution, the majority of the French population were unhappy with their ways of life and the government. Document 2 shows the divisions of society in Pre-revolutionary France. There were three estates. The third estate represented 98% of the French population, yet these people lived the worst quality life than the first and second estate. They were the only class that had to pay taxes to the king. In addition, the distribution of land was extremely disproportional to the size of the estate. Document 1 describes the absolute power that King Louis XVI possessed. He exercised his own will without anyone else’s approval. Consequently, commoners suffered from the demands of the king. Because of the taxes that the third estate was forced to pay, and the laws they had to abide by, people could not support their families. This is exemplified in Document 3. These factors all contributed to the French Revolution.

The French Revolution brought many reforms, affecting both the French and those outside of France. Document 4 lists a series of ruling governments and the actions they took
to improve the quality of life. The government made a transition from an absolute monarchy, to a limited monarchy, and lastly to a republic. Written documents such as "The Declaration of the Rights of Man and the Citizen" redefined the relationship between the individual and the government. Document 5 includes selected articles from "The Declaration of the Rights of Man and the Citizen." These articles guarantee freedoms and rights which are quite similar to our "Bill of Rights." Article 11 is analogous to the first amendment of America's constitution; both give citizens the freedom of speech. These articles establish all citizens as equals and provide new opportunities. Document 7 describes more positive effects of the French Revolution including the reorganization of education. Unfortunately, the revolution created negative outcomes as well. Document 6 shows the terror that the National Convention caused. In trying to achieve justice, judges condemned hundreds. An enormous increase in the number of people sentenced to die on the scaffold resulted.

Outside of France, countries experienced changes and were influenced by the French Revolution. Document 8 states how the Civil Code, which was established under Napoleon, was not abolished in Italy after the revolution, nor were feudal rights re-established. Furthermore, social changes which began to take root were not reversed. Document 9 describes the greater influence that the French Revolution had on the entire world. It served as an example for other revolutionary groups such as those in Russia in.
The French Revolution of 1789 engendered many reforms. It produced positive and negative effects in France. It also served as a model for countries around the world. The French Revolution was a period of time that will never be forgotten.

Anchor Level 3-A

The response:
- Develops all aspects of the task with little depth by discussing economic and political causes of the French Revolution, how the French Revolution affected the people of France, and impacts of the French Revolution outside France.
- Is more descriptive than analytical (whether led by a few or many, a political revolution usually involves a group of people who are discontent; prior to the French Revolution, the majority of the French population was unhappy with their way of life and the government; distribution of land was extremely disproportional to the size of the Estate; commoners suffered from the demands of the king; Declaration of the Rights of Man and the Citizen provided new opportunities; social changes, which began to take root during the French Revolution, were not reversed).
- Incorporates some relevant information from all the documents.
- Incorporates limited relevant outside information (Declaration of the Rights of Man and the Citizen is similar to our Bill of Rights; Article II of the Declaration is analogous to the first amendment of America’s constitution; French Revolution served as an example for revolutionary groups in Russia; many groups in Latin America followed the French Revolution as an example).
- Includes some relevant facts, examples, and details (the Third Estate represented 98% of the French population; King Louis XVI had absolute power; the government made a transition from an absolute monarchy to a limited monarchy and lastly to a republic during the French Revolution; the Civil Code was established under Napoleon; feudal rights were not re-established in Italy).
- Demonstrates a satisfactory plan of organization; includes an introduction that explains what a revolution is and a conclusion that states the French Revolution became a model for other countries.

Conclusion: Overall, the response fits the criteria for Level 3. Although arguments to support document information are somewhat simplistic, the recognition that the effects of the French Revolution are both positive and negative is effective. Good statements are included; however, they lack supporting historical facts and examples.
The French Revolution was a powerful and profound movement, that forever changed the world. The French Revolution changed almost all aspects of society in France, and greatly impacted many of the societies in Europe and all the world. The French Revolution proved that normal people could make a difference in government, and this concept spawned the flowering of new and revolutionary ideas.

The French Revolution began in 1789, a time filled with political unhappiness and uncertainty. The French Revolution derived from a series of causes, one of the most important being the inequality between France’s three classes. The commoners in France were forced to pay all the country’s taxes, while the wealthy nobility and wealthy clergy were exempt. Commoners also owned little land in proportion to their size; they made up 98% of the population yet they owned only 65% of France’s land (Document 2). This environment of unfair conditions on the commoners led to an outcry from the commoners for more equality and fairness in legal enforcements and standard of living. Another major cause of the French Revolution was the absolute power France’s monarchs had. King Louis XVI completely controlled all facets of the people’s lives, giving them no say or power in the government (Document 1). This hindering of the power that the commoners had led to political unrest, because the people of France wanted the ability to have their political views heard and listened to by leaders of the government. Both of these situations are very similar in that in both
Cases the limitations of the commoners rights and lack of equality resulted in a push for revolution. During the French Revolution, many profound changes occurred in all of French society. For the first time, Frenchmen were given freedom of press and speech. They were able to express themselves openly without the fear of governmental persecution (Document 7).

The French people were also now given the Declaration of the Rights of Man and the Citizen. This declaration created a sense of equality between the classes. The Declaration ensured each individual that he would be subject to the same laws, restrictions, and benefits that all other French citizens (Document 5). Another change that impacted the French people was war. However, not all changes and actions occurring during the French Revolution were positive. For instance, political purges occurred during revolution because those who gained power feared all opposition, and they killed any people that got in their way or disagreed with their beliefs (Document 6). The French Revolution had a huge impact on the daily lives of the French citizens. The French Revolution, while bloody, gave the average people more power and equality, which is exactly what the revolution hoped to achieve.

The French Revolution also impacted the whole world. The actions taken by French citizens, specifically the commoners, were noticed by other European nations. This set up a
precedent for revolution in many of the world's countries, because it served as a blueprint for how average people could gain power. (Document 9) The Revolution also showed other nations what equality looked like. As Napoleon's empire spread, so did the new French ideas of the individuals capacity for power. Even after Napoleon left the nations he conquered, citizens still refused to give up the policies of Civil Code and equality that he had created (Document 8). The French Revolution was so powerful and important, and because of this it was able to shape all of the world into what it is today.

The importance of the French Revolution is vast and seemingly unimaginable. It was the revolution that forever changed the power systems of the world, and the revolution that really led to a more global democracy. We should all be thankful for the French Revolution, because it has given us many of the political freedoms we now know today.
### Anchor Level 3-B

**The response:**

- Develops all aspects of the task with little depth by discussing economic and political causes of the French Revolution, how the French Revolution affected the people of France, and impacts of the French Revolution outside France
- Is more analytical than descriptive (the French Revolution was derived from a series of causes, one of the most important being the inequality between the three classes in France; commoners owned little land in proportion to their size; an environment of unfair conditions led to an outcry for more equality and fairness in legal enforcement and improvements in the standard of living for the commoners; King Louis XVI gave the people no say or power in the government; average people of France wanted the ability to have their political views heard and listened to by the leaders of the government; after the French Revolution, people could express themselves with less fear of governmental persecution; *Declaration of the Rights of Man and the Citizen* created a sense of equality between the classes; while bloody, the French Revolution gave average people more power and equality, which is exactly what the revolution hoped to achieve; the French Revolution set a precedent for other revolutions and served as a blueprint; after Napoleon left the nations he conquered, citizens still refused to give up the policies of the Civil Code and equality)
- Incorporates some relevant information from documents 1, 2, 5, 6, 7, 8, and 9
- Incorporates no outside information
- Includes some relevant facts, examples, and details (France had three estates; commoners made up 98% of the population and owned 65% of the land; the power of the French monarchy was absolute)
- Demonstrates a satisfactory plan of organization; includes an introduction focusing on the difference that normal people could make in government and how this concept spawned the flow of new and revolutionary ideas and a conclusion that states the French forever changed the power systems of the world and led to more democracy

**Conclusion:** Overall, the response fits the criteria for Level 3. Although the analytical statements reflect the quality that would be found in a Level 4 response, the overgeneralizations (for the first time, Frenchmen were given freedom of press and speech; *Declaration of the Rights of Man and the Citizen* ensured that each individual would be subjected to the same laws, restrictions, and benefits) and the lack of outside information detracts from the overall quality.
The French Revolution not only had a major impact on France, but also had a significant impact on the rest of the world. France went through many changes during the time of the revolution. Monarchies were overthrown, radicals came into power, and democratic policies were established. The French Revolution also inspired other nations of the world to follow in France's revolutionary footsteps.

There are many social, political, and economic causes for the French Revolution. King Louis XVI imposed censorship of speech and press on the people. He would also send people to prison without a trial. This caused growing unrest and hatred toward the French government. Another problem was that France was going bankrupt. Inflation was so high that the general people could not even afford bread! To make matters worse, taxes were incredibly high, and only the third estate was forced to pay them. Peasants were taxed on the land and its produce, and were then forced to give the nobles their produce and even more money. The third estate was not happy, so they joined together, through nationalism, and stormed the Bastille. The French Revolution had begun. (Documents 1, 2, 3)

The French Revolution had many affects on the people of France. However not all the affects were positive. The French After the monarchy was overthrown, there was a great struggle for control over France. Finally a political party called the Jacobins with Maximillian Robespierre as their leader seized control. The Jacobins
were extremists. They killed thousands of people—what they would kill anyone who was a "threat" or a "traitor" to France. Thus the Reign of Terror began. Thousands were killed under the guillotine during this time, for no apparent reason. However, many positive effects did result from the French Revolution. The French people gained freedom of speech and press. All citizens were equal under the law, and were even given the right to take part in law. Feudalism was abolished, and monarchies were destroyed. France was finally free and united. (Documents 4, 5, 6, 7)

The French Revolution also had an affect on many other nations of the world. Other nations saw the success of the French Revolution and decided to try their hand at change. For example, the French Revolution inspired the ideas of Karl Marx. His idea of a proletarian revolution was inspired by the French Revolution. Marx's ideas have spread all throughout the world and have influenced many countries. The same The Communist Soviet Union was inspired by Marx's ideas of change, and government. (Document 9)

The French Revolution has made a lasting impression on world history. The events that occurred during this time inspired many other nations and regions of the world. Revolutions occur because of nationalism, nationalistic and discontent with one's existing government or life situation. No matter the cause if the government is not serving its people, then the people say it is the duty
of the people to overthrow it. This Renaissance idea inspired the French Revolution and the revolutions that followed.

Anchor Level 3-C

The response:
- Develops all aspects of the task with little depth by discussing political and economic causes of the French Revolution, how the French Revolution affected the people of France, and impacts of the French Revolution outside France
- Is more descriptive than analytical (French Revolution inspired other nations of the world to follow in France’s footsteps; rule of Louis XVI caused growing unrest and hatred toward the French government; Marx’s idea of a proletarian revolution was inspired by the French Revolution; no matter the cause, if the government is not serving its people, then it is the duty of the people to overthrow it)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, 6, 7, and 9
- Incorporates limited relevant outside information (France was going bankrupt; inflation was so high that people could not even afford bread; Third Estate joined together and stormed the Bastille; the Communist Soviet Union was inspired by Marx’s ideas of change)
- Includes some relevant facts, examples, and details (monarchies were overthrown; King Louis XVI imposed censorship of speech and press and would send people to prison without a trial; peasants were taxed on the land and its produce; radical political party called the Jacobins and their leader Robespierre seized control; Reign of Terror began; feudalism was abolished); includes a minor inaccuracy (right of rebellion that inspired the French Revolution was a Renaissance idea)
- Demonstrates a satisfactory plan of organization; includes an introduction mentioning the changes that occurred in France and the effect on the rest of the world and a conclusion that states the reason for revolutions is nationalism and discontent with the existing government or life situation

Conclusion: Overall, the response fits the criteria for Level 3. Although literal interpretation of the documents at times leads to overgeneralizations (peasants were forced to give the nobles their produce; anyone who was a threat or a traitor to France was killed; France was finally free and united), the integration of relevant outside information and document information strengthen the response.
Many political, economic, and social changes occurred in France during the French Revolution. Politically, the revolution was in part caused by Louis' absolute rule and his corrupt policies. Economically, it was caused by the unfair taxation of the Third Estate. The nobles and clergy didn't have to pay taxes, even though they owned a large portion of the land. Socially, it was caused by the unfair treatment of peasants and serfs. The French Revolution gave more rights to the Third Estate and different forms of government were established. The French Revolution inspired many other countries to want self-determination and have revolutions.

There were many causes of the French Revolution. Politically, King Louis enraged the population with his absolute rule and corrupt policies (document). He unfairly imprisoned people without a trial. He spent the money from taxes frivolously and since he believed God felt he had the right from God to rule however he wanted to. The Third Estate was an economic cause was that the population of peasants and clergy owned 15% of the land and only 4% of the land and didn't pay taxes at all (document). Socially, the peasants wanted more rights and opportunities. This sparked the French Revolution into action.

During the revolution, France underwent many political changes. The Declaration of the Rights of Man and the Citizen was
written. Social structures were overturned. Politically, the government went from a constitutional monarchy, to a republic, to a popular rule, and finally to Napoleon’s reign. Economically, feudalism was abolished. All people were given equal rights. The wealthy were executed for exploiting the peasants. There was a reign of terror. There was freedom of speech and press. The peasants were given many opportunities and museums and libraries were built. Although people were supposedly given equal rights, women didn’t get equal rights for a long time.

The French Revolution inspired many other revolutions. The ideas of nationalism affected many other countries. Other countries wanted to apply the idea of self-determination to their countries so they had revolutions too. The Declaration of the Rights of Man and the Citizen influenced other nations’ constitutions as well.

The French Revolution gave many people more rights and inspired many other countries to have revolutions. The problems that led people to start the revolutions were fixed by the revolution, at least for a while. There was no more of the government favoring the nobles and clergy. The French Revolution was a period of frequent political changes and more rights for the commoners.
Anchor Level 2-A

The response:

- Minimally develops all aspects of the task by discussing political and economic causes of the French Revolution, how the French Revolution affected the people of France, and impacts of the French Revolution outside France
- Is primarily descriptive (the revolution was in part caused by Louis XVI’s absolute rule and his corrupt policies; Louis XVI spent the money from taxes frivolously; the peasants wanted more rights and opportunities); includes weak and isolated application (reference to serfs; discussion of equal rights)
- Incorporates limited relevant information from documents 1, 2, 4, 5, 6, 7, and 9
- Presents relevant outside information (although people were supposedly given equal rights, women did not get equal rights for a long time; ideals of nationalism affected many other countries; other countries wanted to apply the idea of self-determination to their countries; the Declaration of the Rights of Man and the Citizen influenced the constitutions of other nations)
- Includes few relevant facts, examples, and details (Louis XVI felt he had the right to rule from God since he believed in divine right; Third Estate owned 65% of the land; the government went from a constitutional monarchy to a republic to five people ruling and finally to Napoleon; feudalism was abolished)
- Demonstrates a general plan of organization; includes an introduction, listing the reasons for the French Revolution that will be discussed, and a conclusion that states the French Revolution inspired other countries to have revolutions and states the results of those revolutions

Conclusion: Overall, the response fits the criteria for Level 2. Social causes and results are confused with political ones. Information from the introduction and the conclusion is repeated in the body of the response and this lack of development detracts from the quality of the discussion. Although outside information is included, it is general in nature.
"When France succeeds, Europe suffers a soul," This saying came about from the French Revolution starting out as a way to overthrow the government, the French Revolution spread to all of Europe from the reign of terror (Reign of Terror) to the dawn of the Napoleonic Wars; France became a problem, the people of France got their revolution, the people of Europe got a problem.

The French Revolution started in the late 1700's with the upper class severely outpacing the lower class. Document 2 shows how only the lower class was taxed.

The upper class: clergy and nobles were much richer than the common people; therefore the upper class are the ones that should have been taxed. The common people made up 98% of the population. When the people realized there was strength in numbers, it was only a matter of time.

The French people were hit hard by the revolution. Shown in document 4, France went through 4 different governments in 10 years. In document 6, it is told about how people no longer knew why they were going to be killed. They could be sent to the gallows for no reason on behalf of the people. However, the revolution did bring about freedom for the people, a constitution. Document 5 is excerpts from the declaration of the rights of men similar to our constitution. People were given freedom of speech, and the right to take part in their government.

The French Revolution led to the Napoleonic Wars affecting most of Europe in the early 1800's. This led
Anchor Level 2-B

The response:

- Minimally develops most aspects of the task by discussing an economic cause of the French Revolution, how the French Revolution affected the people of France, and impacts of the French Revolution outside France.
- Is primarily descriptive (although it started out as a way to overthrow a government, the French Revolution affected all of Europe; the French Revolution started in the late 1700s with the upper class overpowering the lower class; the upper classes should have been taxed because they were richer than the common people; people could be sent to the gallows for a reason unbeknownst to them).
- Incorporates limited relevant information from documents 2, 4, 5, 6, 8, and 9.
- Presents relevant outside information (“when France sneezes, Europe catches a cold”; Napoleonic Wars affected most of Europe in the early 1800s; Europe was having trouble stopping Napoleon; Congress of Vienna would end one chapter of world history and begin another chapter).
- Includes few relevant facts, examples, and details (Robespierre is connected to the Reign of Terror; France went through four different governments in ten years; the French Revolution did bring a constitution; the French Revolution helped Karl Marx develop his ideas; feudalism had been abolished); includes an inaccuracy (the Declaration of the Rights of Man and the Citizen is similar to our constitution).
- Demonstrates a general plan of organization; includes an introduction and a conclusion that refer to the worldwide effects of the Revolution.

Conclusion: Overall, the response fits the criteria for Level 2. Although some documents are interpreted literally, information from others is supported with outside information. In many cases good information is referred to, but is not supported with historical facts, examples, and details.
The French Revolution is an important event in history. It not only impacted France, but other nations outside of France as well. The conditions in France dissatisfied many people, and they sought a way to bring about change. This led to the start of the French Revolution.

In France, during the late 1700s, King Louis XVI was in power. He had a lavish lifestyle at his palace of Versailles, while ruling his country strictly. Louis XVI enforced laws, levied taxes in a way he felt was best, he denied the right to trial by jury, and unreasonably used the money of the people. Enveloped in his lifestyle, Louis XVI was unaware of the dissatisfaction he was causing his people. People became fed up and knew that it was time to do something about it.

There were three estates in France. The First Estate was
made up of clergy, the Second
Estate consisted of nobility, and the
Third Estate was the commoners.
Although the Third Estate made up the
majority of the population, they felt
that they were treated unfairly. They
were the ones who suffered heavily
from the taxes that benefitted the First and Second
Estates. Document 4 shows the contrasts
these three Estates. The commoners were
unhappy with this situation. With an
absolute monarchy, a strained economy, and
division between citizens of France, the
French Revolution was underway.

The lives of citizens improved
in several ways and were negatively
affected as well. The Declaration of the Rights
of Men was put into effect and examples
on the document are displayed in
Document 5. It expresses that men are
equal in rights and will remain free.

In addition, the role of individuals
in the government improved. Opportunities
to be elected into office and other high
Positions were available to all citizens. This demonstrates the voice they are now granted in the government. Individuals can also freely express views and opinions. Document Seven mentions the development of an education system. This leads to an increase in literacy among people and the desire to seek success. In addition, freedom of the press was granted, which encouraged many people to read and expand their knowledge. Through the press, people could express feelings and thoughts openly. However, opposition to the government was crushed and a reign of terror began. Although the French Revolution positively impacted citizens, there was a negative aspect of the revolution.

Ideas of the French Revolution spread to neighboring areas. Nations other than France were influenced as seen in document nine. People gained knowledge on the principles of democracy and began
to seek ways to bring about a revolution. The purpose of the French Revolution not only brought about changes in France, but was important to the reforms the renewal of other unions. As a result, we can conclude that the French Revolution was a major turning point in history.

Anchor Level 2-C

The response:
- Minimally develops all aspects of the task by discussing political and economic causes of the French Revolution, how the French Revolution affected the people of France, and an effect of the French Revolution outside France
- Is primarily descriptive (Louis XVI ruled his country strictly; Louis XVI levied taxes in a way he felt was best and unwisely used the money of the people; people became fed up and knew it was time to do something about it; opportunities to be elected to office and other high positions were available to citizens; education led to an increase in literacy; people gained knowledge about the principles of democracy); includes faulty and isolated application (individuals could freely express their views and opinions; after opposition to the government was crushed, a Reign of Terror began)
- Incorporates limited relevant information from documents 1, 2, 4, 5, 7, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (King Louis XVI lived a lavish lifestyle at his palace of Versailles; Louis XVI denied the right to trial by jury; the Third Estate made up of majority of the population; France was an absolute monarchy; Declaration of the Rights of Man and the Citizen was put into effect; ideas of the French Revolution spread to neighboring areas)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a brief concluding statement

Conclusion: Overall, the response fits the criteria for Level 2. Chronological misplacement of the Reign of Terror is somewhat confusing. Overgeneralizations about the development of an education system and freedom of the press and a surface treatment of the impacts of the French Revolution outside France are offset by statements that demonstrate a limited understanding of the French Revolution.
The French Revolution was an important part in the world's history. It changed many people's ideas. Also it gave the French a lower class more rights. The Revolution was a time when ideas of people were changed.

First of all the reason for the revolution was the high taxes they had to pay. The common people only ones who had to pay church and the nobles didn't have to, also the king had total power over everyone. (Document 1)

This is why revolution started. The revolution was important because it gave people more rights.

It gave people idea men are born free. (Document 5). Also it gave idea by napoleon all have freedom of speech and of press. (Document 7)

The revolution gave rights to peasants which was important
The revolution had an effect on the world even after it was over. After Revolution ended in some places, some ideas put there stayed. First is example: The king kept civil code when he returned to power, which thing (Document 8) also even later then revolution had a lasting effect like in later revolutions it gave incentive to them in 19th and 20th centuries also it gave Karl Marx the idea of the proletarian overthrowing the government. (Document 9) The revolution even later had a lasting effect.

The revolution affected the world in many ways. The revolution changed way people acted. The revolution was an important part in history of world.
Anchor Level 1-A

The response:
- Minimally develops all aspects of the task by mentioning political and economic causes of the French Revolution, how the French Revolution affected the people of France, and impacts of the French Revolution outside France
- Is descriptive (it changed many people’s ideas; the revolution gave people more rights; after the French Revolution ended, in some places some of the ideas stayed; the French Revolution had a lasting effect on later revolutions; the French Revolution gave Karl Marx the idea of the proletariat overthrowing the government)
- Incorporates limited relevant information from documents 1, 3, 5, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (high taxes; the king had total control; the king kept the civil code in Naples when he returned to power); includes an inaccuracy (idea was given by Napoleon that all have freedom of speech and press)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that states why the French Revolution was important

Conclusion: Overall, the response fits the criteria for Level 1. Although all aspects of the task are addressed, information presented is minimal and gaps in chronology detract from the discussion. The response lacks development.
The French Revolution was between 1789 and 1814. The French Revolution was a major turning point in world history. It led to major changes in France and other areas over the world.

There were many economic, political, and social causes of the French Revolution. One political cause was because King Louis XVI was the absolute monarch. No one wanted there to be a king because that meant that they had all the power. (Document 1). Another cause of the French Revolution was the third estate had to pay high taxes. They owned 65% of the land, and were 98% of the population. The third estate had no say in politics and they thought that was very unjust. (Document 2) One last cause is that the French worked so hard but received so little in return (Document 3).

The French Revolution affected the citizens of France. The Declaration of the Rights of Man and the Citizen said that
Citizens may have a say in the government (Document 5). In effect of the French Revolution, citizens had the freedom of speech and the freedom of press (Document 7).

In conclusion, the French Revolution was a major turning point in world history. It affected the rights of citizens. It also affected other areas throughout the world other than France.

Anchor Level 1-B

The response:
• Minimally develops some aspects of the task by mentioning political and economic causes of the French Revolution and how the French Revolution affected the people of France
• Is descriptive (King Louis XVI was an absolute monarch; the Declaration of the Rights of Man and the Citizen was passed); includes weak and faulty application (no one wanted there to be a king; the Third Estate had no say in politics; citizens had freedom of speech and press)
• Incorporates limited relevant information from documents 1, 2, 3, and 7
• Presents no relevant outside information
• Includes few relevant facts, examples, and details (the Third Estate had to pay high taxes; they owned 65% of the land and were 98% of the population)
• Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that states the French Revolution affected the rights of citizens

Conclusion: Overall, the response fits the criteria for Level 1. An attempt is made to address some aspects of the task; however, the information presented is limited in scope and lacks detail. Some conclusions are faulty, and the discussion indicates a very limited understanding of the French Revolution.
The French Revolution, which included Napoleon’s reign, is considered to be a major turning point in world history. This revolution led to major changes in France and other nations and regions of the world. The French Revolution had political and economic causes. Napoleon overthrew the government and became ruler and was a ruler of the people. Many people lost their rights to do whatever they wanted. An earlier tax affected other events and made revolting become political traditions.

The French Revolution, which included Napoleon’s reign, is considered to be a major turning point in world history. This revolution led to major changes in France and other nations and regions of the world. The French Revolution was extremely important.
Historians consider the French Revolution to be a turning point in history. The Revolution began as the people's reaction to the absolute monarchy and radically changed the life of French people. The French Revolution also impacted areas outside of France.

Before the French Revolution, the government was extremely unfair to the lowest class. The King Louis XVI had claimed his power came from God which gave him the excuse to do whatever he wanted. The king decided who were all the officers, the laws and how to enforce the laws. He could arrest people without reason and censor people's right to speech (Doc. 1). Government taxes were only levied on the third estate. The First and Second Estates only made up 2% of the population but had 35% of the land. The Third Estate had very little land and a meager way of living. Even when they had so little, they still had to pay taxes. Sometimes they had to pay taxes to several nobles. The peasants had an extremely hard way of life (Doc. 3). The King did not do anything to help them.

When the three Estates had their meeting, the Third Estate walked out and had their own meeting in a tennis court nearby to decide on changes in the government.

All the government changes had a radical impact on the French people's way of life. First, the Revolution created a constitutional monarchy (Doc. 4). During this time, the
Declaration of the Rights of Man and the citizen was adopted. This gave the people the freedom of speech and press. It also let the men participate in government (Doc.5). Women also tried to get this right but they were rejected firmly. The Declaration made all men equal and free. It made the laws unable to do harm to the people. By 1791 the constitutional monarchy was ended and the king fled. War was declared against Austria and Prussia.

Soon after the Republic was declared, the Jacobins took over and created the Committee of Public Safety. The Jacobins had started a reign of terror. People were sent to jail and executed. The people were often given no reason for their arrest. Some were rich people and others were clever (Doc6). Thousands were killed during this 3 year Republic rule. Finally it ended with the Jacobins leader, Robespierre being executed. Despite all the bloodshed, the French had gained many rights and opportunities such as education and freedom of press. The arts were encouraged and many museums were established (Doc7).

The French Revolution did impact the rest of the world. The achievements during the Revolution set an example for the rest of the world to get their freedoms (Doc9). The wars for independence in Latin America were inspired
from the French. The French Revolution also brought social changes to the rest of Europe when Napoleon took over. Napoleon's Civil Code stayed in place in many areas where he conquered.

The French Revolution had a great impact. The impact affect both France and the rest of the world. The Revolution ended the absolute monarchy that was bad for the lives of the people. That's why historians believe the French Revolution is a turning point in history.
The French Revolution (1789-1814), which included Napoleon’s reign, is considered a major turning point in world history. This revolution led to major changes in France and other nations and regions of the world. Many major changes were accomplished such as abolition of serfdom, slavery, judicial torture and inherited privileges. Freedom of speech was created and many other things like equality.

One cause of this magnificent revolution was the power of the kings. They had absolute power which means they controlled everything, I mean everything. The king appointed all civil officials and military officers. He made and enforced all laws, he leaned taxes and spent the people’s money however he wanted. Nobody had a voice but the king, he could arrest anybody whenever and however he wanted even if they didn’t do anything. No justice, no freedom, no way to live at all.

Tax was a very big problem during this time. The only people who were taxed were the lowest estates or classes, which wasn’t very fair. In document three families had to give up not only money but food and produces also. They had taxes on their land and produces, how can they support their families like this? Sometimes people had to give up animals which made their food.

The Declaration of Rights of Man and Citizen was a big turnaround for the revolution. These rights bring the birth of freedom, opportunity, equality, and justice. People were allowed to speak freely as long as it wasn’t disrespectful to the law, all people were looked at the same, so people could go out for whatever job they please and wouldn’t be judged on ethnicity or race. Justice was held high, a man deserves what he gets, if it is a sentence or if he is let free. Things were starting to change for the better.

The spread of education was growing gradually. Education wasn’t taken seriously before, but during the French Revolution new libraries and museums detail
being built. This was like a preparation for people to learn. Education became very important.

Many other nations benefited from the French Revolution such as China.

Conclusion

China confirmed their contemporary relevance of the French Revolution when they led the revolutionary bicentennial parade in Paris on July 14, 1989. Many abductions occurred such as self-doom, slavery, inherited privilege and judicial torture. All thanks to the French Revolution.
The French Revolution had a major impact on civilization. In the 1700s, the commoners were treated unfairly, such as being taxed when no one else was (Document 2). Also, the King had absolute power, so one had a say in anything (Document 1). Feudalism was also a major problem, the French Revolution abolished feudalism, and France was declared a republic (Document 4). There were no longer unequal rights, everyone was born with the same rights (Document 5). Laws were also voted upon, rather than the King deciding. Job opportunities were also made fair, by making careers "open to talents" rather than social class (Document 7). The French Revolution didn't just affect France, it affected many other countries. For instance, French control over other countries decreased in places such as Italy. In conclusion, the French Revolution was a great success in making France, along with other countries, a better, more fair place to live.
A major change and turning point in the history of the world, the French Revolution and its accomplishments shed its light not only in France, but in other countries as well. The needs of the individual were met and the overall status of the country was improved not one moment too soon.

The French Revolution brought about changes in many aspects of the country. One was the political change that came about with aftermath of the French Revolution (Dec. 1793) France had seen many different faces of government during this period of time in the late 18th century. First, a feudalistic society built on the foundation of peasants and other social classes (which was abolished) and a legislative Assembly to conduct matters of the country (which was shortlived). Then a Republic, which was run by a select committee of people, predominantly the Jacobins and Robespierre, and finally a Directory which featured 5 separate directors with 5 very different points of view that subsequently fell apart as a result. The French Revolution, like most revolutions, involved a change in political scenery.

The French Revolution also brought about a reformation in economy. For a long time, the third estate had paid 100% of the taxes. This devoured much of what little the peasants had. They had little food and little land to make a living on. They did not have much of a conceivable way to obtain any type of employment other then the non-consolable fact that they had to pay using money + crops just to keep the land they lived on (Dec. 7). Thanks to the French Revolution, these same people were allowed
to go and get jobs and establish some sort of security, especially with the assistance of the merit system.

One of the most important aspects of the French Revolution was the Reign of Terror. France had become a prison and almost everyone who was against the beliefs of the government faced the threat of persecution, execution or imprisonment. You were forced to keep your mouth shut about your beliefs. Beliefs excluding the main ones demanded by the government were not tolerated. The people in France who were against the beliefs of the government, especially against the philosophy of the Radicals under Robespierre, Danton and Marat were arrested. People hardly spoke to anyone because spies were everywhere and a knock at the door could mean arrest. In fact, Robespierre met his death this way. The French Revolution was about the tired and agonized people of France taking their last stand for what they believed in.

The courageous efforts displayed by the revolters during the French Revolution sparked a feeling of pride and nationalism into the hearts of people in other countries under similar conditions who before were too timid and fearful of their own lives to do something about it. One of the countries that France was a catalyst to was China, where students were taking a stand against their communist government in Tiananmen Square. They felt that if the French could do it, so could they and used the similarities of the French Revolution to give them motivation to petition the government for some democratic
rights. Many countries have used the relevance of the French
Revolution to fuel their own revolutions. Countries, who before
may never’ve had a thing to do with France, were inspired by
the unity, heart, and effort shown by the French. More than
200 years later, nations have reserved a day of observance for
the triumph of the French Revolution.

The French Revolution has undoubtedly been a turning point
of the history of the world. It has shaped the way people
throughout the world have felt and displayed their displeasure
against their respective governments. The French Revolution has
inspired people to speak out, not just against the government,
but in a general sense as well. In a time of governmental
ignorance and abuse of power, the people of France were
able to rise up and strike down the sheer defiance of the
French government — and not one moment too soon.
Practice Paper A—Score Level 0

The response:
Refers to the theme in a general way; includes the historical context as copied from the test booklet in both the introduction and the conclusion; the very limited document information is copied from the test booklet

Conclusion: Overall, the response fits the criteria for Level 0. The response copies from document 4 and document 9. The other statements only refer to the theme in a general way.

Practice Paper B—Score Level 3

The response:
- Develops all aspects of the task with little depth by discussing political, economic, and social causes of the French Revolution, how the French Revolution affected the people of France, and impacts of the French Revolution outside France
- Is more descriptive than analytical (the revolution began as the people reacted to the absolute monarchy; before the French Revolution, the government was extremely unfair to the lowest class; the Third Estate had very little land and a meager way of living; all the government changes had a radical impact on the French people’s way of life; despite all the bloodshed, the French gained many rights and opportunities; achievements during the French Revolution set an example for the rest of the world to get their freedoms; the French Revolution brought social changes to the rest of Europe when Napoleon took over)
- Incorporates some relevant information from all the documents
- Incorporates limited relevant outside information (the Third Estate had its meeting on a tennis court to decide on changes in the government; the Reign of Terror ended with the execution of the Jacobin leader Robespierre; women tried to get the right to participate in the government, but they were firmly rejected; the wars for independence in Latin America were inspired by the French)
- Includes some relevant facts, examples, and details (King Louis XVI claimed his power came from God; Louis XVI could arrest people without reason and censor people’s right to speech; the French Revolution first created a constitutional monarchy; the Declaration of the Rights of Man and the Citizen was adopted; the constitutional monarchy was ended and the king fled; the Jacobins took over and created the Committee of Public Safety; Jacobins started a Reign of Terror; people were sent to jail and executed during the Reign of Terror; Napoleon’s Civil Code stayed in place in many of the areas he conquered; includes a minor inaccuracy (when the three estates had their meeting, the Third Estate walked out)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state the Revolution ended the absolute monarchy and radically changed the life of the French people

Conclusion: Overall, the response fits the criteria for Level 3. The focus of the response is on interpretation of document information. The inclusion of some analytical statements and relevant outside information strengthen the discussion.
Practice Paper C—Score Level 2

The response:
- Minimally develops all aspects of the task by discussing political and economic causes of the French Revolution, how the French Revolution affected the people of France, and mentions impacts of the French Revolution outside France
- Is primarily descriptive (no one had a voice but the king; families had to give up not only money but also food and produce; how could the lowest estates support their families and pay the taxes; the Declaration of the Rights of Man and the Citizen was a big turnaround for the revolution; people were allowed to speak freely as long as it was not disrespectful to the law; things were starting to change for the better); includes faulty and weak application in the discussion of documents 5 and 7
- Incorporates limited relevant information from documents 1, 2, 3, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (kings had absolute power; king made and enforced all laws; there were taxes on land and produce; the Declaration of the Rights of Man and the Citizen was passed; more libraries and museums were opened)
- Demonstrates a general plan of organization; includes an introduction that lists changes mentioned in document 9 that were accomplished by the French Revolution and a conclusion that incorrectly uses document 9 to address the last part of the task

Conclusion: Overall, the response fits the criteria for Level 2. Most of the response uses basic information provided in the documents. Although all aspects of the task are addressed, some simplistic conclusions lead to faulty and weak statements.

Practice Paper D—Score Level 1

The response:
- Minimally develops all aspects of the task by mentioning political and economic causes of the French Revolution, how the French Revolution affected the people of France, and an impact of the French Revolution outside France
- Is descriptive (in the 1700s, commoners were treated unfairly, such as being taxed when no one else was; laws were voted upon, rather than the King deciding; job opportunities were made fair); includes weak application (no one had a say in anything; French control over other countries decreased in places such as Italy)
- Incorporates limited relevant information from documents 2, 4, 5, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (French Revolution abolished feudalism; France was declared a republic)
- Demonstrates a weakness in organization with brief introductory and concluding sentences

Conclusion: Overall, the response fits the criteria for Level 1. Statements are included that demonstrate a limited understanding of the French Revolution. Overgeneralizations and lack of explanation detract from this effort.
Practice Paper E—Score Level 4

The response:

- Develops most aspects of the task by discussing an economic cause of the French Revolution, the political, economic, and social effects of the French Revolution on the people of France, and impacts of the French Revolution outside France
- Is both descriptive and analytical (the Directors had different points of view and the government subsequently fell apart as a result; the French Revolution, like most revolutions, included a change in political scenery; the French Revolution also brought about a reformation in the economy; under the Reign of Terror, France had become a prison and almost everyone who was against the beliefs of the government faced the threat of persecution, execution, or imprisonment; people hardly spoke to anyone because there were spies everywhere; the courageous efforts displayed by the revolters during the French Revolution sparked a feeling of pride in the hearts of people from other countries under similar conditions who had been too timid and fearful to do something about it)
- Incorporates relevant information from documents 2, 3, 4, 6, 7, and 9
- Incorporates relevant outside information (feudalistic society, which was built on the foundation of peasants and other social classes, was abolished; thanks to the French Revolution, people were allowed to get jobs with the assistance of the merit system; Robespierre met his death during the Reign of Terror; French Revolution sparked a feeling of nationalism; French Revolution gave Chinese students the motivation to petition their government for some democratic rights)
- Supports the theme with relevant facts, examples, and details (Legislative Assembly was short-lived; the Republic was dominated by the Jacobins and Robespierre; Third Estate paid 100% of the taxes; commoners had little food and little land to make a living on; one of the most important aspects of the French Revolution was the Reign of Terror; Robespierre was the leader of the Radicals; students in China took a stand against their communist government in Tiananmen Square)
- Demonstrates a logical and clear plan of organization; includes an introduction stating that the needs of the individual were met by the French Revolution and the overall status of the country was improved and a conclusion that discusses how the French Revolution inspired people to speak out, not just against the government but in a general sense

Conclusion: Overall, the response fits the criteria for Level 4. A summary of the information in document 4 is used as a starting point to discuss the changes occurring during the French Revolution. A thorough discussion of document information is strengthened by the inclusion of outside information that is analytical in nature. However, the response discusses only one cause of the Revolution.
### Part I
Multiple Choice Questions by Standard

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### Parts II and III by Theme and Standard

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<td>Power; Conflict; Political Systems; Economic Systems; Human Rights; Justice; Nationalism; Cultural and Intellectual Life</td>
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The Chart for Determining the Final Examination Score for the January 2007 Regents Examination in Global History and Geography will be posted on the Department’s web site http://www.emsc.nysed.gov/osa/ on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination 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:

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.